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MATHEMATICS EDUCATION IN RESEARCH AND ACADEMIC PRODUCTION: analyses of a state of knowledge

EDUCAÇÃO MATEMÁTICA NAS PESQUISAS E PRODUÇÃO ACADÊMICA: análises de um estado do conhecimento

EDUCACIÓN MATEMÁTICA EN LAS INVESTIGACIONES Y PRODUCCIÓN ACADÉMICA: análisis de un estado del conocimiento

Luís Antônio Souza Pascual[1]
Rochele da Silva Santaiana[2]

Abstract
This article presents a State of Knowledge study on Brazilian research that articulates Mathematics Education with discourses of governmentality, discourse analysis, and processes of subjectivation between 2016 and 2024. Grounded in a Foucauldian perspective, the study problematizes how mathematics, beyond being a disciplinary content, operates as a dispositif of power and truth, permeating school practices and the constitution of subjects. The methodology involved mapping theses, dissertations, and articles in the CAPES database and the Brazilian Digital Library of Theses and Dissertations (BDTD) using the descriptors "discourse analysis," "mathematics education," "Foucault," and "neoliberalism." After applying exclusion filters, 15 academic productions were analyzed, evidencing the presence of normative discourses on assessment, memorization, dropout, curriculum, teaching practices, and school competitions. The results reveal that such discourses, even when presented as emancipatory, may reinforce dynamics of control, exclusion, and adaptation to neoliberal rationalities, while also opening spaces for resistance and counter-conduct. It is concluded that Mathematics Education can be understood as a discursive practice traversed by games of truth that influence both teacher education and students' experiences. The mapping makes it possible to identify gaps and tensions in the field, highlighting the relevance of investigations that articulate curriculum, governmentality, and subjectivation in the contemporary educational context.

Keywords: Mathematics Education. Governmentality. Discourse analysis. Subjectivation.

Resumo

[1] Mestre em Educação pela Universidade Estadual do Rio Grande do Sul (Uergs). Professor na E.E.B. Professora Erica Marques. E-mail: luis-apascual@educar.rs.gov.br
[2] Docente Adjunta, Programa de Pós-Graduação em Educação (PPGED), Universidade Estadual do Rio Grande do Sul (Uergs). E-mail: rochele-santaiana@uergs.edu.br

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Este artigo apresenta um Estado do Conhecimento acerca das pesquisas brasileiras que articulam a Educação Matemática com discursos de governamentalidade, análise do discurso e processos de subjetivação, no período de 2016 a 2024. Fundamentado na perspectiva foucaultiana, o estudo problematiza como a matemática, para além de conteúdo disciplinar, opera como dispositivo de poder e verdade, atravessando práticas escolares e a constituição de sujeitos. A metodologia envolveu o mapeamento de teses, dissertações e artigos nas bases da CAPES e da Biblioteca Digital Brasileira de Teses e Dissertações (BDTD), a partir dos descritores "análise do discurso", "educação matemática", "Foucault" e "neoliberalismo". Após a aplicação de filtros de exclusão, foram analisadas 15 produções acadêmicas, que evidenciam a presença de discursos normativos sobre avaliação, memorização, evasão, currículo, práticas docentes e competições escolares. Os resultados revelam que tais discursos, mesmo quando se apresentam como emancipadores, podem reforçar dinâmicas de controle, exclusão e adaptação a racionalidades neoliberais, ainda que também abram espaços para resistências e contracondutas. Conclui-se que a Educação Matemática pode ser compreendida como prática discursiva atravessada por jogos de verdade que influenciam tanto a formação docente quanto a experiência dos estudantes. O mapeamento permite identificar lacunas e tensionamentos no campo, destacando a relevância de investigações que articulem currículo, governamentalidade e subjetivação no contexto educacional contemporâneo.

Palavras-chave: Educação Matemática. Governamentalidade. Análise do discurso. Subjetivação.

Resumen
Este artículo presenta un Estado del Conocimiento sobre investigaciones brasileñas que articulan la Educación Matemática con discursos de gubernamentalidad, análisis del discurso y procesos de subjetivación en el período de 2016 a 2024. El estudio se fundamenta en la perspectiva foucaultiana, especialmente en los conceptos de discurso, gubernamentalidad y subjetivación. Metodológicamente, se desarrolló un Estado del Conocimiento con el propósito de mapear y analizar producciones académicas en el campo de la Educación Matemática que movilizan análisis discursivos o perspectivas foucaultianas. Para ello, se realizaron búsquedas en el Catálogo de Tesis y Disertaciones de CAPES y en la Biblioteca Digital Brasileña de Tesis y Disertaciones (BDTD). A partir de los criterios de selección definidos, se analizaron quince producciones académicas. Los resultados evidencian que los discursos sobre evaluación, currículo, prácticas pedagógicas y racionalidades económicas operan como tecnologías de gobierno que producen formas específicas de relación con el saber matemático. Asimismo, algunas investigaciones señalan movimientos de resistencia y posibilidades de pluralización de los saberes matemáticos en el contexto escolar.

Palabras clave: Educación matemática. Gubernamentalidad. Análisis del discurso. Subjetivación.

Introduction

This paper is part of an ongoing master's research project whose axis of analysis is discourse about mathematics, understood from a Foucauldian perspective and articulated with practices of governmentality in the educational context. As Foucault (2008, p. 246) points out, discourse is not merely that which translates

struggles or systems of domination, but that through which and by means of which one struggles, the power one seeks to seize. The proposal here is not to address mathematics as a discipline in itself, but to problematize the ways in which it has been signified, mobilized, and naturalized in different pedagogical and institutional practices, configuring regimes of truth that traverse the school and the subjects within it.

