TOMÁŠ LINTNER

Contact information

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Research focus

Social data science | Network science | Research synthesis | Bayesian statistics | Data visualization

EDUCATION

• Masaryk University	PhD in Educational Sciences	Mar. '20 – Sep '24
• UCL Institute of Education	MA in Education	Sep. '18 – Feb. '20
• Masaryk University	BA in English Language and Literature	Sep. '14 – Feb. '18

EMPLOYMENT

• Dept. of Educational Sciences at MU	Assistant Professor	Jan. '21 – ongoing
• Mitchell Centre at UoM	Research Associate	Apr. '25 – ongoing
• Inst. of Psychology of Czech Acad. Sci.	Research Associate	Jan. '25 – ongoing
• Inst. of Social Sciences of Slovak Acad. Sci.	Research Associate	Jan. '25 – ongoing
• YoungLink	Program Evaluator	July. '23 – ongoing
• English4You	English Teacher	Sep. '18 – Sep. '20

RESEARCH STAYS ABROAD

• The Mitchell Centre for Social Network Analysis at University of Manchester (hybrid)	Apr. – Sep. '24
• Complexity Science Hub Vienna	Oct. – Dec. '23
• College of Education Styria	12–21 Apr. '23
• Department of Educational Sciences at Technical University Munich	7–28 Feb. '22
• The Mitchell Centre for Social Network Analysis at University of Manchester	29 Nov.–10 Dec. '21

RESEARCH PROJECTS

• Czech Ministry of Education: *MEDIS:ON – WP3 Education and Norms in Mediated Society* (CZ.02.01.01/00/23_025/0008713)	Jan. '25 – Dec. '28

- PI of a 26M CZK work package of a consortial research project funded by the Ministry of Education, focusing on AI literacy, mitigation of disinformation spread in society, and cyberbullying, using data scraping, big data analytics, and network analysis.

• GAČR: *The Moment of Change: How Peer-relationships Become Toxic and Healthy Again Using a Catastrophe Theory* (GA25-15697S)	Jan. '25 – Dec. '27

- collaborator on a research project funded by the Czech Science Foundation, focusing on bullying in schools using EMA and network science methods.

• VEGA: *The quality of empirical evidence in psychology and education* (APVV-23-0421)	Jan. '25 – Aug. '27

- collaborator on a meta-scientific research project funded by the Slovak Science Foundation, focusing on quality of psychological empirical evidence.

• Czech Ministry of Education: *Institute SYRI* (LX22NPO5101)	July '22 – Dec. '25

- collaborator on a consortial research project funded by the Ministry of Education, focusing on mitigation of systemic societal risks.

• GAČR: *Collectivity in dialogic teaching: An intervention study (CoDiTe)* (GA21-16021S)	Jan. '21 – Dec. '23

- collaborator on a research project funded by the Czech Science Foundation, focusing on classroom communication and peer interactions.

- GAMU: *Equity and Participation in Lower-secondary Classrooms* (MUNI/A/1041/2021)   Jan. '22 – Dec. '22
  - PI of a 56k CZK research grant for specific research at Masaryk University, focusing on equity in education.
- IGA MU: *Studying Student Communication During Synchronous Online University Teaching with Social Network Analysis* (MUNI/IGA/1350/2020)   Jan. '21 – Dec. '21
  - PI of a 500k CZK research grant for excellent PhD students at Masaryk University, focusing on dynamic social network analysis.

TEACHING AND SUPERVISION ACTIVITIES

- Teaching Sociology of Education (BA course), Quantitative Methods (MA course), and Comparative Education (MA course).
- Supervisor of diploma and seminar theses of BA Education students at the Department of educational sciences at Masaryk University with 11 graduated students so far.

ACADEMIC ACTIVITIES

- Member of the Academic Senate of Masaryk University (2021-2023).
- Guest reviewer for Learning and Instruction, Teaching and Teacher Education, Current Psychology, Journal of Applied Research in Higher Education, and Studia paedagogica.

CERTIFICATES, COURSES, AND WORKSHOPS

• MIT	MicroMasters Program in Statistics and Data Science	Jan. '25 – Dec. '25
• Institute SYRI	SYRI Mentoring Program	Jan. '23 – Dec. '24
• ETH Zurich	NETHIKE 2023 Summer School	Oct. '23
• Networks2021	Semantic Brand Score workshop	June '21
• Networks2021	Bayesian ERGMs with the Bergm package for R workshop	June '21
• University of Konstanz '20	POLNET+ 2020 Summer School – Comparing Networks	May
• UPenn on Coursera '19	Network Dynamics of Social Behavior	Dec.
• Stanford on Coursera '19	Social and Economic Networks: Models and Analysis	Dec.
• Masaryk University	English Language State Exam - CEFR C2	Jan. '18

