

Editorial

Dear readers,

in our fourth issue of the thirteenth year of the journal includes articles, which follow and complement commenced content-oriented line of research devoted to the issues of a teacher's personality, especially from the point of view of his responsibilities, preparation or teaching methods.

Authors who contributed to the current issue, got in to teaching positions through research studies devoted to the personality of the teacher in terms of inclusive pedagogy, social or optical theoretical bases of constructivist learning theory.

The article authors Vladimira Kocourková and Anna Šafránková deals with the roles of the teacher and his relationship to socially disadvantaged pupils in the Czech educational environment. The authors analyze the first results of the research, the task was to identify the specific characteristics of the attitudes of individual teachers.

Self-reflective diary as a research tool, and its possible use. This will be introduced by Adriana Wiegerová and Alena Lampertová.

More articles will focus on the research in the field of professional training of future teachers.

The team of authors under the supervision of Petra Matošková then examined the tacit knowledge of the students as a factor that can affect the success of studies at the university. The aim of the survey was to clarify the nature of this phenomenon.

Two possible approaches to psychosomatic preparation oriented on personal and social development of students' social pedagogy compares and analyzes Pavla Andrysová.

In the section devoted to reviews, short reports, then, in addition to several reviews, you will also find a message from Jana Majerčíková from a conference called Paths to Democracy in Education® XIV, which is our journal media partner.

As for the other concepts and possible courses of the journal e-Pedagogium in the coming year, we would like to focus on the following main topics:

Paradigms and theories in contemporary Czech and international Pedagogy.

Consilience and interdisciplinarity in terms of educational research.

Educational constructivism and its reflection in pedagogical theories.

Number three of the Journal in year 2014 which will come in September 2014, will be thematically focused on general pedagogy discourses in contemporary educational thinking, scientific literature, theory and practice.

We would therefore invite the authors send their contributions to these topics for a review process to the editor.

Thank you for your cooperation in 2013 and wishing you many personal and professional successes in 2014.

Board of editors of the e-PEDAGOGIUM journal