

EDITORIAL

We are very proud to announce the release of the 2019 second edition of the International Journal of Research in Mathematics Education – RIPEM. We would like to thank the authors who submitted papers to RIPEM and reviewers of this issue for their constant commitment to our publishing process. In this issue, four full papers written by authors from Brazil and United States have been published online.

The first article presents the ongoing teacher education in a collaborative context and its influence in the learning environments' promotion in an investigative perspective, for the inclusion of statistics education in elementary education.

The second article shows a reflection on collaborative practices in an undergraduate group of students and discusses the contribution that the actions performed in the group offered to teachers' early education.

The third article deals to analyze a research carried out in a workshop about dynamic geometry, with a PIBID group, include undergraduate mathematics' students and professors of Rio Grande do Sul, Brazil.

The fourth article discusses the idea of magnitude is central for comprehending fractional numbers. This article presents a design research project to examine the potential of a measuring perspective and the mathematical notion of fraction-*of*-quantity to enhance second-grade students' conceptual understanding of fraction magnitude.

Finally, we invite researchers from all over the world to submit their manuscripts for the International Journal of Research in Mathematics Education.

Vinícius Pazuch

Editor-in-chief