

Editorial

In what follows we present 8 articles from number 2 of volume eleven of the Teaching Mathematics Magazine under debate. This Magazine has the main purpose of contributing to the teaching practice of Mathematics. However, it accepts articles from neighboring areas.

The first article is called Didactic potentials in the pedagogical use of Learning Objects in Mathematics Education and opens this number 2 of volume 11 dealing with an essential theme for our days. Its authors Gisele Pereira Oliveira and Ana Carolina Costa Pereira bring reflections on the didactic potential of learning objects. After presenting their arguments, they conclude that there are different didactic potentials in the pedagogical use of OA, but to access them, research, teaching and extension initiatives will be necessary for familiarization.

Núbia Guimarães and Márcia Notare wrote the 2nd article entitled Correlations between the different representation records of quadrics in the GeoGebra Dynamic Mathematics Environment: a proposal for discriminating possible cases of ellipsoids. The article deals with the theoretical analysis of a computer approach for discriminating possible cases of ellipsoids, in a proposal that combines the use of GeoGebra's Dynamic Mathematics Environment with Duval's approach. Data analysis showed that this proposal meets the necessary conditions for correlation between ellipsoid representation records.

The influence of GPEMEC actions on IDEB results in public schools in the municipality of Itabuna – BA is the article by Alexandre da Silva Souza, Eurivalda Ribeiro dos Santos Santana and Nadja Maria Amado de Jesus. It analyzes the influence of the actions of the Research Group on Mathematics, Statistics and Science Education on the results of the 2019 Basic Education Development Index (IDEB), in public schools in the municipal education network of Itabuna. They use the perspective of Christopher Day and the Discursive Textual Analysis proposed by Moraes and Galiazzi. They conclude that GPEMEC influences the advancement of the teacher's pedagogical practice and generates changes in the attitude in the classroom.

Dayvid Evandro da Silva Lós and Cristine Martins Gomes de Gusmão wrote Learning Objects for Teaching Mathematics: A Systematic Review of the Literature. This article presents a systematic literature review to understand the development and application of learning objects (LO) in mathematics teaching. They selected six hundred and fifty-eight

texts from different databases. After exclusion and inclusion criteria, fifteen articles remained. In conclusion, they indicate that some gaps could be identified.

The fifth article is authored by Ana Maria Foss and Tiago Emanuel Klu. With the title *Actions and indications of the Mathematical Modeling community for its implementation in schools: a meta-analysis*, they consider that as there are records in the literature about the timid presence of Mathematical Modeling in schools, they investigate the aspects indicated in order to overcome this situation. One hundred texts were analyzed. They conclude that many of the actions and indicators proved to be ineffective, as they focused on the transmission of content.

Constitution of the Mathematics teacher through the construction of knowledge: an analysis of the CNE/CP resolutions is concerned with the training of mathematics teachers. Analyzing the CNE/CP resolutions of 2002, 2015 and 2019, their authors Tatiane da Silva Alves and Adriana Fátima de Souza Miola seek to understand what teaching knowledge these normative documents prioritized and/or prioritize for the initial training of mathematics teachers. The data indicate an emphasis on the need for comprehensive initial training, a critical and reflective stance on teaching practice.

The article *From Ethnomathematics to Ethnomodeling: paths between emic and ethical in a dialogue based on alterity from the Umbundu/Bié-Angola culture* was written by Ezequias Adolfo Domingas Cassela and Ana Lúcia Manrique. This article presents an activity leading to the promotion of a dialogue between the cultural knowledge of the ethnic-linguistic Umbundu people, who are located in the center of Angola, in the province of Bié, and academic knowledge. They seek to promote such dialogue through Ethnomodeling. They reveal the potential of a teaching and learning process that dialogues with different cultures, opposing the Eurocentric epistemological perspective based on a single and totalitarian rationality.

The issue ends with the article *The use of problem situations in teaching Financial Mathematics: a pedagogical proposal for 9th year elementary school students*, presented by Geilson Mendes dos Reis et al. This is an investigation aimed at promoting the teaching of Financial Mathematics for 9th year students. The results obtained revealed positive engagement on the part of the students, suggesting a solid understanding of the mathematical concepts covered. The primary objective of this research was to evaluate the effectiveness of the pedagogical strategies adopted, particularly with regard to the practical application of problem situations, aiming to improve the learning process and prepare

students for real-world financial challenges. The positive research results highlight the importance of innovative, student-centered pedagogical approaches.

We greatly appreciate the collaboration of the authors and hope that the reading public enjoys the ideas planted here.

The editors

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