Mathematics Education in Brazil
Alessandro Jacques Ribeiro
Lulu Healy
Rute Elizabete de Souza Rosa Borba
Solange Hassan Ahmad Ali Fernandes
Editors

Mathematics Education in Brazil
Panorama of Current Research

Springer
Preface

This book aims to present a panorama of research in mathematics education developed in Brazil to the international academic community. It is the result of a collaboration of members of the Brazilian Society of Mathematics Education (SBEM—Sociedade Brasileira de Educação Matemática).

Since its founding in January 1988, the Brazilian Society of Mathematics Education (SBEM) has been organised to discuss issues related to teaching and learning in mathematics, with a view to contributing to the consolidation of mathematics education as an area of knowledge. Mathematics education in Brazil is still relatively a new field of research, which arose initially from concerns that emerged from the programme of expansion of mathematics teaching in the beginning of the 1950s. These concerns led to the first National Congress of Mathematics Teaching, followed by the creation of what became known as the Circles of Mathematics Teachers and the Brazilian Association of Mathematics Teachers and Researchers.

The creation of SBEM began to be structured in 1985, during the 6th Inter-American Conference on Mathematics Education (VI CIAEM), held in Guadalajara, Mexico, and the organisation came into being in its own right following the realisation of the first National Meeting of Mathematics Education (I ENEM) in the city of São Paulo in 1987. From its conception, SBEM has played an important role in the development of Brazilian mathematics education. As a scientific association, it expanded its area of activity, with the creation of regional directories in almost all states of the federation, and has been instrumental in the organisation of 12 National Meetings, six International Seminars on Research in Mathematics Education (SIPEM) and dozens of regional meetings. SBEM maintains two journals, Mathematics Education in Journal (EMR) and the International Journal for Research in Mathematics Education (RIPEM).

At the beginning of the twenty-first century, conscious of the growing number of researchers in mathematics education across Brazil, together with the size and diversity of the country, SBEM recognised a need to create mechanisms that would both enable collaborations between researchers throughout Brazil to be built and sustained and open channels through which to communicate the country’s ongoing research concerns beyond its borders. This motivated the conception of what has
become a triannual event, the International Seminar of Research in Mathematics (Seminário Internacional de Pesquisa em Educação Matemática—SIPEM), an event which serves to congregate the Brazilian mathematics education research community together with international collaborators and to simultaneously showcase, review and plan national research efforts.

The first SIPEM took place in 2000. The aims of the seminar were (and continue to be) fivefold: (1) to encourage exchange between local and regional groups, based in different states of Brazil and in different countries and dedicated to researching the area of mathematics education; (2) to disseminate Brazilian research to the community of mathematics educators within and beyond Brazil; (3) to provide a forum for meetings between researchers in mathematics education, opening possibilities to share, collaborate and plan research; (4) to promote the formation of integrated Brazilian-based research groups that work together on problems of national interest, with collaboration from foreign researchers (5) to support advances in research in mathematics education.

Six editions of SIPEM have now taken place. A total of 319 registered researchers participated in SIPEM IV, where 169 scientific papers were presented and discussed. During the event, plenaries, lectures and panels were also conducted, a number of new books related to the area of mathematics education were launched and meetings for discussions of topics involving education were organised.

The organisation of the conference around the national working groups has proved successful in forging research collaborations around particular themes. Members of the groups have worked both at and between the events on a variety of joint projects, including the organisation of books and special editions of research journals. Not surprisingly, in great part, these projects and the outcomes associated with them have been disseminated more widely within Brazil than beyond, not least because they have tended to be published in Portuguese. The idea of publishing a book aimed more specifically at the international community emerged during SIPEM VI. This book is a result of the discussions that began there, and its main focus is on the research of the 13 national working groups of the SBEM that participated in SIPEM VI.

