

PROGRAMME AT A GLANCE

24-25th April 2025
Birkbeck, University of London
Malet St, London, WC1E 7HX

Pre-Conference Training 10:00 - 12:00

Conference Day 1 13:00 - 19:00

13:00 - Registration opens

13:45 - Welcome

14:00 - Keynote 1 (Usha Goswami)

15:00 - Presentation session 1

16:00 - Coffee break

16:30 - Lightning talks 1

17:30 - Poster session 1 and drinks reception

Informal Dinner 19:30-22:00

Conference Day 2 09:00 - 15:00

09:00 - Presentation session 2

10:00 - Coffee break

10:30 - Keynote 2 (Paul-Howard Jones)

11:30 - Lightning talks 2

12:30 - Poster session 2 and lunch

13:30 - Debate and closing remarks

15:00 - Conference closes

PRESENTATIONS DAY 1

Keynote 1 14:00 – 15:00

Prof Usha Goswami, University of Cambridge

Dyslexia, Rhythm, Language and the Developing Brain

Presentation session 1 15:00 – 16:00

Dr Cristina Rodríguez, University of Talca

Early Cognitive Predictors of Reading and Mathematical Disabilities: A Longitudinal Study of Comorbidities

Dr Rebecca Merkley, Carleton University

The AIM Collective: Connecting Research and Practice in Early Math Education in Canada

Dr Zahra Siddiqui, UCL IOE

MathMIND – classroom observations of numeracy classes for children with genetics conditions

Prof Roberto Filippi, UCL IOE

The Impact of Multilingualism and Socio-Economic Status on Academic Performance: Evidence from the SCAMP and the UK National Pupil Databases

Lightning talks 1 16:30 – 17:30

Dr Amy Fancourt, UCL IOE

Co-producing an agenda for research into the impact of artists in schools

Li Nicole Tan, University of Cambridge

The temporal sampling hypothesis: evidence from a rhythm-based intervention in children with developmental language disorder

Astrid Bowen, Birkbeck College

Challenges in Conducting Evaluations of Complex School-based Interventions

Dr Effrosyni (Froso) Argyri

Cognitive and neural correlates of biliteracy proficiency in English-Greek bilingual children

Yuxi Zhou, UCL IOE

Open-skills sports, especially team ball games, are associated with cognitive functions in adolescents: A time use diary study

Dr Tamer Said, Anglia Ruskin University

Exploring the Impact of Executive Functions and Motivation on Science Learning

Dr Sylvia Gattas, University of Surrey, UCL IOE

Investigating the Impact of Emotional Modulation on Attentional Numerical Representations in Childhood

Dr Katie Gilligan-Lee, University College Dublin

SIMS: Spatial Thinking in Mathematics Study

PRESENTATIONS DAY 2

Presentation session 2 09:00 – 10:00

Abdul Karim Ismail, University of Oxford

A Meta-Analysis of EEG Spectral Power for Measuring Cognitive load in Educational Contexts

Nicholas Napolitano, University of Talca

Interventions for Executive Functions in Children and Adolescents: A Meta-Analytic Study on Efficacy and Moderators in Clinical and Non-Clinical Samples

Dr Gemma Goldenberg, University of East London

Learning outside the box: The impact of learning outdoors on urban children's noise, stress, attention and behaviour

Dr Anastasia Giannakopoulou, University of Bedfordshire

Enhancing Cognitive and Academic Skills in Children through Adaptive Virtual Reality and Tablet-based Interventions

Keynote 2 10:30 – 11:30

Prof Paul Howard-Jones, University of Bristol

The journey from neuroscience research to education

Lightning talks 2 11:30 – 12:30

Stella Xu, UCL IOE

Individual Differences and Mathematical Profiles in Williams syndrome and Down syndrome

Dr Jennifer C Bullen, University of Oxford

Assessing cross-domain contributors to numeracy in children with Down Syndrome, Fragile X Syndrome, and Williams Syndrome: Preliminary lessons learned from the MathMIND Project

Dr Eric D Wilkey, Vanderbilt University

Investigating the Neural Profiles of Children Identified for Math Support with Resting-State Functional Connectivity MRI

Prof Roberto A Ferreira, University of Talca

Working memory as a mediator of math vocabulary and performance

Dr Mojtaba Soltanlou, UCL IOE

Educational neuroscience of mathematical learning and development in South African children

Dr Christina Artemenko, University of Tuebingen

Finger-based numerical representations in the sensorimotor cortex in children and adults – Evidence from fNIRS

Dr Ann Dowker, University of Oxford

The Numbers Count Intervention: Evaluation of Long-term Effectiveness

Prof Emily K Farran, University of Surrey

Teacher delivered block construction training improves children's mathematics performance