

CURRICULUM VITAE

1. **Family name:** SINGER
2. **First name:** FLORENCE – MIHAELA
3. **Citizenship:** Romanian
4. **Gender:** F
5. **Family status:** Married, two children
6. **Education:**

University of Bucharest Faculty of Mathematics 1979: B.Sc. (Mathematics)
 University of Bucharest Faculty of Mathematics 1981: Full Teacher Certificate
 University of Bucharest Faculty of Mathematics 1986: Senior Teacher Certificate
 University of Kishinev, Republic of Moldova 1996: Ph.D. Educational Sciences
 Harvard University, USA 2002-2003: Post-doctoral program – Cognitive science
 University of Hamburg, Germany 2016: Habilitation thesis – Mathematics education – Educational Sciences

7. Short term educational programs:

National Institute for Curriculum Development (SLO), National Institute for Assessment (CITO) – The Netherlands, 2 weeks, 1994	Curriculum development & Assessment
LEA, Surrey, U.K., 1 month, 1995	Management of change at the school level
National Institute for Curriculum Development (SLO), Enschede – The Netherlands, 2 weeks, 1996	Curriculum development
National Institute of Education – Singapore Department of Education, Employment, and Training – Victoria, Australia Education Review Office - Wellington, New Zealand, 1 month, 2000	Education Reform and Management

8. Language skills

Language	Reading	Speaking	Writing
<i>Romanian</i>	5	5	5
<i>English</i>	5	5	5
<i>French</i>	5	4	4

5 = highest competence, 1 = lowest competence

9. Member of the following professional bodies:

- International Mind, Brain and Education Society
- European Society for Research in Mathematics Education (ERME)
- International Group for the Psychology of Mathematics Education (PME)
- European Mathematics Education association “Kangorou sans frontiere”
- Leading team of The International Group for Mathematical Creativity and Giftedness (MCG)

10. Key qualifications:

Expertise in:

- Curriculum design and development
- Curriculum administration
- Teacher training
- Textbook development (mathematics)
- Educational management
- International consultancy in education
- Cognition and learning

11. Job description (starting with the present situation)

Date	May 2007 - at present
Location	University of Ploiesti, Faculty of Letters and Science, Romania
Company	Educational Sciences Department
Position	Professor
Description	Teaching courses for graduate and undergraduate students
Date	Dec 2012 – 2019
Location	Kuwait City, Kuwait
Company	World Bank
Position	Educational consultant
Description	<ul style="list-style-type: none"> • Curriculum development and implementation for Mathematics within The Kuwait Integrated Education Reform Program/ School Education Quality Improvement • Training the Master Trainers for implementing the curriculum reform • Textbook Development for Mathematics, grades: 1, 2, 3, 4, 6, 7, 8
Date	Sept 2014 – Sept 2015
Location	Republic of Moldova
Company	Open Society Foundation and Ministry of Education of the Republic of Moldova
Position	Educational consultant
Description	Support Program to the Reform of Education in the Republic of Moldova (OSF-SUPREM)
Date	October 2004 – 2015
Location	University of Bucharest
Company	Faculty of Letters
Position	Associate Professor
Description	Teaching courses: “Modern theories of learning”, “Cognition and learning” in a master program
Date	January 2012 – June 2012
Location	Bucharest

Company	Institute of Educational Sciences, Romania
Position	General director
Description	Institutional management
Date	1990 – 2008
Location	Bucharest
Company	Institute of Educational Sciences, Romania
Position	Senior Research Officer
Description	Curriculum development Research in mathematics education
Date	October 2005 – May 2007
Location	University of Ploiesti, Faculty of Letters and Science, Romania
Company	Teacher Training Department
Position	Associate Professor
Description	Teaching courses for graduate and undergraduate students
Date	Jan 2007 – Oct. 2009
Location	Council of Europe
Company	Language Policy Division
Position	Expert
Description	Consultancy in education
Date	March 2005 – March 2008
Location	Bucharest
Company	Institute of Educational Sciences
Position	Head of Curriculum Department
Description	Coordination of the research teams in curriculum development for various disciplines
Date	June - August 2005
Location	University of Chicago, USA
Company	University of Chicago School Mathematics Project
Position	Educational consultant /Curriculum developer
Description	Developing curriculum materials for mathematics learning
Date	August 2004 – August 2005
Location	Dushanbe
Company	World Bank Education Modernization Project (EMP)
Position	International Consultant in Curriculum Development
Description	Strengthen the capacity of the local actors engaged in implementing the curriculum reform in Tajikistan through the curriculum component of the EMP co-financed by the World Bank and the Tajik Government. Training seminars on strategies for developing a new curriculum
Date	May 2004 – October 2007
Location	Bucharest
Company	World Bank Rural Education Project RO 4691-0
Position	Senior Education Consultant
Description	<ul style="list-style-type: none"> ▪ Developing the Curriculum framework for the ODL program ▪ Designing courses for the ODL program

