Editorial

In this 2nd issue of the year 2023 of the Journal of Student Production in Mathematics Education, four articles are presented, covering different themes.

In *Teaching of linear function: proposal for a game with automatic feedback*, authored by Silva and Abar, the objective is to present a proposal for the development of a game, with automatic feedback, for the study of Linear Function through the GeoGebra software, using the fundamentals of gamification.

Also using the contributions of technological resources to the processes of teaching and learning Mathematics, Vilaça and Santos, in the article entitled *Low-Cost Educational Robotics in Mathematics Teaching: an interdisciplinary approach*, concluded that Low-Cost Educational Robotics offers significant possibilities for more integrated work with high school students, which requires changes, investments and adequate teacher training, aiming for real digital inclusion.

Soriano and Vianna, in the article called *The social inequality in Brazil from a perspective of Critical Mathematics Education in the classroom analyzing income transfer programs*, sought to develop and suggest activities, through a Didactic Sequence, aiming to assist teachers to teach functions and Statistics in a contextualized way, based on the theme of social inequality in Brazil.

Closing this issue, Domingues, in his article called *The PROMULMEC and the first steps of Graduate Studies in Mathematics Education*, aims to identify some elements of the constitution of the scientific field in Mathematics Education, through the Multinational Project for the Improvement of Mathematics and Science Teaching (PROMULMEC), linking it to the first program for Master's Degree in Science and Mathematics at the State University of Campinas (UNICAMP), in the period from 1975 to 1983.

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 Loureiro de Lima - Co-Editor

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