



**BSRLM New Researchers Day Programme
University of Birmingham (School of Education)**

Friday 7th June 2019

10:00-10:30 Registration (Reception by the entrance)

10:30-11:25 Plenary Lecture by Jennie Golding – G33

Writing for peer-reviewed publication

| | 11:30– 12:00 | 12:05– 12:35 | 12:40– 13:10 |
|----------------------------------|---|---|---|
| 423b 4 th floor | <p>Sahin, Nejla Tugcem - University of Aberdeen</p> <p>Enhancing approaches to teaching mathematics in high-poverty contexts: An exploration of student teachers' views on inequalities reproduced through mathematics education</p> <p style="text-align: right;"><i>Williams</i></p> | <p>Williams, Helen - University College London</p> <p>What's the same and what's different: the use of Mathematics Mastery in a special school for pupils with MLD</p> <p style="text-align: right;"><i>O'Brien</i></p> | <p>O'Brien, Amy - King's College London</p> <p>An evolution of numeracy and related terms: 70 years of ambiguity?</p> <p style="text-align: right;"><i>Sahin</i></p> |
| 422 4 th floor | <p>Large, Alex - University of Wolverhampton</p> <p>The Importance of Multiplication Tables and The Perceptions in Relation to Self-Efficacy</p> <p style="text-align: right;"><i>Machino</i></p> | <p>Jacques, Laurie - University of London, Institute of Education</p> <p>Analysing data from Learning Study to interpret changes in professional practices when promoting learning from variation.</p> <p style="text-align: right;"><i>Large</i></p> | |

13:10 – 13:55 Lunch (Ground Floor)



14:00 – 15:00 Plenary lecture by Ian Davison – G33
What do you need to know to critique or employ statistical analysis in research?

| | 15.05-15.35 | 15.40-16.10 |
|----------------------------------|--|---|
| 423b 4 th floor | Hayes, Helen - Bryn Eliau School, Colwyn Bay Taking part in a research project about flipped classrooms in Further Maths: the perspective of the participant <i>Angier</i> | Angier, Corinne - How do beginning mathematics teachers in Scotland understand their role in Global Citizenship Education? <i>Hayes</i> |
| 422 4 th floor | Machino, Natheaniel - University of East Anglia Specialized Content Knowledge: What is it? How does it relate to student learning? <i>Jaques</i> | |



Plenary Lecture by Jennie Golding

Writing for peer-reviewed publication

Systematic exploration is often deemed 'research' when the approach and outcomes are open to peer review that validates those outcomes. Publication is the usual, and valued, approach to such peer validation – but can also be a time-consuming and challenging process. How does BSRLM support early career researchers in taking manageable steps towards that, and what are the key learning points? This session analyses the opportunities and limitations offered by publication in BSRLM day conference proceedings (not peer-reviewed), through peer-reviewed conference proceedings such as those of the BSRLM-led BCME Proceedings, to the minefield that is submission to high-quality peer-reviewed journals – and engages workshop-style with some of the challenges often encountered en route.

Jennie Golding is Associate Professor of Mathematics Education at UCL Institute of Education.

She led the BSRLM team editing the BCME9 Proceedings, available at <http://www.bsrlm.org.uk/wp-content/uploads/2018/11/BCME9-Research-Proceedings.pdf>. Her publications can be found at <https://iris.ucl.ac.uk/iris/browse/profile?upi=JGOLD18>.

Plenary lecture by Ian Davison

What do you need to know to critique or employ statistical analysis in research?

You can safely drive a car without understanding technical details regarding its design, but can you employ statistical methods in social science research in the same way? This session has two purposes. The first concerns picturing the purpose of specific statistical tests, as knowing what to do is harder than working out which buttons to press. The second relates to interpretation of findings as it's surprising how often conclusions in published research do not entirely match the stats.