

CETL-MSOR 2018 : Evidencing Excellence in the Mathematical Sciences

Day 1 - Wednesday 5th September 2018				
09:30	Tea, Coffee and Registration - Fore Hall (Gilbert Scott Building)			
10:30	Welcome & Housekeeping			
10:45	Parallel Session I			
	Room 356	Room 466	Room 253	Room 250
	Embedding Numeracy and Statistics in Biomedical Science Practical Teaching <i>Anne Savage, Scott Cameron and Janet Horrocks</i>	Supporting Postgraduate Taught Students Through Tailored Maths Workshops and Q&A Sessions <i>Morgiane Richard</i>	Problem Solving in Undergraduate Mathematics: A Thematic Approach <i>Alison Megeney and Matthew Jones</i>	Games and recreational mathematics and their use in education <i>Peter Rowlett and Edward Smith</i>
	Transition 11:05-11:10			
	Importance of Quantitative Skills in Higher Education <i>Mohamed Mehbali and Tracey Celestin-Radix</i>	How to Build a Learning Community <i>Pamela Docherty</i>	Maths support centres from a socio-cultural view: providing access to communities of mathematical practice <i>Kirsten Pfeiffer</i>	
	Transition 11:30-11:35			
	Back to basics! <i>Morag McFadyen</i>	The influence of continuous assessment on attendance, student procrastination and workload <i>Lucia Sagredo and Carlos Fresneda-Portillo</i>	Maths Support for Science: a Reflection of a Blended and Online Development Project <i>Beth Paschke, Shazia Ahmed, Adrian Laphorn, Sue Milne and Christina Cobbold</i>	

12:00	Parallel Session II			
	Room 356	Room 466	Room 253	Room 250
	<p>The Quest for the Holy Grail – researching the impact of tutorials on attainment</p> <p><i>Alison Loddick</i></p>	<p>Embedding and assessing statistical problem solving in the undergraduate mathematics curriculum</p> <p><i>Ellen Marshall</i></p>	<p>The Transposition Project</p> <p><i>Julie Crowley and Catherine Palmer</i></p>	<p>Using attainment and attendance data to identify students in need of support</p> <p><i>Calvin Smith, Karen Ayres, Joy Singarayer and Louise Strange</i></p>
		Transition 1220-1225		
		<p>Creating an online mathematics and statistics community of learners</p> <p><i>Rachel Hilliam and Gaynor Arrowsmith</i></p>	<p>Stimulating engagement and group work through students' use of whiteboards</p> <p><i>Alex Shukie, Wodu Majin, Mike Robinson and Claire Cornock</i></p>	<p>Evaluating impact of formative assessment in engineering mathematics</p> <p><i>Jonathan Cole and Karen Fraser</i></p>
		Transition 1245-1250		
		<p>Enhancing mathematics support using gaming technology, higher education current perspectives and future considerations</p> <p><i>Chrystalla Ferrier</i></p>	<p>Embedding Play in Higher Education</p> <p><i>Andrew Wilson</i></p>	<p>Speedy Stats: The use of short SPSS sessions to aid student learning and understanding</p> <p><i>Carole Ann Louise Davenport</i></p>
13:10	Lunch - Fore Hall (Gilbert Scott Building)			
14:10	Keynote 1: Gavin Brooks			

15:10	Parallel Session III (60mins)			
	Room 356 Chair tbc	Room 466 Chair tbc	Room 253 Chair tbc	Room 250 Chair tbc
	<p>A system of tutor training which facilitates formal accreditation</p> <p><i>Michael Grove, Ciarán Mac An Bhaird and Ciarán O'Sullivan</i></p>	<p>Agile Maths</p> <p><i>Thomas Davenport, Darren Campbell and Amy Patten</i></p>	<p>Using peer-assessment to help students understand marking criteria</p> <p><i>Chris Brignell, Tom Wicks and Carmen Tomas</i></p>	<p>MLS and the need and means to be in n places at once – A brief share of ideas</p> <p><i>Richard Walsh and Aoife Guerin</i></p>
		Transition 15:30-15:35		
		<p>Piloting a problem-solving module for undergraduate mathematics students</p> <p><i>David McConnell</i></p>	<p>Enhancing teaching, learning and support for Undergraduate Nurses</p> <p><i>Karen Symons</i></p>	<p>Success in Employers' Numeracy Tests</p> <p><i>Shazia Ahmed, Ruth Douglas, Cunyi Wang, Ann Duff and Nigel Hutchins</i></p>
		Transition 15:55-16:00		
		<p>Teaching Statistics to large cohorts of students through active partnership</p> <p><i>Matina Rassias</i></p>	<p>Addressing the BME attainment gap – exploring differential attainment by assessment type in mathematics, chemistry and life sciences</p> <p><i>James Denholm-Price, Nigel Page, Neil Williams and Luis Dourado</i></p>	<p>Applications and props: the impact on engagement and understanding</p> <p><i>Claire Cornock and Alex Corner</i></p>
16:20	Tea and Coffee - Fore Hall			
16:40	Recognising the Impact of Local, National and International Networks for Mathematics and Statistics Support			
	Lightning Sessions			
17:15	sigma Network Annual General Meeting			
17:30	End of Day 1			
1900	Conference Dinner at Oran Mor			

