

Editorial

Dear Readers,

It is a great honour to introduce you the new issue of the e-PEDAGOGIUM Journal which presents 10 contributions focusing on different areas and aspects of the pedagogical theory and practice.

In the first contribution, the authors Polášek & Sedláček describe interesting opportunities of data analysis in the pedagogical research. The aim of their contribution is to present new possibilities for the statistical analysis of pre-test/post-test data types measured in a pedagogical experiment.

The issue of development of information technology competences at the University as a place of scientific research and of education of intellectual elites is processed by the author Muchacki in his theoretical study.

The authors Kocourková, Kantorová & Šafránková, take a deeper look at the problem of factors influencing the level of primary prevention of risk behaviour in preschool education institutions, perceived also within the dimensions of school climate. Their results are based on the research focused on evaluation of the level of primary prevention of risk behaviour from the perspective of kindergarten teachers

Individual aspects of language competences and the Czech language as a second language in the context of *Diagnostic Tests For The Children of Immigrants Attending Primary Schools* are presented in the paper by Vodičková & Kostecká.

Kliment & Šotola describe the current approach to and education of Muslim pupils at schools in the Czech Republic. In addition to the theoretical basis of accommodation and assimilation as well as the educational diversity itself, they also point out the importance of well functioning connection and cooperation between the pupils, parents and teachers

The theoretically conceived contribution from the author Hanáková focusing on hearing disability and options of implementing early intervention is titled *Early Intervention in Context of Special Education – Communication between Parents of Hearing Impaired Children and Professionals with an Emphasis on Auditory-verbal Therapy*.

Interesting empiric findings on the knowledge of teachers at standard elementary schools about pupils with special educational needs are brought in the paper by Horvátová & Finková. Their main finding is that the teachers missed important information and knowledge of special educational needs in integrated pupils, and methods of inclusion.

Another contribution thematically focused on the area of hearing disability introduces the findings of the author Wu, who in her research focused on the Educational Placement and School Adjustment for children with cochlear implant in the Chinese Province of Sichuan.

Potměšilová & Potměšil present some interesting aspects of Art Therapy as an important part of the curriculum within the training of future special pedagogues. The authors analyse selected aspects of education in art therapy for students of special pedagogy at the Faculty of Education, Palacký University Olomouc and the Sichuan Normal University in Chengdu.

The last scientific paper titled *Comparison of live satisfaction and its components in current teachers and selected profession groups*, from the collective of authors Sigmund, Kvintová, Pugnerová & Hřebíčková, describes the results of an extensive research which involved a total of 544 adults from various professions, of which 213 were teachers. It is especially noteworthy among their remarkable results that the highest values in teachers were scored in the item of satisfaction with own children and partnership and on the contrary, while the lowest values of teachers' life satisfaction were reported in the item of finance.

As usual, apart from the aforementioned professional contributions, this issue of the e-PEDAGOGIUM magazine also contains two reviews of the books published in 2013, in particular: *Special education teacher* and *Theory and Practice of Geometric Manipulations in Primary Education*.

We believe that the findings and conclusions from the presented works will contribute not only to extension of the theoretical platform of the particular scientific fields but will be also a valuable driver to support and enhance pedagogical practice.

Thank you for your cooperation in 2014 and wishing you many personal and professional successes in 2015.

Vojtech Regec and editorial Board of the e-PEDAGOGIUM Journal