

Editorial

The Latin American Journal of Astronomy Education (RELEA) reaches its twenty-seventh issue, with good prospects for the immediate future in the major issues that interest us. The *VI Simpósio Nacional de Educação em Astronomia* (VI SNEA) is scheduled to take place from June 30 to July 3, 2020, at the *Universidade Estadual Paulista* (UNESP), in the city of Bauru, SP.

At the international level, as part of the activities of Commission C1 of the International Astronomical Union (IAU), an Astronomy Education Conference is being planned with the objective of being regular, every two years, with the aim of increasing quality, quantity, impact of research and practice of Astronomy education and to unite the community of the area. The *Astronomy Education Conference: Bridging Research & Practice*, will be held at ESO, Garching, in Munich, Germany, from September 16 to 18, 2019. On the event site (iau-dc-c1.org/astroedu-conference) you can download the first two circulars, keynote speakers and other informations.

In this issue we have five articles:

Copérnico e a teoria heliocêntrica: contextualizando os fatos, apresentando as controvérsias e implicações para o ensino de ciências (Copernicus and the heliocentric theory: contextualizing the facts, presenting controversies and implications for the teaching of sciences), by Hermano Ribeiro de Carvalho and Lucas Albuquerque do Nascimento. This work is the result of a historiographic study with the objective of presenting a vision about the construction, defense and dissemination of the work of Nicolaus Copernicus, contextualizing his time and interpreting the astronomical, philosophical and social aspects that influenced his theory that can be useful for the science teaching.

Vinte anos de OBA: uma análise da evolução do exame ao longo dos anos (Twenty years of OBA: an analysis of the evolution of the exam throughout the years), by João Paulo Casaro Erthal and Andriele da Silva Vieira. This paper analyzes the questions of the Brazilian Astronomy and Astronautics Olympiad (OBA). The results show an evolution of the tests, in terms of structure and content with more contextualized questions and with more didactic approaches.

A Astronomia e sua relação com a Geografia: contextualização histórica e abordagens no ensino (Astronomy and its relation to the geography: historical contextualization and teaching approaches), by Diego Maguelniski and Alcimara Aparecida Foetsch. This article proposes a historical and epistemological discussion about the relation Geography and Astronomy and the introduction of Astronomy subjects in the teaching of Geography in Brazil. With this purpose, a bibliographical review on researches already carried out was performed, presenting trends and discussions about the current context of the subjects in basic education.

Representações sociais de alunos do final do ensino médio sobre astronomia (Social representations of students at the end of high school on astronomy), by Adriano José Ortiz, Joici de Carvalho Leite, Tânia do Carmo, Michel Corci Batista and Carlos Alberto de Oliveira Magalhães Júnior. The article aims to analyze the social representations on astronomy in research with 24 third-year high school students from a public institution. The data was obtained by means of a test of free association of words and analyzed by the structuralist

approach. According to the results, the students presented a generalist concept discourse, away from the reified universe, making important a readjustment aiming at the teaching of Astronomy in basic education.

Proposta didática para o ensino de configurações planetárias em sala de aula (Didactic proposal for the teaching of planetary configurations in classroom), by Hualan Patrício Pacheco. This article presents a didactic proposal for the teaching of the concepts of planetary configurations, like elongation, conjunction, opposition and quadrature. Thus, considering the relative positions between the lower and upper planets and the Earth and with the use of low-cost materials, the proposal may allow the learning of such contents.

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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