
TOMÁŠ LINTNER

Social data scientist · Leader of SATIS lab

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Research focus: Social data science · Dynamic network modelling · Human–AI interaction · Open science

EDUCATION

Harvard University — ALM in Data Science and Artificial Intelligence	June 2026 – present
Masaryk University — PhD in Hygiene, Preventive Medicine and Epidemiology	Sep. '25 – present
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 & SATIS Lab leader	Jan. '21 – ongoing
Mitchell Centre at UoM — Research Associate	Apr. '25 – Sep. '26
Inst. of Psychology of Czech Acad. Sci. — Research Associate	Jan. '25 – Dec. '26
Inst. of Social Sciences of Slovak Acad. Sci. — Research Associate	Jan. '25 – Dec. '26
YoungLink — Program Evaluator	June '23 – Dec. '26

RESEARCH STAYS ABROAD

The Mitchell Centre for Social Network Analysis, UoM	Apr.–Sep. '24, Nov.–Dec. '21
Complexity Science Hub Vienna	Oct.–Dec. '23
College of Education Styria	12–21 Apr. '23
Department of Educational Sciences, Technical University Munich	7–28 Feb. '22

RESEARCH PROJECTS

Czech Ministry of Education: MEDIS:ON – Education and Norms in Mediated Society (CZ.02.01.01/00/23_025/0008713)	Jan. '25 – Dec. '28
▸ <i>Co-PI of a 26M CZK work package of a consortial research focusing on AI literacy</i>	
MPSV: YoungLink Evaluation (Z.03.03.01/00/23_051/0004970)	Jan. '25 – Dec. '26
▸ <i>Co-PI of a 6M CZK applied research project focusing on implementation of sociometry in schools</i>	
GAČR: The Moment of Change (GA25-15697S)	Jan. '25 – Dec. '27
▸ <i>collaborator on a research project focusing on bullying in schools</i>	
VEGA: The quality of empirical evidence in psychology and education (APVV-23-0421)	Jan. '25 – Aug. '27
▸ <i>collaborator on a research project focusing on quality of psychological empirical evidence</i>	
Czech Ministry of Education: Institute SYRI (LX22NPO5101)	July '22 – Dec. '25
▸ <i>collaborator on a consortial research project focusing on mitigation of systemic societal risks</i>	
GAČR: Collectivity in dialogic teaching: An intervention study (CoDiTe) (GA21-16021S)	Jan. '21 – Dec. '23
▸ <i>collaborator on a research project focusing on classroom communication</i>	
GAMU: Equity and Participation in Lower-secondary Classrooms (MUNI/A/1041/2021)	Jan. '22 – Dec. '22
▸ <i>PI of a 56k CZK research grant focusing on equity in education</i>	
IGA MU: Communication During Synchronous Online University Teaching (MUNI/IGA/1350/2020)	Jan. '21 – Dec. '21
▸ <i>PI of a 500k CZK research grant focusing on dynamic social network analysis</i>	

TEACHING AND SUPERVISION ACTIVITIES

- Teaching Sociology of Education (BA course), Quantitative Research (MA course), Advanced Statistical Analysis in R (MA course), and Comparative Education (MA course).
- Supervisor of 2 PhD students and BA/MA diploma theses at Masaryk University, with 20 graduated students so far.

ACADEMIC ACTIVITIES

- Member of the Academic Senate of Masaryk University (2021–2023); member of the SYRI scientific board.
- Editor for BMJ Medical Education. Editor for the “Teacher Authority and Student Learning in the Age of AI” special issue in *Studia paedagogica*. Guest reviewer for *Journal of Computer Assisted Learning, Behaviour & Information Technology, Learning and Instruction, American Educational Research Journal, and Teaching and Teacher Education*.

COURSES AND WORKSHOPS

MIT — MicroMasters Program in Statistics and Data Science	Jan. '25 – Apr. '26
Institute SYRI — SYRI Mentoring Program	Jan. '23 – Dec. '24
ETH Zurich — NETHIKE 2023 Summer School	Oct. '23

MISCELLANEOUS

Languages: English (C2), Slovak (C2), Czech (C2), German (B2). **Software:** extensive R and Python skills.

