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often a focus in education
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resource for mathematics educators, policy makers and all who are interested in learning more about the why, what and how of mathematics education in Singapore. The content is organized according to three significant and closely

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*the text, visit the book's website
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This book sheds light on school mathematics curricula in Asian countries, including their design and the recent reforms that have been initiated. By discussing and analyzing various problematic aspects of curriculum development and implementation in a

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number of East and South Asian countries and offering insights into these countries' unique approaches to supplementing school mathematics curricula, it contributes to shaping effective policies for implementation, assessment and monitoring of curricula.

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in mathematics education, not only in their own countries, but globally as well. Although written primarily for mathematics educators, this handbook will also be of interest to researchers of the history of education in general, as well as specialists in cultural and even

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The book Making Mathematics

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in secondary school mathematics classrooms. It is a report of the research project “Mathematical Problem Solving for Everyone” (MProSE), which attempts to provide all the necessary resources for teachers to teach problem solving in schools.

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This book reports as a follow-up on the actual enactment of the proposed MProSE problem solving curriculum in five Singapore schools. The experimental schools, which span across the entire spectrum of all Singapore secondary schools, report

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how they tweak the MProSE proposal to fit into their school curriculum, together with issues, challenges and success stories in implementing such an innovative curriculum in Singapore schools. It is an ideal handbook for educators who believe in problem

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solving as the core of mathematics curriculum and who wish to implement such an approach in their schools.

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education on the one hand, and the
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Social constructivism is just one view of learning that places emphasis on the social aspects of learning. Other theoretical positions, such as activity theory, also emphasise the importance of social

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interactions. Along with social constructivism, Vygotsky's writings on children's learning have recently also undergone close scrutiny and researchers are attempting a synthesis of aspects of Vygotskian theory

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and social constructivism. This re-examination of Vygotsky's work is taking place in many other subject fields besides mathematics, such as language learning by young children. It is interesting to speculate why

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Vygotsky's writings have appealed to so many researchers in different cultures and decades later than his own times. Given the recent increased emphasis on the social nature of learning and on

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the interactions between student, teacher and context factors, a finer grained analysis of the nature of different theories of learning now seems to be critical, and it was considered that different views

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of students' learning of mathematics needed to be acknowledged in the discussions of the Working Group.

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