CETL-MSOR Conference 2016 Programme

Day 1 – Tuesday 6th September					
09.30 – 10.00	Registration and Tea/Coffee				
10.00 – 10.25	Welcome and Housekeeping – Professor Tony Croft, Loughborough University Conference Introduction – Professor Mark Biggs, Dean of the School of Science, Loughborough University				
10.25 – 11.25	**Keynote session 1 Professor Mark Chaplain, University of St Andrews** **Mathematics, Mutations and Metastases: Can Calculus Cure Cancer?** **Lecture Theatre RT.0.37**				
	Parallel Session I				
	Room RT.0.33	**Room RT.0.40**	**Room RT.0.29**	**Room RT.0.25**	**Lecture Theatre RT.0.37**
11.30 – 12.30	*Introducing the new sigma Special Interest Groups* David Bowers, Emma Cliffe, Jeff Waldock and Alun Owen	*"I never remember maths and I feel like I'm starting from scratch every semester". Would an increased focus on conceptual understanding help students improve their maths skills in the long term?* Michael Cross and Helen Jackson	*Most commonly occurring mathematical difficulties during eight weeks in the life of a Mathematics Support Centre* Nuala Curley and Maria Meehan	*Funny Animated Videos as Educational Tools for Enhancing Students' Engagement and Learning of Statistics. A Qualitative Pilot Study* Monica-Cristina Hess	*Student attitudes towards revision* Philip Walker and Eabhnat Ní Fhloinn
	Special Interest Group in statistics support Alun Owen		*Tutoring maths within the context of a degree: working with undergraduates and post-graduates at the University of Aberdeen* Morgiane Richards	*STEM Enable: a new website for locating information to assist disabled students* Emma Cliffe	*Conceptual understanding: You know it when you see it* Ian Jones
12.30 - 13.30	Lunch, Posters and Exhibitions				
	Parallel Session II				
	Room RT.0.33	**Room RT.0.40**	**Room RT.0.29**	**Room RT.0.25**	**Lecture Theatre RT.0.37**
13.30 – 15.00	*Using Think Aloud task based interviews to evaluate interactive Geogebra tasks* Catríona Ni She, Sinéad Breen, Eabhnat Ní Fhloinn, Ciarán Mac an Bhaird and Ann O'Shea	*An indoor "outdoor experiential course"* Davide Penazzi, Zainab Munshi, Andrew Burrell and Jo McCready	*Tilting the Classroom: Giving Engaging Mathematics Lectures* Lara Alcock	*Does online assessment encourage surface learning?* Jinhua Mathias	*The role of the shadow workshop in Maths learning support* Phil Harvey
	Whiteboards: a low tech solution to increase student participation within the classroom Ros Porter, Claire Cornock and Wodu Majin	*The Maths Journey* Allison Smale		*Assessment for Learning: Resources for First Year Undergraduate Mathematics Modules* Fiona Lawless, Caitriona Ni She, Ann O'Shea, Ciaran Mac an Bhaird and Eabhnat Ni Fhlionn	*Evaluation of maths support provision at London South Bank University* Mohamed Mehali
	Online tutorials in teaching maths courses: do we need to apply different approaches and methods in teaching? Inna Namestnikova	*Building mathematics: how the construction and use of artefacts can be used to engage students with their learning of mathematics* Alison Megeney	*Improving engagement in a large enrolment pure mathematics module* Kevin Houston	*Does it count? Undergraduate engagement with formative mathematics assessment* Robert Wilson	*A study of evaluation methodologies and impact of STEM outreach activities* Yamuna Bagiya and Farzana Aslam
15.00 – 15.30	Tea/Coffee				
	Parallel Session III				
	Room RT.0.33	**Room RT.0.40**	**Room RT.0.29**	**Room RT.0.25**	**Lecture Theatre RT.0.37**
