

## Editorial

The Latin-American Journal of Astronomy Education (RELEA) reaches its twenty-sixth number.

Last July, the *V Simpósio Nacional de Educação em Astronomia* (V SNEA) took place in the city of Londrina, PR at the *Universidade Estadual de Londrina* (UEL). About 150 participants were present and 85 panels and 28 oral communications were presented. In addition to the keynote opening address, given by guest professor Pedro Russo, University and the Leiden Observatory in the Netherlands, three round tables, research meetings and cultural activities were presented. In addition, nine courses for teachers and three courses for researchers in training were offered to the participants. The Abstracts Booklet of the presented works can now be obtained from the address: <<https://sab-astro.org.br/eventos/snea/v-snea/caderno-de-resumos/>>. The Proceedings of the complete papers and other documents are in preparation for publication. An important resolution of the event was the decision on the VI SNEA, scheduled to take place in Bauru city (SP) in 2020.

Another interesting news is that one of us (PSB), since the last General Assembly of the International Astronomical Union (IAU), held in Vienna, Austria last August, assumed the position of Chairman of Commission C1 (Astronomy Education and Development) for the triennium 2018-2021. The ongoing projects, as well as the C1 working groups can be consulted at: <[https://www.iau.org/science/scientific\\_bodies/commissions/C1/](https://www.iau.org/science/scientific_bodies/commissions/C1/)>. We would like to encourage all of you in Astronomy Education to join the efforts and activities. We are already open to receive ideas, proposals and, most importantly, concrete and effective actions and activities to increase Astronomy Education at all levels of school and to promote research projects in Education in Astronomy around the world.

In this issue we have three articles:

*Relationship between students' spatial ability and effectiveness of two different eclipse teaching pedagogies*, by Shi Anne Kattner, Andrea C. Burrows and Timothy F. Slater. This article examines whether an active-engagement, kinesthetic class or a verbal-participatory, visual-immersive planetary lesson led to increased knowledge about eclipses for students with ages 10 to 15 in the United States. Eclipse pre / post tests and a three-part spatial capacity test were applied. A significant increase in student knowledge was observed in both cases, but the results show that students can increase their knowledge about eclipses regardless of the class style.

*Vozes do planetário de Londrina: êxitos e dificuldades em seus dez anos de existência* (Voices from the Planetarium of Londrina: successes and difficulties in its ten years of existence), by Gustavo Iachel. In this article, the steps of the research carried out at the Planetarium of Londrina, in order to investigate the successes and difficulties of its team during the ten years of its existence are detailed. The collected data were studied by content analysis and by the concept of Apparent Collective Ideology. The actions on teacher training and the concerns about the maintenance of the establishment were investigated.

*Top Gregorian: um jogo para o ensino do calendário gregoriano* (Top Gregorian: a game for teaching the Gregorian calendar), by Lídia Carla do Nascimento, Cleide Sandra Tavares Araújo, Juan Bernardino Marques Barrio, Marcelo Duarte Porto, Mirley Luciene dos Santos and Solange Xavier dos Santos. This work presents the development and application

of the *Top Gregorian* game as a potential didactic resource for the teaching of the Gregorian Calendar and related knowledge for students of the 5th year of Elementary School.

In this issue we also publish a book review:

*Ensino de Astronomia na escola: concepções, ideias e práticas* (Astronomy teaching in school: conceptions, ideas and practices), by Marcos Daniel Longhini (Ed.). The review, written by Carlos Aparecido Kantor, presents the book with its three parts and a preface. The first part with four chapters deals with theoretical conceptions in the teaching of Astronomy; The second one, with ten chapters, presents ideas for the practice of teaching the subject and the third, with seven chapters, presents reports and analysis of didactic activities applied at different levels of education.

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

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