Day 2 - Thursday 6th September 2018

08:30	Registration			
09:00	Keynote 2: Noel-Ann Bradshaw			
10:00	Tea and Coffee - <i>Fore Hall (Gilbert Scott Building)</i>			
10:20	Parallel Session IV (60mins)			
	Room 356	Room 466	Room 253	Room 250
	<p>Statistics SIG: Identifying and addressing issues within statistics support</p> <p><i>Alun Owen and Ellen Marshall</i></p>	<p>Effective maths support and assistance for students</p> <p><i>Inna Namestnikova</i></p>	<p>Collaborative Delivery of Education Modules and School Experience Internships</p> <p><i>David Bedford</i></p>	<p>Assessing the impact of pre-submission feedback</p> <p><i>Calvin Smith, Peter Chamberlain, Karen Ayres and Tristan Pryer</i></p>
	<i>Transition 10:40-10:45</i>			
	<p>The Engineering Peer Tutors in their own words</p> <p><i>Kate Durkacz and Zhamilya Alabergenova</i></p>	<p>Undergraduate Mathematics with QTS course, perspectives of students</p> <p><i>Ruth Fairclough and Diane Cochrane</i></p>	<p>Comparison of student engagement in traditional and active learning environments</p> <p><i>Lucy Lepore, Jonathan Gillard and Robert Wilson</i></p>	
	<i>Transition 11:05-11:10</i>			
	<p>Engaging non-mathematicians in mathematics learning through collaborative teaching</p> <p><i>Jinhua Mathias and Christopher Saville</i></p>	<p>A Statistical Study of "Attainment Gaps" (and their Possible Causes) in Undergraduate Students' Performance and Progression in Mathematical Degree Courses at a Post-1992 UK University</p> <p><i>Gordon Hunter, Mastaneh Davis and Stenford Runvinga</i></p>	<p>Cross Faculty Online Numeracy Testing – determining the baseline</p> <p><i>Liam Naughton and Abigail Parkes</i></p>	

11:35	Parallel Session V (60mins)			
	Room 356	Room 466	Room 253	Room 250
	<p>STACK: Improve your online mathematics assessment and feedback</p> <p><i>Ian Jones</i></p>	<p>Video vs. written assignments: evaluation of student choices</p> <p><i>Claire Cornock and Alex Crombie</i></p>	<p>Extracting the treasure from buried data</p> <p><i>Don Shearman</i></p>	<p>Baseline</p> <p><i>Thomas Davenport</i></p>
		Transition 11:55-12:00		
		<p>The Provision of Mathematics and Statistics Support in Scottish HEIs: A Comparative Study</p> <p><i>Morgiane Richard, Kate Durkacz, Shazia Ahmed, Peter Davidson, Calum Macdonald and Alan Walker</i></p>	<p>Quality assurance for a mathematics support service</p> <p><i>Emma Cliffe, Cheryl Voake-Jones and Rob Wilson</i></p>	<p>Making the grade - supporting mathematics students in understanding the use of grade-based marking criteria for assessments</p> <p><i>Ewan Russell</i></p>
		Transition 12:20-12:25		
		<p>Designing and implementing an intervention module to improve high-achieving, second-level students' problem solving abilities</p> <p><i>Aidan Fitzsimons and Eabhnat Ní Fhloinn</i></p>	<p>Using data to evaluate and improve the effectiveness of the provision</p> <p><i>Kinga Zaczek and Katie Shaw</i></p>	<p>Using data to monitor engagement and inform the differentiation of maths support interventions</p> <p><i>Ioannis Lignos</i></p>
12:45	Lunch - Fore Hall (Gilbert Scott Building)			

13:45	Parallel Session VI (60mins)				
	Room 356	Room 466	Room 253	Room 250	
	Comparative Judgement for Teachers' Understanding of Students' Understanding. Jodie Hunter and Ian Jones	Quantifying the impact of mathematics support on the performance of undergraduate engineering and computing students <i>Calum Macdonald</i>	Support for students in their transition to a first year Engineering degree <i>Stephanie Thomas and Clare Trott</i>	Identifying Students Maths Anxiety Levels and Helping them Re-engage with Maths Learning <i>Chetna Patel</i>	
		<i>Transition 14:05-14:10</i>			
		Facilitating the Creation and Editing of On-Line Resources for the Teaching and Learning of Calculus within the QTI Framework <i>Gordon Hunter</i>	I am a Management student; do I really need to use ANOVAs? An exploration of discipline-specific Statistical enquires <i>Monica-Cristiana Hess</i>	Embedding the practice of teaching mathematics in an undergraduate mathematics degree programme <i>Robert Wilson and Mathew Pugh</i>	
		<i>Transition 14:30-14:35</i>			
		Maths Hangouts - Breaking Down the GCSE Maths Barrier using Team Based Learning <i>Rebecca Butler and Liam Naughton</i>	Learning Undergraduate Mathematics and Computer Programming: How can one inform the other? <i>Chunhua Yang and Siri Chongchitnan</i>	The contribution of interdisciplinary learning to employability development in maths and engineering <i>Alex Crombie and Peter Rowlett</i>	
15:00	Plenary: Joe Kyle				
15:30	Close of Conference				