



# Educational Psychology – Vibrant and Emerging Topics

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We invite the reader to the special issue of *Pedagogika* 2022 “Educational Psychology – Vibrant and Emerging Topics”. This special issue brings our attention to the vivid topics our professional community is living with these days. The procedure of the call was widely open to the authors’ decision to assess the importance and relevance of their research interests to this special issue. What we present in this special issue could be then understood as a reflection of what a community of counselling, school and educational psychologists considers very important these days.

Educational psychology research sure aims to pursue primary psychology research in education across all ages and educational levels. As such, it potentially creates bridges between research and practice in schools and schooling institutions. This special issue could be understood as a mirror of where the potential to build these bridges exists within the Czech Republic educational psychology research community. The readers can see themselves that the topics this special issue brings are tightly linked by sharing their roots in metacognition, language, and social interaction theories. As such, the direct applicability of the knowledge presented here might face a burden. On the contrary, the potential of transfer of all presented topics to various levels or educational processes and educational institutions is unquestionable. The presented papers may facilitate individual educational professionals’ thinking about the presented key concepts.

In this special issue, we present four papers – three research papers and one theoretical review – and one report looking back to the 32<sup>nd</sup> International Conference of Psychology held in Prague, the Czech Republic, in late Covid-19 time.



Jaroslav Říčan and Ondřej Pešout in their contribution *Evaluation of Epistemic Beliefs Self-Report Questionnaires in the Czech Middle School History Classroom* clearly show that individual beliefs about what knowledge is and how people achieve it interact intensively with the reading comprehension skills of young adults in schools. Therefore, the key notion could be drawn here: literacy instruction that systematically builds specific field domain knowledge and makes reading engagement easier is an important aspect of today's curriculum.

Irena Smetáčková, Jack D. Simons and Petr Pavlík in their study *Czech Teachers' Attitudes Toward LGBT+ Students*, report the results of the survey conducted among lower and higher secondary school teachers in the Czech Republic to describe the variability of attitudes toward LGBT+ students in Czech schools. Authors, based on the results of their online survey, advocate for more transparent and explicit policy for teachers to understand the LGBT+ community and its specific need in schools.

Petra Kacafírková and her research team report an interesting intervention study, *Deliberate Teaching of Collocations – an Intervention Study of Czech Upper-Intermediate EFL Students*, on where it is clear that research-based knowledge brings essential cues for practice of second language learning. Rigorous procedures inspired by experimental psychological research revealed results directly applicable to the methodology of school-based foreign language learning and could be a great inspiration for all attempts to improve didactics of teaching English as a foreign language.

In her review article, *Mentalization and Its Use in Schools*, Magda Nišpónská analyses and discusses the psychological concept of mentalization and points to its importance in the professional training of current teachers. Mentalization is understood as a key construct for training programmes for teachers to practice their mentalization skills and thus help them understand and regulate difficult interactions with children within various classroom contexts; especially those with behavioural difficulties.

Research communities, not only in educational and school psychology, became hugely affected by the consequences of the Covid-19 pandemic. As the authors of some of our research papers mention and as the conference report summarizing the 32<sup>nd</sup> International Conference of Psychology in Prague clearly reveals, the Covid-19 pandemic transformed the way research communities interact with their relevant stakeholders and professional partners (schools, counselling services institutions, etc.). As a result of that, some traditional topics in Educational and School psychology might turned less important in favour of some other, currently more relevant issues and topics (for example, the use of digital tools to facilitate learning and self-teaching processes; transferability of school-based knowledge to the work markets and practice; the importance of thinking and learning and social skills training for modern school systems). Thus, the procedures and trajectories of transferring research-based knowledge to the educational practice nowadays cover such a complex topic as our special issue is revealing to our readers today.