Within this movement, this article presents part of the methodological path developed, specifically the State of Knowledge, understood as a fundamental strategy for mapping, categorizing, and reflecting on academic productions that dialogue with the theme. When we began the searches in the CAPES and BDTD databases, we observed a significant volume of works that touch on curriculum, assessment, and mathematics teaching; however, when attention turns to the articulation among Mathematics Education, governmentality, and processes of subjectivation from a Foucauldian perspective, the productions prove to be more restricted and often dispersed. This dispersion makes it difficult to achieve an overall reading capable of evidencing tendencies and, above all, the pedagogical and curricular implications suggested by the results.

Based on this, the study seeks to answer the following research question: how have discourses on mathematics, governmentality, and subjectivation been thematized in Brazilian research between 2016 and 2024? The general objective is to map and problematize these productions. As specific objectives, we seek to: (i) identify thematic trends and the theoretical-methodological approaches mobilized; (ii) analyze predominant statements and their effects of truth in school practices; and (iii) point out gaps and possibilities for investigation that contribute to debate in the field, especially with regard to curriculum and mathematics teaching practices.

We understand that discussion about mathematics is present in people's everyday lives and composes major narratives that circulate in the school space. As Ciríaco (2024) observes, this presence is recurrent and traverses daily life:

> If we conceive of Mathematics as a language, it is present from the moment we wake up until the moment we go to sleep; that is, its properties recur in several daily situations, and we need, intentionally, to highlight these recurring situations in order to ensure development (Ciríaco, 2024, p. 8).

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This presence of mathematics in everyday life also helps sustain an important understanding for the field of Mathematics Education: mathematics is not reducible to a neutral set of techniques, but is constituted as a cultural and social practice. In this direction, D'Ambrosio (2019) emphasizes that different ways of mathematizing emerge from distinct contexts and ways of life, challenging the idea of a single and universal mathematics. At the same time, Knijnik (2001) problematizes Mathematics Education in its relations with the cultural, the social, and the political, pointing out that the mathematical knowledge taught and legitimized at school is articulated with disputes, exclusions, and regimes of truth. In dialogue with the Foucauldian perspective, these contributions strengthen the reading that discourses about mathematics produce effects on school practices and on the ways students and teachers constitute themselves as subjects in this space.

Considering the importance of discussing the relations among mathematics, discourse, and governmentality in contemporary productions, we have organized this article as follows: first, we present a discussion of the State of Knowledge and its pertinence as a research strategy; next, we describe the methodology for searching, selecting, and composing the corpus; finally, we develop an analytical discussion of the selected studies, seeking to highlight trends, tensions, and gaps, as well as their possible implications for thinking about curriculum, pedagogical practices, and processes of subjectivation in the teaching of mathematics.

1 The state of knowledge: research movements

Breaking with prejudices, as discussed by Morosini (2015, p. 113), drawing on Quivy and Campenhoudt (2005), is an essential step in the research process, allowing the researcher to distance themself from prior beliefs and to recognize that knowledge is the result of a collective effort, influenced by diverse currents of thought and experiences. This process materialized in our writing, since we sought to move forward from reading to reading, from writing to rewriting, with the aim of transforming what began as common sense into scientific knowledge.

The authors also explain that the State of Knowledge (SoK) is a process of

"identification, registration, and categorization that leads to reflection and synthesis on the scientific production of a given area, gathering journals, theses, dissertations, and books on a specific theme" (Morosini; Santos; Bittencourt, 2021, p. 23). In this sense, this methodology is valuable because it makes it possible to establish a critical view of the intended theme.

The importance of this type of research also lies in relation to collective production. This critical approach is essential to building more robust and meaningful knowledge. In this sense, the State of Knowledge differs from the State of the Art or Systematic Review, often used in more technical and biological areas, because of its focus on the social construction and critical understanding of discursive and educational practices, as argued by Morosini, Santos, and Bittencourt (2021).

For this reason, this State of Knowledge, grounded in the methodology described by Morosini, Santos, and Bittencourt (2021), intends to examine productions related to mathematical discourses and their relation to power-knowledge, without focusing on approaches to the specific contents of mathematics. The intention here is to gather initially dispersed productions and, based on them, construct an interpretive synthesis that makes it possible to understand more consistently the relations among knowledge, power, and discourse in the field of Mathematics Education.

With these reflections, the main objective of this State of Knowledge is to investigate mathematical discourses present in teaching practices and in manifestations of government, and how they influence the interaction between educators and students.

The State of Knowledge maps previous productions, offering a broad view of mathematical discourses and the impacts of neoliberal governmentality. By highlighting recurrences, gaps, and tensions, it opens paths for new investigations. In this sense, Barros's work (2016) contributes to understanding how certain institutionalized discourses produce effects of truth and participate in the permanence or exclusion of subjects in educational spaces. Valuing previous contributions makes it possible to advance in understanding the interactions between governmentality and Mathematics Education, promoting a more inclusive and

reflective approach.

1.1 Methodology of the study

This is a qualitative, bibliographical study developed through the State of Knowledge strategy (Morosini; Santos; Bittencourt, 2021). This type of investigation seeks to identify, systematize, and analyze academic production on a given theme, making it possible to recognize investigative trends, thematic recurrences, and gaps in the scientific field. In the present study, the focus falls on theses, dissertations, and articles that, within the field of Mathematics Education, mobilize discursive analyses and/or Foucauldian perspectives to problematize governmentality and processes of subjectivation.

To map the productions, we used the CAPES Theses and Dissertations Catalog. We employed the descriptors "discourse analysis" AND "mathematics education," "Foucault" AND "discourse analysis" in mathematics, and "mathematics and neoliberalism." Using these descriptors and selection criteria, 201 results were initially found. To ensure that the selected works were aligned with the research objectives, we applied the following exclusion criteria objectively:[3]

1. Time limit: works published before 2016 were excluded in order to concentrate the analysis on more recent studies aligned with the temporal cut established for the research.
2. Language: only publications in Portuguese were included, eliminating those in other languages to guarantee linguistic consistency and accessibility to the material.
3. Document type: records that did not correspond to theses, dissertations, or academic articles (for example, reports, outreach materials, or documents without formal academic validation) were excluded, seeking to ensure greater consistency in the analyzed corpus.