Date	November 2002 – June 2003
Location	Cambridge, Massachusetts, USA
Company	Harvard University, Graduate School of Education
Position	Post-doc Fulbright Visiting Research Scholar
Description	Research in Cognitive Science within <i>Mind, Brain and Education</i> Program
Date	January 2000 – March 2002
Location	Bucharest
Company	National Curriculum Council/ Curriculum component within World Bank Education Reform Project RO 3724
Position	President
Description	Coordination of the process of curriculum development at the national level, grades 1 to 12.
	<ul style="list-style-type: none"> ▪ Chairman of the bodies working on the design of the Romanian National Curriculum¹. ▪ Coordination of the process of in-service teacher training sessions for implementing the new curriculum² ▪ Trainer for mathematics teachers grades 1 to 12 (about 200 training hours involving more than 700 teachers and inspectors) ▪ Trainer for science teachers (150 training hours) ▪ Launching and managing the first national external assessment of the Romanian compulsory education system, developed on a representative statistic sample³ ▪ Coordinating the process of designing and editing the materials connected with implementation of the new curriculum: <ul style="list-style-type: none"> -The formal documents (strategic conceptual policy, curriculum (programs of study) for each school subject - 27 volumes) -Methodological teachers' guides to implement at the level of school practice the new curriculum (31 volumes)
Date	1999-2002
Location	Bucharest
Company	Center EDUCATION 2000+ (member organization of Soros Open Network)
Position	Education consultant
Description	Developing teacher training programs for an integrated approach in Mathematics and Sciences learning Developing a course for in-service teacher training in mathematics

¹ In the process of the curriculum reform during 1998-2001, about 1500 persons have been involved in working groups those tasks was to develop a new, post-communist curriculum for each school subject. Managing this process meant to develop the conceptual framework, to organize and facilitate groups' meetings, to negotiate conflicts, to organize debates, to gain acceptance from the policy makers.

² Within the context of the Education Reform Project co-financed by the Romanian Government and World Bank, during March 2000 – September 2001, the National Curriculum Council developed the largest teacher-training program aiming at implementing the reform. This program involved about 7000 trainees – teachers from primary to upper secondary from all the counties of the country based on an equal distribution of participants. They have been trained in the new methodologies of teaching and learning according to the new curriculum; and many of them became resource-teachers at the local level.

³ The project involved a team of outstanding educators and sociologists as coordinators, who developed a survey based on a sample of 350 schools, 5778 teachers, 8647 students from grade 4 and 6556 students from grade 8 – the last grade of compulsory education. The outcomes of this research – the first national evaluation of the compulsory education system based on a representative sample – have been published in two volumes with a total of 2500 pages.

Date	1997-2000
Location	Bucharest
Company	National Curriculum Council/ World Bank Education Reform Project RO 3724
Position	Head of the Experts' Group in Curriculum Development
Description	Coordination of the first draft of the National Curriculum (NC) and of the national consultation on the NC formal documents for grades 1-12 (6/7 to 17/18 years old students).
Date	1994-1998
Location	Chisineu, Republic of Moldova
Company	Institute for Psychological and Pedagogical Sciences
Position	Education Consultant
Description	Curriculum development Designing teaching and learning materials
Date	1991-1997
Location	Bucharest
Company	Institute of Educational Sciences / World Bank Education Reform Project RO 3724
Position	Coordinator of Mathematics and Sciences Working Groups and Scientific Secretary of the Working Group on Curriculum Development for Mathematics
Description	Coordination of the process of developing new curriculum for Mathematics and Sciences
Date	1995-2000
Location	Bucharest
Company	Institute of Educational Sciences
Position	Member in the National team preparing the TIMSS, TIMSS-R reports
Description	Participation in: Preparing the background data; Preparing the National Report Editing the National Report
Date	1985-1990
Location	Bucharest, School no 10, no 11
Company	Bucharest School Inspectorate
Position	Teacher of Mathematics
Date	1979-1985
Location	Bucharest, School no 148
Company	Bucharest School Inspectorate
Position	Teacher of Mathematics
Date	1979-1994
Location	Bucharest
Company	Bucharest School Inspectorate
Position	Teacher of Mathematics
Description	Trainer of the gifted children involved in Mathematics Competitions

