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Guest Editorial: Brazilian research in Mathematics Education – what’s more?

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This issue of TME (volume 19, issue 1) continues the publication of research reports from the Brazilian Mathematics Education community. The last issue of TME (volume 18, issue 3) was the first of a series of three on the theme. Here, the authors also cover different research agendas and use theoretical references already consolidated in the field and others that are beginning to emerge and producing new reflections. In this issue, there are eleven articles written by colleagues belonging to research groups located in the points shown in Figure 1 below.

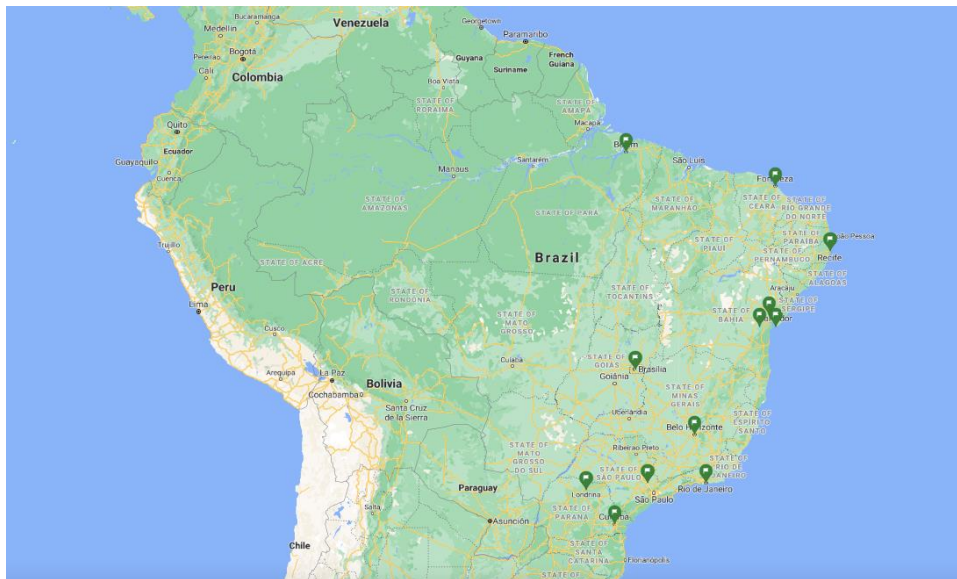


Figure 1: Locations of the authors of TME papers in the vol. 19, no. 1.

The first article is by Filipe Santos Fernandes, Victor Giraldo, and Diego Matos. It is entitled *The Decolonial Stance in Mathematics Education: pointing out actions for the construction of a political agenda*. From a decolonial point of view, the authors put Eurocentric narratives in question and raise new questions about mathematics and mathematics education.

Next, Amanda Marina Andrade Medeiros and Cristiano Alberto Muniz discuss mathematical learning in the paper entitled *Mathematical learning difficulties: a subjective production*. The authors put lenses on the production of subjectivity from data collected in the central region of Brazil.

In the paper by Carlos Roberto Vianna, Elenilton Vieira Godoy, and Emerson Rolkouski, entitled *A look at the National Pact for Literacy at the right age in the Mathematics Education Context*, the authors carry out a state of the art research on a large-scale public policy implemented in Brazil.

Next, in the article *Mathematics education in field education contexts*, Aldinete Silvino de Lima, Iranete Maria da Silva Lima, Carlos Eduardo Ferreira Monteiro, and Liliane Maria Teixeira Lima de Carvalho summarize the scientific production of their research group on rural education. The authors present a synthesis of the research in the area and point out new inquiry questions.

In the following paper, Marcelo Almeida Bairral, Marcos Paulo Henrique, and Alexandre Assis explore touchscreen recordings while students solve geometry tasks. With the title *Moving Parallel and Transversal Lines with Touches on Smartphones: A Look through Screenrecording*, the authors show that screen recording allows us to track interactions between students and the screen, supporting research methodology.

Next, Jaqueline de Souza Pereira Grilo, co-authored with me, Jonei Cerqueira Barbosa, discusses the research program in Mathematics Education about specific mathematics for teaching. Entitled *It is necessary to know a specific mathematics to teach mathematics*, the study is based on the Foucaultian perspective and analyzes how the discourse operates regarding Mathematical Knowledge for Teaching, Mathematics Teacher's Specialized Knowledge and Mathematics for Teaching.

Next, in the article entitled *The search for the sense of agency in vulnerable situations in teachers' initial education*, Paulo Henrique Rodrigues, Márcia Cristina de Costa Trindade Cyrino, and Hélia Margarida Oliveira focus on experiences of vulnerability by prospective mathematics teachers. The authors' analysis relates such experiences with agency and the sense of autonomy.

In the article *Teacher education for integrating resources in mathematics teaching: contributions from instrumental meta-orchestration*, the authors present a theoretical model to track artifacts and teachers in certain situations. The authors Rosângela Lucena, Verônica Gitirana and Luc Trouche thus introduce what they call instrumental meta-orchestration.

Next, in the paper *Mathematic e-textbooks in different didactic configurations*, José Wilson Pereira and Verônica Gitirana analyze the textbook in the context of distance learning in the light of instrumental orchestration model by L. Trouche. Finally, the authors draw recommendations for the nature of materials in the context of distance education.

Next, Francisco Regis Vieira Alves presents the report of two studies in line with didactic engineering. In the article *Didactic Engineering (DE) and Professional Didactics (PD): A Proposal for Historical Research in Brazil on Recurring Number Sequences*, the author shows the use of historical contexts for teaching sequences to teachers.

Moreover, the last article of this issue is by Elizabeth Gomes Souza, Carolina Tamayo, and Márcia Maria Bento, with the article *Ludwig Wittgenstein, Mathematics, Therapy and Life: research from the group on Education, Language and Cultural Practices in Brazil*. Here, the authors focus on the bibliographic production of a research group in the light of L. Wittgenstein's philosophy.

These eleven articles suggest the vitality of Brazilian research in mathematics education, deepening already consolidated agendas or opening new paths. Thus, although in the last issue of TME (volume 18, issue 3) the reader already had a broad look at the research in mathematics education carried out in Brazil, they can expand in other directions in this current TME issue.