

## Editorial

This 21st issue of the RELEA is launched after the *IV Simpósio Nacional de Educação em Astronomia (IV SNEA)*, held at the *Planetário da Universidade Federal de Goiás (UFG)* and the *Instituto Federal de Educação, Ciência e Tecnologia de Goiás*, city of Goiânia, GO, from 26th to 29th of July 2016.

Almost 140 participants from various regions of Brazil attended, and 30 oral communications and 65 posters were presented. Two conferences were presented, together with two round tables and two working groups on education research, besides the opening conference by Prof. Nicoletta Lanciano, from the *Università di Roma*, Italy. Short courses for researchers in Astronomy Education and courses for elementary/high-school professors offered.

The book of abstracts can be downloaded from the site: <http://www.sab-astro.org.br/sneaIV/Caderno-de-resumos>. The full Proceedings with complete works are in preparation.

In the present issue we feature three articles:

*“As coisas do céu”: etnoastronomia de uma comunidade indígena como subsídio para a proposta de um material paradidático* ("The things of the sky": ethnoastronomy of an indigenous community as a source for the proposal of paradidactic material), by Caroline da Silva Garcia, Samuel Costa, Suzy Pascoali and Mateus Zanette Campos. The aim of this work was to identify the ethnoastronomical knowledge of an indigenous group located north of Rio Grande do Sul state, Brazil, as a tool for the production of a paradidactic text for the use of local schools. The research was conducted in three stages: a pedagogical workshop, a survey of the ethnoastronomical knowledge and the production of a paradidactic text. The experienced process became the initial stage of a long-term work that must be encouraged, continuing the study of the ethnoastronomy of the *guarani* native group belonging to the MBYÁ Nhu Porá village.

*O caso Plutão e a natureza da ciência* (The Pluto case and the nature of science), by Vanessa Nóbrega de Albuquerque and Cristina Leite. This article has the aim of helping see the sciences as historical, social, collective, non-linear and non-neutral enterprises. This, a historical survey of the episodes that involved the various definition of a “planet” from the very first observations of the sky to the resolutions of the 26th General Assembly of the International Astronomical Union, when Pluto was reclassified. In order to contribute to the discussions on the nature of science related to astronomical issues, it is pointed out which characteristics of this branch of knowledge became evident in those episodes.

*Evaluación de la transferencia de la formación permanente: análisis de una experiencia de talleres sobre astronomía* (Evaluation of the transfer of permanent formation: analysis of an experience of workshops on astronomy), by Elena Cano, Jaime Fabregat and Rosa M. Ros. This work presents and discusses the process followed to evaluate teacher formation actions undertaken by an European project devised to approximate children to astronomy. The results regarding satisfaction, learning and obstacles found are presented. General recommendations to improve the transfer of scientific formation in the classrooms are formulated.

In this issue we also publish a book review:

*Educação em astronomia: repensando a formação de professores* (Astronomy education: rethinking the training of teachers), by Rodolfo Langhi and Roberto Nardi. The review, written by Gustavo Iachel, presents the book in two parts. The first part deals with the formation, knowledge, autonomy and professionalization of teachers. The second part is devoted to astronomy education in Brazil and a world overview, institutions, research, contents, alternative conceptions, justifications and methodologies for this teaching.

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

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