These working groups are organised around the following themes: Mathematics Education in the Early Years and Primary Education (Y1–Y5); Mathematics Education in the Middle School (Y6–Y9); Mathematics Education in the High School (Y10–Y12); Mathematics Education at the University Level; History of Mathematics, Culture and Mathematics Education; Digital Technologies and Distance Education; Teacher Education; Assessment and Mathematics Education; Cognitive and Linguistic Processes in Mathematics Education; Mathematical Modelling; Philosophy of Mathematics Education; Teaching Probability and Statistics; and Difference, Inclusion and Mathematics Education. Twelve of these thirteen groups have participated in all the editions of SIPEM, while for the thirteenth group SIPEM VI occasioned its first participation. The seminars are organised around the working groups, with refereed papers forming the basis of the working group discussions during the event and the planning of the joint research activities that occur in the interim years between seminars. In this way, the papers presented at the triennial research seminars can be considered as a representative sample of the concerns of the Brazilian mathematics education community at a particular moment in time.
The 6th International Seminar of Research in Mathematics Education (SIPEM VI) took place from the 15th to the 19th of November 2015, and the contributions presented at this event provide the means we have chosen in this book to reflect upon the current concerns of the Brazilian mathematics education community and how the themes addressed within the national working groups have developed over time. The book contains a total of 14 chapters. Following an invited chapter from Professor Ubiratan D’Ambrósio, an internationally renowned researcher in the field and a founding member of the Brazilian Mathematics Education community, are chapters corresponding to each of the 13 working groups who met during SIPEM VI.

In his chapter, D’Ambrosio discusses how mathematics education—in Brazil and other parts of the world—should be thought in a new way, i.e. centred on humanity. He defends the idea that mathematics, which he sees as the most universal mode of thought, is intrinsically related to the future of humankind, and thus, mathematicians and mathematics educators are responsible for developing concepts and techniques that contribute to the survival, rather than destruction, of civilisation. Mathematics, he says, should enable, not endanger, the pursuit of human well-being and full citizenship, as well as offering means for understanding, explaining and transforming reality. It is fitting that most of the challenges posed in D’Ambrosio’s chapter resurface in the remaining 13 chapters of the book in forms that are specific to the different areas of interest that currently characterise the field of mathematics education in Brazil. Indeed, tracing the ideas he raises through the rest of the book is one of the ways that readers might gain a sense of some of the characteristic flavours of Brazilian research, as well as the ways in which these flavourings vary in their intensity, impact and amplitude.

The chapters prepared by members of the 13 SBEM working group have a similar structure, with each chapter emphasising the major themes and research questions, theoretical and methodological approaches and emerging results, along with considerations of the tensions and issues that characterise research in the particular area of interest. In this way, the aim is that the book presents a panorama of research in the area of mathematics education in Brazil at a particular moment in time. Its chapters reflect the diversity of research themes of the national working groups, contemplating questions related to the teaching and learning of mathematics at all education levels—from early years to university mathematics—and encompassing issues of history, philosophy, language and cognition, digital technology, inclusion, assessment, teacher education, mathematical modelling and statistics education. We hope that the book will convey not only a sense of some of the special flavours of Brazilian research in mathematics education, but also the vibrancy and dynamism of our community, as well as offering an overview of recent research tendencies and results from research programmes, much of which was previously available only in Portuguese.

Santo André, SP, Brazil
London, UK
Recife, PE, Brazil
São Paulo, SP, Brazil

Alessandro Jacques Ribeiro
Lulu Healy
Rute Elizabete de Souza Rosa Borba
Solange Hassan Ahmad Ali Fernandes
Acknowledgements

We would like to acknowledge and thank all those who have contributed to make this book possible.

First of all, we are indebted to the Brazilian Society of Mathematics Education (SBEM—Sociedade Brasileira de Educação Matemática) for its support at each stage of the book’s development, from conception to completion. We reserve special mention for the current and previous members and Executive Board of SBEM (Diretoria Nacional Executiva—DNE) who have contributed to the consolidation of the International Seminar for Research in Mathematics Education (Seminário Internacional de Pesquisa em Educação Matemática—SIPEM) and to the strengthening of the working groups that compose the triannual events and work in the years between the seminars.

We would also like to thank the members of the working groups who accepted the challenge of writing the chapters that appear in the book, as well as the critical readers who kindly read different versions of the chapters and suggested essential changes.

