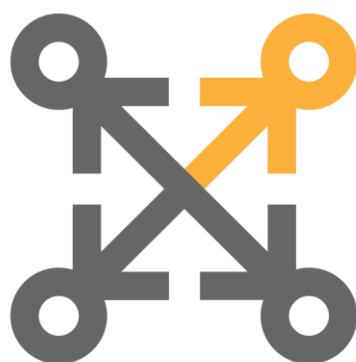


Questionnaire

**Summary of the main activities
of the Institute for Research in Social Communication
of the Slovak Academy of Sciences**

Period: January 1, 2016 - December 31, 2021



**INSTITUTE FOR
RESEARCH IN SOCIAL
COMMUNICATION SAS**

1. Basic information on the institute

1.1. Legal name and address

Ústav výskumu sociálnej komunikácie SAV
Dúbravská cesta 9, 841 04 Bratislava 4

1.2. URL of the institute web site

<http://www.uvsk.sav.sk/>

English version of the website: <https://uvsk.sav.sk/en/>

1.3. Executive body of the institute and its composition

During the evaluation period, there was a change in the post of director of the Institute. Long-term director G. Bianchi was replaced in 2018 by B. Lášticová, a mid-career researcher who started serving as deputy director and head of the Scientific Board at the beginning of the evaluation period. Another change was in the post of scientific secretary, filled by an early career researcher - L. Hargašová.

Directoriat	Name	Year of birth	Years in the position, form - to
Director	Mgr. Barbara Lášticová, PhD.	1975	2018 (July) - present
Director	doc. PhDr. Gabriel Bianchi, CSc.	1955	1993 - 2018 (June)
Deputy director	doc. PhDr. Gabriel Bianchi, CSc.	1955	2018 (July) - present
Deputy director	Mgr. Barbara Lášticová, PhD.	1975	2016 (March) -2018 (June)
Deputy director	prof. PhDr. Oľga Zápotočná, CSc.	1956	2009 -2016 (March)
Scientific secretary	Mgr. Lucia Hargašová, PhD.	1985	2017 - present
Scientific secretary	PhDr. Viera Rosová, CSc.	1947	2013 - 2017

1.4. Head of the Scientific Board

doc. Mgr. Miroslav Popper, CSc. (July 2018 – present)

Mgr. Barbara Lášticová, PhD. (2016 – June 2018)

1.4.1. Composition of the International Advisory Board

doc. PhDr. Martina Hřebíčková, Dr., DSc., Institute of Psychology of the Academy of Sciences of the Czech Republic, Brno, Czech Republic

Habil. Assoc. Prof. Anna Kende, PhD., Eötvös Loránd University, Budapest, Hungary

Prof. Paul Stenner, The Open University, Milton Keynes, United Kingdom

1.5. Basic information on the research personnel

1.5.1. Fulltime equivalent work capacity of all employees (FTE all), FTE of employees with university degrees engaged in research projects (FTE researchers)

During the evaluation period, the average FTE of all employees per year was 14.33, and the average FTE of researchers was 10.77. Our FTE fluctuations are mainly due to retirements, hiring three post-docs based on the competitive Štefan Schwarz scholarship of SAS, and project-funded hiring. In addition, a significant portion of research at the Institute is carried out by PhD. students who actively participate in our research projects but are not included in this table that involves only employees (see section 2.5.2 for more information about numbers of PhD. students).

2016		2017		2018		2019		2020		2021		2016-2021	
FTE all	FTE researchers	FTE all	FTE researchers	FTE all	FTE researchers	FTE all	FTE researchers	FTE all	FTE researchers	FTE all	FTE researchers	Average FTE all per year	Average FTE researchers per year
12.79	9.86	15.27	11.16	14.67	11.18	15.15	11.39	14.42	10.52	13.70	10.51	14.33	10.77

1.5.2. If applicable, add also a short information on the merger of the institute in the evaluation period.

N/A

1.6. Basic information on the funding of the institute

1.6.1. Institutional salary budget, other salary budget¹, non-salary budget²

Most of our salary budget comes from the institutional funding by SAS. However, the project-based salary funding increased significantly in the second half of the evaluation period, thanks to our intensified participation in big national (APVV) and European (DG Justice REC, Horizon 2020) projects. The same applies to the goods and services budget.

Salary budget	2016	2017	2018	2019	2020	2021	average
Institutional salary budget <i>[millions of EUR]</i>	0.227	0.270	0.290	0.347	0.374	0.361	0.312
Other salary budget <i>[millions of EUR]</i>	0.019	0.023	0.017	0.043	0.055	0.100	0.043
Total salary budget <i>[millions of EUR]</i>	0.246	0.293	0.307	0.390	0.429	0.461	0.354
Non-salary budget <i>[millions of EUR]</i>	0.098	0.092	0.094	0.112	0.134	0.206	0.123

¹ Salary budget originating outside the regular budgetary resources of the organization, e.g. from the project funding.

² Includes Goods and Services and PhD fellowships

1.7. Mission Statement of the institute as presented in the Foundation Charter indicating the years when it was adopted and revised

The Institute for Research in Social Communication of the Slovak Academy of Sciences was established in 1990. During extensive strategic planning sessions, we last revised our mission in September-December 2020.

The **mission** of the Institute is to perform basic interdisciplinary research, focusing on social communication and relations between people and groups in society. We build on the conceptual and methodological frameworks from psychology, educational science, and philosophy while bridging the scientific disciplines. We collaborate with local and international institutions in the fields of education and health and disseminate our research results to them. We train PhD. students in collaboration with Slovak universities.

We study the role of language, discourse, and communication in mutually interconnected areas:

- Intergroup relations (between majority and ethnic, sexual, language and other minorities);
- Transformation of intimacy, romantic relationships, and parenthood;
- Literacy and its development (Centre for Pedagogical Research);
- Citizen participation.

At the Institute, we also conduct cutting-edge research in other relevant areas – such as projects in the “society and technology” fields.

The Institute’s unique value lies in:

- its focus on the impact of research on society, especially in the field of education,
- its transdisciplinary and critical approach to social science research,
- its comparative, cross-cultural framework.

The current Foundation charter defines our mission as follows:

The Institute of Research in Social Communication of the Slovak Academy of Sciences was established with effect from 1.7.1990 on the basis of the resolution of the Presidium of the Slovak Academy of Sciences No. 57 of 19.4.1990. The name of the organisation was changed from the Cabinet of Social and Biological Communication Research to the Institute of Research in Social Communication of the Slovak Academy of Sciences by the Resolution of the Presidium of the Slovak Academy of Sciences No. 269 of 6 May 2010.

The main activity of the organisation is:

(a) conducting research in the fields of science and technology (hereinafter also referred to as "the fields"): psychological sciences (050100), educational sciences (050300), other related fields of social sciences (050499), other related fields of philosophy (060305).

(b) provision and management of research and development infrastructure to which the organisation has ownership or other rights; the extent of the research and development infrastructure to which the organisation will acquire rights by transforming into a public research institution will be determined by the protocol between the Slovak Academy of Sciences and the organisation pursuant to Section 21a(7) of Act No 133/2002 Coll. on the Slovak Academy of Sciences,

(c) acquisition, processing and dissemination of information in the field of science and technology and knowledge from its own research and development, in the fields referred to in (a); publication of the international scientific journal Human Affairs (ISSN 1210-3055, e-ISSN 1337-401X).

(d) participation in the implementation of study programmes of the third cycle of higher education,

(e) cooperation in the field of science and technology with universities, other legal entities carrying out research and development and entrepreneurs, in the fields referred to in point (a).

1.8. Summary of R&D activity pursued by the institute during the evaluation period in both national and international contexts.

Describe the scientific importance and societal impact of each important result/discovery. Explain on general level – the information should be understandable for a non-specialist (recommended 5 pages, max. 10 pages for larger institutes with more than 50 average FTE researchers per year as per Table 1.5.1.)

During the evaluation period, the Institute was a national leader and a respected international partner in a total of 20 research projects (with an average FTE of 10,77 researchers), focusing on the four thematic foci defined in the mission (see sections 2.4.1, 2.4.3, and 2.4.4 for the full list of projects). In addition to our long-term dedication to sexuality/intimacy, intergroup relations, literacy, and citizen participation, we also studied emerging societal issues concerning the relationship between society and technologies, namely human enhancement. Most of our projects have evolved around equal opportunities in education, healthcare, family, and academia. Our main themes are in line with the priorities of the Horizon Europe Cluster 2 – Culture, Creativity, and Inclusive society, mainly in our focus on intersectionality and the role of digital technologies in education and citizen participation.

Although our mission is to perform basic research, our results and expertise have provided scientific evidence to policy-making, particularly in education (literacy, sexual education, civic education, and educational reforms). Our national position is outstanding thanks to our strong relationship with practitioners and a strong accent on communication and dissemination of our results. In addition, the Institute became particularly present in the public arena during the COVID-19 pandemic due to a collaboration with the Institute of Sociology of the SAS and agencies involved in public opinion research and communication consulting. This collaboration resulted in a series of representative surveys mapping the attitudes and behaviours of Slovaks related to pandemic measures, and their mental health. These data provided substantial evidence and support for public authorities in designing communication about health-protective measures.

In the text that follows, we structure the presentation of our R&D activity according to the main thematic foci, with particular emphasis on our impact nationally and internationally.

A) Intergroup relations

Previous research suggests that prejudice reduction efforts successful in WEIRD („Western, Educated, Industrialized, Rich and Developed“) countries may be less effective in societal contexts with weak egalitarian norms. Hence in this line of research, we focused on normative contexts that foster prejudice in Central and Eastern Europe, as well as on interventions to reduce prejudiced attitudes in children and adolescents.

Reducing prejudice in schools. Previous prejudice-reduction interventions in Slovakia were not evidence-based, and their effectiveness was rarely measured. Hence, we developed and experimentally tested interventions with practitioners from a national NGO to improve intergroup attitudes and counter rising extremism in secondary schools (VEGA 2/0079/15, APVV-14-0531). In this effort, we drew on recent international research using stories to create a vicarious contact experience between members of different social groups. Contact interventions based on literary fiction or peer stories improved attitudes towards various minorities, including the Roma – the most stigmatized ethnic group in Slovakia. However, the interventions were most effective for those students who perceived their school normative climate as tolerant (Drál, Láštiová, et al., 2019) and who perceived the intervention facilitators as being genuinely engaged in the intervention (<https://doi.org/10.1002/casp.2579>).

Furthermore, we brought novel evidence pointing out the role of subsequent discussion in the effectiveness of story-reading interventions (Olhová, Láštiová, et al., accepted). Finally, in collaboration with the State School Inspectorate, we investigated the impact of history and civics knowledge on intergroup attitudes in a representative sample of Slovak secondary school students. This research showed that memorizing facts about history or civics does not consistently lead to more tolerant intergroup attitudes (Kalmárová, Láštiová, et al., 2017). The State School Inspectorate used these findings to object to the political pressures for adding extra lessons of history and civics into the curriculum to counter extremism in schools, but without substantially changing the content.

Countering antigypsyism and strengthening pro-Roma collective action. We studied these issues in an international team led by ELTE Budapest (DG JUST-REC-PoIRom, 2018-21; ENGAGE, 2021-22). The first aim was to identify how politicians and public figures talk about the Roma to reveal how different political narratives impact Roma and non-Roma relations. The second aim was to evaluate existing anti-discrimination interventions to identify best practice examples to reduce antigypsyism. We have concluded that (1) antigypsyism is an obstacle to Roma inclusion; (2) efforts to counter it should be context-specific (Kende... Láštiová et al., 2020); and (3) interventions to reduce antigypsyism should focus on strengthening empathy and reducing threat, as these emotions are central in anti-Roma attitudes (Sam Nariman... Láštiová, et al., 2020). Based on interviews with practitioners and stakeholders, we suggested that interventions should be co-designed and co-facilitated by the Roma to foster their empowerment and agency (Hargašová et al., 2021). Our ongoing research addresses the problem of antigypsyism and indifference among the non-Roma majority using interviews, experimental, and survey data. The aim is to investigate how to mobilise the non-Roma population as allies for social change and increase Roma engagement.

Impact. Slovak versions of the widely used social psychology instruments (e.g., SCM/BIAS map) to measure stereotypes and prejudice were adapted and validated. The validation studies were published in leading international journals, focusing on methodological issues of context-sensitive cross-cultural validation of psychological instruments (Láštiová et al., 2021; Findor, Láštiová, et al., 2020). In addition, we contributed to validating the first scale to measure anti-Roma attitudes as a specific form of prejudice in collaboration with ELTE, Budapest (ATRS scale, Kende et al., 2017), an effort that led to a high international citation impact. From an applied perspective, we prepared two evidence-based toolkits using peer stories to reduce prejudice in schools (Drál' et al., 2019, Liebkind et al., 2019) that we extensively disseminated among practitioners in Slovakia. In an international team of the PoIRom project, we contributed to creating a European toolkit for policy-makers and practitioners that will help design interventions to reduce antigypsyism (see Case study 1, section 2. 6. 1).

A) Transformation of intimacy, romantic relationships, and parenthood

Non-medical research on sexuality was absent in Central and Eastern Europe until the end of the communist regime. The Institute was one of the pioneering institutions in this area. This line of research started with an investigation of behavioural and psychological aspects of HIV/AIDS in the mid-1990s. At present, it reflects the complexity and interconnectedness of sexuality, intimate relationships, and parenthood in contemporary times. Research is carried out in-depth on the particular topics and their intersections.

Transformation of intimacy. In the evaluation period, we focused in particular on the following areas: (1) sexual health and sexual coercion and violence; (2) challenges in the area of sexual subjectivity, (3) conceptualizations of healthy sex (as opposed to sexual health), and (4) transmutation of intimacy (as opposed to its transformation), as well as (5) links between sexuality and politics. For example, the research on sexual coercion showed that about one-third of young sexually active people in 9 EU countries (including Slovakia) had been through unwanted sexual experiences (Krahé... Bianchi et al., 2016). The Institute also highlighted the importance of qualitative thinking in this area of research. We summarize research outcomes concerning the remaining areas in part 2.1.8 (Bianchi, 2020).

Romantic relationships. Using mixed methods, we studied milestones of transformations of intimate relationships in adolescents and young adults, with particular focus on the socio-cultural and normative conditions within which these relationships are formed and how these impact young people's quality of life and their sexual and reproductive health. These issues were not previously studied in Slovakia. Our results show that intimate relationships in emerging adulthood (J. Arnett) are complex, as the analyses revealed 21 milestones of transformations of intimate relationships, organised along three dimensions: 1. closeness and interconnectedness, 2. attraction and sexuality, and 3. personal benefits of intimacy and inner harmony (Lukšik, Bianchi, & Baboš, under review). Successful coping with these milestones contributes to a better quality of life and partner satisfaction. Moreover, partner intimacy was an empowering moment during the pandemic not only in Slovakia but also in the Czech Republic and Austria (<https://doi.org/10.1515/humaff-2022-0018>, APVV-18-0303, 2018-2022).

Parenthood. Using mixed methods, we explored the main discourses about parenthood in expert and popular publications and individual experiences of parents and children living in various family constellations. We found that conceptualizations of parenthood were linked to four dominant discourses in the field of sexuality: Christian, medical-biological, civic-liberal, and risk (in terms of HIV/AIDS). They also reflected the plurality of values, ranging from fundamental conservatism to the ultraliberal views. In a representative survey, traditional (marital) and cohabiting families were compared in order to help clarify the ambivalent results from European and US publications about whether alternative family constellations reduce children's well-being. Our results show no significant differences in well-being between children living in a married family and children from cohabiting families. The well-being was assessed by indicators of material resources, health care, child behavioural problems, leisure activities, and peer relationships (Popper et al., 2021; Popper, Lukšík & Kanovský, 2020; VEGA 2/0027/17, 2017-21).

Impact. The main impact of this line of research is to provide scientific evidence for a qualified public discussion on sexuality, intimacy, and parenthood. In Slovakia, the gender-threat narrative currently dominates the political discourse on these issues. Hence evidence-based arguments are needed to design policies that will create equal opportunities (e. g. registered partnerships, adoption of children) for persons with non-traditional sexual identities and so-called non-traditional families. For example, we have shown that the type of family constellation (marriage vs. cohabitation) is not decisive for the well-being of children. However, cohabitation does not have sufficient legal underpinning in Slovakia. Outcomes and expertise from this line of research have informed educational, therapeutic, and NGO activities in sexual health and intimate relationships nationwide. That was possible thanks to a close collaboration with the national branch of the International Planned Parenthood Federation (IPPF) and with the specialized organization "Healthy (Roma) Communities" in cooperation with the Ministry of Healthcare. Within this collaboration, we trained Roma health workers in marginalized Roma communities to communicate sexual and reproductive health issues to children and youth in the Roma settlements. International justification for this research was obtained due to the presidency of the IPPF European Network by G. Bianchi.

B) Literacy and its development

Literacy has been explored at the Institute's Center for Pedagogical Research with an emphasis on reading literacy. In the evaluation period, the Institute focused on: (1) literacy as a tool for social inclusion of children from socially disadvantaged backgrounds (VEGA 2/0149/15, 2015-17), (2) pedagogical and developmental-psychological impacts of innovations in pre-primary education (VEGA 2/0134/18, 2018-20), (3) psychological aspects of socio-economic, cultural and educational conditions of the development of language literacy in preschool age and primary education (VEGA 2/0026/21, 2021-24), and on (4) effective reading behaviour strategies at critical stages of literacy development (APVV 19-074, 2020-24).

