

Editorial

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

An important news for the dissemination of RELEA is that we will have an invited lecture to be presented at the XLV Annual Meeting of the Brazilian Astronomical Society. With the title: “RELEA: history, development, results and perspectives”, it will be part of the session of September 27, Tuesday, at 2:30 pm.

The VI National Astronomy Education Symposium (VI SNEA) is confirmed to take place from November 15 to 18, 2022 remotely, on behalf of the Universidade Estadual Paulista (UNESP), in the city of Bauru, SP.

In this issue we have five articles:

Modelos mentais sobre o céu das gerações Y e Z inferidas a partir de estudos na área (Mental models about the sky of Y and Z generations students inferred from studies in the area), by Mirianny Marques Moro and Paulo Henrique Azevedo Sobreira. In this article, the authors sought to verify whether early exposure to a large amount of information was able to modify the mental models of the sky of students of generations Y and Z, considering that they are in daily contact with digital technologies and multimedia communication. The results, analyzed in the light of Johnson-Laird's theory of mental models and Piaget's action schemes theory, showed that there were no significant differences between the mental representations of the sky of generations Y and Z.

Sistema Solar: modelos mentais e partir da leitura de um livro infantil (Solar System: mental models from the reading of a child's book), by Elizandra Freitas Moraes Borges, Paulo Henrique Azevedo Sobreira and José Pedro Machado Ribeiro. This work aimed to present Mental Models about the Solar System developed by 23 students of the 7th year of Elementary School of a municipal public school before and re-elaborated after reading a child's book: "The Solar System in the class of teacher Zulema". Results indicated that, after reading, there were some changes in the students' knowledge, revealing that the literary book can influence the re-elaboration of Mental Models.

Estímulo el pensamiento científico mediante ejercicios con espectroscopia estelar (Stimulation of scientific thought through exercises with stellar spectroscopy), by Olga Lucía Castiblanco Abril and Bryan Santiago López Fonseca. This article aimed to discover how to stimulate the scientific thinking of a group of visitors to an astronomical observatory. A homemade and illustrative experiment was used for this, about basic concepts of stellar spectroscopy. The results showed that it was possible to initiate the participants in the study of concepts such as dispersion, diffraction, atom, electromagnetic spectrum, stellar classification, emission lines and frequency. In addition, the activity placed them as active subjects for most of the time of the visit.

Astrofotografia na escola como recurso didático de baixo custo (Astrophotography in school as a low-cost didactic resource), by Lucas Ferreira and Danilo Arruda Furtado. The work focuses on presenting the didactic resource “*Astrofotography at school: A quick guide to astrophotography for teachers and students*” and contributes to the debate about the use of astrophotography as a teaching resource. This is justified by the arrival of new technologies

that allow the sharing of images, including those of the stars. Added to this fact, the article comes to supply the lack of materials directed to the teaching of Astronomy and Science from astrophotographs.

O ensino de Astronomia em um curso de formação de professores: o caso da superfície marciana (The teaching of Astronomy in a teacher training course: the case of the Martian surface), by Hualan Patrício Pacheco and Marli Lúcia Tonatto Zibetti. In the article, an experience with undergraduates in Physics is reported, leading them to seek knowledge about issues related to the surface of Mars with the use of other areas of knowledge, such as Geology and Physics.

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

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