

MERGA Conference Program – Wed 3rd July

Time		
9-10	<p>BSPIA Keynote Turn Left, Turn Right: An Embodied Perspective on Children’s Difficulties with Left/Right Spatial Orientations (RP465): Associate Professor Jennifer Way, Sydney School of Education & Social Work, The University of Sydney; Dr Katherin Cartwright, Sydney School of Education & Social Work, The University of Sydney [G42–2.17]</p>	
10-11	<p>Prof Merrilyn Goos – Learning from and with each other in Mathematics Education</p>	
11:00	<p>Morning Tea</p>	
11:30-12:10	<p>Research Papers 11 Learning Mathematics Through Sequences of Connected, Cumulative, and Challenging Tasks: A Self-Determination Theory Perspective (RP458): Jane Hubbard, Faculty of Education, Monash University [G30–1.11 & G30_1.12]</p> <p>Engaging Multilingual Students in Frequent and Supported Opportunities for Discourse to Strengthen Their Mathematical Thinking (RP452): Dr Rachel Restani, Resourcing Excellence in Education Center, University of California, Davis; Professor Margarita Jimenez-Silva, School of Education, University of California, Davis; Associate Professor Tony Albano, School of Education, University of California, Davis; Dr Suzanne Abdelrahim, Resourcing Excellence in Education Center, University of California, Davis; Dr Robin Martin, Resourcing Excellence in Education Center, University of California, Davis; Professor Rebecca Ambrose, School of Education, University of California, Davis [G30–1.18]</p> <p>Beyond Qualifications: Identity of Out-of-Field Teachers in Years 7-10 Mathematics in South Australia (RP484): Professor Amie Albrecht, UniSA Education Futures, University of South Australia; Associate Professor Lisa O’Keeffe, UniSA Education Futures, University of South Australia [G30–1.19]</p>	<p>Research Symposium 3 Symposium: Attending to Student Diversity in Mathematics Education in Inclusive Settings (RS401): Dr Kate Quane, Education Futures, University of South Australia; Dr Lorraine Gaunt, Faculty of Arts and Education, Charles Sturt University; Dr Tom Porta, School of Education, The University of Adelaide; Associate Professor Melissa Fanshawe, School of Education University of Southern Queensland; Mr Matt Thompson; School of Education, Western Sydney University; Professor Catherine Attard, School of Education Western Sydney University; Professor Kathryn Holmes, School of Education, Western Sydney University; Dr Melissa Cain, Faculty of Education and Arts, Australian Catholic University; Dr Bec Neill, Education Futures University of South Australia [G30–1.09]</p>
12:15-12:55	<p>Research Papers 12 An Analysis of Multiplicative Thinking Development in Years 3 to 6 (RP404): Lei Bao, School of Education, Deakin University; Dr Max Stephens, Faculty of Education, The University of Melbourne [G30–1.11 & G30_1.12]</p> <p>Classroom Expectations: Listen to the Maths (RP457): Associate Professor Jill Brown, School of Education, Deakin University [G30–1.18]</p> <p>Mathematics Teachers’ Beliefs and Pedagogical Approaches Regarding Creativity within a Novel STEM Creativity Framework (RP456): Rowan Nas, School of Education, RMIT University [G30–1.19]</p>	
1:00	<p>Lunch</p>	
2-2:40	<p>Research Papers 13 Australian Junior Secondary Students’ Approaches to Solving Ratio Problems Prior to Formal Instruction and Their Misconceptions (RP411): Michelle Cheung, Sydney School of Education and Social Work, The University of Sydney; Dr Bronwyn Reid O’Connor, Sydney School of Education and</p>	<p>Round Table 7 Exploring the Culture of Out-of-Field Professional Education for Mathematics Teachers (SC445): Dr Emily Ross, School of Education, The University of Queensland; Professor Merrilyn Goos, School of</p>

	<p>Social Work, The University of Sydney; Dr Ben Zunica, Sydney School of Education and Social Work, The University of Sydney [G30–1.11 & G30_1.12]</p> <p>Promoting Mathematical Reasoning in the Early Years Through Dialogic Talk (RP500): Anita Stibbard, Charles Sturt University; Christine Edwards-Groves, Griffith University; Christina Davidson; Charles Sturt University [G30–1.18]</p> <p>Riding the Wave of COVID-19: The afterMATH (RP466): Associate Professor Naomi Ingram, College of Education, University of Otago; Trish Wells, College of Education, University of Otago [G30–1.19]</p>	<p>Education and Tertiary Access, University of the Sunshine Coast; Dr Susan Caldis, Macquarie School of Education, Macquarie University; Dr Connie Cirkony, Faculty of Education, University of Tasmania; Dr Seamus Delaney, Faculty of Arts and Education, Deakin University; Dr Janet Dutton, Macquarie School of Education, Macquarie University; Professor Linda Hobbs, Faculty of Arts and Education, Deakin University; Associate Professor Greg Oates, School of Education, University of Tasmania; Dr Christopher Speldewinde, Faculty of Arts and Education, Deakin University [G30–1.17^]</p>
<p>2:45-3:25</p>	<p>Research Papers 14</p> <p>Beliefs about the Active, Bodily Experience Mathematics Learning Activities: An Explorative Teacher Survey in Australia (RP494): Dr Alessandra Boscolo, Department of Mathematics, University of Genoa [G30–1.19]</p> <p>Relationship Between Pre-Service Teachers' Early Mathematics Experiences and Their Current Self-Perception on Mathematics (RP395): Dr Seyum Getenet, School of Education, University of Southern Queensland; Dr Saidat Adeniji, School of Education, University of Southern Queensland; Dr Melissa Fanshawe, School of Education, University of Southern Queensland [G30–1.11 & G30_1.12]</p> <p>Comprehending and Applying the First Isomorphism Theorem (RP488): Dr Marios Ioannou, Department of Education, Larnaca College [G30–1.18]</p>	<p>Round Table 8</p> <p>Arresting the Decline in Secondary School Mathematics Enrolments (SC489): Dr Michael Jennings, School of Mathematics and Physics, The University of Queensland [G30–1.17^]</p>
<p>3:30</p>	<p>Afternoon Tea</p>	
<p>3:45-4:25</p>	<p>Research Papers 15</p> <p>Do Primary School Teachers Prefer Digital or Non-Digital Games to Support Mathematics Instruction? (RP438): Dr James Russo, Faculty of Education, Monash University; Ms Anne Roche, Faculty of Education, Monash University [G30–1.19]</p> <p>Catching the Translanguaging Wave: Considerations for Young Multilingual Learners' Mathematical Meaning-making (RP469): Dr Sally Ann Robertson, South African Numeracy Chair Project, Rhodes University; Professor Mellony Graven, South African Numeracy Chair, Rhodes University [G30–1.18]</p> <p>Flourishing Mathematics Teachers: The Effect of School-Based Placements on Preservice Secondary Mathematics Teachers Anticipated Job Enjoyment (RP498): Bronwyn Reid O'Connor, Sydney School of Education and Social Work, The University of Sydney; Ben Zunica, Sydney School of Education and Social Work, The University of Sydney [G30–1.11 & G30_1.12]</p>	<p>Round Table 9</p> <p>Reflective Encounters Between Primary Pre-service Teachers and a Mathematics Teacher Educator to Explore Critical Mathematics Teaching Approaches (SC441): Rosalie Miller; Associate Professor Julie Clark [G30–1.17^]</p>