[3] Um dos maiores acervos científicos virtuais do mundo. O Portal reúne e disponibiliza conteúdos nacionais e internacionais, promovendo o acesso à informação científica de alto nível para instituições de ensino e pesquisa no Brasil. Com uma ampla cobertura temática, a base de dados da CAPES é essencial para a coleta de teses e dissertações, garantindo acesso centralizado e atualizado a materiais relevantes para nosso estudo. Esses dados são do manual do Sistema AdminIP da CAPES (2021).

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4. Out of scope: works that, although using the descriptors, did not directly address the central themes of the research, such as governmentality and discourses about mathematics in education, were eliminated.

After applying these criteria, the number of relevant studies was reduced to 70, facilitating the selection of materials that met the objectives of the study. Next, titles and abstracts were read, from which six studies with greater thematic adherence to the investigation were initially selected. However, after a more detailed reading, it was found that three of these records corresponded to articles derived from dissertations or theses already selected. Therefore, only the works with greater analytical density were retained, resulting in three productions from the CAPES Theses and Dissertations Catalog that composed the final corpus of this stage of the research.

In addition to CAPES, we also used the Brazilian Digital Library of Theses and Dissertations (BDTD) as a research source. The choice of BDTD is justified by its broad scope, which includes works from several Brazilian institutions, and by the standardization of metadata, as highlighted in the platform's user manual (IBICT).

As emphasized by Morosini, Santos, and Bittencourt (2021), this change was fundamental to guaranteeing standardization and completeness of information in academic publications, facilitating access to and consistency of data.

> From 2016 onward, the documents present in the BDTD, as well as the publication metadata, have been linked to the Sucupira Platform; some theses and dissertations defended earlier may therefore not present complete information, such as abstract, keywords, and the publication file, requiring access to the library of the originating higher education institution (Morosini; Santos; Bittencourt, 2021, p. 39).

Thus, we established a temporal cut of theses and dissertations produced between 2016 and 2024, using the same descriptors applied previously. The centralization of information in a single place, such as abstracts, keywords, and complete files, allows for more efficient and integrated research, avoiding the need to consult various physical sources. After the initial search, a total of 530 studies were found. After applying the exclusion filters, 407 works remained for preliminary analysis. From this set, titles and abstracts were read, considering especially thematic

proximity to the research objectives and descriptors used. This stage made it possible to identify the productions most directly related to the articulation among Mathematics Education, discourse, governmentality, and processes of subjectivation, composing the final corpus analyzed in this State of Knowledge.

It is important to highlight that, like every State of Knowledge study, this investigation has some limitations. The selection of productions depended on the descriptors used and on the databases consulted, which may have left out research addressing similar themes with other terms. In addition, the temporal and linguistic cut adopted sought to delimit the investigative field, but it also restricts the universe of analysis. Even so, it is understood that the set of selected productions makes it possible to visualize relevant trends in Brazilian research that articulates Mathematics Education, discourse, and governmentality.

From this process of searching, selecting, and analytically reading the productions, it was possible to identify trends, theoretical approximations, and thematic recurrences in the selected research. The following section presents an interpretive discussion of these productions, organized into analytical axes that emerged from the material examined itself.

1.1.1 What the research and academic production reveal

To carry out an initial screening of the 407 works found, we adopted the following partial selection criterion: we prioritized works whose title explicitly mentioned terms such as "discourse analysis," "post-structuralism," "governmentality," or concepts of Michel Foucault, especially in the context of mathematics education. Beyond the descriptors, the focus was directed toward works that presented a direct connection with these themes or with educational practice. After applying these criteria, the number was reduced to 87 works. To select, among these 87, those that would compose the State of Knowledge, the abstracts were read more closely, seeking approximation to the criteria already presented, such as relevance to the study of governmentality and educational discourses. After this reading, 12 studies were selected that met the established criteria and were pertinent to the investigation in question. Thus, the State of Knowledge came to

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comprise a total of 15 works.

With this methodological approach, we expect this study to offer an up-to-date and critical view of mathematical discourses and neoliberal governmentality practices in the Brazilian educational context, contributing to a better understanding of the theme under analysis.

Table 1 presents details of the search carried out in the CAPES and BDTD databases, evidencing the diversity of descriptors used to identify relevant studies on the relation among discourse analysis, mathematics education, and neoliberalism.

Quadro 1: levantamento das teses e dissertações (CAPES e BDTD)

Search	**Descriptors**			
		Total without filters	After exclusion criteria	Selected
CAPES	"Discourse analysis" and "mathematics education"	90	34	0
CAPES	Foucault and "discourse analysis" in mathematics	69	18	3
CAPES	Mathematics and Neoliberalism	42	21	0
BDTD	"Discourse analysis" and "mathematics education"	344	271	7
BDTD	Foucault and "discourse analysis" in mathematics	72	50	3
BDTD	Mathematics and Neoliberalism	114	86	2
		530	407	15

Source: Authors (2024).