Developmental and socio-cultural approach to literacy. The first line of research focused on linguistic, cognitive, and metacognitive development. These indicators of early literacy were studied in Slovak preschool classrooms. The results showed that story listening comprehension, metacognitive monitoring, and narrative production are culturally sensitive indicators of literacy development and depend strongly on the quality of the learning environment. We argued that these indicators should be central to curricular innovations and early childhood education interventions. Second, our studies on metacognitive intervention at preschool age showed that children receiving systematic performance and/or metacognitive feedback monitored their performance with increasing accuracy. The results indicate a considerable metacognitive potential in preschool children. They also confirm the need for an enriched metacognitive environment (Urban & Urban, 2018, 2021a, 2021b). These findings, obtained in the specific conditions of the Slovak language environment, are in line with socio-cultural approaches to literacy. Third, we have documented significant developmental delays in children from low socio-economic status families in all culturally sensitive indicators of early literacy development (Zápotočná & Petrová, 2017). In additional cross-culturally oriented research (theoretical studies of literacy-poverty relations, comparative analyses of educational documents and school policies, ethnographic studies of early childhood in authentic conditions of poverty, i. e. in India, Indonesia, and Kenya), these outcomes were interpreted from the perspective of global challenges arising from the increasing cultural diversity in the context of

mainstream education, and educational needs of socially excluded communities (Arndt... Kaščák, 2016).

Impact. The results of our research provided the basis for significant conceptual changes in early literacy education in Slovakia's kindergartens (see Case study 3, section 2.6.1). They served as evidence-based suggestions in documents for compulsory pre-primary education, aimed at improving the quality of inclusion of children from socially disadvantaged backgrounds with limited access to literacy objects and practices (including Roma children). In cooperation with the National Institute for Education (ŠPÚ), we developed the adapted educational standards for at-risk children. In collaboration with the National Institute for Certified Educational Measurements (NÚCEM), secondary analyses and interpretations of the PISA data (2018) were carried out, pointing to the possibility of more effective implementation of PISA results in practice. The outputs were disseminated to the broader educational community and through publications and educational webinars for teachers. The results of the projects are continuously referred to in higher education of teachers at Slovak and Czech universities (Trnava University, SVK; Charles University, Prague, CZ; Tomas Bata University, Zlín, CZ). In addition, numerous media presentations contribute to the dissemination of our literacy research outcomes.

C) Citizen participation

This line of research addresses issues of citizen participation in a democratic, open society and relevant challenges for societal and institutional improvements. It consisted of four specific efforts performed during this evaluation period.

Citizenship and values. Since the early 1990s, we have participated in an informal global team focusing on value research under the leadership of prof. Shalom Schwartz. We examined the contribution of left-right (or liberal-conservative) ideology to voting and the extent to which basic values account for ideological orientation. Results showed that left-right (or liberal-conservative) ideology predicted voting in all countries except Ukraine. Basic values considerably predicted ideology (and thus voting) in most countries, especially in established democracies such as Australia, Finland, Italy, the United Kingdom, and Germany. A noteworthy exception was in European post-communist countries, where relations of basic personal values with ideology were small (Poland) or near zero (Ukraine, Slovakia). Thus, the predictive role of values towards ideology/voting is not unambiguous: it is maintained when universalism values dominate above security values, and, on the other hand, it is threatened when security values dominate above universalism values (as it is, e.g., in Slovakia, Caprara... Bianchi et al., 2017).

Participatory action research towards gender equality in academia. We have addressed the institutional needs of the Slovak Academy of Sciences (SAS) in the area of EU requirements for gender equality (H2020-Athena, 2021-2025). In cooperation with partners from seven EU countries, we aimed to upgrade the institutional environment towards gender equality standards. In 2021, a comprehensive gender audit was conducted within SAS, serving as a starting point for activities included in a historically first Gender Equality Plan (GEP), approved by the Presidium of SAS in December 2021. The GEP serves as a guiding document for institutional change towards more equal opportunities within the SAS in the upcoming years (see Case study 2, section 2.6.1).

Innovative possibilities for public participation. In an international team of 11 participating countries under the leadership of the Danish Board of Technology (DBT), we mapped people's expectations concerning their future life to provide resources for optimising EU research strategies. The most crucial outcome was the National citizens' meeting to define the most important topics for future research within the EU (see Case study 4, section 2.6.1).

Civic participation in marginalized groups. The first line of research focused on psychological determinants of activity and participation in children and youth with disabilities, educated in integrated/inclusive settings (Groma, Jariabková, et al., 2019). The possibilities of using deliberation to mobilize pupils' participation in school life and mobilise support for their school inclusion were also analysed. The results suggest that deliberation can promote participation and inclusion in the education of children and youth with intellectual disabilities (VEGA 1/0620/16, 2016-19; Bartušová, 2019). The second line of research investigated online civic participation among members of marginalized groups using qualitative methods. Since the 1990's it was assumed that online civic participation contributes to countering marginalization. However, previous research in Slovakia has

shown a robust digital divide, especially concerning age and socio-economic background. We focused on ethnic minority members, young adults from a socially excluded locality, and women on maternity leave. We explored their new-media use in general, and new-media use for civic participation online. We have found low interest in online civic participation because of a lack of knowledge about the possibilities, lack of motivation and specific skills, and restricted internet access in socially excluded localities. The current research extends this focus to the new media use, quality of life, and resilience of children and youth with disabilities. These groups of people have been omitted in quantitative surveys focusing on internet use in youth, such as EU kids online (VEGA 2/0123/16, 2016-19, Petráňošová, 2020).

Impact. Nationally, we have contributed to a public discussion on equal opportunities in science by conducting a gender audit within the SAS. Our research was instrumental in creating the first Gender equality plan for the Slovak Academy of Sciences. The GEP contributes to improving the conditions for equal involvement of men and women in the research and innovation labour market. Moreover, we are the only research team in Slovakia exploring online civic participation in non-mainstream groups. We communicated the results of our research to future teachers in collaboration with the Faculty of Education of the Comenius University in Bratislava. Internationally, we have positioned Slovakia's psychological research as a valued partner and contributor to comparative psychological research on values. Moreover, we have added value to the directionality of research funding by the European Commission within H2020.

See **Annex 1** for the full references of texts cited in section 1.8.

2. Partial indicators of main activities

2.1. Research output

2.1.1. Principal types of research output of the institute: basic research/applied research, international/regional (in percentage)

As stated in our founding charter, we conduct predominantly basic research at the Institute. Nevertheless, in the evaluation period, our results have informed policy-making, mainly in education. About $\frac{2}{5}$ of our research outputs are published in international outlets and about $\frac{3}{5}$ in national/regional outlets. That reflects our emphasis on the societal impact of research, as many of our readers are teachers and practitioners in education, childcare, and health.

basic research/applied research	
(based on complete output - educated guess)	95% : 5%
international/regional	
(based on publication categories AAA-AFD)	41% : 59%

2.1.2. List of selected publications documenting the most important results of basic research.

The total number of publications should not exceed the number of average FTE researchers per year. The principal research outputs (max. 10% of the total number of selected publications, including Digital Object Identifier – DOI if available) should be underlined. Authors from the evaluated organizations should be underlined.

We underlined three principal research outputs instead of one (10%) because they represent single/first author publications in high-quality scientific outlets, authored by representatives of three generations of scholars. The book by senior researcher G. Bianchi synthesizes results gathered during 30 years of non-medical research on sexuality at the Institute. The paper by mid-career researcher B. Láštiová (et al.) was published in a leading European social psychology journal (Q1, IF=3.376) and presented important methodological innovations. The paper by K. Urban & M. Urban

is the work of a postdoc, published in a leading European educational psychology journal (Q1, IF=2.663).

Note: Please, see the table in section 2.1.9 for the explanation of codes of publication types (AAA, AAB, etc.)

AAA Scientific monographs published abroad

1. BIANCHI, Gabriel. Sexuality: From Intimacy to Politics: With Focus on Slovakia in the Globalized World. Berlín: Peter Lang GmbH, 2020. 201 s. ISBN 978-3-631-82807-6 Type: AAA

ADCA Scientific papers published in foreign journals registered in Current Contents Connect with IF

2. LÁŠTICOVÁ, Barbara - POPPER, Miroslav - FINDOR, Andrej - HRUŠKA, Matej - PETRJANOŠOVÁ, Magda. Intergroup context-sensitive adaptation and validation of the BIAS Map for measuring stereotypes of the Roma in Slovakia: The case for an emic-etic mixed methods approach. In European Journal of Social Psychology, 2021, vol. 51, issue 2, p. 251-268. (2020: 3.376 - IF, Q2 - JCR, 1.609 - SJR, Q1 - SJR, karentované - CCC). (2021 - Current Contents). ISSN 0046-2772. Available at: <https://doi.org/10.1002/ejsp.2731> Type: ADCA
3. URBAN, Kamila - URBAN, Marek. Effects of performance feedback and repeated experience on self-evaluation accuracy in high- and low-performing preschool children. In European Journal of Psychology of Education, 2021, vol. 36, p. 109-124. (2020: 2.663 - IF, Q2 - JCR, 0.876 - SJR, Q1 - SJR, karentované - CCC). (2021 - Current Contents). ISSN 0256-2928. Available at: <https://doi.org/10.1007/s10212-019-00460-6> Type: ADCA
4. URBAN, Kamila - PESOUT, Ondra - KOMBRZA, Jiří - URBAN, Marek. Metacognitively aware university students exhibit higher creativity and motivation to learn. In Thinking Skills and Creativity, 2021, vol. 42, no. 100963, p. 1-11. (2020: 3.106 - IF, Q2 - JCR, 1.016 - SJR, Q1 - SJR, karentované - CCC). (2021 - Current Contents). ISSN 1871-1871. Available at: <https://doi.org/10.1016/j.tsc.2021.100963> Type: ADCA
5. KENDE, Anna - HADARICS, Márton - LÁŠTICOVÁ, Barbara. Anti-Roma attitudes as expressions of dominant social norms in Eastern Europe. In International Journal of Intercultural Relations, 2017, vol. 60, p. 12-27. (2016: 1.183 - IF, Q2 - JCR, 0.910 - SJR, Q1 - SJR, karentované - CCC). (2017 - Current Contents). ISSN 0147-1767. Available at: <https://doi.org/10.1016/j.ijintrel.2017.06.002> Type: ADCA
6. LUKŠÍK, Ivan. Children from Marginalised Roma Communities at the School Gates: The Disconnect Between Majority Discourses and Minority Voices. In Early Childhood Education Journal, 2019, vol. 47, iss. 4, p. 1-11. (2018: 1.052 - IF, Q3 - JCR, 0.597 - SJR, Q2 - SJR, karentované - CCC). (2019 - Current Contents). ISSN 1082-3301. Available at: <https://doi.org/h10.1007/s10643-019-00959-z> Type: ADCA
7. FINDOR, Andrej - LÁŠTICOVÁ, Barbara - HRUŠKA, Matej - POPPER, Miroslav - VÁRADI, Luca. The Impact of Response Instruction and Target Group on the BIAS Map. In Frontiers in Psychology, 2020, vol. 11, art. no. 566725, s. 1-17. (2019: 2.067 - IF, Q2 - JCR, 0.914 - SJR, Q1 - SJR, karentované - CCC). (2020 - Current Contents). ISSN 1664-1078. Available at: <https://doi.org/10.3389/fpsyg.2020.566725> Type: ADCA
8. DOMÍNGUEZ, Giazú Enciso - PUJOL, Joan - MOTZKAU, Johanna F. - POPPER, Miroslav. Suspended transitions and affective orderings: from troubled monogamy to liminal polyamory. In Theory and Psychology, 2017, vol. 27, no. 2, p. 183-197. (2016: 0.820 - IF, Q3 - JCR, 0.352 -

SJR, Q2 - SJR, karentované - CCC). (2017 - Current Contents). ISSN 0959-3543. Available at: <https://doi.org/10.1177/0959354317700289> Type: ADCA

ADMB Scientific papers in foreign non-impacted journals registered in Web of Sciences or Scopus

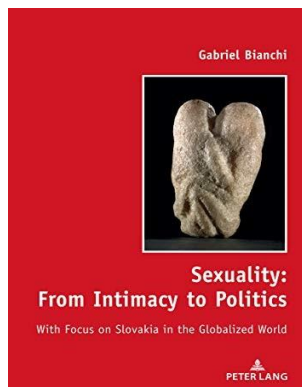
9. LUKŠÍK, Ivan - HARGAŠOVÁ, Lucia. Impact of Residential Care Culture on Quality of Life of Care Leavers. In International Journal of Child, Youth and Family Studies, 2018, vol. 9, no. 2, p. 86-108. ISSN 1920-7298. Available at: <https://journals.uvic.ca/index.php/ijcyfs/article/view/18214> Type: ADMB

ADNB Scientific papers in domestic non-impacted journals registered in Web of Sciences or Scopus

10. PETROVÁ, Zuzana - ZÁPOTOČNÁ, Oľga - URBAN, Kamila - URBAN, Marek. Development of early literacy skills: A Comparison of two early literacy programmes. In Pedagogický časopis, 2020, roč. 11, č. 2, s. 51-72. (2019: 0.219 - SJR, Q3 - SJR). ISSN 1338-1563. Available at: <https://doi.org/10.2478/jped-2020-0011> Type: ADNB

The full list of publications for the period 2016-2021 can be found in **Annex 1**.

2.1.3. List of monographs/books published abroad



BIANCHI, Gabriel. Sexuality: From Intimacy to Politics : With Focus on Slovakia in the Globalized World. Berlín : Peter Lang GmbH, 2020. 201 s. ISBN 978-3-631-82807-6 Type: AAA

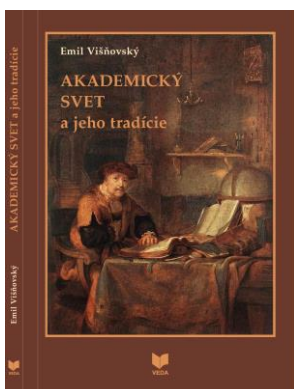
2.1.4. List of monographs/books published in Slovakia



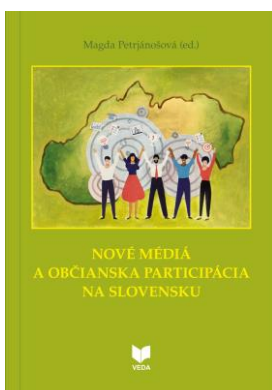
LUKŠÍK, Ivan - ŠKOVIERA, Albín - HARGAŠOVÁ, Lucia - FICO, Milan. Kvalita života detí a mladých ľudí v ústavnej starostlivosti [Quality of Life of Children and Young people in Residential Care]. Recenzenti: Miron Zelina, Martin Kuruc. Trnava : Typi Universitatis Tyrnaviensis, 2017. 152 s. ISBN 978-80-568-0077-5 Type: AAB



ŠULAVÍKOVÁ, Blanka. Filozofické otázky o "umení žiť" [Philosophical questions on the Art of Living]. Reviewers: Erich Mistrík, Emil Višňovský. Bratislava : Album, Repro Print, 2016. 175 s. ISBN 978-80-972446-6-8 Type: AAB



VIŠŇOVSKÝ, Emil. Akademický svet a jeho tradície [Academic World and its Traditions]. Reviewers: František Novosád, Marek Hrubec. Bratislava : VEDA, SAS publishing, 2021. 197 s. ISBN 978-80-224-1903-1 Type: AAB



PETRJÁNOŠOVÁ, Magda (ed.). Nové médiá a občianska participácia na Slovensku [New Media and Civic Participation in Slovakia]. Reviewers: Tomáš Hrustič, Zuzana Panczová. Bratislava : VEDA, SAS publishing : Institute for Research in Social Communication SAS, 2020. 132 s. ISBN 978-80-224-1847-8 Type: FAI



POPPER, Miroslav (ed.). Analýza diskurzov o tradičných a alternatívnych rodičovstvách na Slovensku [Analysis of Discourses on Traditional and Alternative Parenthood in Slovakia]. Reviewers: Gabriela Šeboková, Peter Guráň. Bratislava : VEDA, SAS publishing : Institute for Research in Social Communication SAS, 2021. 152 s. ISBN 978-80-224-1881-2 Type: FAI

2.1.5. List of other scientific outputs specifically important for the institute

max. 10 items for institute with less than 50 average FTE researchers per year, 20 for institutes with 50 – 100 average FTE researchers per year and so on

These outputs are important to us because they best represent the scope of research at the Institute. They involve single-author publications in high-ranking journals, multi-author collaborations, chapters in international monographs, and monographs presenting synthetic results of our research and published in Slovakia.

