

Editorial

Dear Readers,

We would like to introduce the inaugural English issue of the Social Education Journal. Following the foregoing single-concept issue which has until now contained a topic subject (the relation between social education and social work), this issue is again open. In spite of that, in the articles introduced in this issue there seems to be a common denominator, one which is represented by a dialogue between environments, between the theoretical and empirical and between professional discourse and the public opinion.

The editorial board has been subjected to some personal changes during the last few months. First of all, we would like to thank the editor-in-chief Jiří Němec and the editor of the manuscript Radim Šíp for their three-year cooperation with our editorial board. We have appreciated the mutual cooperation and are happy that we can continue with the editorial board with Soňa Vávrová as its new member. Jakub Hladík became the new editor-in-chief of the Social Education Journal. The editorial board has been also reinforced by two new study editors, namely Karla Hrbáčková and Dušan Klapko. Jan Kalenda became the new reviews of books and information editor.

Consequently we will outline the editorial board's activities for the next time period. Next year in 2017, we will start with new scopes of studies along with the following changed instructions intended for authors:

- the recommended scope of study abstracts amounts to 900–1.500 characters including spaces;
- the recommended maximum scope of a study (full-text) amounts to 45.000 characters including spaces (it goes for all parts of the study);
- the maximum number of key words stays without changes and amounts to at most ten.

In terms of double-sided anonymous review procedure, the Social Education Journal will respect the recommendation of the American Psychological Association, which has issued its Publication Manual of the APA (6th edition, 2010) for these purposes. We are further respecting these conventions in terms of requirements on the bibliography citations, and expanding it to address other fields (text structures, text contents and presentation of results). We would therefore like to ask authors/reviewers to read this manual before publishing or reviewing in the Social Education Journal. We intend to bring the journal to a higher qualitative level in line with international standards.

It can be stated that activities of the professional journal's editorial board is not easy and there is a direct pioneering work if we take into account the other tasks, including directing the journal and the formulation of goals, means and visions. For this reason, we appreciate every published issue.

Now we are going to introduce the contents this issue's topic. An introduction to theoretical study entitled **Testing of Intellectual Abilities in Various Sociocultural Environments** opens a remarkable discussion about an highly relevant subject concerning fair testing of children in diverse sociocultural environments. Its author Denisa Denglerová focuses on not only a history of the development of testing intellectual abilities and their possible misuse, which she has demonstrated by means of four examples, which examine relations between intelligence and the instruments to measure it in diverse sociocultural environments. She, however, accents especially different options of assessment in such a way that they shall be widely used without reference to an environment from which an individual comes.

Following is an empirical study entitled **Teacher Self-Efficacy within the Context of Socially Disadvantaged Pupils' Education** by authors Anna Petr Šafránková and Karla Hrbáčková. Here, we meet phenomenon of a dissimilitude based on socialization in diverse sociocultural environments. The study, based on sociocultural theories of A. Bandura, obtains its main findings from research

procedures focused on the relationship between teachers' perceptions of their own efficiency against the perceptions of aspects concerning the education of socially handicapped pupils. Currently in the Czech education environment there is an important discussion about inclusion. That is why we are pleased that we are able by means of the given study to give space (at least marginally) to this topic.

The third study, titled **Proactive Coping Behavior in Sample of University Students in Helping Professions** by author Jitka Vaculíková, represents an empirical study as well. The author presents an item and scale analysis of the Czech version of the Proactive Coping Inventory (PCI) on a selected sample of university students in helping professions as well as the PCI subscales correlations with a subjective well-being, social support and depression. Furthermore, the author has been focused on using proactive coping according to gender, age, specialization and year of study.

The fourth study, **Selected Aspects of Social and Legal Protection of Children: Expert Approach versus Public Opinion**, represents two basic levels of the phenomenon under research: searching and finding a cross-point between the expert discourse (so called epistemology communities) and of the public opinion. Authors Soňa Vávrová, Jitka Vaculíková and Jan Kalenda indicate the co-existence and the possible antilogy of these two approaches through selected aspects of the social and legal protection of children. The study presents an interesting dialogue examining these two approaches.

This issue also contains another in a series of interesting **interview**. Professor Carl A. Grant from the School of Education at the University of Wisconsin-Madison is among the most important experts in the field of multicultural education in the United States. During his long academic career he has written many books and professional studies which represent a valuable source of information and inspiration for readers around the world. We very much appreciate the fact that Carl A. Grant found the time to respond to the questions we sent him. You will find in the discussion Grant's point of view on average multicultural life in the United States, both in the past and today. Grant also considers what is relevant for successful multicultural education and offers his outlook on the struggle for equality and equity in education for all people. We have concluded the interview with a short **profile in multicultural education** (representing medallion) and a **book review** of Carl A. Grant's book *Multiculturalism in education and teaching. The selected works of Carl A. Grant*, concluded by Jakub Hladík. We intend in November 2017 to publish an issue of Social Education Journal focused on the diversity in education. The section "The Guest of the Journal" in this issue might represent a very interesting inspiration for authors.

The presented issue is concluded by Eva Šmelová with a **book review** of the publication *Play and its use in the pre-school age* (2014) from author Eliška Suchánková. Lastly, we would like traditionally to thank all the members of the editorial board, the authors and especially the reviewers for their cooperation to produce the first all-English issue of this journal. Furthermore, our thanks belong to all members of the editorial board and to others who participated and continue to participate in creating and building the journal.

Editorial board