12. Others:

Honors, awards	<ul style="list-style-type: none"> ▪ Awarded by the President of Romania for Special Merit in Education and Research: The National Order: Loyal service, Officer Degree, 2000, Romania ▪ Nominated as <i>Woman of the year</i>, 2001, American Biographical Institute ▪ Nominated in the <i>International Who's Who of Professional & Business Women</i>, 2002, the Ninth Edition.
Publications and other scientific activities	<ul style="list-style-type: none"> ▪ More than 300 scientific papers and books, including: research articles published by highly-ranked journals (e.g.: "<i>New ideas in psychology</i>"; "<i>Teaching and Teacher Education</i>"; "<i>Mind, Brain, and Education</i>"), mathematics textbooks for grades 1 to 12, and edited collective books published by <i>Springer</i> (Mathematical Problem Posing – 2015, Eds.: F.M. Singer, N. Ellerton, J. Kai; Mathematical Creativity and Mathematical Giftedness – 2018, Ed.: F.M. Singer). <ul style="list-style-type: none"> ▪ Member of the editorial boards of scientific journals, among which: <i>Journal of Educational Sciences & Psychology</i>, <i>International Journal of Educational Studies in Mathematics</i>, <i>Didactica Mathematicae</i>, <i>ROMAI Educational Journal</i>, <i>Mathematics and Informatics Journal</i> ▪ Guest editor of special issues of international journals ▪ Chair of seven international conferences ▪ Invited speaker at international conferences and some universities around the world (15 plenary presentations) ▪ Scientific reviewer for various journals, for international projects, and research reports.

List of publications Florence Mihaela Singer

Papers published in international journals/ books/ chapters in international books

1. Singer, F.M. (2018, Ed.). *Mathematical Creativity and Mathematical Giftedness*, Springer Nature, ISBN: 978-3-319-73155-1; 978-3-319-73156-8, <https://link.springer.com/book/10.1007/978-3-319-73156-8>
2. Singer, F.M. (2018). Enhancing Creative Capacities in Mathematically-Promising Students. Challenges and Limits. In F.M. Singer (Ed.) *Mathematical Creativity and Mathematical Giftedness*, pp. 1-23. https://link.springer.com/chapter/10.1007%2F978-3-319-73156-8_1
3. Voica, C., Singer, F.M. (2018). Cognitive Variety in Rich-Challenging Tasks. In F.M. Singer (Ed.) *Mathematical Creativity and Mathematical Giftedness*, pp. 83-114. https://link.springer.com/chapter/10.1007%2F978-3-319-73156-8_4
4. Sarivan, L., Voica, C., Singer, F.M. (2017). Timeline: Students' Misrepresentations of Chronology. *Journal of Educational Sciences and Psychology* Vol. II (LXIX), 1B/2017, ISSN 2247-6377; ISSN (online) 2247-8558.
5. Singer, F.M., Voica, C. & Pelczer, I. (2017). Cognitive styles in posing geometry problems: implications for assessment of mathematical creativity. *ZDM Mathematics Education* 49(1), p37-52, DOI:10.1007/s11858-016-0820-x, <https://link.springer.com/article/10.1007/s11858-016-0820-x>
6. Singer, F.M., Sheffield, L.J. & Leikin, R. (2017). Advancements in research on creativity and giftedness in mathematics education: introduction to the special issue. Survey Paper. *ZDM Mathematics Education*, 49: 5, pp 5-12. DOI:10.1007/s11858-017-0836-x, <https://link.springer.com/article/10.1007/s11858-017-0836-x>