ADCA Scientific papers published in foreign journals registered in Current Contents Connect with IF

1. KAŠČÁK, Ondrej. Communists, Humboldtians, neoliberals and dissidents: or the path to a post-communist homo oeconomicus. In *Journal of Education Policy*, 2017, vol. 32, iss. 2, p. 159-175. (2016: 2.313 - IF, Q1 - JCR, 2.245 - SJR, Q1 - SJR, karentované - CCC). (2017 - Current Contents). ISSN 0268-0939. Available at: <https://doi.org/10.1080/02680939.2016.1257161> Type: ADCA
2. MASARYK, Radomír - PETRJÁNOŠOVÁ, Magda - LÁŠTICOVÁ, Barbara - KUGLEROVÁ, Nikoleta - STANTON ROGERS, Wendy. A story of great expectations : Qualitative research in psychology in the Czech and Slovak Republics. In *Qualitative Research in Psychology*, 2019, vol. 16, no. 3, p. 336-353. (2018: 1.524 - IF, Q2 - JCR, 0.820 - SJR, Q2 - SJR, karentované - CCC). (2019 - Current Contents). ISSN 1478-0887. Available at: <https://doi.org/10.1080/14780887.2019.1605671> Type: ADCA
3. NARIMAN, Hadi Sam - HADARICS, Márton - KENDE, Anna - LÁŠTICOVÁ, Barbara - POSLON, Xenia-Daniela - POPPER, Miroslav - BOZA, Mihaela - ERNST-VINTILA, Andreea - BADEA, Constantina - MAHFUD, Yara - O'CONNOR, Ashley - MINESCU, Anca. Anti-roma Bias (Stereotypes, Prejudice, Behavioral Tendencies) : A Network Approach Toward Attitude Strength. In *Frontiers in Psychology*, 2020, vol. 11, art. no. 2071, p. 1-10. (2019: 2.067 - IF, Q2 - JCR, 0.914 - SJR, Q1 - SJR, karentované - CCC). (2020 - Current Contents). ISSN 1664-1078. Available at: <https://doi.org/10.3389/fpsyg.2020.02071> Type: ADCA
4. VEZZALI, Loris - DI BERNARDO, Gian Antonio - STATHI, Sofia - CADAMURO, Alessia - LÁŠTICOVÁ, Barbara - ANDRAŠČIKOVÁ, Simona. Secondary transfer effect among children: The role of social dominance orientation and outgroup attitudes. In *British Journal of Social Psychology*, 2018, vol. 57, iss. 3, p. 547-566. (2017: 1.775 - IF, Q2 - JCR, 1.189 - SJR, Q1 - SJR, karentované - CCC). (2018 - Current Contents). ISSN 0144-6665. Available at: <https://doi.org/10.1111/bjso.12248> Type: ADCA
5. CAPRARA, Gian Vittorio - VECCHIONE, Michele - SCHWARTZ, Shalom H. - SCHOEN, Harald - BAIN, Paul - SILVESTER, Jo - CIECIUCH, Jan - PAVLOPOULOS, Vassilis - BIANCHI, Gabriel - KIRMANOGLU, Hasan - BASLEVENT, Cem - MAMALI, Catalin - MANZI, Jorge - KATAYAMA, Miyuki - POSNOVA, Tetyana - TABERNERO, Carmen - TORRES, Claudio - VERKASALO, Markku - LÖNNQVIST, Jan-Erik - VONDRÁKOVÁ, Eva - CAPRARA, Maria Giovanna. Basic Values, Ideological Self-Placement, and Voting : A Cross-Cultural Study. In *Cross-Cultural Research*, 2017, vol. 51, iss. 4, p. 388-411. (2016: 0.851 - IF, Q3 - JCR, 0.409 - SJR, Q2 - SJR, karentované - CCC). (2017 - Current Contents). ISSN 1069-3971. Available at: <https://doi.org/10.1177/1069397117712194> Type: ADCA

ADMB Scientific papers in foreign non-impacted journals registered in Web of Sciences or Scopus

6. KRAHÉ, Barbara - HAAS, Stans de - VANWESENBEECK, I. - BIANCHI, Gabriel - CHLIAOUTAKIS, Joannes - FUERTES, Antonio - MATOS, Margarita Gaspar de - HADJIGEORGIOU, Eleni - HELLEMANS, Sabine - KOUTA, Christiana - MEIJNCKENS, Dwayne - MURAUSKIENE, Liubove - PAPADAKAKI, Maria - RAMIRO, Lucia - REIS, Marta - SYMONS, Katrien - TOMASZEWSKA, Paulina - VICARIO-MOLINA, Isabel - ZYGADLO, Andrzej. Interpreting survey questions about sexual aggression in cross-cultural research : a qualitative study with young adults from nine European countries. In *Sexuality and Culture : an Interdisciplinary Quarterly*, 2016, vol. 20, no. 1, p. 1-23. (2015: 0.422 - SJR, Q1 - SJR). ISSN 1095-5143. Available at: <https://doi.org/10.1007/s12119-015-9321-2> (VEGA 2/0015/12 : Životné štýly, normy a ich prekračovanie: cesty k osobnej spokojnosti a spoločenskej prospešnosti) Type: ADMB

ABC Chapters in scientific monographs published abroad

7. VIŠŇOVSKÝ, Emil. The pragmatist philosophical view of human enhancement. In *Promises and perils of emerging technologies for human condition : Voices from four postcommunist Central and East European countries*. - Berlin : Peter Lang GmbH, 2019, s. 105-121. ISBN 978-3-631-77512-7. (APVV-0379-12 : Analýza filozoficko-etických dimenzií NBIC-technológií vo vzťahu k vylepšovaniu človeka) Type: ABC
8. KAŠČÁK, Ondrej - PUPALA, Branislav. Preschool Teacher Agency and Professionalism: a Bourdieuan Approach to Education Governance. In *Education Governance and Social Theory: Interdisciplinary Approaches to Research*. - London: Bloomsbury Academic, 2019, p. 177-192. ISBN 978-1-350-04006-9. (VEGA č. 2/0134/18: Pedagogické a vývinovo-psychologické dopady inovácií predškolského vzdelávania) Type: ABC

FAI Editorial work on book publications (bibliographies, encyclopedias, catalogues, dictionaries, collective publications/proceedings, atlases...)

9. POPPER, Miroslav (ed.). Analýza diskurzov o tradičných a alternatívnych rodičovstvách na Slovensku [Analysis of Discourses on Traditional and Alternative Parenthood in Slovakia]. Reviewers: Gabriela Šeboková, Peter Guráň. Bratislava : VEDA, SAS publishing : Institute for Research in Social Communication SAS, 2021. 152 s. ISBN 978-80-224-1881-2 Type: FAI
10. PETRJÁNOŠOVÁ, Magda (ed.). Nové médiá a občianska participácia na Slovensku [New Media and Civic Participation in Slovakia]. Reviewers: Tomáš Hrustič, Zuzana Panczová. Bratislava : VEDA, SAS publishing: Institute for Research in Social Communication SAS, 2020. 132 s. ISBN 978-80-224-1847-8 Type: FAI

*The full list of publications for the period 2016-2021 can be found in **Annex 1**.*

2.1.6. List of patents, patent applications, and other intellectual property rights registered abroad

N/A

2.1.7. List of patents, patent applications, and other intellectual property rights registered in Slovakia

N/A

2.1.8. Narrative on the most important research outputs of the institute – especially focused on their importance for society

(3-5 pages)

As documented in part 1.8, the research carried out at the Institute in the evaluation period has had a significant scientific and practical societal impact. The most important research outputs described below are based on the ten most important publications in section 2.1.2. They are important for society (in terms of academic community and community of practitioners in the field of education and foster care) for the following reasons.

First, we developed and validated psychological instruments to measure intergroup attitudes, which resulted in publications in top international journals. Second, we informed educational practices and policies by testing how curricular changes in pre-primary and primary education affect literacy development. Third, we confirmed that insufficient attention is paid to children from low socio-economic and marginalized backgrounds in the Slovak educational system, which translates into further marginalization. Fourth, we have provided evidence about children's experiences in foster care and formulated recommendations for a better transition from foster care into an independent life. Fifth, we were actively present in public discourse about sex education, sexual health, and intimacy, including the discussion on traditional and alternative families.

A) Intergroup relations

Validation and adaptation of measurement instruments in cross-cultural psychological research on intergroup relations requires an emic-etic approach. Measurement instruments in psychology are often adapted from other cultures and languages without sufficient consideration of the specific meanings that questionnaire items may take on in a specific culture. Culturally sensitive validation ensures that the original version of the instrument, developed in one culture, is as meaningful and applicable as versions adapted for other cultures. This approach considers differences in intergroup contexts, as the same outgroup targeted by questionnaire items may elicit different attitudinal, emotional, and behavioural responses in different social and cultural contexts. In this study, we reported the process of adapting and validating the BIAS Map (Behaviours from Intergroup Affect and Stereotypes) used to measure perceived stereotypes and related social structure, emotions, and behavioural tendencies toward the Roma—Slovakia's most stigmatized ethnic minority. In two surveys (Studies 1 and 4, $n = 705$) and group-based (Study 2, $n = 92$) and individual (Study 3, $n = 12$) cognitive interviews, we integrated quantitative reliability, scalability, factor structure analysis, and qualitative inductive thematic analysis. We identified potential problems in the instruments' ecological validity and explored the limits of intergroup context-specific interpretation to improve its psychometric properties. Besides developing a more reliable and valid measure, we made an argument for utilizing the emic-etic mixed methods approach to enhance the intergroup context-sensitive adaptation and validation procedure of universal measurement instruments in social psychology research.

LÁŠTICOVÁ, Barbara - POPPER, Miroslav - FINDOR, Andrej - HRUŠKA, Matej - PETRJÁNOŠOVÁ, Magda. Intergroup context-sensitive adaptation and validation of the BIAS Map for measuring stereotypes of the Roma in Slovakia: The case for an emic-etic mixed methods approach. In *European Journal of Social Psychology*, 2021, vol. 51, issue 2, p. 251-268. (2020: 3.376 - IF, Q2 - JCR, 1.609 - SJR, Q1 - SJR, karentované - CCC). (2021 - Current Contents). ISSN 0046-2772. Available at: <https://doi.org/10.1002/ejsp.2731> Type: ADCA

Individual and shared cultural stereotypes should be treated as two separate constructs.

Response instructions can significantly influence the performance and construct validity of psychological measures. Stereotype Content Model (SCM) and the BIAS map were originally developed as universal measures of shared cultural stereotypes-participants' perceptions of what most of the people in a society think about the target group-and their related social-structural antecedents, emotions and behavioural tendencies. Yet a number of studies have adopted a different response instruction focusing on individual stereotypes - what the participants personally think. So far, there is little evidence to suggest how these two response instructions (individual vs. shared cultural perspective) might influence the performance of the BIAS map, especially when applied to target groups that elicit different normative and social desirability concerns. To provide novel evidence, we conducted an experiment with a representative sample of ethnic Slovaks ($N = 1269$). In a 2×2 factorial design, we found response instruction (individual vs. shared cultural

perspective) and target group [stigmatized ethnic minority (the Roma) vs. non-stigmatized ethnic minority (the Hungarians)] had significant effects on the BIAS map, and their interaction had significant effects on the social structure and behavioural tendencies scales. We bring novel evidence that the difference between individual stereotypes and shared cultural stereotypes partially depends on the target group in question and that they should be treated as two potentially separate constructs.

FINDOR, Andrej - LÁŠTICOVÁ, Barbara - HRUŠKA, Matej - POPPER, Miroslav - VÁRADI, Luca. The Impact of Response Instruction and Target Group on the BIAS Map. In *Frontiers in Psychology*, 2020, vol. 11, art. no. 566725, s. 1-17. (2019: 2.067 - IF, Q2 - JCR, 0.914 - SJR, Q1 - SJR, karentované - CCC). (2020 - Current Contents). ISSN 1664-1078. Available at: <https://doi.org/10.3389/fpsyg.2020.566725> Type: ADCA

Attitudes towards the Roma in Eastern Europe are a manifestation of dominant social norms. Although one of the most severe forms of bias all over Europe, anti-Roma prejudice has been neglected within social psychology. We argue that anti-Roma attitudes need to be recognized as a unique form of prejudice because (a) they reflect socially approved dominant societal norms, (b) intergroup contact increases rather than decreases prejudice, and (c) not just negative stereotyping, but also cultural distancing of the Roma is a form of social exclusion. We developed an integrative Attitudes Toward Roma Scale (ATRS) based on existing measures and theoretical assumptions about prejudice towards the Roma. We conducted a study (N = 1082) with student and community samples in Hungary and Slovakia. Exploratory factor analysis revealed and confirmatory factor analysis supported the structural equivalence of a three-factor solution of the 16-item scale, consisting of Blatant Stereotyping, Undeserved Benefits, and Cultural Difference. Our findings confirmed that intergroup contact with the Roma is associated with more negative attitudes, and prejudice is mostly expressed in blatantly negative ways, made possible by social contexts that approve of these beliefs. The analysis also revealed that essentialist, romanticized ideas of cultural differences between Roma and non-Roma contribute to the psychological distancing of the Roma from the national ingroup.

KENDE, Anna - HADARICS, Márton - LÁŠTICOVÁ, Barbara. Anti-Roma attitudes as expressions of dominant social norms in Eastern Europe. In *International Journal of Intercultural Relations*, 2017, vol. 60, p. 12-27. (2016: 1.183 - IF, Q2 - JCR, 0.910 - SJR, Q1 - SJR, karentované - CCC). (2017 - Current Contents). ISSN 0147-1767. Available at: <https://doi.org/10.1016/j.ijintrel.2017.06.002> Type: ADCA

B) Transformation of intimacy, romantic relationships, and parenthood

Sexuality reaches from intimacy to politics. The book presents a synthetic view on new challenges in the area of sexual subjectivity, transformation and transmutation of intimacy, and of mutual interrelations between intimacy and sexuality - crucial for the transitions in intimate relationships as well as for the diversification of the forms of parenthood. These processes, typical for contemporary western society, currently result into a massive evolution of the need to satisfy a particularized subjective identity in the directions of gender, sex, body, language, ethnicity, nationality or age. These aspects of identity are experienced as simultaneously both intimate and public. In the environment of social media and internet this leads to a satisfaction of intimacy needs without a relational binding, which results in a decrease in willingness to create intimate partner relationships and influences their figurativity. Thus, not only the form of intimate relationships is changing, but also their essence. The book also opens questions such as: What is the price sexuality had to pay for the attention from scientific medicine in the 19th century? Why do we need to conceptualize so called healthy sexuality and not only sexual health? Why is it necessary to analyse the border between wanted and unwanted sex, and what can we learn from it? What new normative systems are on offer in relation to sexuality, and what are they good for? Why is sexuality so important for politics and what kind of risks does it bring?

BIANCHI, Gabriel. *Sexuality: From Intimacy to Politics: With Focus on Slovakia in the Globalized World*. Berlin: Peter Lang GmbH, 2020. 201 s. ISBN 978-3-631-82807-6 Type: AAA

Polyamory as a consensual form of responsible non-monogamy? While monogamy is the norm for romantic and intimate relationships in contemporary western societies, having other sexual and affective interactions alongside a monogamous relationship is a common practice. Instead of a unilateral and/or covert non-monogamy, polyamory promises a consensual, ethical, and responsible non-monogamy. The personal transformation of normative cultural frameworks is fundamental to the experience of “becoming polyamorous.” We explored such occasions using the notion of liminality in order to illustrate the phenomenon of “liminal hotspots.” Focusing on a specific and exemplary case describing the first stages of a polyamorous relationship, the paper explores the reordering of social formations involved. In this case, “becoming polyamorous” is expressed through a process of suspended transition where categories can be described as both/and monogamous/polyamorous and neither/nor monogamous/polyamorous.

DOMÍNGUEZ, Giazú Enciso - PUJOL, Joan - MOTZKAU, Johanna F. - POPPER, Miroslav. Suspended transitions and affective orderings: from troubled monogamy to liminal polyamory. In *Theory and Psychology*, 2017, vol. 27, no. 2, p. 183-197. (2016: 0.820 - IF, Q3 - JCR, 0.352 - SJR, Q2 - SJR, karentované - CCC). (2017 - Current Contents). ISSN 0959-3543. Available at: <https://doi.org/10.1177/0959354317700289> Type: ADCA

The first year after leaving residential care is crucial. A number of factors influence the quality of life of young people after leaving residential care. Research on the organisational culture of 8 residential care settings using mixed methods, as well as research among 39 young adults after leaving residential care, aimed to identify the elements of residential care that contribute to a higher quality of life for children or young adults after leaving residential care. Semi-structured interviews (with young adults) were analysed using grounded theory, and data from questionnaires completed by staff and children from residential care settings were analysed using statistical methods. Adequate material conditions, respect of the rules of the institution, provision of space for independent action, supportive care, support for future planning, mutual help and social support among the children in the institution were shown to contribute to a higher quality of life for young people after leaving the institution. The key period for young people's later quality of life after leaving care has been shown to be the first year after leaving, when they need to gain stability in three closely interrelated areas - work, finances and accommodation.

LUKŠÍK, Ivan - HARGAŠOVÁ, Lucia. Impact of Residential Care Culture on Quality of Life of Care Leavers. In *International Journal of Child, Youth and Family Studies*, 2018, vol. 9, no. 2, p. 86-108. ISSN 1920-7298. Available at: <https://journals.uvic.ca/index.php/ijcyfs/article/view/18214> Type: ADMB

C) Literacy and its development

Parents of children from marginalized Roma communities point to discrimination in education. Many children, especially those from poverty and ethnic minority backgrounds, have difficulty accessing pre-school education, which is considered to be the basis for a successful school career and social inclusion. In Slovakia, this problem particularly affects Roma children and specifically children from marginalised Roma communities. The aim of the study was to compare the discourses on pre-school education with parents' views on this education. The comparison of the results of the analysis of textbooks and monographs concerning pre-school education of Roma children in Slovakia with parents' statements (interviews with 62 parents) showed that while the expert texts mostly emphasize the Roma origin, from which voluntary social isolation, low value of education and poor educational prerequisites of Roma children are deduced; parents point to their social and symbolic discrimination as well as to the discrimination of their children in education. Parents, unlike experts, use relational justifications, promoting values of equality, mutual knowledge, social justice and participation, whose specific application in education has a higher inclusive potential.