PUBLICATIONS (LAST 5 YEARS)

- Lintner, T., Brücknerová, K., Nekardová, B., Navrátilová, J., Vlček, J., Šejnohová, K., & Belovecová, B. (2026). Doctoral problems and taboos: Silence, well-being and academic persistence in Czech doctoral education. *Higher Education Quarterly*. <https://doi.org/10.1111/hequ.70142>
- Lintner, T. (2026). Friendship fosters well-being, exclusion may hurt girls' mathematics: A two-wave cross-lagged panel model of peer relations, affect, and achievement. *European Journal of Psychology of Education, 41*. <https://doi.org/10.1007/s10212-026-01138-6>
- Lintner, T., Juhaňák, L., Žáková, M., Plch, L., & Ropovik, I. (2026). Generative AI use and academic achievement: A cross-sectional study of Czech seventh-grade students. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-026-14002-3>
- Lintner, T., Kubík, R., & Hužva, M. (2026). Emotional-state homophily in classroom networks: Evidence from K–12 students in the Czech Republic. *Current Psychology, 45*(2), Article 134. <https://doi.org/10.1007/s12144-025-08603-3>
- Klocek, A., Kollerová, L., Ropovik, I., & Lintner, T. (2026). Specific negative outcomes of bullying or victimization forms on psychological adjustment. *Journal of Emotional and Behavioral Disorders*. <https://doi.org/10.1177/10634266261417596>
- Lintner, T., Klocek, A., Ropovik, I., & Kollerová, L. (2025). How affective relationships and classroom norms shape perceptions of aggressor, victim, and defender roles. *Aggressive Behavior, 51*(1), e70020. <https://doi.org/10.1002/ab.70020>
- Lintner, T. (2025). Pre-primary education attendance protects against peer rejection in sixth grade. *Social Psychology of Education, 28*(1), 181. <https://doi.org/10.1007/s11218-025-10121-w>
- Lintner, T., Diviák, T., Šed'ová, K., & Obrovská, J. (2025). Revisiting Ukrainian refugees struggling to integrate into Czech school social networks. *Social Psychology of Education, 28*(1), 174. <https://doi.org/10.1007/s11218-025-10134-5>
- Lintner, T. (2025). No evidence for social selection and peer influence on grades and literacy among early adolescents through friendship ties. *The Journal of Early Adolescence, 45*(5), 651–666. <https://doi.org/10.1177/02724316241271424>
- Kollerová, L., Lintner, T., Ropovik, I., Klocek, A., Hlinka, J., & Strohmeier, D. (2025). How students (dis)like victimized classmates: A longitudinal network analysis. *Journal of School Violence*. Advance online publication. <https://doi.org/10.1080/15388220.2025.2577186>
- Hlado, P., Lintner, T., Juhaňák, L., & Harvankova, K. (2025). Bidirectional relationship between burnout and perceived work ability: Evidence from a two-wave study among teachers. *Applied Psychology: Health and Well-Being, 17*(5), e70075. <https://doi.org/10.1111/aphw.70075>
- Šed'ová, K., Obrovská, J., Hlado, P., Lojdová, K., Machovcová, K., Stupak, O., ... & Lintner, T. (2025). ‘They usually look happy.’ Approaches to the adaptation of Ukrainian refugees in Czech schools. *Pedagogy, Culture & Society, 33*(5), 1553–1574. <https://doi.org/10.1080/14681366.2024.2362965>
- 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, 39*(6), 1471–1489. <https://doi.org/10.1080/09500782.2025.2454637>
- Rapanta, C., Bhatt, I., Bozkurt, A., Chubb, L. A., Erb, C., Forsler, I., Gravett, K., Koole, M., ... Lintner, T., ... & Jandrić, P. (2025). Critical GenAI literacy: Postdigital configurations. *Postdigital Science and Education, 7*, 1296–1333. <https://doi.org/10.1007/s42438-025-00573-w>
- Lintner, T. (2024). A systematic review of AI literacy scales. *npi Science of Learning, 9*, 50. <https://doi.org/10.1038/s41539-024-00264-4>
- Lintner, T. (2024). Effects of performance-based financial incentives on higher education students: A meta-analysis using causal evidence. *Educational Research Review, 44*, 100621. <https://doi.org/10.1016/j.edurev.2024.100621>
- 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*, 43(30), 25215–25223. <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>
- 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, 758. <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). <https://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), 49–75. <https://doi.org/10.5817/SP2021-2-3>