7. Singer, F.M., Sheffield, L., Freiman, V. & Brandl, M. (2016). *Research On and Activities For Mathematically Gifted Students*. Springer Nature. ISBN 978-3-319-39449-7; ISBN 978-3-319-39450-3 (eBook). <http://www.springer.com/us/book/9783319394497>
8. Singer, F. M. & Voica, C. (2016). When Mathematics Meets Real Objects: How Does Creativity Interact with Expertise in Problem Solving and Posing? In Roza Leikin & Bharath Sriraman (Eds.). *Creativity and Giftedness. Interdisciplinary perspectives from mathematics and beyond*, (pp. 75–103). New York: Springer.
http://www.springer.com/gp/book/9783319388380?wt_mc=Alerts.NBA.SpringerAuthors-Sep-1
9. Singer, F.M., Ellerton, N.F. & Cai, J. (2015, Eds.). *Mathematical Problem Posing: From Research to Effective Practice*, NY: Springer (570 p). ISBN 978-1-4614-6257-6, June, 2015.
10. Singer, F.M. & Voica, C. (2015). Is Problem Posing a Tool for Identifying and Developing Mathematical Creativity? In F.M. Singer, N.F. Ellerton, & J. Cai, (Eds.). *Mathematical Problem Posing: From Research to Effective Practice*, NY: Springer, 141-174.
11. Singer, F.M., Ellerton, N.F. & Cai, J. (2015). Mathematical Problem Posing Today: A Cross-Cultural View. *Mathematical Problem Posing: From Research to Effective Practice*, NY: Springer, vii-x.
12. Ellerton, N.F., Singer, F.M., & Cai, J. (2015). Problem Posing in Mathematics: Reflecting on the Past, Energizing the Present, and Foreshadowing the Future. *Mathematical Problem Posing: From Research to Effective Practice*, NY: Springer, 547-556.
13. Singer, F. M., Pelczer, I., & Voica, C. (2015). Problem posing: Students between driven creativity and mathematical failure. In K. Krainer & N. Vondrova (eds.), *Proceedings of the Ninth Congress of the European (CERME 9)* (Pp. 1073-1079). Prague, Czech Republic: ERME.
14. Singer, F. M., Ellerton, N., Cai, J. (2013). Problem-Posing Research in Mathematics Education: New Questions and Directions. *Educational Studies in Mathematics*. 83(1), 1-7. DOI: 10.1007/s10649-013-9478-2.
15. Voica, C. & Singer, F. M. (2013). Problem Modification as a Tool for Detecting Cognitive Flexibility in School Children. DOI:10.1007/s11858-013-0492-8. *ZDM. Zentralblatt für didaktik der Mathematik*, 45(2), 267-279. ISSN: 1863-9690 (Print) 1863-9704 (Online),.
16. Leikin, R., Subotnik, R., Pitta-Pantazi, D., Singer, F. M., & Pelczer, I. (2013). Teachers' views on creativity in mathematics education: an international survey. *ZDM The International Journal on Mathematics Education*, 45(2), 309-324. ISSN: 1863-9690, DOI 10.1007/s11858-012-0472-4.
17. Singer, F.M. & Voica, C. (2013). A problem-solving conceptual framework and its implications in designing problem-posing tasks. *Educational Studies in Mathematics*, 83(1), 9-26. DOI: 10.1007/s10649-012-9422-x.
18. Pelczer, I., Singer, F.M., Eftimie, S., Voica, C. (2012). Creating transferable abilities through conversion programs for professional development – A case in mathematics learning. *Journal of Educational Sciences and Psychology* Vol. II (LXIV), 2, pp. 72 – 83. ISSN 2247-6377; ISSN (online) 2247 – 8558.
19. Noveanu, G. N. & Singer, F. M. (2012). Romania TIMSS 2011. In I.V.S. Mullis, M.O. Martin, C.A. Minnich, G.M. Stanco, A. Arora, V. A. S. Centurino & C. E. Castle (Eds.), *TIMSS 2011 Encyclopedia: Education Policy and Curriculum in Mathematics and Science*, vol 2., TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College: IEA, pp. 743-756, ISBN: 978-1-889938-60-8.
20. Leikin, R., Pitta-Pantazi, D., Singer, F.M. & Ulovec, A. (2012). Current report. CERME7 Working Group 7: Mathematical potential, creativity and talent. *Research in Mathematics Education*, Volume 14, Issue 2, pp. 197-198 ISSN: 1479-4802 (Print), 1754-0178 (Online), DOI:10.1080/14794802.2012.694288.