Finally, we are grateful to all the associates of SBEM for extending to us their trust and confidence in the realisation of this project.
# Contents

1. **To Think in a New Way in Mathematics Education** ........................................ 1
   Ubiratan D’Ambrosio

2. **1, 2: What Did We Do? 3, 4: Let’s Learn Some More! Research on Early Schooling Mathematics Education in Brazil** ......................... 21
   Rute Borba, Gilda Guimarães, Edda Curi, and Cristiano Muniz

3. **Research on Mathematics Education in Middle School in Brazil** .......................... 47
   Claudia Lisete Oliveira Groenwald, Carmen Teresa Kaiber, and Silvia Dias Alcântara Machado

4. **Brazilian Mathematics Education in High School** ........................................... 59
   Célia Maria Carolino Pires, Elenilton Vieira Godoy, Marcio Antonio da Silva, and Vinício de Macedo Santos

5. **Mathematics Education at University Level: Contributions from Brazil** ................. 85
   Barbara L. Bianchini, Lilian Nasser, Lourdes Onuchic, and Sonia B. C. Igliori

6. **History of Mathematics and Culture: Moments and Movements in Brazilian Mathematics Education** .................................................. 103
   Cristiane Coppe de Oliveira, Cláudia Regina Flores, Daniel Clark Orey, and Maria Cristina Araújo de Oliveira

7. **Digital Technologies and Mathematics Education: Interlocutions and Contributions Based on Research Developed in Brazil** ......................... 129
   Maurício Rosa, Marcelo Bairral, Verônica Gitirana, and Marcelo Borba
8 Mathematics Teacher Education: Synthesis and Perspectives of Research Developed in Brazil ............................ 149
   Adair Mendes Nacarato, Ana Cristina Ferreira, Cármen Lúcia Brancaglion Passos, and Márcia Cristina de Costa Trindade Cyrino

9 Assessment and Mathematics Education: Possibilities and Challenges of Brazilian Research .......................... 171
   Maria Isabel Ramalho Ortigão, João Ricardo Viola dos Santos, and Jader Otávio Dalto

10 Cognitive and Linguistic Processes in Brazilian Mathematics Education: Theoretical Considerations and Educational Implications ................................................................. 193
   Airton Carrião, Sintria Labres Lautert, and Alina Galvão Spinillo

11 Research on Mathematical Modelling in Mathematics Education in Brazil: Overview and Considerations .......... 211
   Elizabeth Gomes Souza, Lourdes Maria Werle de Almeida, and Tiago Emanuel Klüber

12 Philosophy of Mathematics Education: A Panorama from Brazil ................................................................. 229
   Maria Apecíada Viggiani Bicudo, Renata Cristina Geromel Meneghetti, Sônia Maria Clareto, and Tânia Baier

13 Every Citizen Needs to Know Statistics! What Are We Doing? Brazilian Research in Statistics Education ................. 249
   Mauren Porciúncula, Suzi Samá, Cristiane de Arimatéa Rocha, and José Ivanildo Felisberto de Carvalho

14 Difference, Inclusion and Mathematics Education in Brazil ................................................................. 265
   Miriam Godoy Penteado, Fabiane Guimarães Vieira Marcondes, Clélia Maria Ignatius Nogueira, and Leo Akio Yokoyama

Index .................................................................................................................................................. 279
Contributors

Lourdes Maria Werle de Almeida  Universidade Estadual de Londrina, Londrina, Brazil

Cristiane de Arimatéa Rocha  Universidade Federal de Pernambuco, Recife, Brazil

Tânia Baier  Universidade de Blumenau—FURB, Blumenau, Brazil

Marcelo Bairral  Universidade Federal Rural do Rio de Janeiro, Seropédica, Brazil

Barbara L. Bianchini  Pontifícia Universidade Católica de São Paulo, São Paulo, SP, Brazil

Maria Apaecida Viggiani Bicudo  Universidade Estadual Paulista, Campus de Rio Claro, São Paulo, Brazil

Marcelo Borba  Universidade Estadual Paulista, Rio Claro, Brazil

Rute Borba  Universidade Federal de Pernambuco, Recife, Brazil

Airton Carrião  Universidade Federal de Minas Gerais, Belo Horizonte, Brazil

José Ivanildo Felisberto de Carvalho  Universidade Federal de Pernambuco, Recife, Brazil

Sônia Maria Clareto  Universidade Federal de Juiz de Fora, Juiz de Fora, Brazil

Márcia Cristina de Costa Trindade Cyrino  Universidade Estadual de Londrina, Londrina, Brazil

