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Editorial

The articles in this issue are proposals of college mathematics instructors to address the difficulties experienced in their own classrooms. They resonate with national and international debates in Mathematics Education on the issues of achievement, independence of learning, discovery approach and the meaning of "Mathematics for All"

In the debate presented here, the voices originate in different cultural environments such as NYC, Bethlehem, PA, Utrecht, Netherlands and New Zealand - similar problems, different solutions. Some authors initiate their classroom transformation from upper, scientific level of the Zone of Proximal Development for a given concept, others start from the intuitive and spontaneous level of ZPD dictated directly from the classroom needs.

Baker and Dias utilize the power of web-based technology for the improvement of student achievement in their remedial classes, while Broekman, Rolon and Columba are concerned with the development of the independence of learning of their students in the context of problem solving. Czarnocha and Prabhu respond to Feder's article from MTRJoL V2 N1 about equity in Mathematics Education, while at the same time presenting an innovative approach to remedial courses with special emphasis on the creation of the learning environment within which the Thinking Technology connects basic mathematics skills with sophisticated mathematical ideas.

Balsim and Feder's proposal creates access to mathematical research for undergraduates, while Kachapova and Kachapov reconceptualize the approach to Random Variables to connect it closer to student intuition of orthogonal projections.