LUKŠÍK, Ivan. Children from Marginalised Roma Communities at the School Gates: The Disconnect Between Majority Discourses and Minority Voices. In *Early Childhood Education Journal*, 2019, vol. 47, iss. 4, p. 1-11. (2018: 1.052 - IF, Q3 - JCR, 0.597 - SJR, Q2 - SJR, karentované - CCC). (2019 - Current Contents). ISSN 1082-3301. Available at: <https://doi.org/h10.1007/s10643-019-00959-z> Type: ADCA

Social factors influence the accuracy of metacognitive monitoring in preschool children.

Accurate self-evaluation leads to better regulation of learning and better performance in elementary school children and acts as a predictor of future academic success. Self-evaluation has mainly been investigated in college students even though pre-schoolers are able to make more accurate self-evaluation judgments under appropriate conditions. The results of our study indicated that both performance feedback and repeated experience significantly improved the accuracy of self-evaluation judgments made by children in preschool age. Performance feedback proves to be generally valid intervention for both low- and high performing children with immediate effect on accuracy of self-evaluation. However, our findings imply that repeated solving of similar tasks followed by self-evaluation without provided feedback is an appropriate learning strategy only for high performing children. High performers are able to create the internal feedback by autonomous self-evaluation of their performance and repeated experience with similar kinds of tasks. This finding can become crucial in the development of more complex intervention programs for children.

URBAN, Kamila - URBAN, Marek. Effects of performance feedback and repeated experience on self-evaluation accuracy in high- and low-performing preschool children. In *European journal of psychology of education*, 2021, vol. 36, p. 109-124. (2020: 2.663 - IF, Q2 - JCR, 0.876 - SJR, Q1 - SJR, karentované - CCC). (2021 - Current Contents). ISSN 0256-2928. Available at: <https://doi.org/10.1007/s10212-019-00460-6> Type: ADCA

Early literacy development depends on the educational conditions of kindergarten. The study monitored the effectiveness of a new conception of early literacy curriculum (in force since September 2016) which provides – unlike the previous one – a wide range of purposeful literacy practices and events. Several indicators of early literacy development were selected, especially those that are culturally more sensitive, i.e. are significantly shaped by the social environment offering the broad spectrum of reading experiences. Results show a significant relationship of story listening comprehension with comprehension monitoring and narrative production, especially at the level of understanding the implicit meaning. Hence in relation to higher levels of reading, more culturally sensitive indicators of early literacy are more important in the longer-term perspective of reading development than phonological processes. The above-mentioned findings are confirmed by a comparison of early literacy competencies of graduates of two different curricular approaches to language education (2016, 2019). The most profound group differences were in narratives and implicit meaning comprehension. On the other hand, no differences were found in indicators of phonemic awareness, comprehension monitoring and understanding the explicit meaning. The results support the idea that the level of text comprehension and narrative production is influenced by the social and literary stimulating environment, and that the new concept of language education has the potential to successfully promote and develop them.

PETROVÁ, Zuzana - ZÁPOTOČNÁ, Oľga - URBAN, Kamila - URBAN, Marek. Development of early literacy skills: A Comparison of two early literacy programmes. In *Pedagogický časopis*, 2020, roč. 11, č. 2, s. 51-72. (2019: 0.219 - SJR, Q3 - SJR). ISSN 1338-1563. Available at: <https://doi.org/10.2478/jped-2020-0011> Type: ADNB

Metacognition predicts creative performance. The relationship between metacognition and intrinsic motivation, and the relationship between intrinsic motivation and creativity are well established in the educational context. However, the link between intrinsic and extrinsic motivation, metacognition, and creativity is rather unclear. Intrinsically motivated people are willing to engage in the learning process because of the inherent joy of learning new information or mastering the new skill, in contrast to the extrinsic motivation to achieve external rewards. Our research showed that metacognition is connected to intrinsic learning motivation and there is also a moderate relationship of metacognition with extrinsic motivation. Moreover, metacognition predicted creative performance of students. Our research also supports more recent findings about the possible positive role of extrinsic motivation for specific kinds of creative outcomes. Metacognitively aware students demonstrated higher intrinsic and extrinsic motivation to learn and they were able to develop more creative solutions in selected tasks. The findings therefore contribute to understanding of the role of metacognition in self assessments of creative abilities.

URBAN, Kamila - PESOUT, Ondra - KOMBRZA, Jiří - URBAN, Marek. Metacognitively aware university students exhibit higher creativity and motivation to learn. In *Thinking Skills and Creativity*, 2021, vol. 42, no.

Commentary to the table below - 2.1.9 Table of research outputs (next page)

In the evaluation period, almost **half** (46%) of our research production was published in **scientific journals**. Publications in journals registered in CCC, WoS, and SCOPUS represent one-third (33%) of our scientific production. The yearly ratio of these journal publications is cca one per capita except for 2019, where some authors published chapters in monographs instead of indexed journal articles. In comparison, only 13% of our research production was published in journals not listed in CCC, WoS, and Scopus. Almost **one-fifth** (17%) of our scientific publications were **chapters in books** published domestically and internationally (in English and German). **Monographs** constituted only **2%** of our scientific publications in the evaluation period, but we produced three edited volumes (publication category F) listed under chapters in monographs published in Slovakia. Publishing in proceedings is still widespread in Slovak social sciences and humanities, typically for doctoral students at an early stage of their PhD. That is why about a third (**35%**) of our scientific publications were published in these outlets. Please, note that the institute also produces other types of publications (labelled as categories B, E, and G) that are focused on specific expert publics and stakeholders, mainly teachers and NGO practitioners. They are not listed in this table but can be found in **Annex 1**.

2.1.9. Table of research outputs

Scientific publications	2016			2017			2018			2019			2020			2021			total			
	number	No. / FTE researches	No. / one million total salary budget	number	No. / FTE researches	No. / one million total salary budget	number	No. / FTE researches	No. / one million total salary budget	number	No. / FTE researches	No. / one million total salary budget	number	No. / FTE researches	No. / one million total salary budget	number	No. / FTE researches	No. / one million total salary budget	number	averaged number per year	av. No. / FTE researches	av. No. / one million total salary budget
Scientific monographs and monographic studies in journals and proceedings published abroad (AAA, ABA)	0	0.000	0.000	0	0.000	0.000	0	0.000	0.000	0	0.000	0.000	1	0.095	2.331	0	0.000	0.000	1	0.167	0.015	0.470
Scientific monographs and monographic studies in journals and proceedings published in Slovakia (AAB, ABB)	1	0.101	4.065	1	0.090	3.413	0	0.000	0.000	0	0.000	0.000	0	0.000	0.000	1	0.095	2.169	3	0.500	0.046	1.411
Chapters in scientific monographs published abroad (ABC)	4	0.406	16.260	2	0.179	6.826	1	0.089	3.257	4	0.351	10.256	0	0.000	0.000	0	0.000	0.000	11	1.833	0.170	5.174
Chapters in scientific monographs published in Slovakia (ABD)	0	0.000	0.000	3	0.269	10.239	0	0.000	0.000	2	0.176	5.128	4	0.380	9.324	8	0.761	17.354	17	2.833	0.263	7.996
Scientific papers published in journals registered in Current Contents Connect (ADCA, ADCB, ADDA, ADEB)	1	0.101	4.065	5	0.448	17.065	3	0.268	9.772	2	0.176	5.128	3	0.285	6.993	5	0.476	10.846	19	3.167	0.294	8.937
Scientific papers published in journals registered in Web of Science Core Collection and SCOPUS not listed above (ADMA, ADMB, ADNA, ADNBN)	10	1.014	40.650	5	0.448	17.065	6	0.537	19.544	3	0.263	7.692	7	0.665	16.317	5	0.476	10.846	36	6.000	0.557	16.933
Scientific papers published in other foreign journals (not listed above) (ADEA, ADEB)	2	0.203	8.130	1	0.090	3.413	1	0.089	3.257	1	0.088	2.564	2	0.190	4.662	0	0.000	0.000	7	1.167	0.108	3.293
Scientific papers published in other domestic journals (not listed above) (ADFA, ADFB)	4	0.406	16.260	4	0.358	13.652	2	0.179	6.515	2	0.176	5.128	2	0.190	4.662	0	0.000	0.000	14	2.333	0.217	6.585
Scientific papers published in foreign peer-reviewed proceedings (AECA)	1	0.101	4.065	0	0.000	0.000	0	0.000	0.000	0	0.000	0.000	0	0.000	0.000	0	0.000	0.000	1	0.167	0.015	0.470
Scientific papers published in domestic peer-reviewed proceedings (AEDA)	2	0.203	8.130	1	0.090	3.413	2	0.179	6.515	0	0.000	0.000	0	0.000	0.000	2	0.190	4.338	7	1.167	0.108	3.293
Published papers (full text) from foreign scientific conferences (AFA, AFC)	4	0.406	16.260	0	0.000	0.000	3	0.268	9.772	1	0.088	2.564	0	0.000	0.000	5	0.476	10.846	13	2.167	0.201	6.115
Published papers (full text) from domestic scientific conferences (AFB, AFD)	3	0.304	12.195	4	0.358	13.652	7	0.626	22.801	6	0.527	15.385	10	0.951	23.310	6	0.571	13.015	36	6.000	0.557	16.933

2.2. Measures of research outputs (citations, etc.)

2.2.1. Table with citations per annum (without self-citations)

Citations of papers from international collaborations in large-scale scientific projects (Dwarf team, ALICE Collaboration, ATLAS collaboration, CD Collaboration, H1 Collaboration, HADES Collaboration, and STAR Collaboration) are listed separately

Most citations of our research outputs are listed in WoS Core Collection (66%) and Scopus (19%). Non-indexed citations (e.g., in books or proceedings) represent 15% of all the citations. Historically, most of our citations have come from extensive multi-author international collaborations and monographs published regionally (Slovakia, Czech Republic). However, in the evaluation period 2016-21, several studies in international journals were published with our colleagues as first authors or co-authors in small teams and have a considerable citation potential (see section 2.2.4). This potential is strengthened by the fact that publishing in English has become a common practice at the Institute. In contrast, in the past, the English language publications were mainly produced within the extensive multi-author collaborations.

The most cited author historically (sections 2.2.5 and 2.2.6) is senior researcher Gabriel Bianchi, the founding member of the Institute who has engaged in numerous international collaborations with outstanding scholars, the results of which appeared in high-ranking journals. The most cited author for 2016-2021 (papers published in this period and cited in this period, section 2.2.7) is mid-career researcher Barbara Láštiová. We also see a substantial publication and citation potential in our early career researcher Kamila Urban.

Citations, reviews	2015		2016		2017		2018		2019		2020		total		
	number	No. / FTE researchers	number	No. / FTE researchers	number	No. / FTE researchers	number	No. / FTE researchers	number	No. / FTE researchers	number	No. / FTE researchers	number	averaged number per year	av. No. / FTE researchers
Citations in Web of Science Core Collection (1.1, 2.1)	94	9.53	141	12.63	120	10.73	132	11.59	168	15.97	144	13.70	799	133.17	12.36
Citations in SCOPUS (1.2, 2.2) if not listed above	28	2.84	35	3.14	46	4.11	49	4.30	47	4.47	19	1.81	224	37.33	3.47
Citations in other citation indexes and databases (not listed above) (3.2,4.2)	0	0.00	0	0.00	0	0.00	1	0.09	0	0.00	0	0.00	1	0.17	0.02
Other citations (not listed above) (3.1, 4.1)	55	5.58	30	2.69	34	3.04	12	1.05	36	3.42	10	0.95	177	29.50	2.74
Reviews (5,6)	1	0.10	0	0.00	1	0.09	0	0.00	2	0.19	1	0.10	5	0.83	0.08

2.2.2. List of 10 most-cited publications published any time with the address of the institute, with number of citations in the assessment period (2015 – 2020)

1. SCHMITT, D.P. - ALLIK, J. - MCCRAE, R. R. - BENET-MARTINEZ, V. - ALCALAY, L. - AULT, L. - AUSTERS, I. - BENNETT, K.L. - BIANCHI, Gabriel - BOHOLST, F. - CUNEN, M.A.B. - BRAECKMAN, J. - BRAINERD, E.G. - GERARD, L. - CARON, G. - CASULLO, M.M. - CUNNINGHAM, M. - DAIBO, I. - DE BACKER, C. - DE SOUZA, E. - DIAZ-LOVING, R. - DINIZ, G. - DURKIN, K. - ECHEGARAY, M. - EREMSON, E. - EULER, H.A. - FALZON, R. - FISHER, M.L. - FOLEY, D. - FRY, D.P. - FRY, S. - GHAYUR, M.A. - GIRI, V.N. - GOLDEN, D.L. - GRAMMER, K. - GRIMALDI, L. - HALBERSTADT, L. - HAGUE, S. - HERRERA, D. - HERTEL, J. - HOFFMANN, H. - HOOPER, D. - HRADÍLEKOVÁ, Z. - HUDEK-KENE-EVI, J. - JAAFAR, J. - JANKAUSKAITE, M. - KABANGU-STAHEL, H. - KARDUM, I. - KHOURY, B. - KWON, H. - LAIDRA, K. - LAIREITER, A.R. - LAKERVELD, D. - LAMPERT, A. - LAURI, M. - LAVALLEE, M. - LEE, S.J. - LEUNG, L.C. - LOCKE, K.D. - LOCKE, V. - LUKŠÍK, Ivan - MAGAISA, I. - MARCINKEVICIENE, D. - MATA, A. - MATA, R. - MCCARTHY, B. - MILLS, M.E. - MIKHIZE, N. J. - MOREIRA, J. - MOREIRA, S. - MOYA, M. - MUNYAE, M. - NOLLER, P. - OLIMAR, H. - OPRE, A. - PANAYIOTOU, A. - PETROVIC, N. - POELS, K. - POPPER, Miroslav - POULIMENOU, M. - P'YATOKHA, V. - RAYMOND, M. - REIPS, U.D. - RENEAU, S.E. - RIVERA-ARAGON, S. - ROWATT, W.C. - RUCH, W. - RUS, V.S. - SAFIR, M.P. - SALAS, S. - SAMBATARO, F. - SANDNABBA, K.N. - SCHULMEYER, M.K. - SCHUTZ, A. - SCRIMALI, T. - SHACKELFORD, T.K. - SHARAN, M.B. - SHAVER, P.R. - SICHONA, F. - SIMONETTI, F. - SINESHAW, T. - SOOKDEW, R. - SPELMAN, T. - SPYRON, S. - SUMER, H.C. - SUMER, N. - SUPEKOVÁ, Marianna - SZLENDAK, T. - TAYLOR, R. - TIMMERMANS, B. - TOOKE, W. - TSAOUSIS, I. - TUNGARAZA, F.S.K. - VAN OVERWALLE, F. - VANDERMASSEN, G. - VANHOOMISSEN, T. - VANWESENBEECK, I. - VASEY, P.L. - VERISSIMO, J. - VORACEK, M. - WAS, W. W. N. - WANG, T.W. - WEISS, P. - WIJAYA, A. - WOERTMAN, L. - YOUN, G. - ZUPANEIC, A. The geographic distribution of big five personality traits - Patterns and profiles of human self-description across 56 nations. In *Journal of Cross-Cultural Psychology*, 2007, vol. 38, no. 2, p. 173-212. (2006: 1.923 - IF, Q1 - JCR, 1.614 - SJR, Q1 - SJR). ISSN 0022-0221. Available at: <https://doi.org/10.1177/0022022106297299> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	296
Citations in SCOPUS (1.2, 2.2)	60
Reviews (5, 6)	1
Count	357