Table 2 presents the selected theses, dissertations, and articles (CAPES and BDTD)

Year	**Authors**	**Titles**	**Institution/Type**
2016	André M. E. Barros	Effects of power and subjectivation in discourses on dropout from mathematics teacher education courses at IFRS	UCS / Dissertation

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2017	Deise M. X. B. Souza; Márcio A. da Silva	Mathematics assessment practice: a pedagogical dispositif of subjectivation	UFRGS / Article
2017	Fernando H. F. Carneiro	The teaching of mathematics to bilingual deaf students	UFRGS / Dissertation
2017	André A. L. Santos	Repetition, silence, concentration, organization: articulations between body-discipline and knowledge-discipline (mathematics) at Colégio Feliciano Nunes Pires	UFSC / Dissertation
2017	Delci H. Klein	IDEB and machineries: the production, quantification, and expression of the quality of Brazilian education	UFRGS / Thesis
2019	Júlio C. G. Oliveira; Márcio A. da Silva	The desirable student constituted by the discourse of critical mathematics education	UFMS / Article
2019	Alice S. T. Sartori	Memorization practices in mathematics teaching	UFSC / Thesis
2019	Fernanda Longo	Mathematics teaching in the early years	UFRGS / Dissertation
2020	Daniella T. S. da Silva	Statements that permeate the permanence and non-permanence of students in the Mathematics Teacher Education course at UFRGS	UFRGS / Dissertation
2020	Juliana B. P. Santos	Ethnomathematics and history of mathematics: movements of counter-conduct in basic education	PUCRS / Thesis
2021	Genilson V. da Silva	An investigation into the discourse of the mathematics teacher	UEPB / Dissertation
2022	Paula C. Bacca	Educational-statistical dispositif: a quali-quantification of Mathematics Education	UFSC / Thesis
2023	Leticia D. Kuhn	The contributions of mathematics teaching to the maintenance of the capitalist system	PUCRS / Dissertation
2023	Patrícia L. da Silva	Between Mathematics Olympiads and exercises: exercit(a)tions² of a student-egyptologist	UFRGS / Thesis

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2023	Camila A. L. Coradetti Manoel	Historically constituted economic discourses and Brazilian mathematics curricula: proposals of rationalities for the homo oeconomicus (Thesis)	UFMS / Thesis

Source: Authors (2024).

The previous tables sought to present, in detail, the works selected for the research, organized by type (theses, dissertations, and articles) and database (CAPES and BDTD). The objective is that this organization allow a clear visualization of the studies that compose the research corpus and facilitate identification of authors, titles, institutions, and years of publication.

When moving from listing to analytical discussion, we sought to avoid a merely successive reading of the studies. Although they investigate distinct objects, the selected research converges by mobilizing the Foucauldian perspective and/or discursive analyses to problematize how discourses about mathematics produce regimes of truth in the educational context, regulate practices, and participate in the constitution of subjects in the school space.

From reading the set of 15 productions, we organized the discussion into four problematizing axes: (1) assessment, quantification, and the production of trajectories as technologies of government; (2) curriculum and economic rationalities in Mathematics Education; (3) resistances, counter-conduct, and the pluralization of mathematical knowledges; and (4) pedagogical discourses, teaching practices, and the disciplining of teaching/learning. This organization does not seek to rigidly fit each study, but to offer a reading key that enables comparisons, approximations, and syntheses.

Axis 1 — Assessment, quantification, and the production of trajectories: technologies of government

In the first axis, we gather studies that show how assessments, indicators, and discourses about performance, permanence, and school/university success operate as dispositifs of normalization. Within this horizon, the study "The Desirable

Student Constituted by the Discourse of Critical Mathematics Education," by Júlio César Gomes de Oliveira and Márcio Antonio da Silva (2019), investigates how Critical Mathematics Education constructs an ideal of the student as a citizen who is critical and socially engaged.

Oliveira and Silva's (2019) analysis of how Critical Mathematics Education shapes students' subjectivity, configuring them as desirable within a normative ideal, contributes to understanding how regimes of truth present in Critical Mathematics Education may reproduce practices of government. Although Critical Mathematics Education aims at social transformation, it may inadvertently establish standards of conduct that influence students' subjectivation in a normative way, similarly to the dynamics explored in mathematics teaching.

Souza and Silva's (2017) research investigates how assessment practices in mathematics shape the identities of teachers and students. Based on Foucault's theory, the authors show that school assessment is not limited to measuring learning, but acts as a dispositif of power, classifying, normalizing, and regulating behaviors. The analysis of the narratives of an experienced teacher reveals that, by establishing criteria and hierarchies, assessment restricts autonomy and diversity in the classroom, consolidating pedagogical practices that are not very inclusive.

According to Souza and Silva, assessment practices configure identities and hierarchies, delimiting ways of being a student and a teacher. By functioning as a tool of government, assessment regulates conduct and sustains a structure of power in school, evidencing how regimes of truth are consolidated and shape the perception and subjectivation of teachers and students.

In the thesis Educational-statistical dispositif, Paula Cristina Bacca (2022) shows how numbers - especially those from large-scale assessments - have become a kind of official truth about education. She argues that these data do not merely inform; they create realities, construct the idea of failure, dictate policies, and influence the way school functions.

This reading allows us to understand that numbers, in this context, do not act merely as measures, but as dispositifs that produce classifications, expectations, and ways of naming "success" and "failure." Quantification thus comes to organize school policies and practices, fabricating truths about education and, at the same time,

subjectivating the subjects who circulate through these networks.

Still within the horizon of quantification, Delci Heinle Klein's thesis (2017), IDEB and Machineries: the production, quantification, and expression of the quality of Brazilian education, takes the IDEB as its empirical focus and asks about the conditions of possibility that allowed this index to be instituted and about the "machineries" through which it intervenes in the school toward the goals of the 2014-2024 National Education Plan. The author shows that "quality," when translated into number, does not merely describe the school, but creates comparisons, targets, and accountability regimes, operating as a technology of government. In this sense, the IDEB appears as a dispositif that guides policies, reorganizes conduct, and produces subjects engaged in the pursuit of meeting targets, reinforcing performance rationalities that traverse everyday school life.

