

# CETL-MSOR 2019 : Bringing Together Mathematics Communities

Day 1 - Thursday 5th September 2019				
09:30	Tea, Coffee and Registration - <i>Ground Floor, Lonsdale (Science) Building</i>			
10:20	<b>Welcome Address - Prof Brian MacCraith, President, DCU. Room HG23, Nursing Building</b>			
10:45	Parallel Session I			
	Room HG23. <i>Chair: Anthony Cronin</i>	Room HG18. <i>Chair: Alun Owen</i>	Room HG19. <i>Chair: Robert Wilson</i>	Room HG10. <b>Sponsored and run by Microsoft</b>
	Computer Science students – what a great learning community they are!	An active learning approach to statistics	A Model for the Problem-solving Process in a Group Setting	Communities and Transition
	<i>Kinga Zaczek</i>	<i>Chris Brignell</i>	<i>Aidan Fitzsimons and Eabhnat Ní Fhloinn</i>	<i>Neil Butler, Pam O'Brien and Stephen Howell</i>
	<i>Transition 11:05-11:10</i>			
	Online Mathematics Support Drop-in sessions: Are they worth it?	The problem with statistics	Game Theory and Recreational Mathematics: A module to develop problem-solving skills	Towers High!
	<i>Inna Namestnikova</i>	<i>Ellen Marshall, Thomas Hunt and Diane Haigney</i>	<i>Alexander Corner, Peter Rowlett, Edd Smith, David O'Sullivan and Jeff Waldock</i>	<i>Neil Butler, Pam O'Brien and Stephen Howell</i>
	<i>Transition 11:30-11:35</i>			
	Supporting Nursing Students' Mathematical Understanding	Research in Practice: A Case Study of relating Statistics to Research using both Traditional and Online Teaching Approaches	An investigation into the problem-solving proficiency of preservice post-primary mathematics teachers.	OneNote Maths and Accessibility
	<i>Mark Hodds</i>	<i>Monica-Cristiana Hess</i>	<i>Emma Owens and Brien Nolan</i>	<i>Neil Butler, Pam O'Brien and Stephen Howell</i>

12:00	Parallel Session II			
	Room HG23. <i>Chair: Chris Sangwin</i>	Room HG18. <i>Chair: TBC</i>	Room HG19. <i>Chair: Ciarán Mac an Bhaird</i>	Room HG10
	Interleaving and Spacing Mathematics Problems – Rearranging Existing Worksheets	Statistics support: Developing communities and sharing resources	Maths Anxiety in Mathematics Undergraduates	Using Word to write an accessible mathematical document
	<i>Clodagh Carroll, Deirdre Casey and Julie Crowley</i>	<i>Alun Owen, Ellen Marshall and Brad Pilkington</i>	<i>Robert Wilson and Christia Nearchou</i>	<i>Emma Cliffe</i>
	<i>Transition 12:20-12:25</i>			
	Revamping Engineering Mathematics Assessment using Peer Marking	Building Mathematics Learning Communities	Developing online maths anxiety content: a resource for all	
	<i>Richard Snape and Karen Symons</i>	<i>Thomas Davenport and Rebecca Broadbent</i>	<i>Basile Marquier, Ben McGovern, Jenny Freeman, Marta Emmett, Victoria Mann, David Holloway and Laura Giles</i>	
	<i>Transition 12:45-12:50</i>			
Let them eat cake (first)!	Using mathematical competencies to evaluate student learning in a problem-based learning setting	Students' responses to maths anxiety		
<i>Mine Cetinkaya-Rundel</i>	<i>Diarmaid Hyland and Michael Carr</i>	<i>Chetna Patel</i>		
13:10	Lunch - XG14, Lonsdale (Science) Building			
14:10	<b>Keynote 1:</b> Prof. Alice Rogers - Room HG23, Nursing Building			
15:10	Tea and Coffee - Foyer, Nursing Building			

15:30	Parallel Session III (60mins)			
	Room HG23. <i>Chair: Olivia Fitzmaurice</i>	Room HG18. <i>Chair: Brien Nolan</i>	Room HG19. <i>Chair: TBC</i>	Room HG10
	Effective Tutor Timetabling Based on Identifying Busy Periods in a Maths Support Centre	3 years on: Does it count? Undergraduate engagement with formative mathematics assessment	Designing tasks for service mathematics courses with the aim of improving conceptual understanding.	Active learning in the maths and stats classroom using free classroom response systems
	<i>Emma Howard and Anthony Cronin</i>	<i>Mathew Pugh and Robert Wilson</i>	<i>Diarmaid Hyland, Sinéad Breen and Peter Taylor</i>	<i>Damien Raftery</i>
	<i>Transition 15:50-15:55</i>			
	A survey of Maths Support Centre websites in the UK and Ireland	Putting the Second Year slump in context for Mathematics.	Peer Assessment of Group Work in an Advanced Algebra class	
	<i>Ciarán Mac an Bhaird, Peter Mulligan and James O'Malley</i>	<i>Alex Corner, Claire Cornock, David O'Sullivan and Ros Porter</i>	<i>David Quinn</i>	
	<i>Transition 16:15-16:20</i>			
	An international comparison of maths support centre feedback data using machine learning techniques	The good, the bad and the sheep: group dynamic factors influencing student engagement in mathematics degree courses	Back to Basics: Helping students with arithmetic	
	<i>Anthony Cronin, Gizem Intepe, Don Shearman and Alison Sneyd</i>	<i>Laurence Shaw</i>	<i>Lois Rollings and Greta Millwood</i>	
16:40	Lightning Sessions - HG23			
17:15	<b>sigma</b> Network Annual General Meeting - HG23			
17:30	End of Day 1			
18:30	Wine Reception - 1838 Club, Albert College, DCU			
19:15	Conference Dinner - 1838 Club, Albert College, DCU			