2. SCHMITT, D.P. - DINIZ, G. - ALCALAY, L. - DURKIN, K. - ALLENSWORTH, M. - ECHEGARAY, M. - ALLIK, J. - EREMSON, E. - AULT, L. - EULER, H.A. - AUSTERS, I. - FALZON, R. - BENNETT, K.L. - FISHER, M.L. - BIANCHI, Gabriel - FOLEY, D. - BOHOLST, F. - FOWLER, R. - CUNEN, M.A.B. - FRY, D.P. - BRAECKMAN, J. - FRY, S. - BRAINERD, E.G. - GHAYUR, M.A. - CARAL, L.G.A. - GIRI, V.N. - CARON, G. - GOLDEN, D.L. - CASULLO, M.M. - GRAMMER, K. - CUNNINGHAM, M. - GRIMALDI, L. - DAIBO, I. - HALBERSTADT, J. - DE BACKER, C. - HAQUE, S. - DE SOUZA, E. - HERRERA, D. - DIAZ-LOVING, R. - HERTEL, J. - LUKŠÍK, Ivan - HITCHELL, A. - MAGAISA, I. - HOFFMAN, H. - MARCINKEVICIENE, D. - HOOPER, D. - MATA, A. - HRADÍLEKOVÁ, Z. - MATA, R. - HUDEK-KENE-EVI, J. - MCCARTHY, B. - HUFFCUTT, A. - MILLS, M.E. - JAAFAR, J. - MIKHIZE, N.J. - JANKAUSKAITE, M. - MOREIRA, J. - KABANGU-STAHEL, H. - MOREIRA, S. - KARDUM, I. - MOYA, M. - KHOURY, B. - MUNYAE, M. - KWON, H. - NOLLER, P. - LAIDRA, K. - OLIMAR, H. - LAIREITER, A.R. - OPRE, A. - LAKERVELD, D. - PANAYIOTOU, A. - LAMPERT, A. - PETROVIC, N. - LAURI, M. - POELS, K. - LAVALLEE, M. - POPPER, Miroslav - LEE, S.J. - POULIMENOU, M. - LEUNG, L.C. - P'YATOKHA, V. - LOCKE, K.D. - RAYMOND, M. - LOCKE, V. - REIPS, U.D. - RENEAU, S.E. - SUMER, H.C. - SUMER, N. - RIVERA-ARAGON, S. - SUPEKOVÁ, Marianna - ROWATT, W.C. - SZLENDAK, T. - RUCH, W. - TAYLOR, R. - RUS, V.S. - TIMMERMANS, B. - SAFIR, M.P. - TOOKE, W. - SALAS, S. - TSAOUSIS, I. - SAMBATARO, F. - TUNGARAZA, F.S.K. - SANDNABBA, K.N. - TURNER, A. - SCHLEETER, R. - VANDERMASSEN, G. - SCHULMEYER, M.K. - VANHOOMISSEN, T. - VAN OVERWALLE, F. - SCHUTZ, A. - VANWESENBEECK, I. -

SCRIMALI, T. - VASEY, P.L. - SHACKELFORD, T.K. - VERISSIMO, J. - SHARAN, M.B. - VORACEK, M. - SHAVER, P.R. - WAN, W.W.N. - SICHONA, F. - WANG, T.W. - SIMONETTI, F. - WEISS, P. - SINESHAW, T. - WIJAYA, A. - SOOKDEW, R. - WOERTMAN, L. - SPEELMAN, T. - YOUN, G. - SPYROU, S. - ZUPANEIE, A. Patterns and Universals of Adult Romantic Attachment Across 62 Cultural Regions : Are Models of Self and of Other Pancultural constructs? In *Journal of Cross-Cultural Psychology*, 2004, vol. 35, no. 4, p. 367-402. (2003: 1.470 - IF). ISSN 0022-0221. Available at: <https://doi.org/10.1177/0022022104266105> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	72
Citations in SCOPUS (1.2, 2.2)	4
Other citations (not listed above) (3, 4, 3.1, 4.1)	1
Count	77

3. SCHMITT, D.P. - ALCALAY, L. - ALLIK, J. - AULT, L. - AUSTERS, I. - BENNETT, K.L. - BIANCHI, Gabriel - BOHOLST, F. - CUNEN, M.A.B. - BRAECKMAN, J. - BRAINERD, E.G. - CARAL, L.G.A. - CARON, G. - CASULLO, M.M. - CUNNINGHAM, M. - DAIBO, I. - DE SOUZA, E. - DE BACKER, C. - DIAZ-LOVING, R. - DINIZ, G. - DURKIN, K. - ECHEGARAY, M. - EREMISOY, E. - EULER, H.A. - FALZON, R. - FISHER, M.L. - FOLEY, D. - FRY, D.P. - FRY, S. - GHAYUR, M.A. - GOLDEN, D.L. - GRAMMER, K. - BOLTZMANN, L. - GRIMALDI, L. - HALBERSTADT, J. - HERRERA, D. - HERTEL, J. - HOFFMANN, H. - HOOPER, D. - HRADÍLEKOVÁ, Z. - HUDEK-KENE-EVI, J. - JAAFAR, J. - JANKAUSKAITE, M. - KABANGU-STAHHEL, H. - KARDUM, I. - KHOURY, B. - KWON, H. - LAIDRA, K. - LAIREITER, A.R. - LAKERVELD, D. - LAMPERT, A. - HEFER, E. - LAURI, M. - LAVALLEE, M. - LEE, S.J. - LEUNG, L.C. - LOCKE, K.D. - LOCKE, V. - LUKŠÍK, Ivan - MAGAISA, I. - MARCINKEVICIENE, D. - MATA, A. - MATA, R. - MCCARTHY, B. - MILLS, M.E. - MOREIRA, J. - MOREIRA, S. - MOYA, M. - MUNYAE, M. - NOLLER, P. - OPRE, A. - PANAYIOTOU, A. - PETROVIC, N. - POELS, K. - POPPER, Miroslav - POULIMENOU, M. - P'YATOKHA, V. - RAYMOND, M. - REIPS, U.D. - RENEAU, S.E. - RIVERA-ARAGON, S. - ROWATT, W.C. - RUCH, W. - RUS, V.S. - SAFIR, M.P. - SALAS, S. - SAMBATARO, F. - SANDNABBA, K.N. - SCHULMEYER, M.K. - SCHUTZ, A. - SCRIMALI, T. - SHACKELFORD, T.K. - SHAVER, P.R. - SICHONA, F. - SIMONETTI, F. - SINESHAW, T. - SPEELMAN, T. - SPYROU, S. - SUMER, N. - SUMER, H.C. - SUPEKOVÁ, Marianna - SZLENDAK, T. - TAYLOR, R. - TIMMERMANS, B. - TOOKE, W. - TSAOUSIS, I. - TUNGARAZA, F.S.K. - VANDERMASSEN, G. - VANHOOMISSEN, T. - VAN OVERWALLE, F. - VANWESENBEECK, I. - VASEY, P.L. - VERISSIMO, J. - VORACEK, M. - WAN, W.W.N. - WANG, T.W. - WEISS, P. - WIJAYA, A. - WOERTMAN, L. - YOUN, G. - ZUPANEIE, A. Universal Sex Differences in the Desire for Sexual Variety : Tests From 52 Nations, 6 Continents, and 13 Islands. In *Journal of Personality and Social Psychology*, 2003, vol. 85, no. 1, p. 85-104. (2002: 3.649 - IF, karentované - CCC). (2003 - Current Contents). ISSN 0022-3514. Available at: <https://doi.org/10.1037/0022-3514.85.1.85> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	58
Citations in SCOPUS (1.2, 2.2)	15
Count	73

4. SCHMITT, D.P. - ALCALAY, L. - ALLIK, J. - ANGLEITNER, A. - AULT, L. - AUSTERS, I. - BENNETT, K.L. - BIANCHI, Gabriel - BOHOLST, F. - CUNEN, M.A.B. - BRAECKMAN, J. - BRAINERD, E.G. - CARAL, L.G.A. - CARON, G. - CASULLO, M.M. - CUNNINGHAM, M. - DAIBO, I. - DE BACKER, C. - DE SOUZA, E. - DIAZ-LOVING, R. - DINIZ, G. - DURKIN, K. - ECHEGARAY, M. - EREMISOY, E. - EULER, H.A. - FALZON, R. - FISHER, M.L. - FOLEY, D. - FRY, D.P. - FRY, S. - GHAYUR, M.A. - GOLDEN, D.L. - GRAMMER, K. - GRIMALDI, L. - HALBERSTADT, J. - HAQUE, S. - HERRERA, D. - HERTEL, J. - HOFFMANN, H. - HOOPER, D. - HRADÍLEKOVÁ, Z. - HUDEK-KENE-EVI, J. - JAAFAR, J. - JANKAUSKAITE, M. - KABANGU-STAHHEL, H. - KARDUM, I. - KHOURY, B. - KWON, H. - LAIDRA, K. - LAIREITER, A.R. - LAKERVELD, D. - LAMPERT, A. - LAURI, M. - LAVALLEE, M. - LEE, S.J. - LEUNG, L.C. - LOCKE, K.D. - LOCKE, V. - LUKŠÍK, Ivan - MAGAISA, I. - MARCINKEVICIENE, D. - MATA, A. - MATA, R. - MCCARTHY, B. - MILLS, M.E. - MKHIZE, N.J. - MOREIRA, J. - MOREIRA, S. -

MOYA, M. - MUNYAE, M. - NOLLER, P. - OPRE, A. - PANAYIOTOU, A. - PETROVIC, N. - POELS, K. - POPPER, Miroslav - POULIMENOU, M. - P'YATOKHA, V. - RAYMOND, M. - REIPS, U.D. - RENEAU, S.E. - RIVERA-ARAGON, S. - ROWATT, W.C. - RUCH, W. - RUS, V.S. - SAFIR, M.P. - SALAS, S. - SAMBATARO, F. - SANDNABBA, K.N. - SCHULMEYER, M.K. - SCHUTZ, A. - SCRIMALI, T. - SHACKELFORD, T.K. - SHAVER, P.R. - SICHONA, F. - SIMONETTI, F. - SINESHAW, T. - SOOKDEW, R. - SPEELMAN, T. - SPYROU, S. - SUMER, H.C. - SUMER, N. - SUPEKOVÁ, Marianna - SZLENDAK, T. - TIMMERMANS, B. - TOOKE, W. - TSAOUSIS, I. - TUNGARAZA, F.S.K. - VAN OVERWALLE, F. - VANDERMASSEN, G. - VANHOOMISSEN, T. - VANWESENBECK, I. - VASEY, P.L. - VERISSIMO, J. - VORACEK, M. - WAN, W.W.N. - WANG, T.W. - WEISS, P. - WIJAYA, A. - WOERTMAN, L. - YOUN, G. - ZUPANEIE, A. Patterns and Universals of Mate Poaching Across 53 Nations : The Effects of Sex, Culture, and Personality on Romantically Attracting Another Person's Partner. In *Journal of Personality and Social Psychology*, 2004, vol. 86, no. 4, p. 560-584. (2003: 3.862 - IF). ISSN 0022-3514. Available at: <https://doi.org/10.1037/0022-3514.86.4.560> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	49
Citations in SCOPUS (1.2, 2.2)	12
Count	61

5. SCHMITT, D.P. - ALCALAY, L. - ALLENSWORTH, M. - ALLIK, J. - AULT, L. - AUSTERS, I. - BENNETT, K.L. - BIANCHI, Gabriel - BOHOLST, F. - CUNEN, M.A.B. - BRAECKMAN, J. - BRAINERD, E.G. - CARAL, L.G.A. - CARON, G. - CASULLO, M.M. - CUNNINGHAM, M. - DAIBO, I. - DE BACKER, C. - DE SOUZA, E. - DIAZ-LOVING, R. - DINIZ, G. - DURKIN, K. - ECHEGARAY, M. - EREMSON, E. - EULER, H.A. - FALZON, R. - FISHER, M.L. - FOLEY, D. - FOWLER, R. - FRY, D.P. - FRY, S. - GHAYUR, M.A. - GIRI, V.N. - GOLDEN, D.L. - GRAMMER, K. - GRIMALDI, L. - HALBERSTADT, J. - HAQUE, S. - HERRERA, D. - HERTEL, J. - HITCHELL, A. - HOFFMANN, H. - HOOPER, D. - HRADÍLEKOVÁ, Z. - HUDEK-KENE-EVI, J. - HUFFCUTT, A. - JAAFAR, J. - JANKAUSKAITE, M. - KABANGU-STAHLE, H. - KARDUM, I. - KHOURY, B. - KWON, H. - LAIDRA, K. - LAIREITER, A.R. - LAKERVELD, D. - LAMPERT, A. - LAURI, M. - LAVALLEE, M. - LEE, S.J. - LEUNG, L.C. - LOCKE, K.D. - LOCKE, V. - LUKŠÍK, Ivan - MAGAISA, I. - MARCINKEVICIENE, D. - MATA, A. - MATA, R. - MCCARTHY, B. - MILLS, M.E. - MKHIZE, N.J. - MOREIRA, J. - MOREIRA, S. - MOYA, M. - MUNYAE, M. - NOLLER, P. - OLIMAT, H. - OPRE, A. - PANAYIOTOU, A. - PETROVIC, N. - POELS, K. - POPPER, Miroslav - POULIMENOU, M. - P'YATOKHA, V. - RAYMOND, M. - REIPS, U.D. - RENEAU, S.E. - RIVERA-ARAGON, S. - ROWATT, W.C. - RUCH, W. - RUS, V.S. - SAFIR, M.P. - SALAS, S. - SAMBATARO, F. - SANDNABBA, K.N. - SCHLEETER, R. - SCHULMEYER, M.K. - SCHUTZ, A. - SCRIMALI, T. - SHACKELFORD, T.K. - SHARAN, M.B. - SHAVER, P.R. - SICHONA, F. - SIMONETTI, F. - SINESHAW, T. - SOOKDEW, R. - SPEELMAN, T. - SPYROU, S. - SUMER, H.C. - SUMER, N. - SUPEKOVÁ, Marianna - SZLENDAK, T. - TAYLOR, R. - TIMMERMANS, B. - TOOKE, W. - TUNGARAZA, F.S.K. - TSAOUSIS, I. - TURNER, A. - VANDERMASSEN, G. - VANHOOMISSEN, T. - VAN OVERWALLE, F. - VANWESENBECK, I. - VASEY, P.L. - VERISSIMO, J. - VORACEK, M. - WAN, W.W.N. - WANG, T.W. - WEISS, P. - WIJAYA, A. - WOERTMAN, L. - YOUN, G. - ZUPANEIE, A. Are men universally more dismissing than women? Gender differences in romantic attachment across 62 cultural regions. In *Personal Relationships*, 2003, vol.10, no. 3, p. 307-331. (2002: 1.000 - IF, karentované - CCC). (2003 - Current Contents). ISSN 1350-4126. Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	41
Citations in SCOPUS (1.2, 2.2)	7
Count	48

6. SCHWARTZ, Shalom H. - CAPRARA, Gian Vittorio - VECCHIONE, Michele - BAIN, Paul - BIANCHI, Gabriel - CAPRARA, Maria Giovanna - CIECIUCH, Jan - KIRMANOGLU, Hasan - BASLEVENT, Cem - LÖNNQVIST, Jan-Erik - MAMALI, Catalin - MANZI, Jorge - PAVLOPOULOS, Vassilis - POSNOVA, Tetyana - SCHOEN, Harald - SILVESTER, Jo - TABERNERO, Carmen - TORRES, Claudio - VERKASALO, Markku - VONDRÁKOVÁ, Eva -

WELZEL, Christian - ZALESKI, Zbigniew. Basic personal values underlie and give coherence to political values : a cross national study in 15 countries. In *Political Behavior* [seriál], 2014, vol. 36, iss. 4, p. 899-930. (2013: 1.097 - IF, Q2 - JCR, 3.104 - SJR, karentované - CCC). (2014 - Current Contents). ISSN 0190-9320. Available at: <https://doi.org/10.1007/s11109-013-9255-z>
Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	34
Citations in SCOPUS (1.2, 2.2)	6
Other citations (not listed above) (3, 4, 3.1, 4.1)	1
Reviews (5, 6)	1
Count	42

7. VECCHIONE, Michele - SCHWARTZ, Shalom H. - CAPRARA, Gian Vittorio - SCHOEN, Harald - CIECIUCH, Jan - SILVESTER, Jo - BAIN, Paul - BIANCHI, Gabriel - KIRMANOGLU, Hasan - BASLEVENT, Cem - MAMALI, Catalin - MANZI, Jorge - PAVLOPOULOS, Vassilis - POSNOVA, Tetyana - TORRES, Claudio - VERKASALO, Markku - LÖNNQVIST, Jan-Erik - VONDRÁKOVÁ, Eva - WELZEL, Christian - ALESSANDI, Guido. Personal values and political activism : a cross-national study. In *British Journal of Psychology*, 2015, vol. 106, iss. 1, p. 84-106. (2014: 2.254 - IF, Q1 - JCR, 1.523 - SJR, Q1 - SJR, karentované - CCC). (2015 - Current Contents). ISSN 0007-1269. Available at: <https://doi.org/10.1111/bjop.12067> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	32
Citations in SCOPUS (1.2, 2.2)	5
Other citations (not listed above) (3, 4, 3.1, 4.1)	1
Count	38

8. KRAHÉ, Barbara - BERGER, Anja - VANWESENBECK, I. - BIANCHI, Gabriel - CHLIAOUTAKIS, Joannes - FERNÁNDEZ-FUERTES, Andrés - FUERTES, Antonio - DE MATOS, Margarida Gaspar - HADJIGEORGIOU, Eleni - HALLER, Birgitt - HELLEMANS, Sabine - IZDEBSKI, Zbigniew - KOUTA, Christiana - MEIJNCKENS, Dwayne - MURAUŠKIENE, Liubove - PAPADAKAKI, Maria - RAMIRO, Lucia - REIS, Marta - SYMONS, Katrien - TOMASZEWSKA, Paulina - VICARIO-MOLINA, Isabel - ZYGADLO, Andrzej. Prevalence and correlates of young people's sexual aggression perpetration and victimisation in 10 European countries: a multi-level analysis. In *Culture, Health & Sexuality*, 2015, vol. 17, no. 6, p. 682-699. (2014: 1.784 - IF, Q1 - JCR, 1.178 - SJR, Q1 - SJR, karentované - CCC). (2015 - Current Contents). ISSN 1369-1058. Available at: <https://doi.org/10.1080/13691058.2014.989265> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	33
Citations in SCOPUS (1.2, 2.2)	2
Count	35