The study Effects of Power and Subjectivation in Discourses on Dropout from Mathematics Teacher Education Courses at IFRS (2016), by André Matias Evaldt de Barros, investigates discourses on dropout in Mathematics Teacher Education courses on the Bento Gonçalves and Caxias do Sul campuses of the Federal Institute of Rio Grande do Sul (IFRS). The research seeks to identify the effects of power and subjectivation of these discourses and how they impact both the profile of students who remain and those who drop out. Based on Michel Foucault's genealogical theories, Barros (2016) deconstructs naturalized discourses on dropout and questions the systems of truth that sustain institutional interpretations and practices, revealing how these discourses influence students' identity and permanence.

Central to Barros's analysis are the Foucauldian concepts of regimes of truth, discipline, and biopower, which make it possible to examine how institutional discourses and the perceptions of teachers and students shape behaviors and influence the structure of courses. The methodology includes documentary analysis and interviews with teachers and students, in addition to institutional documents such as the Institutional Pedagogical Project and the Courses' Pedagogical Projects. Discourses on dropout are interpreted as dispositifs of power that classify, normalize, and control students, portraying course difficulties and student commitment as justifications to sustain normalization processes that select certain profiles while

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excluding others.

Barros's work on discourses of dropout in Mathematics Teacher Education courses reveals how institutional interpretations impact students' subjectivities and decisions. In this sense, it shows how naturalized discourses about "success" and "commitment" produce regimes of truth that shape conduct and identities. Barros's study contributes to the analysis of discourses about mathematics as tools of control, showing how certain institutionalized truths may influence the permanence or exclusion of particular student profiles.

This question of what makes a subject remain or not in certain spaces, and how discourses influence this movement, appears in another way in Daniella Thiemy Sada da Silva's research (2020), which also focuses on the trajectories of mathematics teacher education students.

Daniella's dissertation investigates the reasons that lead Mathematics Teacher Education students at UFRGS to remain in or leave the program. She analyzes these trajectories based on Discourse Analysis, using Foucault as a reference, and starts from the students' own accounts - both those still in the course and those who have already left - in order to understand what traverses these decisions.

The research articulates online questionnaires, interviews, and data provided by the Institute of Mathematics and Statistics (IME). This cross-referencing makes it possible to understand that dropout does not result only from individual difficulties or lack of interest, but also from a set of discourses that produce expectations about what it means to be "good" at mathematics, to have the profile for teaching, or to correspond to the ideal of a "good" teacher education student, thus influencing trajectories of permanence and dropout.

The study shows that students perceive that the way the program is organized, the structure of the courses, and even the way performance is demanded all impact the decision to continue or not. As she writes, the idea is to "understand how students enunciate their pathways in the course, the crossings they experience, and the conditions of possibility for permanence or dropout" (Silva, 2020, p. 16). In other words, it is not merely a matter of individual choice, but of how these subjects are placed within certain positions, expectations, and norms.

This work dialogues with field discussions by showing that discourses

surrounding mathematics create "filters" that are not only pedagogical but also subjective: they affect the way students perceive themselves as capable (or not) and feel that they belong (or not) in certain educational spaces. Thus, permanence and dropout can be understood not only as individual decisions, but as effects of regimes of truth that traverse school and university trajectories.

Taken together, the studies in this axis show that normalization in mathematics teaching is produced not only by content, but by dispositifs that classify, compare, and assign meanings to "good performance" and to the "adequate profile." Assessment, quantification, and discourses on permanence/dropout operate as technologies of government: they regulate conduct, produce hierarchies, and influence the way subjects perceive themselves as capable (or not) of occupying certain places. Next, we shift our gaze to research that brings mathematics closer to curriculum and broader economic rationalities.

Axis 2 — Curriculum and economic rationalities in Mathematics Education

In this axis, the focus falls on research that brings mathematics, capitalism/neoliberalism, and curriculum closer together, showing how certain economic rationalities traverse what is taught, how it is taught, and what kind of subject one intends to produce. It is within this horizon that Leticia Diello Kuhn's dissertation (2023) is situated, as it looks directly at the relations between mathematics teaching and the maintenance of the capitalist system.

In the dissertation The Contributions of Mathematics Teaching to the Maintenance of the Capitalist System, Kuhn (2023) investigates how mathematics teaching in Brazil sustains the conditions necessary for the capitalist system. The author analyzes how educational practices reinforce social inequalities and condition students to submission in the labor market, aligning them with the system's needs.

The research, centered on the French line of Discourse Analysis, explores how educational discourse constructs social realities. Although it refers to Karl Marx, Kuhn's work goes beyond a classical Marxist approach, drawing on authors such as Nancy Fraser and Rahel Jaeggi to discuss capitalist structures, in addition to Pierre

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Bourdieu's concept of "cultural capital," which describes the mathematics curriculum as a mechanism of social control and perpetuation of inequalities.

Kuhn addresses how mathematics teaching can reinforce social structures, adjusting students to the demands of the capitalist system. This research contributes directly to the analysis by showing how teaching practices, organized by regimes of truth, shape students' behaviors and perceptions in alignment with external demands, such as those of the labor market. Thus, this investigation makes it possible to understand how practices of government in mathematics teaching configure subjectivities and norms, reinforcing dynamics of control and adaptation to the system.

And finally, a study that brings many of these discussions together is that of Camila Coradetti Manoel (2023), which turns directly to the curriculum and shows how it is traversed by economic rationalities that shape specific subjects.

In the work Historically Constituted Economic Discourses and Brazilian Mathematics Curricula: Proposals of Rationalities for the Homo Oeconomicus, Camila Coradetti Manoel investigates how mathematics curricula in Brazil are traversed by economic discourses that did not emerge recently, but were historically constituted over time. She shows that these discourses, stemming first from liberalism and later from neoliberalism, shape specific ways of thinking and acting; that is, they produce subjects. And these subjects do not appear out of nowhere: they are shaped within the school, including in mathematics classes.

