

**Editorial – special issue: 25 years of WG 19 – Mathematics Education – ANPed**

**Editorial – número especial: 25 años del GT 19 – Educación Matemática – ANPed**

**Éditorial – numéro spécial : 25 ans du GT 19 – Enseignement des mathématiques – ANPed**

**Editorial – edição especial: 25 anos do GT 19 – Educação Matemática – ANPed**

Celi Espasandin Lopes<sup>1</sup>  
Instituto Federal de São Paulo  
Doctorado en Educación  
<https://orcid.org/0000-0001-7409-2903>

Júlio César Augusto do Valle<sup>2</sup>  
Universidade de São Paulo  
Doctorado en Educación  
<https://orcid.org/0000-0002-7971-0405>

We are pleased to present this commemorative issue celebrating 25 years of WG 19 (Mathematics Education) of the National Association of Graduate Studies and Research (ANPed). Created in 1999 at the 22nd annual ANPed meeting, WG 19 has played a key role in fostering discussion and scientific research in mathematics education.

Throughout its existence, WG 19 has provided a platform for academic discourse involving researchers, educators, and graduate students. This has enabled the exploration of diverse perspectives and ideas for scientific research in mathematics education, fostering unique discussions with other educational disciplines.

This issue brings together seven articles by authors who have coordinated or co-coordinated WG 19, analyzing the thematic, theoretical, and/or methodological developments of ANPed's annual meetings.

The edition opens with Dario Fiorentini's article, "Contributions of ANPed's WG 19 to the Development of Brazilian Mathematics Education," which provides an analytical perspective on the subsequent six texts. Next is the article by Nacarato and Santos entitled "WG 19 — Mathematics Education in the Context of ANPed: History and Constitution," which provides a retrospective and analytical examination of two topics of interest to Brazilian mathematics educators. The first aspect refers to the circumstances that led to the group's

---

<sup>1</sup>[celi.espasandin.lopes@gmail.com](mailto:celi.espasandin.lopes@gmail.com)

<sup>2</sup> [julio.valle@ime.usp.br](mailto:julio.valle@ime.usp.br)

creation within ANPEd in 1997. The second aspect concerns the elements that confer epistemological status to mathematics education as a field of practice and research throughout the group's existence and actions.

The text, "Trajectory and Investigative Focuses of Research in ANPEd's WG 19: An Analysis of Commissioned Works and Mini-Courses," by Soares, Passos, and Ortigão, addresses the collective memory built up over the course of meetings, WG 19 production, and activity reports. It provides an analysis of the research focuses and themes prioritized in commissioned works and mini-courses.

Grando and Oliveira present the article "Commissioned Work of ANPEd's WG 19 (2002–2023): Models, Themes, and Contributions to Mathematics Education," which aims to describe, analyze, and discuss the models proposed in commissioned works produced between 2002 and 2023. The article maps the main thematic trends and prompts reflection on the challenges and perspectives of the future of mathematics education in Brazil.

In "Narrative Research in the Works of WG 19: Mathematics Education in the National Meetings of ANPEd," Carneiro and Silva investigated "What Perspectives of Narrative Research Are Present in the Works Published in the Meetings of WG 19: Mathematics Education of ANPEd?" to map and analyze the narrative studies presented from 2000 to 2023.

Bairral and Wanderer emphasize the diversity of technologies employed in the studies and the transition from offline computers to networked devices in their text. It offers reflections on the application of digital technologies in Mathematics Education, inspired by the works presented in WG. 19.

In the final article of the special edition, Lopes and Valle present a systematic review of the works presented during the twenty annual meetings of ANPEd in WG 19. They note the number of works presented each year, as well as how many of these works referenced Paulo Freire. The authors conclude that the studies presented have only a limited dialogue with the Freirean perspective.

With this in mind, we hope this edition will give the mathematics education community an overview of ANPEd's WG 19's 25 years of work and encourage participation in future ANPEd national and regional meetings. We thank the editors of the *Revista de Educação Matemática e Pesquisa* (Mathematics Education Research Journal) for allowing us to share these works, which showcase part of WG 19's historical scientific output. Unfortunately, we were unable to include the work of all our colleagues who were coordinators and/or vice-coordinators of WG 19. Although they were invited, they were unable to contribute this time.

In commemoration of the 25th anniversary of WG 19, the Mathematics Education special issue, published by the largest national association for educational research in Brazil, allows us to express our gratitude and revitalize the memory of those who have contributed to WG 19. This issue also positions the field of mathematics education as an essential part of educational debates in our country. Over the decades, the intensification, and expansion of research in our field has drawn attention to the multitude of approaches and interests that drive our research and indicates that WG 19 has captured and expressed many of them.

We would also like to thank the researchers, professors, and graduate students who have contributed significantly to WG 19 over the past 25 years with their scientific work in mathematics education.