9. KENDE, Anna - HADARICS, Márton - LÁŠTICOVÁ, Barbara. Anti-Roma attitudes as expressions of dominant social norms in Eastern Europe. In *International Journal of Intercultural Relations*, 2017, vol. 60, p. 12-27. (2016: 1.183 - IF, Q2 - JCR, 0.910 - SJR, Q1 - SJR, karentované - CCC). (2017 - Current Contents). ISSN 0147-1767. Projekt APVV-14-0531. Available at: <https://doi.org/10.1016/j.ijintrel.2017.06.002> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	17
Citations in SCOPUS (1.2, 2.2)	2
Other citations (not listed above) (3, 4, 3.1, 4.1)	8
Count	27

10. SCHWARTZ, Shalom H. - BARDI, Anat - BIANCHI, Gabriel. Value Adaptation to the Imposition and Collapse of Communist Regimes in East-Central Europe. In *Political Psychology: Cultural and Crosscultural Foundations*. - London : Macmillan Press Ltd., 2000, s. 217-237. ISBN 0-333-75103-5. Type: **ABC**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	17
Citations in SCOPUS (1.2, 2.2)	3
Count	20

2.2.3. List of 10 most-cited publications published any time with the address of the institute, with number of citations obtained until 2020

1. SCHMITT, D.P. - ALLIK, J. - MCCRAE, R. R. - BENET-MARTINEZ, V. - ALCALAY, L. - AULT, L. - AUSTERS, I. - BENNETT, K.L. - BIANCHI, Gabriel - BOHOLST, F. - CUNEN, M.A.B. - BRAECKMAN, J. - BRAINERD, E.G. - GERARD, L. - CARON, G. - CASULLO, M.M. - CUNNINGHAM, M. - DAIBO, I. - DE BACKER, C. - DE SOUZA, E. - DIAZ-LOVING, R. - DINIZ, G. - DURKIN, K. - ECHEGARAY, M. - EREMSON, E. - EULER, H.A. - FALZON, R. - FISHER, M.L. - FOLEY, D. - FRY, D.P. - FRY, S. - GHAYUR, M.A. - GIRI, V.N. - GOLDEN, D.L. - GRAMMER, K. - GRIMALDI, L. - HALBERSTADT, L. - HAGUE, S. - HERRERA, D. - HERTEL, J. - HOFFMANN, H. - HOOPER, D. - HRADÍLEKOVÁ, Z. - HUDEK-KENE-EVI, J. - JAAFAR, J. - JANKAUSKAITE, M. - KABANGU-STAHEL, H. - KARDUM, I. - KHOURY, B. - KWON, H. - LAIDRA, K. - LAIREITER, A.R. - LAKERVELD, D. - LAMPERT, A. - LAURI, M. - LAVALLEE, M. - LEE, S.J. - LEUNG, L.C. - LOCKE, K.D. - LOCKE, V. - LUKŠÍK, Ivan - MAGAISA, I. - MARCINKEVICIENE, D. - MATA, A. - MATA, R. - MCCARTHY, B. - MILLS, M.E. - MIKHIZE, N. - MOREIRA, J. - MOREIRA, S. - MOYA, M. - MUNYAE, M. - NOLLER, P. - OLIMAR, H. - OPRE, A. - PANAYIOTOU, A. - PETROVIC, N. - POELS, K. - POPPER, Miroslav - POULIMENOU, M. - P'YATOKHA, V. - RAYMOND, M. - REIPS, U.D. - RENEAU, S.E. - RIVERA-ARAGON, S. - ROWATT, W.C. - RUCH, W. - RUS, V.S. - SAFIR, M.P. - SALAS, S. - SAMBATARO, F. - SANDNABBA, K.N. - SCHULMEYER, M.K. - SCHUTZ, A. - SCRIMALI, T. - SHACKELFORD, T.K. - SHARAN, M.B. - SHAVER, P.R. - SICHONA, F. - SIMONETTI, F. - SINESHAW, T. - SOOKDEW, R. - SPELMAN, T. - SPYRON, S. - SUMER, H.C. - SUMER, N. - SUPEKOVÁ, Marianna - SZLENDAK, T. - TAYLOR, R. - TIMMERMANS, B. - TOOKE, W. - TSAOUSIS, I. - TUNGARAZA, F.S.K. - VAN OVERWALLE, F. - VANDERMASSEN, G. - VANHOOMISSEN, T. - VANWESENBECK, I. - VASEY, P.L. - VERISSIMO, J. - VORACEK, M. - WAS, W. W. N. - WANG, T.W. - WEISS, P. - WIJAYA, A. - WOERTMAN, L. - YOUN, G. - ZUPANEIC, A. The geographic distribution of big five personality traits - Patterns and profiles of human self-description across 56 nations. In *Journal of Cross-Cultural Psychology*, 2007, vol. 38, no. 2, p. 173-212. (2006: 1.923 - IF, Q1 - JCR, 1.614 - SJR, Q1 - SJR). ISSN 0022-0221. Available at: <https://doi.org/10.1177/0022022106297299> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	471
Citations in SCOPUS (1.2, 2.2)	95
Reviews (5, 6)	1
Count	567

2. SCHMITT, D.P. - ALCALAY, L. - ALLIK, J. - AULT, L. - AUSTERS, I. - BENNETT, K.L. - BIANCHI, Gabriel - BOHOLST, F. - CUNEN, M.A.B. - BRAECKMAN, J. - BRAINERD, E.G. - CARAL, L.G.A. - CARON, G. - CASULLO, M.M. - CUNNINGHAM, M. - DAIBO, I. - DE SOUZA, E. - DE BACKER, C. - DIAZ-LOVING, R. - DINIZ, G. - DURKIN, K. - ECHEGARAY, M. - EREMSON, E. - EULER, H.A. - FALZON, R. - FISHER, M.L. - FOLEY, D. - FRY, D.P. - FRY, S. - GHAYUR, M.A. - GOLDEN, D.L. - GRAMMER, K. - BOLTZMANN, L. - GRIMALDI, L. - HALBERSTADT, J. - HERRERA, D. - HERTEL, J. - HOFFMANN, H. - HOOPER, D. - HRADÍLEKOVÁ, Z. - HUDEK-

KENE-EVI, J. - JAAFAR, J. - JANKAUSKAITE, M. - KABANGU-STAHSEL, H. - KARDUM, I. - KHOURY, B. - KWON, H. - LAIDRA, K. - LAIREITER, A.R. - LAKERVELD, D. - LAMPERT, A. - HEFER, E. - LAURI, M. - LAVALLEE, M. - LEE, S.J. - LEUNG, L.C. - LOCKE, K.D. - LOCKE, V. - LUKŠÍK, Ivan - MAGAISA, I. - MARCINKEVICIENE, D. - MATA, A. - MATA, R. - MCCARTHY, B. - MILLS, M.E. - MOREIRA, J. - MOREIRA, S. - MOYA, M. - MUNYAE, M. - NOLLER, P. - OPRE, A. - PANAYIOTOU, A. - PETROVIC, N. - POELS, K. - POPPER, Miroslav - POULIMENOU, M. - P'YATOKHA, V. - RAYMOND, M. - REIPS, U.D. - RENEAU, S.E. - RIVERA-ARAGON, S. - ROWATT, W.C. - RUCH, W. - RUS, V.S. - SAFIR, M.P. - SALAS, S. - SAMBATARO, F. - SANDNABBA, K.N. - SCHULMEYER, M.K. - SCHUTZ, A. - SCRIMALI, T. - SHACKELFORD, T.K. - SHAVER, P.R. - SICHONA, F. - SIMONETTI, F. - SINESHAW, T. - SPEELMAN, T. - SPYROU, S. - SUMER, N. - SUMER, H.C. - SUPEKOVÁ, Marianna - SZLENDAK, T. - TAYLOR, R. - TIMMERMANS, B. - TOOKE, W. - TSAOUSIS, I. - TUNGARAZA, F.S.K. - VANDERMASSEN, G. - VANHOOMISSEN, T. - VAN OVERWALLE, F. - VANWESENBEECK, I. - VASEY, P.L. - VERISSIMO, J. - VORACEK, M. - WAN, W.W.N. - WANG, T.W. - WEISS, P. - WIJAYA, A. - WOERTMAN, L. - YOUN, G. - ZUPANEIE, A. Universal Sex Differences in the Desire for Sexual Variety : Tests From 52 Nations, 6 Continents, and 13 Islands. In *Journal of Personality and Social Psychology*, 2003, vol. 85, no. 1, p. 85-104. (2002: 3.649 - IF, Current Contents - CCC). (2003 - Current Contents). ISSN 0022-3514. Available at: <https://doi.org/10.1037/0022-3514.85.1.85> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	179
Citations in SCOPUS (1.2, 2.2)	56
Count	235

3. SCHMITT, D.P. - DINIZ, G. - ALCALAY, L. - DURKIN, K. - ALLENSWORTH, M. - ECHEGARAY, M. - ALLIK, J. - EREMSON, E. - AULT, L. - EULER, H.A. - AUSTERS, I. - FALZON, R. - BENNETT, K.L. - FISHER, M.L. - BIANCHI, Gabriel - FOLEY, D. - BOHOLST, F. - FOWLER, R. - CUNEN, M.A.B. - FRY, D.P. - BRAECKMAN, J. - FRY, S. - BRAINERD, E.G. - GHAYUR, M.A. - CARAL, L.G.A. - GIRI, V.N. - CARON, G. - GOLDEN, D.L. - CASULLO, M.M. - GRAMMER, K. - CUNNINGHAM, M. - GRIMALDI, L. - DAIBO, I. - HALBERSTADT, J. - DE BACKER, C. - HAQUE, S. - DE SOUZA, E. - HERRERA, D. - DIAZ-LOVING, R. - HERTEL, J. - LUKŠÍK, Ivan - HITCHELL, A. - MAGAISA, I. - HOFFMAN, H. - MARCINKEVICIENE, D. - HOOPER, D. - MATA, A. - HRADÍLEKOVÁ, Z. - MATA, R. - HUDEK-KENE-EVI, J. - MCCARTHY, B. - HUFFCUTT, A. - MILLS, M.E. - JAAFAR, J. - MKHIZE, N.J. - JANKAUSKAITE, M. - MOREIRA, J. - KABANGU-STAHSEL, H. - MOREIRA, S. - KARDUM, I. - MOYA, M. - KHOURY, B. - MUNYAE, M. - KWON, H. - NOLLER, P. - LAIDRA, K. - OLIMAT, H. - LAIREITER, A.R. - OPRE, A. - LAKERVELD, D. - PANAYIOTOU, A. - LAMPERT, A. - PETROVIC, N. - LAURI, M. - POELS, K. - LAVALLEE, M. - POPPER, Miroslav - LEE, S.J. - POULIMENOU, M. - LEUNG, L.C. - P'YATOKHA, V. - LOCKE, K.D. - RAYMOND, M. - LOCKE, V. - REIPS, U.D. - RENEAU, S.E. - SUMER, H.C. - SUMER, N. - RIVERA-ARAGON, S. - SUPEKOVÁ, Marianna - ROWATT, W.C. - SZLENDAK, T. - RUCH, W. - TAYLOR, R. - RUS, V.S. - TIMMERMANS, B. - SAFIR, M.P. - TOOKE, W. - SALAS, S. - TSAOUSIS, I. - SAMBATARO, F. - TUNGARAZA, F.S.K. - SANDNABBA, K.N. - TURNER, A. - SCHLEETER, R. - VANDERMASSEN, G. - SCHULMEYER, M.K. - VANHOOMISSEN, T. - VAN OVERWALLE, F. - SCHUTZ, A. - VANWESENBEECK, I. - SCRIMALI, T. - VASEY, P.L. - SHACKELFORD, T.K. - VERISSIMO, J. - SHARAN, M.B. - VORACEK, M. - SHAVER, P.R. - WAN, W.W.N. - SICHONA, F. - WANG, T.W. - SIMONETTI, F. - WEISS, P. - SINESHAW, T. - WIJAYA, A. - SOOKDEW, R. - WOERTMAN, L. - SPEELMAN, T. - YOUN, G. - SPYROU, S. - ZUPANEIE, A. Patterns and Universals of Adult Romantic Attachment Across 62 Cultural Regions : Are Models of Self and of Other Pancultural constructs? In *Journal of Cross-Cultural Psychology*, 2004, vol. 35, no. 4, p. 367-402. (2003: 1.470 - IF). ISSN 0022-0221. Available at: <https://doi.org/10.1177/0022022104266105> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	143
Citations in SCOPUS (1.2, 2.2)	12
Other citations (not listed above) (3, 4, 3.1, 4.1)	2
Count	157

4. SCHMITT, D.P. - ALCALAY, L. - ALLIK, J. - ANGLEITNER, A. - AULT, L. - AUSTERS, I. - BENNETT, K.L. - BIANCHI, Gabriel - BOHOLST, F. - CUNEN, M.A.B. - BRAECKMAN, J. - BRAINERD, E.G. - CARAL, L.G.A. - CARON, G. - CASULLO, M.M. - CUNNINGHAM, M. - DAIBO, I. - DE BACKER, C. - DE SOUZA, E. - DIAZ-LOVING, R. - DINIZ, G. - DURKIN, K. - ECHEGARAY, M. - EREMSON, E. - EULER, H.A. - FALZON, R. - FISHER, M.L. - FOLEY, D. - FRY, D.P. - FRY, S. - GHAYUR, M.A. - GOLDEN, D.L. - GRAMMER, K. - GRIMALDI, L. - HALBERSTADT, J. - HAQUE, S. - HERRERA, D. - HERTEL, J. - HOFFMANN, H. - HOOPER, D. - HRADÍLEKOVÁ, Z. - HUDEK-KENE-EVI, J. - JAAFAR, J. - JANKAUSKAITE, M. - KABANGU-STAHSEL, H. - KARDUM, I. - KHOURY, B. - KWON, H. - LAIDRA, K. - LAIREITER, A.R. - LAKERVELD, D. - LAMPERT, A. - LAURI, M. - LAVALLEE, M. - LEE, S.J. - LEUNG, L.C. - LOCKE, K.D. - LOCKE, V. - LUKŠÍK, Ivan - MAGAISA, I. - MARCINKEVICIENE, D. - MATA, A. - MATA, R. - MCCARTHY, B. - MILLS, M.E. - MKHIZE, N.J. - MOREIRA, J. - MOREIRA, S. - MOYA, M. - MUNYAE, M. - NOLLER, P. - OPRE, A. - PANAYIOTOU, A. - PETROVIC, N. - POELS, K. - POPPER, Miroslav - POULIMENOU, M. - P'YATOKHA, V. - RAYMOND, M. - REIPS, U.D. - RENEAU, S.E. - RIVERA-ARAGON, S. - ROWATT, W.C. - RUCH, W. - RUS, V.S. - SAFIR, M.P. - SALAS, S. - SAMBATARO, F. - SANDNABBA, K.N. - SCHULMEYER, M.K. - SCHUTZ, A. - SCRIMALI, T. - SHACKELFORD, T.K. - SHAVER, P.R. - SICHONA, F. - SIMONETTI, F. - SINESHAW, T. - SOOKDEW, R. - SPEELMAN, T. - SPYROU, S. - SUMER, H.C. - SUMER, N. - SUPEKOVÁ, Marianna - SZLENDAK, T. - TIMMERMANS, B. - TOOKE, W. - TSAOUSIS, I. - TUNGARAZA, F.S.K. - VAN OVERWALLE, F. - VANDERMASSEN, G. - VANHOOMISSEN, T. - VANWESENBEECK, I. - VASEY, P.L. - VERISSIMO, J. - VORACEK, M. - WAN, W.W.N. - WANG, T.W. - WEISS, P. - WIJAYA, A. - WOERTMAN, L. - YOUN, G. - ZUPANEIE, A. Patterns and Universals of Mate Poaching Across 53 Nations : The Effects of Sex, Culture, and Personality on Romantically Attracting Another Person's Partner. In *Journal of Personality and Social Psychology*, 2004, vol. 86, no. 4, p. 560-584. (2003: 3.862 - IF). ISSN 0022-3514. Available at: <https://doi.org/10.1037/0022-3514.86.4.560> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	90
Citations in SCOPUS (1.2, 2.2)	22
Count	112

