

Board of the RELEA and the nomination of Associate Editors from Brazil. Concluding, it is possible to note the contribution to the field up to the moment through citations in other works in the field. However, it is necessary to advance with regard to: publishing more articles, articles from greater variety of Latin American countries, training of the community for a minimum quality of the writing of articles submitted for publication in a journal aimed at education research. In this sense, additional analyses of the published papers would be desirable. Finally, it is pointed out the need for greater dissemination of the journal to increase the number of submissions, encouraging the diversification of contents and methods and increase the participation of authors in general and from Latin America in particular, aiming to greater academic contribution for astronomy education at various levels and places.

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COMMUNITY SCIENCE WITH THE VVV

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We are developing a web framework for community-science projects with the Vista Variables in the Via Láctea Survey with applications that includes: Identification and Classification of candidate galaxies and transients within them; Classification of light curves; Monitoring of the galactic centre; Monitoring of some solar system objects. The first phase of this project involves the eyeball detection/ classification of galaxies and the monitoring of supernovae and is being developed in python as part of Juan Bautista Cabral's PhD thesis.

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ALFABETIZACIÓN EN ASTRONOMÍA DE DOCENTES DE EDUCACIÓN PRIMARIA Y DE EDUCACIÓN SECUNDARIA EN LA PLATA

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La educación de este siglo tiene como uno de sus retos alcanzar la alfabetización científica de todos los ciudadanos para que comprendan y tomen decisiones sobre el mundo natural y sus cambios originados por la actividad humana utilizando el conocimiento científico. En esta misión los docentes de los niveles obligatorios de enseñanza juegan un papel clave por su rol de agentes multiplicadores del conocimiento. Se requiere, entonces de una adecuada alfabetización en ciencias de los docentes o, como mínimo, que dominen los temas científicos a enseñar.

En el campo de la Astronomía, numerosas investigaciones han señalado que maestros de primaria y estudiantes de profesorado poseen una escasa formación en estos temas (Camino 1995 y 1999, Gangui 2010), que frecuentemente presentan a los alumnos concepciones alternativas o no científicas de los fenómenos astronómicos cotidianos (Kriner 2004, Vega Navarro 2007, Gangui et al 2010); a lo que se suma la presentación confusa o errónea de algunos temas astronómicos en los textos escolares (Kriner 2004).

Desde 2011, la Facultad de Ciencias Astronómicas y Geofísicas, UNLP, ofrece un curso de capacitación destinado a fortalecer y actualizar los contenidos académicos y didácticos de los docentes del distrito La Plata utilizando diversas estrategias didácticas. Los contenidos comprenden los temas astronómicos de los diseños curriculares vigentes.

La evaluación diagnóstica de los conocimientos previos de los docentes cursantes sobre los contenidos de mayor presencia en los diseños curriculares mostró resultados similares a las investigaciones arriba mencionadas. Referente a los movimientos de la Tierra, en promedio, el 54% poseía conceptos erróneos y el 16% no los sabía; con referencia a la Luna el 56% poseía conceptos erróneos y un 4% no los sabía. Los resultados del curso mostraron que el 95% de los docentes revirtió sus conceptos previos erróneos, que adquirió criterios para la búsqueda de fuentes de información confiables y que el grado de conocimientos disciplinares y didácticos alcanzados por los docentes garantiza el efecto multiplicador de esta propuesta.

Esta capacitación fue acreditada con puntaje por el organismo educativo provincial en 2011, 2012 y 2013.

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LEARNING EVALUATION OF MOON'S SYNCHRONOUS ROTATION MEDIATED BY COMPUTATIONAL RESOURCE

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We report in this poster a learning evaluation about Moon's synchronous rotation by analyzing results of the use of hypermedia The Sun, Earth and Moon in blended learning intervention of an introductory physics discipline. The animation is displayed in a dynamic interactive screen on which the user has control of the progress of the animation sequence. The results are obtained from quantitative and qualitative analysis of issues drawn from a pre-test and a learning assessment counting with 77 students respondents. Learning outcomes indicate that animation helps in learning the phenomenon of Moon's synchronous rotation and students evaluate the use of animations as a motivator and facilitator of learning.

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"PLANETÁRIO E TEATRO DIGITAL JOHANNES KEPLER" AND ITS INSTITUTIONAL PEDAGOGICAL PROJECT

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This work relates the reception of schools, started on August 2012, in the astronomic laboratory of the "Planetário e Teatro Digital Johannes Kepler", located in the "Sabina - Escola Parque do Conhecimento" in Santo André, São Paulo. The idealization of this project, authorship of Marcos Calil, PhD, consists in four apprenticeship environments disposed around the planetary dome. They make reference to the System Sun - Earth - Moon (Tellurium), Solar System, Astronautic and Stars. On Tuesdays and Wednesdays the astronomic laboratory is used by Santo André municipal schools for focused lessons, being possible on Thursdays scheduling for private and public schools. On weekends and holidays is

opened for the visitors. Since the inauguration to the beginning of activities with students, the monitor team was guided and trained on contents of Astronomy and Aeronautic to execute the schools service. This is done in four stages, which are: reception, course through the astronomic laboratory, dome session and activities closure. During the reception the acquaintance rules are passed on for a better visit. Before starting the course the monitors do a survey about the previous knowledge of the students. On the astronomic laboratory resources of the environment are used to explain the contents of Astronomy and Astronautic, always considering the age group and the curriculum developed in classroom. After the course the students watch a planetary session supporting the contents seen on the astronomic laboratory. At the end a feedback is done with the students about the subject discussed. During the visit the teachers fulfill an evaluation about the place and the service. From August 2012 to November 2012 were attended between municipal, public and private schools. From the 4932 students attended, 92% belonged to the municipal network, 5% to the private network and 3% to the public network. From the 189 evaluations done by the teachers, 97.8% were satisfied, 2.1% partially satisfied e 0.1% unsatisfied with the reception promoted by the team of the planetary. Meantime the satisfaction presented on the evaluation is thought that the use of non-formal places is an ally of apprenticeship. The "Planetário e Teatro Digital Johannes Kepler" by its team collaborates for an education and divulgation of the Astronomy and Astronautic make part of the reality and quotidian of the students of the city of Santo André.

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BRAZILIAN ERATOSTHENES PROJECT

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The objective of Brazilian Eratosthenes Project is the development and application of teaching training actions according the "docent autonomy" concept to basic Astronomy Education. Argentina coordinates the project in South America, but Brazil works in this project since 2010 with the theme "Projeto Eratóstenes Brasil" in the homepage: <http://sites.google.com/site/projetoerato>. Two schools measure a sticks shadow and communicate their results. After, they calculate an average radius