

The following have not provided papers to include in the proceedings; the abstracts of the sessions are included instead.

### **Using ICT to engage and develop numeracy skills**

*Barbara Nance, NIACE*

Over 77% of the workforce using ICT in their roles and research has shown that it can also be used as a means of engaging learners and as a tool to develop numeracy skills. The interactive workshop investigated some of the tools and approaches that can be used to use ICT effectively within teaching and learning numeracy.

### **Numeracy – 21<sup>st</sup> Century Style**

*Joanna Norton, Click4ESOL.com*

The aim of the workshop was two-fold:

1. To demonstrate to practitioners how modern technological devices commonly at our disposal can be utilised to deliver engaging and stimulating numeracy lessons
2. How embedded ESOL, numeracy and IT learning can be achieved - 21<sup>st</sup> century style

A short presentation was given at the start of the session with the remaining 75 minutes being interactive with participants engaging with technology.

1. Introductory video – shapes in our community. A stimulating video to encourage participants and subsequently our learners to think about our environment and the shapes within it.
2. Presentation of numeracy language within an ESOL context. Sample practice activities suitable for low level ESOL students will be carried out in pairs and small groups.
3. Noticing shapes within the classroom/building. Using mobile phones (participants' own) and digital cameras (provided), participants will gather evidence of the type and number of shapes around them.
4. Integrating IT. In small groups, participants will discuss their shapes and prepare a small slide show which they will then present to the workshop.
5. Plenary session. Feedback on blended learning. Participants discuss ideas for further embedding shapes within an ESOL, numeracy and IT context.

### **Experiences of educationally disadvantaged adults learning mathematics**

*Barbara Miller-Reilly, University of Auckland*

Adults often experience difficulties when returning to the study of mathematics. Becoming mathematically well-educated (or numerate) is important as it allows an adult access to further education and more opportunities in the work place. A carefully structured and paced re-introduction to mathematics proved to be an effective approach with the majority of educationally disadvantaged adults studying in a full-time one-year course at the University of Auckland. My in-depth case study of this course illustrates the impact of this teaching approach and other factors on adult students' experiences learning mathematics.

### **Big Thinking about Little Sums - a deeper understanding of fundamental mathematics**

*Rachel Stone, David Kay, LLU+, London South Bank University*

Historically, much attention has been paid to the level of mathematical knowledge required for people to teach numeracy in the lifelong learning sector in the UK. Less attention has been paid, however, to the 'depth' of mathematical knowledge that teachers hold. In the workshop, participants were invited to consider some 'deeper' aspects of fundamental mathematical

concepts and methods, and to reflect on the implications of this for their own teaching contexts. Different ways of looking at operations on numbers and fractions, understanding statistical measures and defining the characteristics of different shapes were explored, along with the connections that can be made to other curriculum areas.

### **Ideas from the NCETM – workshop session summary**

*Viv Brown, National Centre for Excellence in the Teaching of Mathematics (NCETM)*

Participants joined Viv Brown for an exploration of just some of the ideas, activities, video clips, discussions, resources, mathemapedias etc available to support the professional development of mathematics and numeracy teachers in England via the National Centre for Excellence in the Teaching of Mathematics.

This was an active workshop and provided an opportunity for participants to try out and discuss some activities together from the new CPD modules available on [www.ncetm.org.uk](http://www.ncetm.org.uk). These are designed for teachers to work on and develop together and cover a wide range of topics and levels. There was also time to find out more about the personal learning space, the self evaluation tool and to dip into the online magazines.

### **Ideas for teaching Number**

*Jackie Ashton & Daian Marsh LLU+, London South Bank University*

The workshop looked at a range of strategies for teaching number. LLU+ has been delivering a series of workshops on numeracy pedagogy across England. Within these workshops strategies, ideas, resources and activities relating to teaching numeracy to adults have been shared, added to and fed back on. The workshop included a sample of the strategies, ideas, resources and activities relating to teaching fractions, decimals, percentages and ratio. There was an example of teaching fractions, decimals and percentages using simple everyday materials, a carousel of tactile resources and a kinaesthetic activity on ratio.

### **Financial learning and numeracy**

*Claire Robinson NIACE*

Finance is a topic on many learners' minds. The session will give an introduction to effective ways of delivering numeracy in the context of finance. There was a chance to find out about and explore resources including paper based materials, CDs and ideas for e-learning. There was information and ideas to provide support with developing class room sessions for learners and the opportunity to find out about qualifications available for practitioners who wish to develop their work in this field. The session provided an opportunity to find out about research and examples of practice in the area of numeracy and financial learning.