

Introduction

Dear readers,

in the final issue of the 2021 edition of e-Pedagogium we focused on texts dedicated to research in the field of non-teaching pedagogy. The articles are mainly focused on the topics of leisure and social pedagogy that overlap into social work and prevention of socially negative phenomena.

First we would like to present a paper that investigates possible positive correlations between intrinsic motivation to pursue a profession and the age of a leisure teacher. Gerald Tritremmel sheds light on two aspects of education in Austrian full-day school types, namely care and education.

This text is followed by a research paper by Miloslava Šotolová, which deals with the current topic of professional identity of social workers focusing on the formation of professional identity during undergraduate studies. The article searches for the connection between work experience and its influence on the formation of professional identity of students after the completion of compulsory internship. In the theoretical introduction, the author starts from the characteristics of identity as an initial concept for understanding professional (personal) identity. In this article, we find an attempt to respond to the changing needs and innovations in tertiary education of social work students as well as to the demands of social work practice.

A team of authors led by Patricia Huion deals with the issue of youth and persons at risk of radical movements of various orientations. In their article, they have attempted to summarize their findings and experiences with the process of designing a design thinking course, using this very approach in the context of the covid-19 pandemic.

This issue is concluded with an empirical study by Michal Černý, in which he analyses students' perceptions of the ideal higher education after the covid-19 pandemic. As the preliminary findings show, students reflect on their experiences with online distance education and point to the need to change the design of frontal lectures, work with lesson recordings, emphasize the social aspects of learning and the need to find appropriate solutions for hybrid forms of teaching.

These findings cannot be generalized and therefore we open a discussion on the perspectives and possible innovations in the way of education not only in universities, but also in other types and levels of schools. It turns out that distance education brings many problems that only emerged after a certain period of time had passed, when distance education was launched due to a persistent pandemic. Teachers and students alike quickly had to cope with a completely new approach to teaching, with the loss of social contact, with the impossibility of participating in face-to-face teaching at school. It is clear that contact teaching is indispensable for pupils, especially those of younger age. Such a statement, however, does not mean that today's schools should resign themselves to innovative approaches to education. We welcome theoretical and empirical studies or research that reflect the current situation of teaching in the post-covid era at all levels of schools. At the same time, in the new class of 2022, we would also like to focus on the ethics of scientific work, social relations in the academic community, and possible changes and perspectives in the direction of educational research.

We would also like to thank all the reviewers who contributed to the evaluation of the manuscripts submitted to the editorial office in 2021 and thus contributed to maintaining the quality of our journal.

Editors