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Editorial

The Journal of the International GeoGebra Institute of São Paulo (IGISP), ISSN 2237-9657, of biannual regularity, is an electronic publication of the GeoGebra Institute of São Paulo based at the Faculty of Exact Sciences and Technology, Program of Post-Graduate Studies in Mathematics Education of the Pontifical Catholic University of São Paulo (PUC-SP), Brazil.

Free of charge, it aims to offer a space for the dissemination and circulation of researches and works developed with the use of the software GeoGebra, mainly in Latin America.

The first issue of the volume 11, 2022, presents seven articles seeking to encompass the different possibilities and paths with the GeoGebra can be investigated.

In the first article *“Exploratory Approach of a Body in Equilibrium”* the authors Victor Abath da Silva, Thalyta de Oliveira Inocência Martins and Frederico Alan de Oliveira Cruz present a proposal, focused on the laboratory practice of undergraduate courses in Physics, aiming to provide the teacher in training, the possibility of using various tools in the classroom.

The second article *“GeoGebra: A Bibliometric Study from the Web of Science Platform”* of the authors Marcos Paulo Mesquita da Cruz, Ivan de Oliveira Holanda Filho and Everton Nogueira Silva present a bibliometric study on GeoGebra for the promotion of teaching and research in mathematical science, so that society, can have a document that expands discussions related to the expansion of knowledge so necessary every day in the aspects of education.

“Analysis of the proposal of a training course in GeoGebra for Mathematics teachers from public schools offered remotely” is the third article and the authors Yara Patrícia Barral de Queiroz Guimarães and Wagner Barbosa de Lima Palanch aim to bring considerations about a short course offered to mathematics teachers of the public school system presenting one of them, entitled Geometry in GeoGebra – Polygons and Geometric Solids.

In the fourth article, *“Propositions to the teaching of Geometry: a proposal of didactic sequence for the study of conics using GeoGebra”* of the authors Elisama Costa Tomaz and Francisco José de Lima it is a theoretical proposal that aims to present and describe a path for the teaching of conics, through GeoGebra, from the perspective of development of spatial geometric thinking of high school students, improving the visualization of mathematical concepts and objects.

José Antônio Fernandes is the author of the fifth article *“Exploring a right triangle property using GeoGebra”* in which he studies and discusses the exploration of a geometric property of the right triangle: the relationship between the length of the hypotenuse of the right triangle and the length of its median, as well as the boundary paths for its validation.

In the sixth article “*Building the Solar System Using GeoGebra Software*” the author Mauro César De Souza Siena has the purpose to present a didactic-pedagogical way of using the GeoGebra software as an auxiliary tool in the practical study of complex structures such as the parameterization of curves in two, three or four dimensions using the movement of objects in three-dimensional space.

Finally, the seven article “*GeoGebra Classroom, during confinement, in teaching and learning the properties of quadrilaterals*” the authors Ilda Marisa De Sá Reis and José Manuel Dos Santos Dos Santos present an online learning experience with the use of GeoGebra Classroom, which occurred during the first period of confinement in Portugal, from March to June 2020, caused by the COVID 19 pandemic describing the materials constructed and applied in the distance learning class.

The articles show the possibility of interdisciplinarity and trans disciplinarity in the context of Mathematics Education.

We express our gratitude to all who contributed to the realization of this volume of the issue and to the academic research of Mathematics Education.

Celina A. A. P. Abar - Editor