Edda Curi  Universidade Cruzeiro do Sul, São Paulo, Brazil

Ubiratan D’Ambrosio  Universidade Estadual de Campinas, Campinas, SP, Brazil

Universidade Anhanguera de São Paulo, São Paulo, SP, Brazil
Contributors

Jader Otávio Dalto  Universidade Tecnológica Federal do Paraná, Cornéliao Procópio, Brazil

Solangé Hassan Ahmad Ali Fernandes  Anhanguera University of São Paulo, São Paulo, SP, Brazil

Ana Cristina Ferreira  Universidade Federal de Ouro Preto, Ouro Preto, Brazil

Cláudia Regina Flores  Universidade Federal de Santa Catarina, Florianópolis, SC, Brazil

Verônica Gitirana  Universidade Federal de Pernambuco, Recife, Brazil

Elenilton Vieira Godoy  Federal University of Paraná, Curitiba, PR, Brazil

Claudia Lisete Oliveira Groenwald  Universidade Luterana do Brasil, Canoas, Brazil

Gilda Guimarães  Universidade Federal de Pernambuco, Recife, Brazil

Lulu Healy  School of Education, Communication and Society, King’s College, London, UK

Sonia B. C. Igliori  Pontifícia Universidade Católica de São Paulo, São Paulo, SP, Brazil

Carmen Teresa Kaíber  Universidade Luterana do Brasil, Canoas, Brazil

Tiago Emanuel Klüber  Universidade Estadual do Oeste do Paraná, Cascavel, Brazil

Sintria Labres Lautert  Universidade Federal de Pernambuco, Recife, Brazil

Vinícius de Macedo Santos  University of São Paulo, São Paulo, SP, Brazil

Silvia Dias Alcântara Machado  Pontifícia Universidade Católica de São Paulo, São Paulo, Brazil

Fabiane Guimarães Vieira Marcondes  Instituto Federal de São Paulo, São José dos Campos, SP, Brazil

Renata Cristina Geromel Meneghetti  Universidade de São Paulo, São Paulo, Brazil

Cristiano Muniz  Universidade de Brasília, Brasília, Brazil

Adair Mendes Nacarato  Universidade São Francisco, Itatiba, Brazil

Lilian Nasser  Universidade Federal do Rio de Janeiro, Rio de Janeiro, RJ, Brazil

Clélia Maria Ignatius Nogueira  Universidade Estadual do Oeste do Paraná e Universidade Estadual de Maringá, Cascavel, Maringá, PR, Brazil

Cristiane Coppe de Oliveira  Universidade Federal de Uberlândia, Uberlândia, MG, Brazil
Contributors

**Maria Cristina Araújo de Oliveira**  Universidade Federal de Juiz de Fora, Juiz de Fora, MG, Brazil

**Lourdes Onuchic**  Universidade Estadual Paulista Júlio de Mesquita Filho, São Paulo, SP, Brazil

**Daniel Clark Orey**  Universidade Federal de Ouro Preto, Ouro Preto, MG, Brazil

**Maria Isabel Ramalho Ortigão**  Universidade do Estado do Rio de Janeiro, Rio de Janeiro, Brazil

**Cármem Lúcia Brancaglion Passos**  Universidade Federal de São Carlos, São Carlos, Brazil

**Miriam Godoy Penteado**  Universidade Estadual Paulista, Rio Claro, SP, Brazil

**Célia Maria Carolino Pires**  Universidade Cruzeiro do Sul, São Paulo, SP, Brazil

**Mauren Porciúncula**  Universidade Federal do Rio Grande, Rio Grande, Brazil

**Alessandro Jacques Ribeiro**  Center of Mathematics, Computing and Cognition, Federal University of ABC, Santo André, SP, Brazil

**Maurício Rosa**  Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil

**Suzi Samá**  Universidade Federal do Rio Grande, Rio Grande, Brazil

**João Ricardo Viola dos Santos**  Universidade Federal de Mato Grosso do Sul, Campo Grande, Brazil

**Marcio Antonio da Silva**  Federal University of Mato Grosso do Sul, Campo Grande, MS, Brazil

**Elizabeth Gomes Souza**  Universidade Federal do Pará, Belém, Brazil

**Alina Galvão Spinillo**  Universidade Federal de Pernambuco, Recife, Brazil

**Leo Akio Yokoyama**  Colégio de Aplicação da Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brazil