

Editorial

This tenth issue of the *Latin-American de Educação em Astronomia* (RELEA) is quite significant and we have motives for celebration.

The RELEA received the classification B3 from the Journal Ranking scheme of the CAPES (*Coordenação de Aperfeiçoamento do Pessoal de Nível Superior*) in the area of Teaching of Science and Math for the period 2007-2009.

We hope that this fact can help to boost the submission of articles by prospective authors, thus collaborating towards the award of even better classification grades.

Once again, and for the third consecutive year, we reached the goal of two issues per year.

We took the opportunity to reflect on the teaching of Astronomy having a very busy year with the realization of several Regional Meetings on Astronomy Teaching (EREAs).

One of us (PSB) was involved in the activities and programmes of several of these Meetings, particularly in the organization of the XI EREA, held in São Carlos, in a partnership of the *UFSCar* with the *Instituto de Física de São Carlos (USP)* and the *Setor de Astronomia do Centro de Divulgação Científica e Cultural (CDCC)* of the *USP*. Invited conferences, workshops, round tables and observation sessions were performed, with the aim of improving the teaching of Astronomy with contents and methods, as well as the discussion related to the original production of literature in this area.

The targeted public in these events is mainly science teachers, looking for a continued formation, but the registration is also open for undergraduate and graduate students, university professors and general public.

This initiative is devised to set the basis for a national meeting in 2011. With this, we pretend that the astronomy education could be discussed and encouraged by means of the presentation of new research results, actions and projects in the various regions of Brazil first, and with some further effort, in the rest of Latin-America later on.

More information about the EREAs can be obtained from the site <<http://www.erea.ufscar.br>>.

Another relevant news is the launching of the book “*Astronomia, Educação e Cultura*”, edited by one of us (LCJ). The book addresses cross-disciplinary approaches for the various teaching levels, with cultural Astronomy as a *leitmotiv*. A humanistic perspective for ambient education is proposed, and Astronomy seen through an anthropological glass, thus leading to alternative world vision and pedagogical practices.

This issue features four articles:

Sky observation with the use of the software Stellarium for teaching astronomy in classes of youth and adult education, by Adriana Oliveira Bernardes. This article presents a project developed jointly by the *Clube de Astronomia de Itaocara Marcos Pontes (CAIMP)* and the *Colégio Estadual Jaime Queiroz de Souza, Itaocara*, Rio de Janeiro state, which aims to elaborate Astronomy activities for the groups of youth and adults. Those activities targeted to the scientific literacy of the students are discussed: observation of the sky, usage of the Stellarium software, work with texts, and contact with new technologies using films, interviews and videos.

Conversation with Lara about the Earth and land, by Maria da Conceição Barbosa-Lima. This is an article analyzing a free interview with a four-year old girl, at the time attending the kindergarten, while she draw pictures of the Earth. This interview, performed outside the school, started with the girl drawing the traditional plane view with the “sky” parallel to the ground. However, when asked to draw the world, she represented it with a circle, putting herself on the surface. This drawings lead to the conclusion that the girl did not have the knowledge to understand that the world she lives in is the planet Earth, and for this reason distinguishes, within her maturity and age, the land from Earth.

The meanings of astronomical observations: an analysis on the basis of their relationship with the knowledge, by Alberto Eduardo Klein; Sergio de Mello Arruda; Marinez Meneghello Passos and Ferdinando Vinicius Domenes Zapparoli. In this article the results of an investigation on the meanings constructed by people for the astronomical observations are presented. The research was performed with students and professors of the middle and high school interviewed after observing celestial bodies with a telescope. With the gathered data 12 categories were defined, later interpreted within the relations with knowledge (relation with the world, with itself and with the others) as discussed by Bernard Charlot.

The teaching of astronomy in Argentina in the XIX century, by Jorge Norberto Cornejo e Haydée Santilli. This work presents a study of Astronomy from the educational and scientific perspectives in Argentina in the XIX century, with the aim of analyzing the influence of positivist ideas. This way, and beginning with the foundation of an astronomical observatory in Buenos Aires, the authors confront the influence of positivist ideas in Córdoba and La Plata observatories, of French and German origin respectively. These differences led to different attitudes towards education and were quite important for the formation of elementary and high school teachers in Argentina. The influence of the socio-historical context on Astronomy, an important science in Argentina’s history, is also emphasized.

More information about the Journal and instructions for the authors may be found at the address <<http://www.relea.ufscar.br>>. We remind that the articles may be written in Portuguese, Spanish or English.

Miss Suelen Tatiane Frutuoso is acknowledged for the editorial work on the articles. Our acknowledgements to the authors, referees, and all those who, in some way, helped us to continue with this project, in particular with the preparation of this issue.

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