

Editorial

An Introduction to the April 2017 issue

Dear readers,

In the following text we would like to introduce you this year's first issue of the journal *Sociální pedagogika* | Social Education. This time, we did not select a monothematic issue variant; however, there is an apparent tendency in the contributions to focus on current topics in the field of social education. The April issue is composed of five entries from the section of expert studies, of which two we have received from our partners from abroad.

As for the first one, we included an overview study called **Volný čas ve výzkumném diskursu v konsekvencích témat sociální pedagogiky** (Leisure Time in the Research Discourse in the Consequences of Themes of Social Pedagogy) by Veronika Kolaříková and Jiří Němec from the Masaryk University in Brno. The study was aimed at methodologic designs of both local and foreign researches which were thematically selected on the basis of searching through electronic databases. The authors of the study presented clear evaluating and comparing criteria and based their method of analysis on the view of current ways of spending leisure time. Precisely, the authors described the output of eight research studies processed by quantitative methodology. The presented output mainly describes relationships between variables. The individual studies originated in the area of the USA, China and the Czech Republic.

The second study is the work of a Canadian author Katarzyna Twarog. Katarzyna is currently studying at a Swedish university in Stockholm. In her contribution called **Citizenship Education Cultivating a Critical Capacity to Implement Universal Values Nationally** (Kultivace kritického myšlení k implementaci univerzálních hodnot vnitrostátně) she is concerned with the issue of citizenship education from the view of inclusive society. The author based her study on the work of Marth Nussbaum and James A. Banks, representatives of two different approaches towards citizenship education. In the next part of the text, she included other authors as well – for example the Brazilian social education expert and philosopher Paul Freire. The text directly describes the issue of citizenship, multiculturalism and diversity in the context of pupils' critical-thinking development and of creation of their values. The entry takes a form of theoretical study.

In the third paper, a team of authors from an American university in Minnesota, Brian Abery, Renáta Tichá and Laurie Kincade, deals with the issue of mechanisms of social inclusion which can be applied to countries in Central and Eastern Europe. The contribution called **Moving Toward an Inclusive Education System: Lessons from the U.S. and Their Potential Application in the Czech Republic and Other Central and Eastern European Countries** (Kroky k inkluzivnímu vzdělávacímu systému: Poučení z USA a možnosti jejich uplatnění v České republice a dalších zemích střední a východní Evropy) firstly describes the historical development of the process of social inclusion in the education system in the USA, then it deals with defining of inclusive education and follows with a summary of research associated with the selected issue. In the presentation, it is not a primary goal of the issue to present historically comparative analysis, but it should inspire readers to make use of implementing mechanisms of inclusion in their education environment.

The fourth contribution in our magazine takes a form of a research study and is called **Sklony ke konformitě jako potenciální sociální limit rozvoje nadání žáků** (Inclinations to Conformity as a Potential Social Limit of Giftedness Development). The text was written by Ilona Kočvarová and Eva Machů from the Tomas Bata University in Zlín. This interesting and demanding research topic is processed via two-factor semantic differential ATER applied to a sample of 86 talented pupils (already tested by Mensa) from 6- or 8-year grammar schools (a Czech type of secondary schools). The results are interpreted on the basis of rational choice theory, precisely on the relationship between

the effort made and the cost of pupils' effort. In the conclusion of the article, the authors name recommendations for educational practices which are able to minimize talented pupils' conformity in order to avoid creating social barriers between those pupils.

The fifth contribution is a research study as well; it is based on a quantitative methodological approach. The author of **Spiritualita u studentů sociální pedagogiky a dalších oborů pomáhajících profesí** (Spirituality among Students of Social Pedagogy and Other Fields) is Ondřej Vávra, Soňa Vávrová and Olga Pechová from the Palacký University Olomouc and the University of Ostrava. The presentation brings, besides theoretical definitions of the term "spirituality," a detailed description of the research method represented by many samples of numeral data. The data collection method for investigating a level of spirituality of 334 respondents was a Spiritual orientation questionnaire. The focus of the entry is, besides other things, the field of education of students of care occupations in relation to encouragement of development of their level of spirituality as a factor for an optimal lifestyle.

In the April issue, we also introduce an entry by Spanish author Sabina de Juan López in **Window to the world** (Okno do světa) section. He dealt with defining the profession of social pedagogue in Spain and the context of creating this profession as well. We consider the most important part to be mainly invitations to optimize conditions and to appreciate this profession, which he addressed at the end of his presentation.

Among the **reviews** (recenze), we included an objective evaluation of a monography by Čeněk, Smolík and Vykoukalová – Interkulturní psychologie. Vybrané kapitoly (2016) by Michal Ševčík. The second review was written by Kateřina Glumbíková who gets readers familiar with a monography by Soňa Vávrová, Karla Hrbáčková and Jakub Hladík called Porozumění procesu autoregulace u dětí a mladistvých v institucionální péči (2015).

In conclusion, we would like to thank all members of the editorial board, the authors and reviewers for their cooperation on this issue. Without the energy we shared and the determination to build a respected scientific journal dealing with a unique topic, we would not have accomplished what we have so far.

The editorial staff