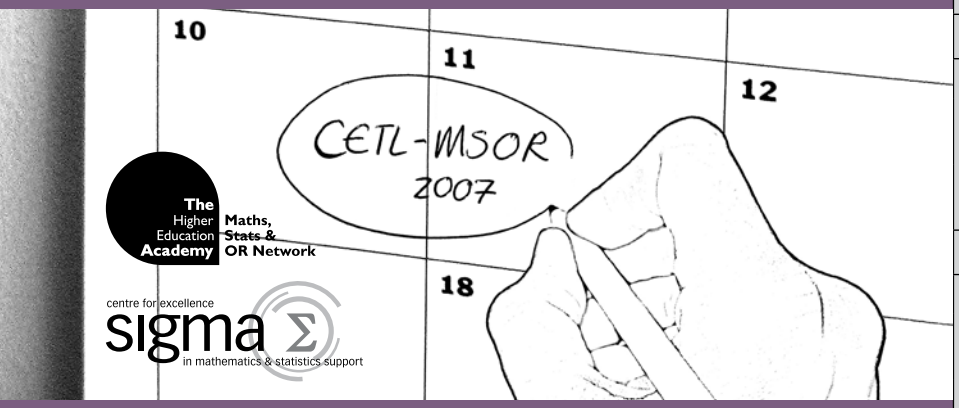
current & ongoing activities



Make connections at CETL-MSOR 2007

UNIVERSITY OF BIRMINGHAM
MONDAY 10TH - TUESDAY 11TH SEPTEMBER 2007

The aim of this conference is to promote, explore and disseminate emerging good practice and research findings in Mathematics and Statistics support, teaching, learning and assessment, whether to specialist mathematics students or students studying components of mathematics within other degree programmes (such as sciences, economics, nursing, social work etc.).

The conference will explore not only the issues at the transition to university, but any issues throughout the entire student learning experience – from foundation year through to post-graduate level.

Conference Fees

Full residential rate £129
(includes all conference fees, B&B, lunches and refreshments and the conference dinner)

Non-residential rate (per day) £25
Please note there will be an extra charge of £42 for the conference dinner.

To register, please complete our online registration form and we will contact you to organise payment via invoice. If you would prefer to pay by credit card (Visa or Mastercard only) please call the conference administrator, Janet Nuttall on 0121 414 7095

We are aware that some people have experienced problems submitting abstracts online for this conference. If you have not heard from us about your abstract, please contact us at info@mathstore.ac.uk. We will then try to ensure your session appears within the conference.

REGISTRATION CLOSES: Wednesday 29th August

For all the latest details on CETL-MSOR 2007 please visit our conference webpage at

www.mathstore.ac.uk/conference2007

Day 1 – Monday 10th September	
09.30	Registration
10.00	Welcome and Housekeeping
10.15	
11.15	**Parallel Session I (60 mins)**
	Mathematics support at the transition – but which transition? – Daniela Louise Bright, Tony Croft and Michael Grove
12.15	Lunch, Posters and Exhibitions
13.15	**Parallel Session II (90 mins)**
	Assessment driven learning – Use of industrial based group projects – Val Lowndes
	Problem based learning in a second year undergraduate Discrete Mathematics unit – developing transferable skills and encouraging deep learning – Lynn Pevy
14.45	Tea / Coffee
15.15	**Parallel Session III (60 mins)**
	What is good feedback in Higher Education mathematics? – Eligio Cerval-Pena
16.15	
17.15	Check in to Accommodation (Key Contact Reception)
19.00	Coaches leave for Edgbaston (Tour)
19.30	Coaches leave for Edgbaston (Dinner)
20.00	Dinner, Edgbaston Cricket Ground
Day 2 – Tuesday 11th September	
09.30	**Parallel Session IV (90 mins)**
	M-learning Workshop – sigma/Open University
	Mathematics support and new technologies – Peter Samuels
11.00	Tea / Coffee
11.30	
12.30	Lunch, Posters and Exhibitions
13.30	**Parallel Session V (60 mins)**
	How do your students think about proof? A professional development DVD for mathematicians – Lara Alcock
14.30	Tea / Coffee
15.00	**Parallel Session IV (60 mins)**
	Assessment Workshop – Ben Mestel
16.00	**Closing Plenary** – Joseph Kyle
16.30	Close and Depart

Provisional Conference Programme

Keynote I – Mathematics Teaching Development through research in practice – Barbara Jaworski

Building a community of learners – with a mouse – Sidney Tyrrell	**Two models of statistics drop-in supporting the specialists and non-specialists** – Karen Smith	
Mathematicians' uses of computer algebra systems in mathematics teaching in the UK, US, and Hungary – Zsolt Lavicza	**Solving the problem of teaching statistics?** – John Marriott and Neville Davies	

Mathematics support for students on vocational courses – Susan Starkings & David Maynard	**Implementing Graph Theory into Mathletics** – Justin Hatt	**Developing effective strategies for quantitative learning in the soft (and not-so-soft) sciences** – Andrew Folkard
Mathematics support at the University of Reading: the first year – Philip Sanders	**Developments in the STACK CAA system** – Chris Sangwin	
Barriers and enablers to implementing mathematics and statistics support – Anthony Rossiter	**PiSA- Plagiarism in Statistics Assessment** – Penny Bidgood, Neville Hunt, Bradley Payne and Vanessa Simonites	**Model choice on the web** – John McColl

What nursing students think about mathematics – Roy Bhakta and Duncan Lawson	**Towards excellence in mathematics support** – Peter Samuels	
Mathematics support for nursing students – John Goodband	**Educational design options: what do students think?** – Gordon Burt	

Keynote II – Roles of assessment in learning in statistics and mathematics – Helen MacGillivray

Quantitative skills in the social sciences: Identifying and addressing the challenges – Catherine Fritz, Moira Peelo & Andrew Folkard	**Introducing Logic** – Neil Gordon, David Stirling & Tim Swift	
Using case studies in mathematics tutor training – Brien Nolan	**Teaching Introductory Calculus: approaching key ideas with dynamic software** – Keith Jones, Theodosis Zachariades, Paris Pamfilos, Constantinos Christou, Rumen Maleev	
Video communication for effective learning by both students and staff – Graham Currell	**Supporting development through technology and mathematical diversity** – Mike Thomlinson	

Keynote III – Multi-nodal remote collaborative teaching via Access Grid Rooms … the Australian experience – Bill Blyth

Entry qualifications, continuing support and employability – John Colby	**Biomathtutor: what is it and can it help?** – Victoria Jackson & Vicki Tariq	
'A' level mathematics and the 3R's - recruitment, retention and reward – Paul & Elizabeth Glaister	**Can't do maths, won't do maths - don't want help** – Vicki Tariq	

Promoting engagement with mathematics support – understanding why students don't come – Ria Symonds	**Mathematical Sciences for a wider range of students: the HE curriculum theme of the moremathsgrads project** – Neil Challis	
Developing academic support for mathematics undergraduates – the students' views – Daniela Louise Bright	**Web-based student support and course management** – Jeff Waldock	