15.30 – 16.30	*Perspectives of Maths and Stats Support Centres in the Czech Republic* Maria Králová and Zuzana Pátíková,	*An experience of delivering unconscious bias training to STEM undergraduates* Calvin Smith and Joy Singarayer	*Encouraging HE teacher-practitioner research in a maths department* Peter Rowlett	*Standards of university teaching – what, if anything, can be learned from schools?* Paul Glaister	*Engaging students through peer mentoring* Janet Bonar, Simon Saggers, Desislava Andonova and Liz George
	Mathematics support at UEA: an established model Robert Jenkins and Elena Nardi	*Analysing students' response times with classroom response systems* James Denholm-Price, Suzan Orwell and Peter Soan		*100% NSS overall satisfaction rate, great! Now what?* Ruth Fairclough	*A combination of industry collaboration and flipped classroom to increase learners' confidence and skillset* Noel-Ann Bradshaw and Ben Nicholas
16.30 – 17.00	**Inaugural Annual General Meeting of the sigma Network** **Room RT.0.29**				
From 16.30	Book in at accommodation (15 mins walk)				
19.00	Drinks Reception and Leveret performance				
20.00	Conference Dinner				

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Day 2 – Wednesday 7th September					
08.45 – 09.15	Registration for Day 2 day delegates				
09.15 – 10.15	**Keynote session 2 Professor Chris Linton, President of the IMA** **The expanding reach of the mathematical sciences and its implications for undergraduate curricula** **Lecture Theatre RT.0.37**				
10.15 – 10.40	Tea/Coffee				
	Parallel Session IV				
	Room RT.0.33	**Room RT.0.40**	**Room RT.0.29**	**Room RT.0.25**	**Lecture Theatre RT.0.37**
10:45 – 11.45	*Maths advice and revision in Chemistry (MARC)* Shazia Ahmed and Beth Paschke	*Strategies for tackling maths anxiety* Ellen Marshall, Daniel Wilson and Victoria Mann	*How we use theory in research in university Mathematics teaching* Barbara Jaworski, Paul Hernandez-Martinez and Stephanie Treffert Thomas	*Stochastic simulation as a context for teaching programming to first-year Mathematics students* Mark Johnston	*Effects of learning early undergraduate Mathematics on MATLAB study* Chunhua Yang and Siri Chongchitnan
	Investigating students' difficulties with differential equations in Physics Diarmaid Hyland, Brien Nolan and Paul van Kampen	*Does context matter? An exploration of the impact that teaching mathematics in context has on performance and anxiety levels* Fiona Lawless, Angela Short and Gerry Gallagher		*A review of the teaching of computer programming in the undergraduate Mathematics curriculum* Chris Sangwin and Claire O'Toole	*In what ways do lecturers receive and use feedback from large first year mathematics classes?* Anthony Cronin
11.45 – 13.15	**Keynote session 3 Staff–Student Partnerships in Teaching and Learning: hearing from the students themselves** **Lecture Theatre RT.0.37**				
13.15 – 14.15	Lunch, Posters and Exhibitions				
	Parallel Session V				
	Room RT.0.33	**Room RT.0.40**	**Room RT.0.29**	**Room RT.0.25**	**Lecture Theatre RT.0.37**
14.15 – 15.15	*Working in Maths Support 20 years and counting* Chetna Patel	*Immersion: Therapy?* David Graham	*Development of a course community* Claire Cornock	*Hashtags and Hootsuite: using social media to reach your students* Cheryl Voake-Jones	*The transition to university: students' familiarity with large data sets and the use of technology in new A level mathematics qualifications* Stephen Lee
	Established maths and numeracy support: achievements and challenges Inna Namestnikova	*The Hidden Maths Content in HE courses: A Survey* Clare Trott and Steven Chinn	*Aspects of transition from Foundation to the first year of an Engineering degree* Stephanie Treffert Thomas		*Community Perspectives of Mathematics and Statistics Support in Higher Education: Sustained or not Sustained?* Michael Grove and Moira Petrie
15.15 – 15.15	Closing Plenary – led by Joseph Kyle				
15.45	Close & Depart (Tea and Coffee available)				