5. SCHMITT, D.P. - ALCALAY, L. - ALLENSWORTH, M. - ALLIK, J. - AULT, L. - AUSTERS, I. - BENNETT, K.L. - BIANCHI, Gabriel - BOHOLST, F. - CUNEN, M.A.B. - BRAECKMAN, J. - BRAINERD, E.G. - CARAL, L.G.A. - CARON, G. - CASULLO, M.M. - CUNNINGHAM, M. - DAIBO, I. - DE BACKER, C. - DE SOUZA, E. - DIAZ-LOVING, R. - DINIZ, G. - DURKIN, K. - ECHEGARAY, M. - EREMSON, E. - EULER, H.A. - FALZON, R. - FISHER, M.L. - FOLEY, D. - FOWLER, R. - FRY, D.P. - FRY, S. - GHAYUR, M.A. - GIRI, V.N. - GOLDEN, D.L. - GRAMMER, K. - GRIMALDI, L. - HALBERSTADT, J. - HAQUE, S. - HERRERA, D. - HERTEL, J. - HITCHELL, A. - HOFFMANN, H. - HOOPER, D. - HRADÍLEKOVÁ, Z. - HUDEK-KENE-EVI, J. - HUFFCUTT, A. - JAAFAR, J. - JANKAUSKAITE, M. - KABANGU-STAHSEL, H. - KARDUM, I. - KHOURY, B. - KWON, H. - LAIDRA, K. - LAIREITER, A.R. - LAKERVELD, D. - LAMPERT, A. - LAURI, M. - LAVALLEE, M. - LEE, S.J. - LEUNG, L.C. - LOCKE, K.D. - LOCKE, V. - LUKŠÍK, Ivan - MAGAISA, I. - MARCINKEVICIENE, D. - MATA, A. - MATA, R. - MCCARTHY, B. - MILLS, M.E. - MKHIZE, N.J. - MOREIRA, J. - MOREIRA, S. - MOYA, M. - MUNYAE, M. - NOLLER, P. - OLIMAT, H. - OPRE, A. - PANAYIOTOU, A. - PETROVIC, N. - POELS, K. - POPPER, Miroslav - POULIMENOU, M. - P'YATOKHA, V. - RAYMOND, M. - REIPS, U.D. - RENEAU, S.E. - RIVERA-ARAGON, S. - ROWATT, W.C. - RUCH, W. - RUS, V.S. - SAFIR, M.P. - SALAS, S. - SAMBATARO, F. - SANDNABBA, K.N. - SCHLEETER, R. - SCHULMEYER, M.K. - SCHUTZ, A. - SCRIMALI, T. - SHACKELFORD, T.K. - SHARAN, M.B. - SHAVER, P.R. - SICHONA, F. - SIMONETTI, F. - SINESHAW, T. - SOOKDEW, R. - SPEELMAN, T. - SPYROU, S. - SUMER,

H.C. - SUMER, N. - SUPEKOVÁ, Marianna - SZLENDAK, T. - TAYLOR, R. - TIMMERMANS, B. - TOOKE, W. - TUNGARAZA, F.S.K. - TSAOUSIS, I. - TURNER, A. - VANDERMASSEN, G. - VANHOOMISSEN, T. - VAN OVERWALLE, F. - VANWESENBEECK, I. - VASEY, P.L. - VERISSIMO, J. - VORACEK, M. - WAN, W.W.N. - WANG, T.W. - WEISS, P. - WIJAYA, A. - WOERTMAN, L. - YOUN, G. - ZUPANEIE, A. Are men universally more dismissing than women? Gender differences in romantic attachment across 62 cultural regions. In *Personal Relationships*, 2003, vol.10, no. 3, p. 307-331. (2002: 1.000 - IF, Current Contents - CCC). (2003 - Current Contents). ISSN 1350-4126. Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	90
Citations in SCOPUS (1.2, 2.2)	16
Count	106

6. SCHWARTZ, Shalom H. - BARDI, Anat - BIANCHI, Gabriel. Value Adaptation to the Imposition and Collapse of Communist Regimes in East-Central Europe. In *Political Psychology: Cultural and Crosscultural Foundations*. - London : Macmillan Press Ltd., 2000, s. 217-237. ISBN 0-333-75103-5. Type: **ABC**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	45
Citations in SCOPUS (1.2, 2.2)	16
Other citations (not listed above) (3, 4, 3.1, 4.1)	3
Count	64

7. ČERNÍK, Václav - VICENÍK, Jozef - VIŠŇOVSKÝ, Emil. *Historické typy racionality* [Historical Types of Rationality]. 1. vyd. Bratislava : Iris, 1997. 324 s. ISBN 80-88778-45-X Type: **AAB**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	11
Other citations (not listed above) (3, 4, 3.1, 4.1)	33
Reviews (5, 6)	1
Count	45

8. SCHWARTZ, Shalom H. - CAPRARA, Gian Vittorio - VECCHIONE, Michele - BAIN, Paul - BIANCHI, Gabriel - CAPRARA, Maria Giovanna - CIECIUCH, Jan - KIRMANOGLU, Hasan - BASLEVENT, Cem - LÖNNQVIST, Jan-Erik - MAMALI, Catalin - MANZI, Jorge - PAVLOPOULOS, Vassilis - POSNOVA, Tetyana - SCHOEN, Harald - SILVESTER, Jo - TABERNERO, Carmen - TORRES, Claudio - VERKASALO, Markku - VONDRÁKOVÁ, Eva - WELZEL, Christian - ZALESKI, Zbigniew. Basic personal values underlie and give coherence to political values : a cross national study in 15 countries. In *Political Behavior* [seriál], 2014, vol. 36, iss. 4, p. 899-930. (2013: 1.097 - IF, Q2 - JCR, 3.104 - SJR, Current Contents - CCC). (2014 - Current Contents). ISSN 0190-9320. Available at: <https://doi.org/10.1007/s11109-013-9255-z> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	36
Citations in SCOPUS (1.2, 2.2)	6
Other citations (not listed above) (3, 4, 3.1, 4.1)	1
Reviews (5, 6)	1
Count	44

9. KAŠČÁK, Ondrej - PUPALA, Branislav. *Škola zlatých golierov : vzdelávanie v ére neoliberalizmu* [School of the golden collars: education in the era of neoliberalism]. Recenzenti Jiří Prokop, Stanislav Štech, Emil Višňovský. Praha : Sociologické nakladatelství (SLON), 2012. 208 s. VEGA 1/0091/12 a VEGA 1/0224/11. ISBN 978-80-7419-113-8 Type: **AAA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	2
Citations in SCOPUS (1.2, 2.2)	9
Other citations (not listed above) (3, 4, 3.1, 4.1)	26
Reviews (5, 6)	3
Count	40

10. MARKOVÁ, Ivana - MOODIE, E. - FARR, R.M. - DROZDA-SENKOWSKA, E. - EROS, F
PLICHTOVÁ, Jana - GERVAIS, M.C. - HOFFMANNOVA, J. - MULLEROVA, O. Social representations of the individual: a post-communist perspective. In *European Journal of Social Psychology*, 1998, vol. 28, no. 5, p. 797-829. ISSN 0046-2772. Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	31
Citations in SCOPUS (1.2, 2.2)	6
Other citations (not listed above) (3, 4, 3.1, 4.1)	2
Count	39

2.2.4. List of 10 most-cited publications published during the evaluation period (2016-2021) with the address of the Institute, with number of citations obtained until 2021

1. KENDE, Anna - HADARICS, Márton - LÁŠTICOVÁ, Barbara. Anti-Roma attitudes as expressions of dominant social norms in Eastern Europe. In *International Journal of Intercultural Relations*, 2017, vol. 60, p. 12-27. (2016: 1.183 - IF, Q2 - JCR, 0.910 - SJR, Q1 - SJR, karentované - CCC). (2017 - Current Contents). ISSN 0147-1767. Projekt APVV-14-0531. Available at: <https://doi.org/10.1016/j.ijintrel.2017.06.002> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	28
Citations in SCOPUS (1.2, 2.2)	2
Other citations (not listed above) (3, 4, 3.1, 4.1)	9
Count	39

2. CAPRARA, Gian Vittorio - VECCHIONE, Michele - SCHWARTZ, Shalom H. - SCHOEN, Harald - BAIN, Paul - SILVESTER, Jo - CIECIUCH, Jan - PAVLOPOULOS, Vassilis - BIANCHI, Gabriel - KIRMANOGLU, Hasan - BASLEVENT, Cem - MAMALI, Catalin - MANZI, Jorge - KATAYAMA, Miyuki - POSNOVA, Tetyana - TABERNERO, Carmen - TORRES, Claudio - VERKASALO, Markku - LÖNNQVIST, Jan-Erik - VONDRÁKOVÁ, Eva - CAPRARA, Maria Giovanna. Basic Values, Ideological Self-Placement, and Voting : A Cross-Cultural Study. In *Cross-Cultural Research*, 2017, vol. 51, iss. 4, p. 388-411. (2016: 0.851 - IF, Q3 - JCR, 0.409 - SJR, Q2 - SJR, karentované - CCC). (2017 - Current Contents). ISSN 1069-3971. Available at: <https://doi.org/10.1177/1069397117712194> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	20
Citations in SCOPUS (1.2, 2.2)	3
Reviews (5, 6)	1
Count	24

3. SCHMITT, David P. - ALCALAY, L. - ALLIK, Jüri - ALVES, I.C.B. - ANDERSON, C.A. - ANGELINI, A.L. - ASENDORPF, Jens B. - AUSTERS, I. - BALAGUER, Isabel - BAPTISTA, Américo - BENDER, Sóley S. - BENNETT, Kevin - BIANCHI, Gabriel - BIRASHK, Behrooz - BLESKE-RECHEK, April - BOHOLST, F. - BOOTHROYD, Lynda - BORJA, Teresa - BOS, Arjan - BRAINERD, Edwin - BRASE, Gary L. - BRITES, José - BURAKOVA-LORGNIER, M. - BYRD, Mark - CAMILLERI, J.A. - CIANI, Andrea Camperio - CARAL, Leo Gerard A. - CARNELLEY, Katherine B. - CARVALHO, Marina - CASSON, Janette - CASTILLO, Isabel - CASTRO, Alejandro - CASULLO, Maria Martina - CHIRKOV, Valery I. - CHOI, Jean - COHEN, Danielle - COLLIN-HANSEN, Cecilie Amalie - COMMISSO, Melissa A. - CONSUEGRA, Elvira - CORDOVEZ, Lorena - CUKUR, Cem Safak - CUNEN, Mary Ann Borg - CUNNINGHAM, Michael - CURL, Layton Seth - DANIEL, Petra - DENISSEN, Jaap J.A. - DESMARAIS, Serge - DESOUSA, Eros - DIAZ-LOVING, Rolando - ELIAS, M. Shamsuddin - ENDRIULAITIENE, Aukse - EREMSON, Ekin - EXPÓSITO, Francisca - FALZON, Ruth - FERNANDEZ, Ana Maria - FERNANDO, Kumari - FERREIRA, José H.B.P. - FINK, Bernhard - FISHER, Maryanne - FITNESS, Julie - FLOWERS, Karissa - FREDERICK, David - FRY, Sirpa - FUKUSHIMA, Osamu - GAINES, JR., Stanley O - GALLIHER, Renee V. - GANDARI, E. - GEHER, Glenn - GENTILE, Douglas A. - GERI, Jessica M. - GIRI, V.N. - GOLDEN, Deborah - GORDON, Fiona - GORDON, Kristina C. - GRAMMER, Karl - GRIMALDI, Liria - GIUNTA, Stephen - HAJDÚ, Endre - HALBERSTADT, Jamin - HALD, Gert - HALIM, Magdalena S. - HAQUE, Shamsul - HARLEM, Siri Katinka - HEARNS, Krystle A. - HEAVEN, Patrick - HELWEG-LARSEN, Marie - HERRERA, Eduardo Wills - HERRERA, Dora - HERTEL, Janine - HOFFMANN, Heather - HØGH-OLESEN, Henrik - HOULE, Barbara J. - HUDEK-KNEZEVIC, Jasna - JAAFAR, Jas - KAFETSIOS, Konstantinos - KARDUM, Igor - KENNAIR, Leif Edward Ottesen - KHOURY, Brigitte - KÖKÉNY, Tibor - KOLLER, Silvia - KONRADS, Solvina - KRAFT, John R. - KUHLE, Barry X. - KUN, Agota - LAIREITER, Anton-Rupert - LÁNYI, Katalin - LAURI, Maryanne - LAVY, Shiri - LAWAL, Olufemi Adigun - LEGKAUSKAS, Visvaldas - LI, Chen - LIN, Hung-Yu - LLOYD, Robert - LOCKE, Kenneth D. - LOMBARDO, Sylvie A. - LUKŠÍK, Ivan - LYTHE, Brian - LYUBOMIRSKY, Sonja - MALINEN, Sanna - MARTIN, Heather J. - MASHEGO, Teresa-Anne B. - MILLS, Michael E. - MIKULINCER, Mario - MORDENO, Imelu G. - MOYA, Miguel - NDEYA-NDEREYA, C. - NELISSEN, Mark - NEYER, Franz J. - NYBORG, Helmuth - OLIVEIRA, V.B. - OPRE, A. - OSMAN, S. L. - PAULHUS, D. L. - PAWLOWSKI, B. - PENKE, L. - PEPLAU, L. A. - PETROVIC, N. - PLATEK, S. M. - PODOBNIK, N. - POLONYI, T. - POPPER, Miroslav - REIPS, Ulf-Dietrich - ROWATT, W. C. - RUCH, W. - RUKUNI, M. M. - RUS, V. S. - SAGARIN, B. J. - SAKAGUCHI, K. - SALAS, S. - SANDNABBA, N. Kenneth - SANTTILA, P. - SCHACHNER, D. A. - SCHMIDT, M. - SCHÜTZ, A. - SHACKELFORD, T. K. - SHAVER, P. R. - SIBISI, Lindiwe B. T. - SICHONA, F. - SIMONETTI, F. - SINESHAW, T. - SOUMA, T. - STANOJEVIC, T. S. - SUKIENNIK, I. - SÜMER, N. - SZEGHYOVÁ, Petra - SZENTE, S. L. - SZLENDÁK, T. - TEFERA, D. - THOMA, N. - TIFFERET, S. - TKACH, Ch. - TORDAI, Z. - TRANTHAN, E. - TSAOUSIS, I. - TUNGARAZA, F.S.K. - DUYNLAEGER, M. v. - EMPELEN, P. v. - OVERWALLE, F. v. - VANWESENBEECK, I. - VARELLA, M. A. C. - VERA-VILLARROEL, P. - VORACEK, M. - VORONTSOV, D. - WAN, W. - WEISS, Petr - WELSH, D.P. - WIDYATMOKO, S. - WOERTMAN, L. - WOOD, E. - WOODWARD, L. - YE, Hai - YOUN, G. - ZUPANČIČ, A. Narcissism and the Strategic Pursuit of Short-Term Mating: Universal Links across 11 World Regions of the International Sexuality Description Project-2. In Psihologijske Teme, 2017, vol. 26, no. 1, s. 89-137. (2016: 0.175 - SJR, Q4 - SJR). (2017 - SCOPUS). ISSN 1849-0395. Type: **ADMB**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	4
Citations in SCOPUS (1.2, 2.2)	14
Count	18

4. LÁŠTICOVÁ, Barbara - FINDOR, Andrej. Developing explicit measures of stereotypes and anti-Roma prejudice in Slovakia : conceptual and methodological challenges. In Human Affairs : Postdisciplinary Humanities and Social Sciences Quarterly, 2016, vol. 26, no. 3, p. 233-252. (2015: 0.233 - SJR, Q2 - SJR). (2016 - Scopus, The Philosopher's Index, De Gruyter). ISSN 1337-401X. Available at: <https://doi.org/10.1515/humaff-2016-0022> Type: **ADNB**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	8
Citations in SCOPUS (1.2, 2.2)	2
Other citations (not listed above) (3, 4, 3.1, 4.1)	2
Count	12

5. VEZZALI, Loris - DI BERNARDO, Gian Antonio - STATHI, Sofia - CADAMURO, Alessia - LÁŠTICOVÁ, Barbara - ANDRAŠČIKOVÁ, Simona. Secondary transfer effect among children : The role of social dominance orientation and outgroup attitudes. In British Journal of Social Psychology, 2018, vol. 57, iss. 3, p. 547-566. (2017: 1.775 - IF, Q2 - JCR, 1.189 - SJR, Q1 - SJR, karentované - CCC). (2018 - Current Contents). ISSN 0144-6665. Available at: <https://doi.org/10.1111/bjso.12248> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	6
Citations in SCOPUS (1.2, 2.2)	3
Count	9

6. PUPALA, Branislav - KAŠČÁK, Ondrej - TESAR, Marek. Learning how to do up buttons: professionalism, teacher identity and bureaucratic subjectivities in early years settings. In Policy Futures in Education, 2016, vol. 14, no. 6, p. 655-665. (2015: 0.226 - SJR, Q3 - SJR). (2016 - WOS, Scopus). ISSN 1478-2103. Available at: <https://doi.org/10.1177/1478210316642675> Type: **ADMB**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	3
Citations in SCOPUS (1.2, 2.2)	5
Count	8

7. URBAN, Kamila - URBAN, Marek. Influence of Fluid Intelligence on Accuracy of Metacognitive Monitoring in Preschool Children Fades with the Calibration Feedback. In Studia Psychologica : international journal for research and theory in psychological sciences, 2018, vol. 60, no. 2, p. 123-136. (2017: 0.511 - IF, Q4 - JCR, 0.220 - SJR, Q3 - SJR, karentované - CCC). (2018 - Current Contents). ISSN 0039-3320. Available at: <https://doi.org/10.21909/sp.2018.02.757> Type: **ADDA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	1
Other citations (not listed above) (3, 4, 3.1, 4.1)	7
Count	8

8. CAPRARA, Gian Vittorio - VECCHIONE, Michele - SCHWARTZ, Shalom H. - SCHOEN, Harald - BAIN, Paul - SILVESTER, Jo - CIECIUCH, Jan - PAVLOPOULOS, Vassilis - BIANCHI, Gabriel - KIRMANOGLU, Hasan - BASLEVENT, Cem - MAMALI, Catalin - MANZI, Jorge - KATAYAMA, Miyuki - POSNOVA, Tetyana - TABERNERO, Carmen - TORRES, Claudio - VERKASALO, Markku - LÖNNQVIST, Jan-Erik - VONDRÁKOVÁ, Eva - CAPRARA, Maria Giovanna. The Contribution of Religiosity to Ideology : empirical Evidences From Five Continents. In Cross-Cultural Research, 2018, vol. 52, no. 5, p. 524-541. (2017: 0.975 - IF, Q3 - JCR, 0.224 - SJR, Q2 - SJR, karentované - CCC). (2018 - Current Contents). ISSN 1069-3971. Available at: <https://doi.org/DOI: 10.1177/1069397118774233> Type: **ADCA**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	8
Count	8

9. URBAN, Marek - URBAN, Kamila. What can we learn from gritty persons? Coping strategies adopted during COVID-19 lockdown. In *Mediterranean Journal of Clinical Psychology*, 2020, vol. 8, no. 3, p. 1-21. (2019: 0.635 - SJR, Q2 - SJR). ISSN 2282-1619. Available at: <https://doi.org/10.6092/2282-1619/mjcp-2518> Type: **ADMB**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	7
Other citations (not listed above) (3, 4, 3.1, 4.1)	1
Count	8

10. POPPER, Miroslav - PETRJÁNOŠOVÁ, Magda. Do we know what we are asking? : Individual and group cognitive interviews. In *Human Affairs : Postdisciplinary Humanities and Social Sciences Quarterly*, 2016, vol. 26, no. 3, p. 253-270. (2015: 0.233 - SJR, Q2 - SJR). (2016 - Scopus, The Philosopher's Index, De Gruyter). ISSN 1337-401X. Available at: <https://doi.org/10.1515/humaff-2016-0023> Type: **ADNB**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	3
Citations in SCOPUS (1.2, 2.2)	2
Other citations (not listed above) (3, 4, 3.1, 4.1)	1
Count	6

11. LUKŠÍK, Ivan - HARGAŠOVÁ, Lucia. Impact of Residential Care Culture on Quality of Life of Care Leavers. In *International Journal of Child, Youth and Family Studies*, 2018, vol. 9, no. 2, p. 86-108. ISSN 1920-7298. Available at: <https://journals.uvic.ca/index.php/ijcyfs/article/view/18214> Type: **ADMB**

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	5
Other citations (not listed above) (3, 4, 3.1, 4.1)	1
Count	6

2.2.5. List of most-cited authors from the Institute (at most 10 % of average FTE researchers per year) and their number of citations in the assessment period (2015– 2020). The cited papers must bear the address of the Institute.