21. Singer, F.M. (2012). Tunnels, in S. J. Greenwald & J. E. Thomley (Eds.) *Encyclopedia of Mathematics and Society*, NJ: Salem Press. pp. 1014-1015, ISBN: 978-1-58765-844-0, e-ISBN: 978-1-58765-848-8.
22. Subotnik, R.F., Singer, F.M. & Leikin, R. (2010). Intercultural Perspectives on Creativity in School Mathematics: The Role of Context, Individual Differences and Motivation, *Mediterranean Journal for Research in Mathematics Education*, 9(2), 11-39. ISSN: 1450-1104.
23. Singer, F.M. (2010). Children's Cognitive Constructions: From Random Trials to Structures, in Jared A. Jaworski (Ed.), *Advances in Sociology Research*, vol. 6, pp: 1-35, ISBN: 978-1-60741-879-5.
24. Singer, F.M. (2010). From The Dynamic Infrastructure of Mind to the Multiple Intelligences Profile: A Challenge for Curriculum Design. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2 (3), pp. 139-147, ISSN: 1309-1387.
25. Singer, F.M. & Voica, C. (2010). In Search of Structures: How Does the Mind Explore Infinity? *Mind, Brain and Education*, 4(2), p. 81-93, ISSN: 1751-2271.
26. Singer, F. M. (2010). Meeting the Excellence – an Unforgettable Experience. In R. Pricopie & D. Gutu (Eds.), *On Education. New and Fresh Perspectives*. Bucharest: Tritonic, pp. 133-142.
27. Singer, F.M., Sarivan, L. (2010). The Basics of Non-Learning: Are They Set in Elementary Grades?, *UPG Bulletin, Educational Sciences Series*, vol.LXII, 2, pp. 68-77, ISSN: 1841-6586.
28. Singer, F.M., Sarivan, L., de Vries, P., Muhren, A. (2010). Competent Teachers for the Knowledge Society – A New Master Program, *UPG Bulletin, Educational Sciences Series*, vol. LXII, 1B, pp. 107-116, ISSN: 1841-6586.
29. Sarivan, L., Singer, F.M. (2010). New Media for Better Teachers – the Story of Masterprof, *UPG Bulletin, Educational Sciences Series*, vol. LXII, 1A, pp. 153-161, ISSN: 1841-6586.
30. Singer, F. M. (2009). The Dynamic Infrastructure of Mind - a Hypothesis and Some of its Applications, *New Ideas in Psychology*, 27(1), 48–74, NIP389, PII:S0732-118X(08)00003-2 DOI:10.1016/j.newideapsych.2008.04.007, ISSN: 0732-118X.
31. McConnell, J.W., Feldman, C.H., Heeres, D., Kallemeyn, E., Ortiz, E., Winningham, N., Hunt, K., Regis, T.P., Singer, M.F., Wolfe, J., Jakucyn, N., Usiskin, Z. (2009). *The University of Chicago School Mathematics Project: Pre-Transition Mathematics, Student Edition*, Chicago: Wright Group/ Mc Graw Hill Companies, 765 pages, ISBN: 978-0-07-618569-6, MHID:0-7-618569-9.
32. McConnell, J.W., Feldman, C.H., Heeres, D., Kallemeyn, E., Ortiz, E., Winningham, N., Hunt, K., Regis, T.P., Singer, M.F., Wolfe, J., Jakucyn, N., Usiskin, Z. (2009). *UCSMP: Pre-Transition Mathematics. Teacher's Edition, Vol.1*, Chicago: Wright Group/ Mc Graw Hill Companies, ISBN : 9780076189274, MHID: 0076189279.
33. McConnell, J.W., Feldman, C.H., Heeres, D., Kallemeyn, E., Ortiz, E., Winningham, N., Hunt, K., Regis, T.P., Singer, M.F., Wolfe, J., Jakucyn, N., Usiskin, Z. (2009). *UCSMP: Pre-Transition Mathematics. Teacher's Edition, Vol.2*, Chicago: Wright Group/ Mc Graw Hill Companies, ISBN : 9780076189281, MHID: 0076189287
34. Singer, M., Sarivan, L. (2009). Curriculum Reframed. MI and New Routes to Teaching and Learning in Romanian Universities. In J.Q. Chen, S. Moran, H. Gardner (eds.), *Multiple intelligences around the world*. Pp. 230-244. 408 pages New York: Jossey-Bass Inc Pub., ISBN: 978-0-7879-9760-1.
35. Litoiu, N., Rosca, S. I., Singer, F.M., Petrescu, I., Ghitulica, C. (2009). The management of development and implementation of educational programs for distance learning related to the chemistry domain. *Romanian Journal of Materials*, 39 (2), pp. 165-172, ISBN: 1583-3186.

