

## Editorial

The Latin American Journal of Astronomy Education (RELEA) reaches its thirty-second issue.

Important news: as part of the activities of the International Astronomical Union (IAU) Commission C1 (*Astronomy Education and Development*), the first issue of the *Astronomy Education Journal* (AEJ) was recently released, available at: <<https://astroedjournal.org/index.php/ijae/issue/view/1/6>>.

The AEJ was announced during the *Astronomy Education Conference* (AstroEdu), held in 2019. The first call for papers was announced on December 2, 2020. The new publication has one of us (PSB) as Co-Editor along with Urban Eriksson and Saeed Salimpour as managing editor, while JEH serves as Editorial Board member.

The AEJ is intended to serve the Astronomy teaching community by bringing together practical, interesting and scholarly publications involving developments in the field. The AEJ contains peer-reviewed and non-peer-reviewed, but edited articles that separate them into two sections: Research in Astronomy Education and Education and Practice in Astronomy. The entire community is invited to submit articles for publication and share this new journal with others who may be interested. More information about the journal and instructions for authors can be found on the AEJ website: <[www.astroedjournal.org](http://www.astroedjournal.org)>.

For this, we remind you that manuscripts must be submitted in English due to the international outreach. The RELEA should continue to promote publications in the area in order to promote the participation of Latin American countries and other countries with submissions in Portuguese, Spanish and English.

In this issue we have three articles:

*O uso de contos no ensino de Astronomia: uma proposta didática para o tema Fases da Lua* (The use of tales in the teaching of Astronomy: a didactic proposal for the subject Phases of the Moon), by Danilo de Oliveira Kitzberger, Roberta Chiesa Bartelmebs and Valdir Rosa. In this article, some reasons are discussed on why the narratives of the Story genre collaborate for the teaching of Astronomy in Basic Education. The investigation, of a qualitative nature, was carried out with students from the ninth year of Middle School of a public school in the western region of Paraná, Brazil. Data were collected by a questionnaire, notes described in the field diary and processed with the content analysis method. The results found show that scientific narratives of this genre contribute to the teaching of Astronomy.

*A Astronomia como disciplina obrigatória nos currículos de licenciatura em Física da região sul do Brasil* (Astronomy as mandatory discipline in the curriculum of graduation in Physics teaching in the south region of Brazil), by Leopoldo Gorges Neto and Luiz Henrique Martins Arthury. The courses participating in the 2017 National Student Performance Exam (ENADE) and their Pedagogical Projects were investigated. Analyzing its curricular matrix, it is found an evolution in the number of courses that have Astronomy disciplines, about half as electives. The contents most worked in these subjects were listed and possibilities of articulation in the classroom were discussed, as Astronomy could be more present in the training curriculum of the Physics teacher.

*A Lua e suas fases: entre a disponibilidade de observação e o desafio da compreensão* (The Moon and its phases: between the availability of observation and the challenge of understanding), by Marcos Daniel Longhini. The article addresses a bibliographical research that proposes to answer: why, despite the availability of observation of the phenomenon of the phases of the Moon, its understanding is revealed to be complex by students and teachers? In what aspects does this difficulty reveal itself? And what care and guidelines can help to explore this topic in the training of students and teachers? The results indicated difficulties related to how students interpret the formation of the phases, as well as guidelines on how to explore this theme.

In this issue we also publish a book review: *As estrelas na sala de aula: uma abordagem para o ensino da Astronomia estelar* (The stars in the classroom: an approach to the teaching of Stellar Astronomy), by Jorge E. Horvath. The review, written by Rodolfo Valentim, presents the book with its preface and eleven chapters. The challenge of writing astronomy books accessible to Elementary, Middle and High-School students requires knowledge of the topic, the contents taught in the classroom and the connection between technical, conceptual and didactic aspects. An argument defended by the author and favorable to the teaching of Stellar Astrophysics is that, in addition to attracting the curiosity of students, there is an immense interface with the disciplines of Physics, Chemistry, History, Geography and Mathematics of High School.

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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Editors

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