

Editorial for Issue 2, Volume 12, Year 2025 of the Journal "Teaching Mathematics in Debate"

The Journal "Teaching Mathematics in Debate" (EMD) was created in 2016 as part of our tenure as Head of the Mathematics Department at PUC-SP, aiming to become a communication medium for that Department. For this reason, its policy was specifically aimed at mathematics teachers at different levels. After a few years, the Journal became part of the group of four journals of the Graduate Program in Mathematics Education at that institution. During this period, the EMD obtained an A4 rating in the CAPES Qualis, favorably representing the Program's journals, all of which were classified as Qualis A. We are grateful for the contributions of three researchers: Dr. Maria José Ferreira da Silva, Dr. Marcio Vieira de Almeida, and Vanderson Sizino de Menezes. This introductory historical account in this Editorial aims to inform that, from 2026 onwards, EMD will have new editors, the researchers and professors of the Program Dr. David de Oliveira Lemes, Dr. Elton de Andrade Viana and Dr. Lucy Mari Tabuti. I wish them the best of luck. Editing a high-quality academic journal is a huge responsibility. A team with such determination is crucial. I was accompanied by Maria José (Zezé), Marcio, and Vanderson, whose contributions were crucial to EMD's good ranking in the CAPES Qualis system. I'd also like to thank my friend, Nícia Valéria Domingues, for her support. She greatly helped us organize these final issues of 2025, which will comprise Volume 12, exceptionally, with four, not the usual three. The issues are: 1 (already published), 2 (published in October), 3 (November), and 4 (December). It's very gratifying for us to be able to offer the community of mathematics educators such a significant number of unique and high-quality productions.. EMD's contribution to the field of knowledge, Mathematics Education, is significant, given that this field is so little known to the general public yet so important for the education of Brazilians. The 2025 issues bring something special: articles by Luc Trouche, some of the most important for the training of researchers and for contributing to the classroom. The republication of these articles in Portuguese expands their readership, to whom we are grateful. Trouche is an internationally renowned theorist, and his contributions to EMD resonate with us. The Graduate Program at PUC-SP had the privilege of learning from him and counting on his collaboration since its inception. Trouche is now an emeritus researcher at the École Normale Supérieure de Lyon, France, and we are forever grateful for his ongoing

contributions. Trouche is an internationally renowned theorist, and his contributions to EMD resonate with us. The Graduate Program at PUC-SP had the privilege of learning from him and counting on his collaboration since its inception. Trouche is now an emeritus researcher at the École Normale Supérieure in Lyon, France, and we are forever grateful for his ongoing contributions.

We now turn specifically to this issue, Issue 2. It contains 18 articles with a variety of approaches and research topics. We present them below, in the order they appear in this number 2, listing: **author(s) in bold**; "Article title" in quotation marks and italics.

Luc Trouche. *"Teaching Mathematics in Complex Environments: The Need for Instrumental Orchestrations."* **Paulo Ferreira do Carmo.** *"Some Reflections on Problem-Solving Methods Used in Activities Proposed in Basic Education Mathematics Classes."* **Ana Flávia Cardoso do Carmo and Liceia Alves Pires.** *"The Implementation of Financial Education in Basic Education in the State of Paraná."* **Lucas da Silva Schwarzbach, Lilian Alves Schmitt, and Tiago Dziekaniak Figueiredo.** *"The Theory of Conceptual Fields in the Link Between Teacher Training and Supervised Internship."* **Rogério Lopes and João Carlos Pereira de Moraes.** *"Problem-Solving as a Methodological Resource for Teaching Combinatorial Multiplication in the 6th Grade of Elementary School."* **Juliana Rodrigues da Veiga and Adriano Canabarro Teixeira.** *"Teaching Quadratic Functions Using the Pillars of Computational Thinking in High School."* **Asdrúbal Borges Formiga Sobrinho, Amanda de Sousa Diegues Álvares, Talles Caiubi Almada Vieira, Cleyton and Hércules Gontijo.** *"Communication and Collaboration as Gateways to Creativity in Teaching Calculus I".* **João Paulo Attie and Evelyn dos Santos Nascimento.** *"Categories of Argumentation in Teaching Operations with Whole Numbers" and "Representational Diversity in the Teaching of Fractions in 6th Grade Elementary School Textbooks in Jacarezinho, Paraná."* **Alayane Yaeko Fukuoka Bueno, Andreza Cristina da Rocha, Rayssa Milene Genoario, and Daniel Trevisan Sanzovo.** *"Representational Diversity of the teaching of fractions in 6th grade elementary school textbooks in Jacarezinho/PR"* **Rossival Cruz da Silva and Simone Maria Chalub Bandeira Bezerra.** *"Mathematical Language and Technological Mediation: A Dialogue between Wittgenstein and Vygotsky."* **José Joáílsson Alexandrino de Araújo and Silvanio de Andrade.** *"Financial Mathematical Education: An Approach Through Problem Solving, Exploration, and Proposition."* **Priscila Bernardo Martins and Bruno Monteiro Riva.** *"Statistical and Financial Concepts in a Prison Learning*

Environment". **Claudia Aparecida Winkelmann and Rita de Cássia Pistóia Mariani.** *"Operational apprehensions mobilized in the production of Frac-Soma: a study in the 7th grade of Elementary School"*. **Tatiane Araujo de Melo, Sônia Bessa, and João Gabriel Modesto.** *"Sociodemographic Predictors of Attitudes Toward Mathematics: A Study with Teachers and Students."* **Alexandre Leite dos Santos Silva.** *"Contributions of Ethnomathematics to the Training of Rural Educators."* **Joanderson de Almeida Reis Ferreira, Francisca Helena de Oliveira Holanda, Maria Cleide da Silva Barroso, and Lucelindo Dias Ferreira Junior Reis.** *"GeoGebra as a Support Tool for Mathematics Teaching: A Bibliometric Review."* **Francisca Karla Klissia Alves de Souza and Maria de Lourdes da Silva Neta.** *"Training and Teaching: Projects in the Formation of the Professional Teacher Identity (IPD) in Mathematics."*

The year 2026 is a beginning, new editors, and new articles. I salute David, Elton, and Lucy.

Sonia Barbosa Camargo Igliori
Editor of the Journal "Teaching Mathematics in Debate"