36. Noveanu, G. N., Singer, F.M. (2008). Romania TIMSS 2007. In I.V.S. Mullis, M.O. Martin (Eds.), *TIMSS 2007 Encyclopedia A guide to Mathematics and Science Education Around the World*, vol 2. IEA, TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College, 2008, pp. 481-490, ISBN: 1-889938-47-5481.
http://timss.bc.edu/timss2007/PDF/T07_Enc_V2.pdf
37. Singer, F.M., Voica, C. (2008). Between perception and intuition: thinking about infinity, *The Journal of Mathematical Behavior*, 27, pp. 188-205, PII: S0732-3123(08)00025-4, DOI: 10.1016/j.jmathb. 2008.06.001, ISSN: 0732-3123.
38. Singer, F. M., & Moscovici, H. (2008). Teaching and learning cycles in a constructivist approach to instruction. *Teaching and Teacher Education*, Vol. 24/6 pp 1613-1634, DOI:10.1016/j.tate.2007.12.002., ISSN: 0742-051X.
39. Singer, F.M. (2008). Dynamic structural learning – a tool for reforming the teaching practice, *UPG Bulletin. Educational Sciences Series*, 1A (LX), pp. 29-43, ISSN: 1841-6586.
40. Singer, M. (2007). Approaching teaching and learning mathematics from a cognitivist perspective. *UPG Bulletin. Educational Sciences Series*, 1 (LIX), pp. 87-99, ISSN: 1841-6586.
41. Singer, F.M. (2007). Beyond Conceptual Change: Using Representations to Integrate Domain-Specific Structural Models in Learning Mathematics. *Mind, Brain, and Education*, 1(2), pp. 84-97, DOI: 10.1111/j.1751-228X.2007.00009.x, ISSN: 1751-2271.
42. Singer, M. (2007). Balancing Globalisation and Local Identity in the reform of Education in Romania. In B. Atweh, M. Borba, A. Barton, D. Clark, N. Gough, C. Keitel, C. Vistro-Yu, and R. Vithal (Eds), *Internalisation and Globalisation in Mathematics and Science Education*, Dordrecht, New York: Springer, Chapter 20, pp.365-382, 2007, ISBN: 978-1-4020-5907-0.
43. McConnell, J.W., Feldman, C.H., Kallemeyn, E., Ortiz, E., Regis, T.P., Singer, M., Usiskin, Z. (2005-2006). *Pre-Transition Mathematics*, University of Chicago, Chicago: UCSMP, Chapters 1-4: pp. 1-280, Chapters 5-6: pp. 281-400, Chapters 7-8: pp. 401-518, Chapters 9-10: pp. 519-632, Chapters 11-12: pp. 587-690, ISBN: 0-936745-80 (set).
44. Singer, F. M. (2007). Modelling both complexity and abstraction: a paradox? In W. Blum, P. Galbraith, H. W. Henn and N. Mogens (Eds.), *Applications and Modelling in Mathematics Education*, New York: Springer, Chapter III.3.2.: pp. 233-240, 2007, ISBN-13: 978-0-387-29820-7, Library of Congress Control Number: 2006932713.
45. Singer, M. (2006). A Cognitive Model for Developing a Competence-based Curriculum in Secondary Education. In: Al. Crisan (Ed.), *Current and Future Challenges in Curriculum Development: Policies, Practices and Networking for Change*. Bucharest: Education 2000+ Publishers. Humanitas Educational, pp. 121-141, ISBN-(13) 978-973-689-104-5.
http://www.academia.edu/237547/A_Cognitive_Model_for_Developing_a_Competence-based_Curriculum_in_Secondary_Education
46. Singer, M., Voica, C. *Challenging the future: mathematics education in Romania between ideals and reality*, Cub, ICME-10, 2004, ISBN: 973-9451-09-8.
47. Katagiri, F., Lazzarini, I., Singer F., & Shen-Orr (2003). Mapping the mind. In Yaneer Bar-Yam (supervisor) *Complex Physical, Biological and Social Systems*, MIT: New England Complex Systems Institute.
48. Singer, F.M. (2001). Structuring the information – a new way of perceiving the content of learning, *Zentralblatt für Didaktik der Mathematik (ZDM)/International Reviews on Mathematical Education*, MATHDI, 6/2001, p. 204-217. ISSN 1615-679X.
49. Singer, M. *Structures et capacités mentales dans l'apprentissage des mathématiques*, Bulletin d'Information CORDEE, No. 1/1995, Unesco, Paris, p. 27-30, 1995.

