TOMÁŠ LINTNER

computational social scientist · **social psychologist** · **epidemiologist** · **Leader of SΛTIS lab**

Department of Educational Sciences, Faculty of Arts, Masaryk University · Arne Nováka 1, Brno 602 00, Czech Republic

tomaslintner.com · tomas.lintner@mail.muni.cz · ORCID 0000-0002-1448-4064

EDUCATION

Masaryk University — PhD in Hygiene, Preventive Medicine and Epidemiology — Sep. '25 – present
Harvard University — ALM in Data Science and Artificial Intelligence — June '26 – 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 & SΛTIS 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
› Co-PI of a 26M CZK work package of a consortial research focusing on AI literacy

MPSV: YoungLink Evaluation (Z.03.03.01/00/23_051/0004970) — Jan. '25 – Dec. '26
› Co-PI of a 6M CZK applied research project focusing on implementation of sociometry in schools

GAČR: The Moment of Change (GA25-15697S) — Jan. '25 – Dec. '27
› collaborator on a research project focusing on bullying in schools

VEGA: The quality of empirical evidence in psychology and education (APVV-23-0421) — Jan. '25 – Aug. '27
› collaborator on a research project focusing on quality of psychological empirical evidence

Czech Ministry of Education: Institute SYRI (LX22NPO5101) — July '22 – Dec. '25
› collaborator on a consortial research project 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 focusing on classroom communication

GAMU: Equity and Participation in Lower-secondary Classrooms (MUNI/A/1041/2021) — Jan. '22 – Dec. '22
› PI of a 56k CZK research grant focusing on equity in education

IGA MU: Communication During Synchronous Online University Teaching (MUNI/IGA/1350/2020) — Jan. '21 – Dec. '21
› PI of a 500k CZK research grant focusing on dynamic social network analysis

TEACHING AND SUPERVISION

- 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 BMC 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

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

Žáková, M., & **Lintner, T.** (2026). Academic resilience in 75 education systems: How operationalization and threshold choices shape findings on protective factors. Large-scale Assessments in Education, 14, Article 44. https://doi.org/10.1186/s40536-026-00318-6

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., Šeďová, 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

Šeďová, K., Obrovská, J., Hlaďo, 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. npj 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

Lintner, T. (2020). Low socioeconomic school composition as an indicator of low educational attainment: Evidence from Slovakia. e-Pedagogium, 20(4), 26–58. 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), 153–337. https://doi.org/10.5817/SP2020-3-6