

Editorial

This fifteenth issue of the *Latin American Journal of Astronomy Education (RELEA)* is quite significant and offers some reasons to celebrate.

The RELEA, initially qualified as B3 for the triennial period 2007-2009, has been recently upgraded to B1 within the Journal Ranking scheme Qualis CAPES (*Coordenação de Aperfeiçoamento do Pessoal de Nível Superior, Brazil*) system in the field of Education for the year 2011. We thank all of who contributed to this result.

We inform also that the Proceedings of the *II Simpósio Nacional de Educação em Astronomia (II SNEA)* will be available soon at: www.usp.br/snea2012. Those will contain all the abstracts of the works presented in oral and poster communications, the complete works submitted, as well as the reports from working groups on research meetings during the Symposium.

Continuing these important events in the area, the *III Simpósio Nacional de Educação em Astronomia (III SNEA)* is scheduled for October, 2014, in Curitiba city, PR, Brazil.

This issue features four articles:

Inclusion of visually impaired in the school programme scheduled visit of the Museu de Astronomia e Ciências Afins (MAST), by Carla de Oliveira Gonçalves and Maria da Conceição Barbosa-Lima. This article analyzes an experience of activity mediation for visually impaired students at the *Instituto Benjamin Constant (IBC)* within the *Programa de Visita Escolar Programada / MAST*. Among the modifications and new proposals elaborated within this programme, it is discussed the construction of a tactile celestial planisphere.

Astronomy in high school: using a mini-planetarium to understand details of the apparent movement of stars, by Demetrius dos Santos Leão. This work presents the results of an experience with high school students using a mini-planetarium as the main didactic resource. Using as a theoretical framework the contextualization and *dialogicity* Paulo Freire, issues such as the apparent trajectories of the stars, cardinal points and others were emphasized in the Brasilia sky.

The Astronomy club of Araranguá: educating science teachers as science communicators, by Felipe Damasio, Olivier Allain and Adriano Antunes Rodrigues. This text presents a study performed at the *Instituto Federal de Educação, Ciência e Tecnologia de Santa Catarina, campus Araranguá*. The initial education of teachers in the course of *Licenciatura em Ciências da Natureza, minor in Physics* is discussed in relation with their scientific outreach activities for the general public through an Astronomy Club, the former based on the Theory of Meaningful Learning.

Apparent motion of the Sun, shadows of objects and measurement of time in the view of seventh grade students of middle school, by Daniel Iria Machado. This research had the purpose to know the conceptions of students and evaluate the contribution to their understanding after an activity performed with an interactive Sun clock. The activity prompted the acquisition of new concepts by the students, to make contact with new phenomena and elaborate explanations of them, suggesting an education potential of that action.

More information about the journal and instructions for authors are listed in the site: www.relea.ufscar.br. Articles may be written in Portuguese, Spanish or English.

We thank Mr. Walison Aparecido de Oliveira for editing the articles, the Associated Editors, the authors, the referees and all those who directly or indirectly helped in the continuity of this initiative, in particular, in the preparation of this issue.

Editors

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