

Editorial

DOI: [10.53349/resource.2024.is1.a1269](https://doi.org/10.53349/resource.2024.is1.a1269)

The focus of this special issue "Pedagogical Diplomacy II" is published under the auspices of Roman Hrmo and Lucia Krištofiaková, both affiliated to DTI University, former Dubnica Institute of Technology in Dubnica nad Váhom. This special issue of R&E-SOURCE aims to share relevant trends, research results and practical experiences in engineering pedagogy.

In order for teachers to effectively fulfil their tasks (education, training and personality development of learners), they require a deep understanding of their subject, good pedagogical training and a high level of general knowledge. In this field, the activity and importance of the "Internationale Gesellschaft für Ingenieurpädagogik" (short: IGIP) occupies an irreplaceable position.

IGIP was founded in 1972 at the University of Klagenfurt by Professor Adolf Melezinek. Establishing engineering pedagogy represented a step forward at that time, because never before had engineering and pedagogy been linked on a scientific level. Already in the 1970s, European integration and standardised profiles for educators were considered the most important factors for education, training and learning. Engineering pedagogy is a scientific cross-discipline that transfers the knowledge of pedagogy and psychology into the field of technical sciences in order to increase the didactic effectiveness of education.

The subject of engineering pedagogy is the knowledge required to prepare teachers for the education of future engineers in technical subjects. IGIP promotes scientific research, coordinates and supports international efforts and activities in the field of engineering education.

The main topics covered in this volume are teacher education, engineering education, new trends in industry didactics, accreditation, curriculum development, quality in education, technical teacher education, key competencies, networks of social sciences in engineering education, information and communication technologies in education, talent development, lifelong learning, problem situations in education.

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