

Introduction

Dear readers

There are no major or minor, main or marginal topics in pedagogical or even general research. What makes a research then? Is it the point of view that is important, or individual perception or personal interest of the researcher? Or is it a manifestation of the gradual growth of the society and its mental maturity to solve the problem? From originally marginal research tasks and confusing research terrain, serious issues involving the whole society can arise.

In the social sciences, should a researcher, or rather does the researcher has to respond to the current social, political or economic situation? Is it a duty or a good will, a superficial effort or a deep interest?

The direction of pedagogy towards socially important topics is evident from research works that deal with inclusion, transdisciplinary issues of pedagogical phenomena, or addresses issues of intercultural education in the context of the refugee crisis. We would also expect an emergence of research activities in the field of environmental education, the use of new technologies in schools, cultural diversity in education, operational literacy and identifying hidden strategies in the learning process, application of cognitive science, developing soft skills and functional literacy, networking and collaborative learning and teaching, using graphic facilitation and motion design in education.

What are the strategies for choosing the research topic; is it a qualification thesis or an establishment of the long-term research task of one's workplace? Rather than a closed circle, it is important to strive to create a spiral in which another level implies a certain impact on the subject under consideration. Respecting the factors that should be perceived as a normal part of the process can significantly influence this choice. The first step should be the academic freedom of inquiry, the desire to know and learn as much as possible about the phenomenon. No less courageous is the need to embark on the exploration of sensitive and taboo themes.

In addition, a utilitarian point of view must be considered - the financial background of commercial research, the social assignment, or the possibility of achieving the required assessment of scientific performance.

It is necessary to ask whether current research activities can influence the way society is viewed and contribute to addressing its current issues, including negative phenomena, or cyclical production of stereotypical recommendations for practice that are not innovative and essentially resign to search for ways to quality education for the future.

Editors