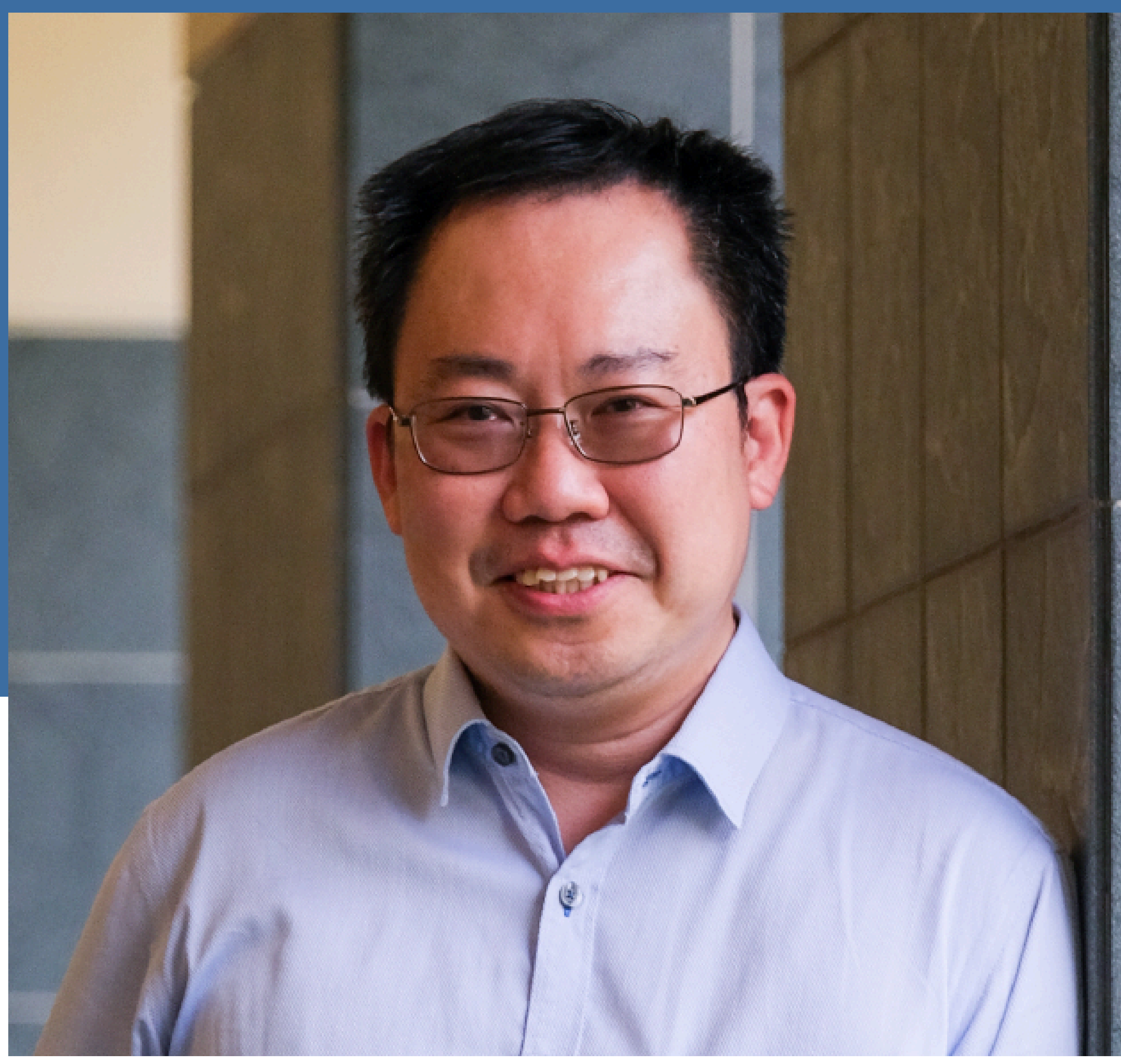
COMPARATIVE EDUCATION SOCIETY OF INDIA

RIG 15: Mathematics Education

invites you to a Pre-Conference Webinar on

Noticing and Harnessing the Power of Typical Problems in Everyday Mathematics Classrooms



Speaker: **Dr Choy Ban Heng**
Nanyang Technological University, Singapore

Discussant: **Dr Ruchi Kumar**
Tata Institute of Social Sciences, Mumbai

21 November 2025, Friday

1400 hours IST

Join us on https://meet.google.com/ioo-bkpi-ncv

Save the date!

RIG Convenor: **Dr Shikha Takker**
Mahindra University, Hyderabad

Please direct your thoughts and queries to rig.mathseducation@gmail.com

About the Speaker

Dr Choy Ban Heng is an Associate Professor in Mathematics Education at the National Institute of Education, Nanyang Technological University, Singapore. A recipient of NIE Overseas Graduate Scholarship, Dr. Choy received his PhD from the University of Auckland, New Zealand. He is currently a co-Head for meriSTEM@NIE, a Multi-centric Education, Research, and Industry STEM centre in NIE. Dr. Choy's research focuses on developing mathematics teachers' expertise in noticing critical mathematical and instructional details during the planning, enactment, and review of lessons. He was awarded the Early Career Award at 2013 MERGA Conference in Melbourne for his excellence in writing and presentation on teacher noticing. He was a guest editors for a special issue on teacher noticing for ZDM Mathematics Education. More recently, he is involved in STEM education research and serves as an Associate Editor of a new STEM education journal published by Brill. Besides being the principal and co-principal investigator of several research projects, Dr. Choy was also the leader for a STEM teacher development project in Thailand funded by Temasek Foundation International. Dr Choy has been a school teacher, the head of department and curriculum policy officer. He is an elected member of the International Committee for the International Group for the Psychology of Mathematics Education (IGPME).

Abstract

Rich tasks are powerful means to engender mathematically productive activities in our classrooms. But they are not often used in everyday classrooms and they sometimes pose considerable challenges to our students. In this presentation, I will present an alternative and explore how standard examination questions or textbook problems can be used richly and differently in our everyday mathematics classrooms for the purpose of positioning mathematics as a sense-making enterprise.