Papers published in the proceedings of International Conferences and Congresses

50. Voica, C. & Singer, F. M. (2019). Analogical Transfer And Cognitive Framing In Prospective Teachers' Problem Posing Activities, Highly Gifted and Creative Students – Current Ideas and Future Directions. Proceedings Of The 11th International Conference On Mathematical Creativity And Giftedness (MCG 11), 22.08.2019 - 24.08.2019, Universität Hamburg, Germany, 222-228. http://wtm-verlag.de/OA_Download/Nolte_Ed_Including_the_Highly_Gifted_ISBN9783959871327.pdf
51. Sarivan, L., Teşileanu, A., Singer, F. M. & Voica, C. (2019). The Key Competences reloaded: new opportunities for a meaningful school, Proceedings of the International Conference "Education and Psychology Challenges - Teachers for the Knowledge Society" – 5th edition, Editura UPG-Ploiesti, pp. 48-53, ISBN 978-973-719-771-9 <http://conference2019.masterprof.ro/index.php/en/conference-proceedings>
52. Singer, F.M., Sheffield, L., Freiman, V. Brandl, M., & Kakihana, K. (2017). Topic Study Group No. 4: Activities For and Research On Mathematically Gifted Students. *Proceedings of the 13th International Congress on Mathematical Education* pp 391-395.
53. Singer, F.M., Pelczer, I., & Voica, C. (2015). Problem posing cognitive style-can it be used to assess mathematical creativity? In F.M. Singer, F. Toader & C. Voica (Eds.) *Proceedings of The 9th Mathematical Creativity and Giftedness International Conference*, Sinaia, Romania. 74-79.
54. Singer, F.M., Leikin, R. (2015). Welcoming the MCG-9 Conference. In F.M. Singer, F. Toader & C. Voica (Eds.) *Proceedings of the 9th Mathematical Creativity and Giftedness International Conference*, Sinaia, Romania, 5-6.
55. Singer, F.M., Voica, C., (2015). Effective Feedback for Efficient Learning: A Computer-Based System of Assessment. In F.M. Singer, F. Toader & C. Voica (Eds.) *Proceedings of the 9th Mathematical Creativity and Giftedness International Conference*, Sinaia, Romania, 233-234.
56. Vasile, C., Singer, F.M., & Stan, E. (2015). When Education Meets Psychology: Introduction to the EPC-TKS 2015 Proceedings, *Procedia - Social and Behavioral Sciences* 203, 1-3. <http://www.sciencedirect.com/science/journal/18770428>
57. Singer, F.M., Voica, C., & Sarivan, L. (2015). How difficult is a problem? Handling multi-layered information conveyed in a variety of codes. *Procedia - Social and Behavioral Sciences* 203, 192–198. <http://www.sciencedirect.com/science/journal/18770428/203> paper http://ac.els-cdn.com/S1877042815049290/1-s2.0-S1877042815049290-main.pdf?_tid=da295d2e-a3cc-11e5-a1bb-00000aab0f01&acdnat=1450253773_4f8cc40038548513e5660c174026711d
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