The author proposes that, behind the contents taught, there is a logic that shapes the homo oeconomicus, a subject oriented toward functioning in the market, making rational decisions, competing, optimizing time, and taking responsibility for their own results. This subject manifests itself in different versions, such as homo politicus, homo numericus, homo consumens, and homo egoisticus, revealing fragments of the neoliberal ideal of the individual.

From an archaeogenealogical analysis of documents such as the LDB, the PCNs, and the BNCC, the author identifies how these discourses are repeated and consolidated in curricula. What may appear to be a neutral pedagogical choice actually carries a rationality that prepares students for a society based on performance, competition, and productivity.

This perspective helps us understand how the pressure surrounding mathematics may be internalized as self-government: subjects come to take responsibility for their own results, seeking to adapt themselves to the ideal of the productive and efficient student. Mathematics, in this sense, operates as a technology that measures adequacy to normative expectations, articulating curriculum, performance, and broader social rationalities.

Coradetti Manoel's work contributes to understanding that curricula are not neutral, but strategies of government that shape ways of being. By showing how economic discourses permeate teaching, the author enables us to understand how mathematics contributes to reinforcing certain ways of life, especially with regard to pressure, fear of failure, and shame at not meeting expectations.

Taken together, Kuhn and Coradetti Manoel show that discussions about mathematics and "utility" are not neutral: they are articulated with projects of society and with rationalities that organize curriculum, assessment, and performance. By shifting the gaze from content to the historical conditions of production of these truths, these studies reinforce the need to problematize what kind of subject is called into existence when mathematics is aligned with ideals of productivity, competition, and individual accountability.

Axis 3 — Resistances, counter-conduct, and the pluralization of mathematical knowledges

If, on the one hand, the previous research highlights mechanisms of regulation, on the other hand some productions open space for thinking about displacements. In this axis, we gather studies that challenge a single and universal mathematics and analyze experiences that produce breaches in curriculum and school practices, whether by problematizing competition and its effects or by movements of counter-conduct linked to ethnomathematics and the history of mathematics.

Patrícia Lima da Silva's research (2023), in her doctoral thesis under the supervision of Professor Claudia Glavam Duarte, analyzes Mathematics Olympiads in

Brazil through the intersection between competition and teaching. Silva argues that these competitions function as educational dispositifs that place mathematics in focus, creating opportunities for intensified study. In her analysis, the olympiads go beyond competitive events, acting as catalysts for a collaborative and motivating culture in which students engage deeply with mathematics. The research suggests that this involvement can transform the teaching of the discipline by promoting critical thinking, autonomy, and the development of students' socioemotional skills.

Thus, the author proposes the concepts of "exercit(a)tions" and "student-egyptologist" to describe how students, by participating in the olympiads, become intensely involved with the study of mathematics. Silva observes that, by dedicating themselves to problem solving, students are invited to explore mathematical questions without the need for immediate application, allowing a deepening that transcends traditional school logic. In addition, she highlights how these competitions can generate a study environment that partially escapes the neoliberal logic of competition, despite being inserted within this context.

Silva's research discusses how mathematics competitions can generate an environment that combines meritocracy with collaboration and the development of critical skills. This relation is significant because it shows how educational practices can simultaneously reinforce dynamics of competition and open space for more critical subjectivities. By investigating the olympiads from a Foucauldian perspective, the study offers an example of how practices of government can have complex effects, regulating behaviors but also encouraging possible educational emancipation - a point of intersection with the objective of this research.

This tension between regulation and the possibility of rupture also appears strongly in Juliana Batista Pereira dos Santos's work (2020), which looks at ethnomathematics and the history of mathematics as forms of resistance within the school.

In the thesis Ethnomathematics and History of Mathematics: Movements of Counter-Conduct in Basic Education, Juliana proposes thinking about how these two areas - Ethnomathematics and the History of Mathematics - can function as forms of resistance in teaching. She investigates pedagogical practices that call into question the single and traditional mathematics usually presented in schools as the only valid

form of knowledge.

The author works with the idea of counter-conduct, derived from Foucault, and articulates it with Wittgenstein's language games to show that other ways of mathematizing are possible. More than that, these ways already exist, although they are often erased or devalued. She applies seven teaching proposals in two public schools in Rio Grande do Sul and, based on reports from 210 students, analyzes what emerges from these practices. What emerges are experiences such as solving historical problems, inventing one's own ways of carrying out calculations, or thinking about mathematics from cultural contexts that normally do not enter the classroom. Santos states that "these practices enable students to perceive mathematics as plural knowledge, situated and produced in different ways" (Santos, 2020, p. 127).

This research helps us think about paths that challenge what is considered "right" in school mathematics. In this sense, it is important to recognize that, beyond Santos's work, there are other Ethnomathematics approaches that dialogue with Foucauldian perspectives, such as those developed by Gelsa Knijnik. Although the focus of this article does not deepen this specific strand, its relevance is acknowledged, especially in debates about school practices that resist neoliberal rationality and the modes of government present in the official curriculum.

This dialogue with Knijnik also reinforces the importance of considering the multiple dimensions of Ethnomathematics, especially when one seeks to problematize school practices and rationalities of government. In this direction, approaches stand out that, in dialogue with Foucault, seek to understand how educational practices can open breaches for thinking about governmentality differently, creating ruptures and possibilities for other ways of existing at school.

Across different studies that discuss school experiences with mathematics, statements appear that frame this knowledge as inaccessible to some subjects or as something that "comes from outside," reinforcing feelings of non-belonging. Juliana Santos's research helps tension this scenario by showing that, when mathematics is treated as knowledge that can be produced in diverse ways, possibilities open up for students to recognize themselves as participants in and producers of knowledge. In this key, counter-conduct appears as a gesture of displacement of instituted truths

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about who can (or cannot) learn mathematics.

