

## *Editorial*

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This special issue, “To the Roots: Engineering Pedagogy”, is published under the editorial guidance of Roman Hrmo and Lucia Krištofiaková, both of whom are affiliated with DTI University. This edition of R&E-SOURCE seeks to disseminate contemporary trends, research findings, and practical insights in the field of engineering pedagogy.

To effectively fulfil their professional responsibilities – which include education, training, and the holistic development of learners – teachers must possess a comprehensive understanding of their subject matter, robust pedagogical training, and a broad general knowledge base. Within this context, the Internationale Gesellschaft für Ingenieurpädagogik (International Society for Engineering Education, IGIP) plays a pivotal role in advancing the discipline.

IGIP was established in 1972 at the University of Klagenfurt by Professor Adolf Melezinek. The formalisation of engineering pedagogy as an academic discipline marked a significant advancement, as it represented the first scientific integration of engineering and pedagogy. As early as the 1970s, European integration and the development of standardised educator profiles were identified as key priorities for education, training, and learning. Engineering pedagogy is an interdisciplinary scientific domain that incorporates principles of pedagogy and psychology into technical education to enhance instructional effectiveness.

The core focus of engineering pedagogy is the body of knowledge essential for preparing educators to teach future engineers in technical disciplines. IGIP actively promotes scientific research while coordinating and supporting international initiatives in engineering education. The key themes explored in this volume include teacher education, engineering education, emerging trends in field didactics, accreditation, curriculum development, quality assurance in education, technical teacher training, key competencies, the integration of social sciences in engineering education, information and communication technologies in education, talent development, lifelong learning, and challenges in educational practice.

We sincerely appreciate the meticulous language proofreading of this special issue conducted by Mgr. Andrea Fedorová.

**Roman Hrmo and Lucia Krištofiaková**