Editorial

The Latin American Journal of Astronomy Education (RELEA) reaches its 22nd number.

In the context of RELEA's tenth anniversary (completed in 2014), *Ten years of Latin-American Journal of Astronomy Education RELEA: achievements and challenges for international astronomy education development*, has been published in the Journal of Astronomy & Earth Sciences Education (JAESE). Besides an analysis of the articles published in this period, a comparison with other publications in the area in Brazil and abroad has been performed. The path of RELEA as an academic publication and challenges such as: increased submission of articles, especially from Latin American countries, themes not yet addressed in the articles and encouragement of new lines of research in astronomy education for researchers and teachers have been addressed. The full article is available at: <http://www.cluteinstitute.com/ojs/index.php/JAESE/article/view/9844/9939>.

Due to its interest for RELEA readers, we are pleased to announce *the XXII Simpósio Nacional de Ensino de Física (XXII SNEF)*, which will be held at the Institute of Physics of USP in São Carlos, SP, from January 23 to 27, 2017 (http://www.sbfisica.org.br/~snef/xxii/). As it happens traditionally, works related to the teaching of astronomy will be presented. The forthcoming program, in addition to lectures, oral communications, panels, round medals, courses and workshops includes a tribute to Prof. Rodolpho Caniato, a pioneer in the field of Astronomy education in our country, participant in the team that taught the Physical Science Study Committee (PSSC), Harvard Project Physics (HPP) and Earth Science Curriculum Project (ESCP) and one of the developers of the *"Projeto Brasileiro para o Ensino de Física"*, with practical activities and methodology with accessible resources, that gave rise to the book "*O Céu* ", among other activities and publications.

In this issue we have four articles:

Eratóstenes: un ejemplo de trabajo con estudiantes universitarios en didáctica e historia de la astronomía (Eratosthenes: an example of work with university students in didactics and history of astronomy), by Nicoletta Lanciano and Mariangela Berardo. This work presents a study by means of clues to approach the history of Astronomy. For this purpose, a practice with university students and teachers on the work of Eratosthenes to measure the terrestrial meridian was analyzed. The course was developed in a "chain of questions and answers", from an original question where new problems occur and students learn to look for possible answers and solutions.

Expectativas de estudantes sobre a astronomia no ensino médio (Expectations of students about astronomy in high school), by Denis Eduardo Peixoto and Maurício Urban Kleinke. This article presents the results of a survey that investigated the topics of Astronomy that interest most high school students. For this, a questionnaire was applied to 80 students from two schools in the state of São Paulo. The results indicate that the themes that motivate students are linked to science fiction and current research, with great media coverage and a strong interdisciplinary character.

Níveis interpretantes apresentados por alunos de ensino superior sobre as estações do ano (Interpretant levels presented by higher education students about the seasons), by Daniel Trevisan Sanzovo and Carlos Eduardo Laburú. The objective of this study was to investigate

the initial interpretive levels on the stations of the year presented by students in a Physics discipline of a Professor's course in biological sciences of a state university in the south of Brazil. Through a qualitative study, textual and imaginary verbal representations of such content were analyzed. It was found that all presented interpretive levels equivalent to the previous one without any instruction, centering their explanations on the variation of the distance of the Earth to the Sun, indeterminate or confused representations, and the absence of a correct concept on the subject.

A astronomia na formação inicial de professores de ciências (Astronomy in the initial formation of science teachers), by Samuel Costa, Geison João Euzébio and Felipe Damasio. This work presents a study about activities developed during the training of teachers of a Teacher degree course in Natural Sciences with qualification in Physics. The research was carried out at the *Instituto Federal de Educação, Ciência e Tecnologia de Santa Catarina, Campus Araranguá*. The process is presented to evaluate the training and its results. The activities were analyzed from the perspective of the participants and discussed as a resource for teacher training.

In this issue we also publish a book review:

Educação em astronomia: experiências e contribuições para a prática pedagógica (Astronomy education: experiences and contributions to the pedagogical practice), by Marcos Daniel Longhini (Org). The review, written by Rodolfo Langhi, presents the book with its two parts, along with presentation and afterword. The first part contains pedagogical practices in Astronomy, and the second dealing specifically with the teaching of Astronomy, both containing four chapters each.

More information about the Journal and instructions for authors can be found at: <www.relea.ufscar.br>. The articles can be written in Portuguese, Spanish or English.

Special thanks to Mr. Walison Aparecido de Oliveira and Mrs. Ana Cecília de Oliveira and Rebeca Silva de Oliveira for their work editing the articles. We also thank the associate editors, authors, referees and all those who directly or indirectly helped us in continuing this initiative and, in particular, in the preparation of this edition.

Editors
Paulo S. Bretones
Luiz C. Jafelice
Jorge E. Horvath