

## Editorial

As we announced in the previous issue, the Latin American Journal of Astronomy Education (RELEA) aims to be published in April and October, continuing with a biannual frequency. We hope this change will help to organize the schedules of authors and reviewers.

However, this proposal will be implemented starting with issue number 36. Unfortunately, we encountered serious health issues that affected our dear editor, Prof. Dr. Paulo Sergio Bretones, which made it impossible to execute this plan in this 35th issue.

An important announcement for the authors results from the verification of the formatting of the submitted articles. Although there is a template, a standard for references, etc., articles continue to be submitted many times almost in a "freestyle" format. To avoid this workload for the RELEA people, which does not have a contracted technical team, we will proceed to summarily reject the processing of the articles until they are completely correctly formatted (in particular, the references and the produced figures) from the number of October. That is, without proper formatting, we will not proceed with the assessment.

In this issue we feature six articles:

*Astronomy Education contextualized and the different dimensions and scales: micro, macro, horizontal and vertical*, by Paula Cristina da Silva Gonçalves and Maurício Compiani. In this article Gonçalves and Compiani address the issue of astronomical spatiality and its relationship with the students' daily lives, aiming at an integrated vision based on Piaget's concepts.

*Genetic Epistemology in the development of the period-luminosity relation of Henrietta Leavitt*, by Bárbara de Almeida Silvério, Camila Maria Sitko and Alexandre Luiz Polizel. The authors analyze the learning process that astronomer Henrietta Leavitt, one of the pioneers of Astronomy in the early 20th century, must have gone through. Two articles by this author that deal with the period-luminosity relationship were used to show the development of the stages of knowledge proposed by Piaget.

*Non-formal, informal teaching and dissemination of Astronomy: contributions from a study group*, by Thaiana Magna Moura Saldanha, Leonardo Tavares de Oliveira, Fernando Martins de Paiva, Francisco Gomes Menezes da Silva and Larissa Almeida Batista. The article exposes the contribution of the GEAZ Group from the state of Ceará on several educational fronts, with emphasis on the role of the itinerant planetarium and observation with a telescope carried out over three years.

*SpaceEngine as a didactic tool for Astronomy teaching: Investigating the Solar System and the viability of life beyond Earth*, by Uiliam Alves Almeida, Roberto Ferreira Claudino, Tânia Maria Hetkowski, Mariana Lemos Moreira, Maria Eduarda da Silva Cruz, Ernande Oliveira Souza and Jacqueline Viana Fernandes. Development of a work that uses a *SpaceEngine* software tool as a starting point to support teacher activities tested with a group of undergraduate students, showing possibilities for expansion and future improvements.

*Conceptual Astronomy errors in textbooks of Natural Sciences and its Technologies - PNLD 2021*, by Paulo Henrique Azevedo Sobreira and José Pedro Machado Ribeiro. Sobreira and Machado Ribeiro detailed the (several) errors of various types found in the PNLD 2021

and raise the question of its adequacy since, although they passed the Public Calls, they would be rejected if the criteria that require explicit accuracy were applied.

*The Renaissance haunted by symmetry and perfection: reflections from the Copernican Revolution*, by Johnnie Richard Pereira and Antônio Marcelo Martins Maciel. The ideas of symmetry and perfection are metaphysical postulates that pervade all of Science, in particular Pereira and Martins Maciel discuss their role the development of Science in the Renaissance, a very special period where old moorings and new perspectives coexist, today perhaps unthought of.

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

We thank Mrs. Walison Aparecido de Oliveira and Gustavo Ferreira de Amaral for editing the articles, the Associate Editors, the authors, the referees and all those who, directly or indirectly, helped us in the continuity of this initiative and, in particular, in the elaboration of the present edition.

Editors

Paulo S. Bretones

Jorge E Horvath