

Editorial

The 23rd number of the Latin American Journal of Astronomy Education (RELEA) is published in an important moment for Astronomy Education in Brazil and abroad.

The *V Simpósio Nacional de Educação em Astronomia* (V SNEA) is being planned to occur the last week of July, 2018 (the exact dates are still being defined), at the *Universidade Estadual de Londrina* (UEL), city of Londrina, PR.

From 3 to 7 of July 2017 the *International Symposium on Astronomy and Astrobiology Education* was held at *Utrecht University* (Netherlands), with the participation of one of the Editors (PSB). It is timely to remark the importance of the survey being conducted internationally about the productions of research in Astronomy Education, developed by the Working Group on Theory and Methods in Astronomy Education of the International Astronomical Union. The fact that the Brazilian production in the field, a result of the efforts made the last decades, stands over many other countries deserves a highlight. More specifically, we have a good number of thesis e monographies; articles published in specialized journals (especially RELEA), and works presented in events, in particular at the SNEAs.

In this issue we feature five articles:

Uso de textos históricos para uma abordagem pedagógica sobre a natureza da ciência (The use of historical texts for a pedagogical approach about the nature of science), by Hermano Ribeiro de Carvalho, Lucas Albuquerque do Nascimento and Boniek Venceslau da Cruz Silva. This work presents an experience of elaboration, application and analysis of historical texts of pedagogical nature involving the reception, acceptance and dissemination of o Nicholas Copernicus work. The texts were employed in an extension course of the *Universidade Federal do Piauí* (UFPI) with the presence of future professors of sciences and aimed discussions about the nature of science and the history of astronomy. An assessment was made of the legitimacy of the use of texts with pedagogical purposes for the treatment of the nature of science.

Medición de distancia a la Luna con telescopio y cámara digital en una noche (Measuring the distance to the Moon with a telescope and a digital camera in a one-night observation), by Néstor A. Olivieri and Eduardo E. Rodríguez. This article shows how an amateur telescope and a standard digital camera can be employed to obtain images and calculate the distance to the Moon. The technique is based on an analysis of two images obtained at the same place within a few hours interval. The slight variation of the angular size of the Moon due to the variation of the distance Moon-observer caused by the rotation of the Earth is useful to obtain the basic data to deduce the distance to the satellite.

Construção de um modelo didático representativo para visualização de fases da Lua e eclipses (Construction of a didactic model for visualization of Moon phases and eclipses), by Diego Soares Amorim. The article discusses the construction and utilization of a demonstration experiment featuring a didactic model of the Sun-Earth-Moon system, associated with the use of a computer to help visualize the Moon phases and solar/lunar eclipses. The results obtained after the construction and application of the model and the help of the computer show that this didactic strategy is useful for the students to understand the

portrayed phenomena, giving the possibility of observing and thinking from two points of view: as Earth and external observers.

O planetário como ambiente não formal para o ensino sobre o Sistema Solar (The planetarium as a non-formal environment for teaching about the Solar System), by Gabrielle de Oliveira Almeida, Mateus Henrique Rufini Zanitti, Cintia Luana de Carvalho, Edson Wander Dias, Alessandro Damásio Trani Gomes and Fernando Otávio Coelho. This work shows the results of a research about the planetarium resources for the teaching of the Solar System within an activity of a dome session and film exhibition. For that purpose, an activity in a high education planetary was developed with thirty-three high-school students from a state school located in a city nearby São João del Rei, MG. A questionnaire was applied before and after the activity and the results compared by means of statistical tests. The potentialities of planetariums for formal education and their interface with elementary school are discussed.

Representações sociais de estudantes do ensino médio integrado sobre astronomia (Social representations of the integrated high school students about astronomy), by José Isnaldo de Lima Barbosa and Marcos Rincon Voelzke. This work aims to identify the social representations of Integrated High-School students about the inductor term "astronomy". It is a qualitative/quantitative research performed with a sample 653 students. The results indicate that the students hold social representations of Astronomy with elements belonging to the formal education space and also others disclosed by the media. In addition, it is shown that the students have information about astronomy and an evaluative posture about this science.

In the present issue we also publish a review of two books:

Uma estrela chamada Sol e O caminho do Sol no céu, (A star called Sun and The path of the sun in the sky), by the working group Gepeto. The review, written by Paula Cristina da Silva Gonçalves Simon, presents two kid books of the Collection "*Explorando o Universo*" published by the university press Eduel. The group, coordinated by Dra. Rute Helena Trevisan, features several writers and illustrators involved in the research of Astronomy Education among its members, and has already published six titles until now.

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.

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