Taken together, these studies show that resistance does not appear outside the field of power, but within it, as a movement of displacement of stabilized truths about what counts as mathematics and about who can learn it. By recognizing the plurality of ways of mathematizing, these studies suggest important pedagogical implications: opening space for different modes of producing knowledge can weaken exclusionary logics and broaden possibilities of participation at school.

Axis 4 — Pedagogical discourses, teaching practices, and the disciplining of teaching/learning

In this axis, we group studies that focus on pedagogical discourses and teaching practices, showing how ways of speaking and organizing teaching (authoritarianism, memorization, "good methodologies," discipline of the body, standardization) produce norms, hierarchies, and subject positions. Next, Genilson Viana da Silva's dissertation (2021) contributes to this debate by analyzing how the teacher's discourse participates in the constitution of mathematics teaching and of relations with students.

In the dissertation An Investigation into the Mathematics Teacher's Discourse, Genilson Viana da Silva (2021) analyzes how teachers' modes of enunciation, that is, the discourses they use in the classroom, influence the way mathematics is taught and learned. He identifies three main types of discourse: authoritarian, polemical, and playful. The author shows that these styles of speaking are not merely forms of communication, but also ways of exercising power, organizing knowledges, and constructing relations with students.

The research, organized in multipaper format, is based on a qualitative analysis of classroom situations and interviews with teachers. The results indicate the predominance of authoritarian discourse, in which the teacher centrally occupies the place of enunciation and students assume a more passive position. At the same time, moments also emerge in which more polemical or playful discourses appear, opening possibilities for greater interlocution, reflection, and displacement in the ways of teaching mathematics.

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Silva draws on authors such as Michel Pêcheux and Eni Orlandi to think that pedagogical discourse is not neutral. He states that "the teacher's words become meanings that intertwine with the meanings of students" (Silva, 2021, p. 35), and it is in this intertwining that knowledge happens - or does not happen. Discourses are traversed by ideologies, by instituted truths, by ways of seeing the world that are present even when no one is speaking directly about them.

Genilson Viana da Silva's proposed analysis allows us to understand that authoritarian discourse not only organizes content but also delimits positions: who may speak, who may doubt, and which meanings are authorized to circulate. Thus, discourse functions as a tool of control and of the production of hierarchies; but, at the same time, the emergence of polemical and playful ways of speaking opens breaches for other forms of relation with mathematical knowledge.

In the thesis Memorization Practices in Mathematics Teaching, Alice Sartori (2019) analyzes how memorization was treated in the pedagogical discourses of the magazine Nova Escola between 1986 and 2015. She shows that, over time, the way of speaking about memorizing changed considerably: it went from being seen as fundamental to being associated with mechanical teaching, criticized, and even viewed as outdated. Yet, as she points out, these changes are not neutral. Discourses around memorization carry ideological marks, produce ways of teaching and learning, and affect how subjects are constituted within the school.

The author uses the Foucauldian perspective to show that even practices that seem simple, such as memorizing multiplication tables or formulas, also form part of a game of truth. As she states, "there is no pedagogical practice outside the games of truth established in a given historical moment" (Sartori, 2019, p. 41). Thus, what seems merely technical is, in fact, traversed by discourses that shape what is expected of the student, the teacher, and mathematics itself.

Sartori's analysis shows that memorization, even when criticized by more recent pedagogical discourses, continues to operate as a school practice and as a marker of value: it defines expectations about the "good student," "good performance," and "correct learning." In this sense, statements about memorization produce effects on the way subjects relate to mathematics, at times as a requirement

of adequacy and at times as a source of frustration and exclusion.

Sartori's research shows that these practices, which often seem merely pedagogical, also function as forms of control. They define who is inside or outside the norm, who learns "correctly," and who is seen as inadequate. All of this leaves marks on the way students see themselves and on how they relate to mathematics.

This relation between "natural" teaching practices and the production of norms and truths also appears strongly in Fernanda Longo's work (2019), which turns its gaze to teachers in the early years and the discourses that traverse them.

In the dissertation Mathematics Teaching in the Early Years, Fernanda Longo analyzes the discourses that traverse the work of mathematics teachers in the early years, especially in private schools. She starts from the idea that there are statements that keep recurring both in pedagogical discourses and in classroom practices, and that, by circulating so much, end up being taken as truths. The author proposes estranging these discourses, denaturalizing what seems given, and understanding how these truths act in teachers' formation and in the pedagogical choices they make.

As she writes, her research seeks to "denaturalize and estrange these statements that find ground to erupt in schools and configure themselves as unquestionable in the field of Education" (Longo, 2019, p. 11). These statements concern, for example, the importance of concrete materials or the need for formal records - practices that, at first glance, seem neutral but that, according to the author, also form part of a regime of truth. A regime that connects knowledges, expectations, and even certain ideas of innovation closely linked to the neoliberal discourse of efficiency and performance.

Longo's reading contributes to understanding the teacher's place as a subject traversed by normalizations and expectations of performance. By analyzing the statements that circulate about "good practices," concrete materials, records, and innovation, the author shows how certain discourses make teachers responsible and, at the same time, limit possibilities for doing otherwise, producing an ideal of the "good mathematics teacher" aligned with truths instituted in the educational field.

The author's reflection reinforces the understanding that mathematics is not merely content, but also discourse, and that both those who teach and those who

learn are constituted within games of truth that often seem to offer no way out. It is precisely there that the importance lies of interrogating these discourses, opening fissures, and imagining other possible ways of teaching and living mathematics at school.

The way mathematics connects to dispositifs of normalization also appears in Fernando Carneiro's dissertation (2017), which examines this process within bilingual teaching for deaf students.