MISCELLANEOUS

- Languages: English (C2), Slovak (C2), Czech (C2), German (B2)
- Software: extensive *R* programming skills for both data analysis and visualization (statnet, igraph, ggplot, ggnet, goldfish, metafor, brms, lavaan, blavaan), Gephi

LIST OF PUBLICATIONS

Lintner, T., Klocek, A., Ropovik, I., Kollerová, L. (2025). Relational dynamics in bullying, victimization, and defending perceptions. *Aggressive Behavior, 51*(1), 1-15. https://doi.org/10.1002/ab.70020

Sedova, K., Sedlacek, M., Salamounova, Z., **Lintner, T.,** Svaricek, R., Vlcek, J., ... Rozmahel, I. (2025). Let them all talk: equitable participation in classroom dialogue as a result of an intervention programme. *Language and Education*, 1–19. https://doi.org/10.1080/09500782.2025.2454637

Lintner, T. (2024). Effects of performance-based financial incentives on higher education students: A meta-analysis using causal evidence. *Educational Research Review*, 100621. https://doi.org/10.1016/j.edurev.2024.100621

Lintner, T. (2024). A systematic review of AI literacy scales. *npj Science of Learning, 9*(1). https://doi.org/10.1038/s41539-024-00264-4

Lintner, T. (2024). No Evidence for Social Selection and Peer Influence on Grades and Literacy Among Early Adolescents Through Friendship Ties. *The Journal of Early Adolescence*. https://doi.org/10.1177/02724316241271424

Lintner, T., Diviák, T., & Nekardová, B. (2024). Interaction dynamics in classroom group work. *Social Networks*, *79*, 14-24. https://doi.org/10.1016/j.socnet.2024.05.002

Lintner, T., & Belovecová, B. (2024). Demographic predictors of public speaking anxiety among university students. *Current Psychology*. https://doi.org/10.1007/s12144-024-06216-w

Hlado, P., Lojdová, K., Obrovská, J., Šeďová, K., **Lintner, T.,** Fico, M., & Stupak, O. (2024). "The schools try, but…": A holistic perspective on the social adaptation of Ukrainian refugee students in Czech schools. *Learning, Culture and Social Interaction, 48,* 100854. https://doi.org/10.1016/j.lcsi.2024.100854

Šeďová, K., Obrovská, J., Hlaďo, P., Lojdová, K., Machovcová, K., Stupak, O., … & **Lintner, T.** (2024). 'They usually look happy.' Approaches to the adaptation of Ukrainian refugees in Czech schools. *Pedagogy, Culture & Society*. https://doi.org/10.1080/14681366.2024.2362965

Lintner, T., Diviák, T., Nekardová, B., Lehotský, L., & Vašečka, M. (2023). Slovak MPs' response to the 2022 Russian invasion of Ukraine in light of conspiracy theories and the polarization of political discourse. *Humanities and Social Sciences Communications*, *10*(1). https://doi.org/10.1057/s41599-023-02276-8

Lintner, T., Šeďová, K., Sedláček, M., Šalamounová, Z., Švaříček, R., Malíková, K., … & Nekardová, B. (2023). Relational and interactional dynamic network data from Czech lower-secondary school students. *Data in Brief*, 109641. https://doi.org/10.1016/j.dib.2023.109641

Lintner, T., Diviák, T., Šeďová, K., & Hlado, P. (2023). Ukrainian refugees struggling to integrate into Czech school social networks. *Humanities and Social Sciences Communications*, *10*(1). https://doi.org/10.1057/s41599-023-01880-y

Lintner, T. & Šeďová, K. (2022). Aiming for interactive online university lessons – a case study of two teachers during the transition to online teaching. *Studia paedagogica*, *27*(2). https://doi.org/10.5817/SP2022-2-1

Lintner, T. (2022). A social network perspective on formation of peer relationships in Czech lower-secondary classrooms. *Issues in Educational Research*, *32*(1). http://www.iier.org.au/iier32/lintner.pdf

Lintner, T. & Šalamounová, Z. (2021). Classroom Space and Student Positions in Peer Social Networks: An Exploratory Study. *Studia paedagogica*, *26*(2), pp. 49-75. https://doi.org/10.5817/SP2021-2-3

Lintner, T. (2020). Low socioeconomic school composition as an indicator of low educational attainment: Evidence from slovakia. *e-Pedagogium*, *20*(4), pp. 26-33. https://doi.org/10.5507/epd.2021.010

Lintner, T. (2020). Siete vo vzdelávaní: Možnosti využitia analýzy sociálnych sietí v pedagogickom výskume. *Studia paedagogica*, *25*(3), 153-185. https://doi.org/10.5817/SP2020-3-6