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Editorial

This issue of the Journal of Student Production in Mathematics Education consists of six articles. In the first of them, authored by Kurz e Silva, entitled *The Inverted Classroom in the Calculus I class*, the plausibility of adopting this pedagogical approach, in the sense of Valente, in the Calculus I discipline is addressed. The study was carried out in the second semester of 2022, in a class in the Mathematics Degree course at the Federal University of Pelotas and, to obtain the data, classroom observation was used.

In the second article, authored by Baroni and Igliori, called *A mapping of the research on the use of mathematical modeling in high school published from 2017 to 2020*, 12 scientific works are analyzed in which two essential elements of the selected modeling were systematized: the phenomenon to be modeled and the modeling mathematical concept.

In the third article, entitled *Weaving reflections on the Teaching of Mathematics in the school transition based on the analysis of memories narrated by a group of 7th year Middles School students*, whose authors are Mendes, Tinti and Nunes, a reflection on the process of school transition was presented, from the Initial Years to the Final Years of Elementary and Middle School, based on the analysis of the textual productions of students in the 7th year of the Ouro Preto Public Schools. The authors analyzed the data relating to one of the groups, considering two analytical subcategories, namely: i) Memories of Mathematics classes in the period of School Transition from the Initial Years to the Final Years of Elementary and Middle School, and ii) Memories of Mathematics teachers in the period of School Transition from the Initial Years to the Final Years of Elementary and Middle School.

In the fourth article, entitled *Analysis of a resource system, built by a Chemistry teacher, in continuing education*, whose authors are Dias and Abar, partial results of an ongoing research on the use of GeoGebra in continuing education are presented, in which the subjects, collaboratively, worked on creating or adapting resources (materials) for teaching Mathematics and Science depending on the interest and needs they encounter in their schools. The resource system of one of the participant teachers

in the training is analyzed, with the aim of seeking to identify the related operational invariants and considering their knowledge and beliefs.

The researchers Pacheco, Reis, and Martins, in the fifth article, whose title is *Contributions of exploratory activities using dynamic software for teaching Spatial Geometry: a survey with High School Mathematics teachers,* present research in which they aimed to investigate the use of Digital Technologies in Spatial Geometry from the perspective of High School Mathematics teachers. The dynamic software Poly and GeoGebra 3D were used to develop exploratory activities related to the Spatial Geometry concepts in High School.

In the sixth and final chapter of this issue, by Carvalho, Lopes and Vizolli, entitled *Didactic Book and Fraction: a look at Brazilian theses and dissertations*, results of a research are presented that attempted to analyze approaches for teaching fractions in textbooks, to this end, a bibliographical review of dissertations and theses was carried out. The search for dissertations or theses was carried out in the Theses and Dissertations Catalog. The textual research corpus consisted of 21 publications, and these were analyzed with the help of the IRaMuTeQ software.

We thank the student of the Program, Isabelle Coelho da Silva, for the work of editing this issue and we hope that the readers are interested in the topics coved e that the articles can be useful in their teaching and research activities.

Enjoy your reading.

Barbara Lutaif Bianchini - Editor
Gabriel Loureirode Lima - Co-Editor