Day 2 - Friday 6th September 2019				
08:30	Registration			
09:00	Keynote 2: Prof. Duncan Lawson - Room HG23, Nursing Building			
10:00	Tea/Coffee - Foyer, Nursing Building			
10:20	Parallel Session IV (60mins)			
	Room HG23. Chair: Shazia Ahmed	Room HG18. Chair: Noel-Ann Bradshaw	Room HG19. Chair: Sinéad Breen	Room HG10
	Mathematics Learning Support Micro-credentials for Tutor Training	Detecting Common Students Errors and Improving Feedback in e- Assessment Systems for Engineering Mathematics	How well does Secondary Education prepare students for the quantitative nature of a Life Sciences degree?	Using R as a basis for writing an accessible mathematical document
	Ciarán Mac an Bhaird, Ciarán O'Sullivan, Michael Grove and Kirsten Pfeiffer	Indunil Sikurajapathi, Karen Henderson and Rhys Gwynllyw	Daniel Franklin	Emma Cliffe
	Transition 10:40-10:45			
	An Investigation into Specialist and Engineering Students' Preparedness for and Approaches to Learning Mathematics	How to Mark 2000 Questions in Under One Minute.	Pre-induction pilot at the University of Chester	
	Gordon Hunter, Mastaneh Davis, Alice Wooding-Olajorin and Lynn Thalaal	Thomas Davenport and Rebecca Broadbent	Mikayla Holmes	
	Transition 11:05-11:10			
	A holistic approach to student transitions: a case study in maths and stats support	Teaching mathematics online with STACK	SQRT(2) Academic Success	
	Ben McGovern, Marta Emmett, Jennifer Freeman and Basile Marquier	George Kinnear and Richard Gratwick	Claire Newbold and Calvin James Smith	

11:35	Parallel Session V (60mins)			
	Room HG23. <i>Chair: TBC</i>	Room HG18. <i>Chair: Ciarán O'Sullivan</i>	Room HG19. <i>Chair: TBC</i>	Room HG10. <i>Chair:</i>
	Mathematics in Prison Education	Successful implementation of technology-enhanced resources	Engaging students through working in partnership - an example	Honing a Teaching Strategy: A Case Study of Past Paper Revision Sessions
	<i>Catherine Byrne, Brian Bowe and Michael Carr</i>	<i>Caitríona Ní Shé, Eabhnat Ní Fhloinn, Ciarán Mac an Bhaird and Ann O'Shea</i>	<i>Vesna Perisic</i>	<i>Wodu Majin</i>
	<i>Transition 11:55-12:00</i>			
	"When will I ever use this?" – Student Perceptions of Level 1 Service Mathematics	Coherently organised digital exercises and expositions	Developing presentation skills in Honours Analysis	
	<i>Andrew Potter and Gerry Golding</i>	<i>Christopher Sangwin and George Kinnear</i>	<i>Richard Gratwick</i>	
	<i>Transition 12:20-12:25</i>			
	Tools for Overcoming Numerophobia	Evaluating the impact of active blended learning tools on a cohort of distance learning students	Work based learning: The challenges and benefits	
	<i>Allison Smale</i>	<i>Alison Loddick and Ouarda Dsouli</i>	<i>Ellen Marshall, Jessica Hargreaves, Claire Cornock, Brad Pilkington and Kyle Causer</i>	
12:45	Lunch - Room XG14, Lonsdale (Science) Building			

13:45	Parallel Session VI (60mins)		
	Room HG23. <i>Chair: Kirsten Pfeiffer</i>	Room HG18. <i>Chair: David Bowers</i>	Room HG19. <i>Chair: TBC</i>
	A survey of MLS in the United States  <i>Ciarán Mac an Bhaird, Rachel O'Neill and David Thomas</i>	University Mathematics Teachers' Sources of Pedagogical Knowledge: Findings from two complementary case studies.  <i>Francis Duah</i>	Mindset, Motivation and Mathematics  <i>Robert Wilson and Mathew Pugh</i>
	<i>Transition 14:05-14:10</i>		
	Are we supporting our postgraduate taught students? Evidencing and targeting support using bulk data analysis.  <i>Ed Southwood</i>	The Z Transform: Active learning approaches for generation Z  <i>Matthew Jones and Alison Megeney</i>	An investigation into student attitudes towards making mistakes and taking risks in Mathematics  <i>Claire Cornock, Ros Porter and Alex Shukie</i>
	<i>Transition 14:30-14:35</i>		
	Inclusive maths support: building an open community and supporting transition to postgrad study  <i>Adam Scott, Nicola Grayson and Graham Holland</i>	Introducing direction fields to students learning ODEs through guided inquiry  <i>Brien Nolan, Diarmaid Hyland and Paul Van Kampen</i>	Attitudes towards mathematics – survey of first-year engineering students  <i>Jonathan Cole and Karen Fraser</i>
15:00	<b>Keynote 3:</b> Dr. Joe Kyle - Room HG23, Nursing Building		
15:30	Close of Conference		