

Opening Address



Astronomy Education

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Dear friends,

The idea of creating this journal arose spontaneously, although in reality it seems to have been maturing for quite some time.

Working with teachers and conducting professional development courses, we became aware of an acute shortage of platforms for discussion and exchange of experience, and we saw just how strong the demand is for professional dialogue. At the same time, we realized that such a publication would have both potential authors interested in sharing their findings and practices, and potential readers—highly motivated teachers, methodologists, and science communicators committed to professional growth and to the advancement of astronomy education. All that remained was to bring them together.

As Yefrem Levitan once observed, in a vast country with its many institutes, laboratories, and academicians, the principal scholarly results in the methodology of teaching astronomy are often produced by “enthusiastic volunteers.” This idea remains true today. Astronomy education continues to develop through the combination of professional responsibility, scholarly culture, pedagogical mastery, and the personal commitment of those who devote themselves to this work.

During our discussions, it was decided that the journal should also be addressed to young people—university and school students interested in astronomy and astronomy education. On the one hand, this helps avoid a drift into pedagogical scholasticism; on the other, it provides an additional incentive for the development and publication of genuinely востребованных methodological materials, which are always in short supply.

The journal is conceived as a peer-reviewed publication that is friendly to authors and attentive to the substance of the materials submitted. The editorial process is designed to be as supportive of authors as the format allows. We have deliberately avoided excessive regulation of the content, length, and structure of manuscripts. What matters fundamentally to us is the scholarly and methodological soundness of publications, their relevance, timeliness, and significance for the development of astronomy education. The editorial board and reviewers see their task not only as providing expert evaluation, but also as helping authors improve their work.

We hope that the journal will become a meaningful and useful platform for professional communication, a meeting place for experience and new ideas, for scholarly knowledge, pedagogical practice, and educational outreach.

We invite authors, reviewers, and readers—professionals and enthusiasts alike, everyone who cares about astronomy education—to collaborate with us.