In the dissertation The Teaching of Mathematics to Bilingual Deaf Students, Fernando Carneiro draws on Foucault, Wittgenstein, and Deaf Studies to analyze how mathematics teaching takes place for deaf students in a bilingual school. He examines both teachers' discourses and school documents, seeking to understand how mathematics, even with visual adaptations, still carries a mode of teaching strongly marked by discipline, control, and a logic of normalization. Even when formal adaptations are present, structures of power and normalization remain in the teaching process.

He shows that, despite the bilingual proposal, teaching follows patterns very similar to those of hearing education. A great deal of concrete material and visuality is used, but always within a logic of standardization. Mathematics becomes a field in which everyone is expected to learn in the same way, at the same pace, and then differences - cultural, linguistic, subjective - end up being set aside.

Carneiro shows that, even in proposals that present themselves as inclusive, such as bilingual teaching for deaf students, logics of standardization and normalization of learning mathematics may still persist. The expectation of an "ideal student," who keeps pace, responds to the model, and adjusts to the legitimized forms of learning, produces exclusionary effects for those who do not fit, reinforcing feelings of inadequacy and consolidating mathematics as a disciplinary dispositif.

By showing that, even in proposals aimed at valuing difference, logics of homogenization still persist, Carneiro helps make explicit how mathematics teaching remains traversed by normative discourses. Such discourses act upon different bodies and experiences, producing ways of being and learning that tend to be evaluated according to a previously legitimized model.

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This work contributes to showing that this is not merely a matter of accessibility or methodology, but also of power relations that traverse mathematics teaching. Thus, mathematics can be used to organize conduct, silence certain experiences, and produce subjects adjusted to certain norms.

This articulation among body and knowledge, norm and discipline, is also central in André Alan Lopes dos Santos's dissertation (2017), which observes this in a militarized school, thinking of mathematics as a hinge between knowledge and the body.

Among the works that contribute to thinking about how mathematics teaching can operate as a technology of discipline and control, André Alan Lopes dos Santos's dissertation stands out, entitled Repetition, Silence, Concentration, Organization: articulations between Body-Discipline and Knowledge-Discipline (Mathematics) at Colégio Feliciano Nunes Pires. Based on Michel Foucault and mobilizing discourse analysis in articulation with observations and interviews carried out in a militarized school, the author examines the mechanisms through which the discipline of the body and the discipline of knowledge intertwine.

In the analyzed context, practices such as silence, repetition, and organization - central elements of military routine - traverse mathematics teaching and operate as techniques for conforming subjects, producing docile bodies and legitimized knowledges.

The investigation shows that mathematics, in this scenario, is not merely content, but a cog that integrates the disciplinary apparatus of the military school. The author proposes the image of the "hinge" to think about the articulation between body and knowledge: it is at the point of contact between ways of disciplining bodies and ways of organizing knowledges that school mathematics operates, at once as an instrument and an effect of subjection. This analysis is relevant for understanding how certain pedagogical discourses and practices, even when naturalized as "good methodologies," may actively participate in a logic of normalization, profoundly affecting students' modes of subjectivation.

When these studies are brought together, it becomes clear that "how one teaches" is also a mode of governing: pedagogical discourses, school routines, and disciplinary dispositifs organize participation, define what counts as learning, and

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delimit who may speak, make mistakes, doubt, and build knowledge. In this sense, the studies in this axis reinforce that discussing Mathematics Education also implies discussing the power relations that traverse the classroom and produce lasting effects on subjects' experiences with mathematics.

Final considerations

In this sense, the present State of Knowledge contributes to understanding that discourses about mathematics, far from being restricted to the field of school content, also operate as webs of government that produce practices, expectations, and modes of subjectivation. By bringing together research on assessment, quantification, curriculum, teaching practices, discipline, resistance, and counter-conduct, the study shows that Mathematics Education can be read as a field traversed by regimes of truth that organize both teaching and learning.

The mapping carried out made it possible to see that a significant portion of the analyzed productions is concentrated on problematizing dispositifs of assessment, performance, and normalization, showing how these mechanisms classify, hierarchize, and regulate conduct. In another direction, the research also reveals that the mathematics curriculum is not neutral, but traversed by economic and social rationalities that project certain ways of being a student, teacher, and citizen. At the same time, studies focused on ethnomathematics, the history of mathematics, and pedagogical experiences that tension the unique and universal logic of mathematical knowledge point to the existence of breaches, displacements, and possibilities of resistance.

These movements make it possible to affirm that this article's contribution lies not only in bringing together dispersed productions, but in offering an analytical reading capable of evidencing approximations, recurrences, and tensions in the field. In this respect, the State of Knowledge presented here helps make explicit an important gap: although there is relevant research on discourse, governmentality, and Mathematics Education, these articulations still appear relatively dispersed and do not always advance toward a broader interpretive synthesis of their pedagogical and curricular implications.

From an educational point of view, the results reinforce the importance of problematizing the effects that certain mathematical discourses produce in school practices. When mathematics is associated only with performance, memorization, competition, or adaptation to normative standards, it tends to reinforce processes of exclusion and feelings of inadequacy. On the other hand, when it is recognized that this knowledge can also be plural, situated, and culturally produced, the possibilities of participation, recognition, and the production of other ways of teaching and learning expand.

Moreover, this study shows the need to expand investigations that articulate, more consistently, curriculum, governmentality, teacher education, and processes of subjectivation in the field of Mathematics Education. Such expansion can contribute not only to the theoretical deepening of research, but also to strengthening analyses that consider the institutional, pedagogical, and curricular implications of the discourses circulating around mathematics in school and in teacher education.

Finally, by systematizing and problematizing the selected academic productions, this article reinforces that thinking about Mathematics Education from the discursive webs that traverse it is also to recognize that the ways in which we teach, assess, and signify mathematics actively participate in the production of subjects and projects of society. It is on this horizon that the relevance of new research is sustained—research that continues interrogating the effects of truth produced in the field and the possibilities of opening toward other formative experiences.

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