

**BRAZILIAN RESEARCH ON PHILOSOPHY OF MATHEMATICS EDUCATION:  
OVERVIEW**

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*This poster provides an overview of the research presented over the past five years at nationwide events in discussion groups of the Philosophy of Mathematics Education. From reading the papers present in the annals of these events we conducted a categorization of the research according to paper question and theoretical framework. At the end, we highlight the existence of four major themes that run through all the research.*

**PME AS RESEARCH FIELD**

The proposal here is to take a look at the region of inquiry that has been outlined as Philosophy of Mathematics Education (PME) within Mathematics Education in the last five years. Our time frame is justified in our objective in this study, considering that we do not seek to delimit an origin of this region, nor even establish a historicity of its development. The question that drove our gaze was: *What does a PME do?* And at this point it is appropriate to differentiate what we call PME on the bases of the preceding article. When we use the definite article “the” we refer to the region of inquiry, when we use the indefinite article “a” we refer to a particular way of making, constituting, articulating philosophies in Mathematics Education.

Using an expression by Miarka (2015) we affirm that the understanding about what is, and the multiplicity of this being, conforms through its use. It seems to us to be established in the PME the multiplicity in the existence of different ways of operating within it.

We chose as significant the events “Brazilian Meeting of Graduate Students in Mathematics Education” - Ebrapem (initials in portuguese) and “International Seminar on Research in Mathematics Education” - Sipem (initials in portuguese), because these national events have recognized relevance in Mathematics Education and for organizing their proceedings accordingly with Brazilian Society of Mathematics Education working groups. Another event proved relevant is the “International Symposium on Research in Mathematics Education” - Sipemat (initials in portuguese), which had its 5th edition held at the Federal University of Para in 2018.

So we have four major themes that say about the questions asked by the PME. These questions address the following broad trends: In what contexts does mathematics take place and what mathematics is produced? How is mathematical knowledge produced (in Mathematics)? What do we do when we say we do PME? What teacher training emerges from the PME? However, because they come from different philosophical conceptions the questions are formulated in different ways. If we highlight this, it is to say that we are not reducing to a common denominator what has happened within the PME, but pointing out trends that are focused in perspective ways.

We conclude by pointing out the relevance of the possible results that emerged from this panorama. We highlight the existence of a convergence in research topics and show that the survey region is working collaboratively.

**References**

Miarka, R. (2015). Concerns and Trends of the research in Ethnomathematics. *International Seminar on Research in Mathematical Education*, Pirenópolis, Goiás, Brazil, 6.