1. Bianchi Gabriel

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	678
Citations in SCOPUS (1.2, 2.2)	137
Other citations (not listed above) (3, 4, 3.1, 4.1)	32
Count	847

2.2.6. List of most-cited authors from the Institute (at most 10 % of average FTE researchers per year) and their number of citations obtained until 2020. The cited papers must bear the address of the Institute.

1. Bianchi Gabriel

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	1212
Citations in SCOPUS (1.2, 2.2)	260
Other citations (not listed above) (3, 4, 3.1, 4.1)	123
Reviews (5, 6)	4
Count	1599

2.2.7. List of most-cited authors from the Institute (at most 10 % of average FTE researchers per year) and their number of citations obtained until 2021 of their papers published during the evaluation period (2016– 2021). The cited papers must bear the address of the Institute.

1. Lášticová Barbara

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	54
Citations in SCOPUS (1.2, 2.2)	15
Other citations (not listed above) (3, 4, 3.1, 4.1)	22
Count	91

2.3. Research status of the institute in international and national context

• **International/European position of the institute**

In the evaluation period, we participated in 5 EU-funded projects as partners and work package leaders (see section 2.4.1 for the full list of projects and section 2.6.1 - Case studies 1, 2 & 4 for more information). We also engaged in international collaborations in the framework of national projects and informal international collaborations without project funding. We co-organised 13 international conferences (section 2.3.2). We edited one international journal indexed in WoS ESCI and Scopus (section 2.3.4).

Individual researchers at the Institute have been well-embedded in the international context. They gave 17 invited/keynote presentations during the evaluation period at international conferences (section 2.3.7). They were members of 16 international scientific associations (See table IV in Supplementary materials). They also served as editorial board members of 14 international journals (see below, table 2.4.1.1).

We consider the membership in international scientific organisations as an instrument for deeper integration into the international scientific community. Hence most of our employees were members of one or more organisations. We also encourage doctoral students to become members of international networks and associations early in their studies.

2.3.1. List of the most important research activities demonstrating the international relevance of the research performed by the institute, incl. major projects (details of projects should be supplied under Indicator 2.4).

Max. 10 items for institute with less than 50 average FTE researchers per year, max. 20 for institutes with 50 – 100 average FTE researchers per year and so on

In the section below, we focus on international collaborations that are not described in detail elsewhere in this report.

A) Intergroup relations

1) We had an intensive collaboration with the team of prof. Karmela Liebkind from **the University of Helsinki** and prof. Loris Vezzali from **the University of Modena**, in the framework of the national project APVV 14-0541, focused on prejudice reduction in adolescents via peer stories and literary fiction. This collaboration resulted in the publication of a toolkit for teachers, „Stories of friendship“ (Liebkind et al., 2019), and a scientific paper in the Journal of Community and Social Psychology (<https://doi.org/10.1002/casp.2579>). Within the same project, we also collaborated with practitioners from **Anne Frank House, Amsterdam** (Karen Polak) in designing interventions to reduce prejudice based on their educational project Stories that Move. This collaboration resulted in a toolkit for teachers “With stories against prejudice” (Drál, Lášticová, et al., 2019).

2) In 2018, in collaboration with **ELTE Budapest** (A. Kende), **Jagiellonian University, Krakow** (K. Jasko), and **University of St. Andrews** (S. Reicher), the Institute organised a prestigious Small Group Meeting of the European Association of Social Psychology (EASP) „Boundaries, Norms, and Conflicts: Understanding Intergroup Relations and Rising Intolerance Across Europe and Beyond.“ In addition to EASP, this meeting was supported by an International Society for Political Psychology (ISPP) grant. The 38 participants of the meeting came from institutions based in 19 countries in

Western, Eastern, Northern, and Southern Europe, the US, Turkey, Israel, and India. (For more information see: https://www.easp.eu/news/itm/report_on_easp_meeting_boundaries_norms_and_conflicts_understanding_intergroup_relations_and_rising_intolerance_across_europe_and_beyond-724.html)

B) Transformation of intimacy, romantic relationships, and parenthood

3) In collaboration with researchers from **Zlín University, Czech Republic**, and **Fachhochschule Burgenland, Austria**, I. Lukšík carried out a comparative study about coping with the Covid-19 pandemic from the perspective of young people (<https://doi.org/10.1515/humaff-2022-0018>) supported by national project APVV 18-0303.

4) Based on her postdoc research stay at CELCIS (Centre of excellence for child's care and protection) at the **University of Glasgow** (2018), L. Hargašová carried out a comparative study about constructions of love and care by foster parents in Slovakia and Scotland. A monograph based on these results is under preparation (VEGA 2/0035/21). She has also participated in a longitudinal comparative study on the effects of voluntary mentoring programmes on children in children's homes with **Fordham University, USA**.

C) Literacy and its development

5) Within the national project VEGA 2/0026/21, K. Urban engaged in collaborations focusing on early literacy development with the **Institute of Psychology of the Czech Academy of Sciences** and **Institute of Psychology, Faculty of Arts, Czech Republic**. She also researched autoregulated learning and metacognition with the **University of J. E. Purkyně, Ústí nad Labem, Czech Republic**; and Curriculum, Foundations & Reading, **College of Education, Georgia Southern University**. Thanks to the Fulbright Program, she spent six months at **North Carolina State University**, collaborating with prof. John Nietfeld. These collaborations resulted in studies either listed in section 2.1.2 or are currently under review in international journals.

6) In several international collaborations, O. Kaščák analysed the issues related to early childhood and education. In collaboration with Johanna Mierendorff (**Martin-Luther Universität Halle-Wittenberg, Germany**), he participated in comparative research about economisation of the early childhood education sector. In collaboration with Tata Mbugua (**Scranton University, USA**), he analysed conceptions of childhood in Kenya. With Zsuzsa Millei (**University of Tampere, Finland**), he carried out research on childhood in post-socialist contexts.

7) During research stays at the **Semarang State University, Indonesia**, and **St. Xavier college Kathmandu, Nepal**, B. Pupala carried out comparative research on preschool and elementary education (preschool curriculum, teacher profession, and identity). This research has informed policy recommendations for preschool education in Slovakia, thanks to his collaboration with the State Institute of Education (ŠPÚ).

D) Citizen participation

8) G. Bianchi continued in a long-term informal collaboration with S. Schwarz (**Hebrew University in Jerusalem**) and G. V. Caprara (**Sapienza Università di Roma, Italy**), which resulted in two publications focusing on values and political behaviour (Caprara... Bianchi et al., 2017; Caprara... Bianchi et al., 2018).

Other collaborations

9) B. Lášticová engaged in collaboration with Fouad Bou Zeineddine (**University of Innsbruck**), Anna Kende (**ELTE, Budapest**), Rim Saab (**American University of Beirut, University of Sussex**), and Arin Ayanian (**University of Bielefeld**). They surveyed social psychologists around the globe, focusing on underrepresented areas in mainstream social psychology (2016-ongoing). This collaboration resulted in two international publications. The first explored inequity and coloniality in international social psychological practice and was published in the Journal of Social Issues as early-view in 2021 (<https://doi.org/10.1111/josi.12481>). The second explored global difficulties and inequalities in conducting social psychological research and was accepted for publication in the Journal of Social and Political Psychology.

10) The Institute also engages in research focusing on **Society and Technologies**. The EU-funded project PLATENSO (FP7), “Building a platform for enhanced societal research related to nuclear energy in Central and Eastern Europe” (2013-2016), developed recommendations for research strategies on socio-economic matters linked to nuclear technology. Countries involved in the project were **Belgium, Bulgaria, Czech Republic, Hungary, Lithuania, Poland, Romania, Slovakia, Slovenia, Spain, Sweden, and the UK**. The Institute participated in identifying research capacities for studying societal aspects of nuclear energy in both academic and non-academic spheres in Slovakia. The main objective was to provide evidence for stakeholders to design policies concerning nuclear waste disposal in Slovakia and the EU.

2.3.2. List of international conferences (co)organised by the institute

Since 2008, the Institute has co-organised a series of Czech and Slovak annual international scientific conferences, focusing on qualitative research in social sciences. In the evaluation period, six conferences on qualitative research took place. We also co-organised other conferences in partnership with international psychology associations.

The Institute also co-organises the international scientific conference SEXUALITIES in Bratislava and Prague (2017, 2019). The conference offers a trans-disciplinary platform open to various approaches to sexuality – psychology, sociology, gender studies, anthropology, and medicine, focusing on sexual health, human rights, sex education, etc. The conference did not take place during the Covid-19 pandemic (2020, 2021).

Below is the full list of conferences organised in the evaluation period.

2016

- **„Promises and Perils of Emerging Technologies for Human Condition“** (Main organiser: Faculty of Arts, University of St. Cyril and Methodius in Trnava University), Bratislava, 7.11. 2016, 35 participants
- **XV. Qualitative Approach and Methods in Social Sciences and Humanities: 15 years of Quality? A critical look at the state of qualitative research / XV. Kvalitatívny prístup a metódy vo vedách o človeku. Pätnásť rokov kvality? Kritický pohľad na stav kvalitatívneho výskumu.** Faculty of Social and Economic Sciences, Comenius University, Bratislava, Slovakia, 01.02.-02.02.2016, 150 participants

2017

- **XVI. Qualitative Approach and Methods in Social Sciences and Humanities: Hermeneutic spiral, (re)interpretation and the search for meaning / Hermeneutická spirála, (re)interpretace a hledání významu.** XVI. ročník česko-slovenské konference Kvalitatívny prístup a metódy ve vedách o človeku. České **Budějovice**, Czech Republic, 06.02.-07.02.2017, 100 participants
- **SEXUALITIES X: Between medicine, social sciences and policy-making / SEXUALITY X: Medzi medicínou, spoločenskými vedami a tvorbou politík.** Bratislava, 09.11.-10.11.2017; 60 participants

2018

- **XVII. Qualitative Approach and Methods in Social Sciences and Humanities: When our body is without soul and spirit - exploring the inner world / XVII. Kvalitatívny prístup a metódy ve vedách o človeku, ročník. „Až bude naše tělo bez duše i ducha“ – poznávání vnitřního světa.** Palacký University, Olomouc, Czech Republic, 29. 1.–30. 1. 2018; 150 participants.
- **EASP MEETING Boundaries, Norms, and Conflicts: Understanding Intergroup Relations and Rising Intolerance Across Europe and Beyond / Hranice, normy a konflikty: Ako porozumieť medziskupinovým vzťahom a nárastu intolerancie v Európe aj mimo Európy.** Bratislava, 06.09.-08.09.2018, 40 participants.

2019

- **ISCHP: The Biennial International Society of Critical Health Psychology conference** / ISCHP: Konferencia Medzinárodnej spoločnosti pre kritickú psychológiu zdravia. Bratislava, Slovakia, 14.07.-17.07.2019; 120 participants.
- **4th European Technology Assessment Conference**. Bratislava, Slovakia; 04.11.-06.11.2019, 80 participants.
- **XVIII. Qualitative Approach and Methods in Social Sciences and Humanities: Searching for Quality.** / Kvalitatívny prístup a metódy vo viedách o človeku. Hľadanie kvality. České Budějovice, Czech Republic, 28.01.-29.01.2019; 120 participants.
- **Private, Civil, and Public SEXUALITIES: XI** / Soukromé, občanské a veřejné SEXUALITY. XI. Prague, Czech Republic, 02.10.-04.10.2019; 70 participants.

2020

- **XIX. Qualitative Approach and Methods in Social Sciences and Humanities: Know Thyself** / XIX. ročník česko-slovenskej konferencie Kvalitatívny prístup a metódy vo viedách o človeku: "Poznaj sám seba". Faculty of Social and Economic Sciences, Comenius University, Bratislava, Slovakia, 27.01.-28.01.2020; 120 participants.

2021

- **XX. Qualitative Approach and Methods in Social Sciences and Humanities: Dialogue Between Science and Practice. Does Qualitative Approach Represents an Effective Alternative?** / XX. ročník česko-slovenskej konferencie Kvalitatívny prístup a metódy vo viedách o človeku. Dialog medzi vedou a praxí: reprezentuje kvalitatívny prístup efektívnu alternatívu? Prague, Czech Republic, 8. 2.- 9. 2. 2021; 50 participants.
- **People and Society in Times of the Pandemic** / Konferencia Ľudia a spoločnosť v čase pandémie: Multidisciplinárna on-line konferencia venovaná všetkým aspektom dopadov pandémie ochorenia Covid-19 na spoločnosť a jednotlivca. Online, 20. 4. 2021; 120 participants.

2.3.3. List of edited proceedings from international scientific conferences

N/A

2.3.4. List of journals edited/published by the institute and information on their indexing in WOS, SCOPUS, other database or no database, incl. impact factor and other metrics of journals in each year of the assessment period

The Institute publishes an international journal **Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly** (ISSN 1337-401X), in collaboration with the Institute of Philosophy of the Academy of Sciences of the Czech Republic and the Department of Philosophy of the University of Keele, UK. The editor-in-chief is Gabriel Bianchi (SAS), and the associate editors are Kamila Urban (SAS), Marek Hrubec (AV ČR), and James Tartaglia (University of Keele).

Scope and mission of the journal:

Human Affairs is an international journal for humanities and social sciences. It aims to bring together contributions from all traditional and non-traditional humanities and social sciences fields, which relate to crucial contemporary human affairs. The underlying editorial strategy is to advance human self-understanding and communication via publishing innovative theoretical, interpretative, critical, and historical contributions transcending traditional disciplinary and cultural frontiers. By publishing primarily, though not exclusively, original and theoretical articles, empirical studies and their interpretations, reviews and notes, the journal serves the mission of fostering multicultural and international conversation concerning the whole range of human and social issues.

Other important information:

Human Affairs is published by de Gruyter, Germany, and is indexed in Scopus and WoS Emerging Sources Citation Index (ESCI). The journal is ranked in SJR in the following subject areas: Arts and Humanities (philosophy - SJR Q2 for 2021) and Social sciences (law - SJR Q2 for 2021, sociology and political science - SJR Q3). Thanks to the editorial team's efforts, the journal's citation rate peaked considerably in 2021, as documented by the journal metrics

Four issues are published annually in English. Some issues are monothematic or include monothematic symposia. In the evaluation period, they included themes such as "How Philosophy is Presented" (4/2021), "The Future of Humanity" (1/2001), "China's interactions in Eurasia" (2/2020), Measuring and "Reducing anti-Roma prejudice" (2/2016). The Institute has been the journal owner since 2011; before (since 1990), we acted as co-publishers.

We offer rigorous peer-review in collaboration with international scholars. The journal supports free access to outcomes of scientific work via several modes: one open paper in each issue (Editor's Choice), free access to all papers after 24 months from publishing, and full Open Access offered to authors who accept conditions of the publisher De Gruyter.

Journal metrics in 2016-2021:

Year	CC	IF	IF Q (best)	JCR Av Jour IF Perc	SJR	SJR Q (best)	CiteScore
2016	N	-	-	-	0.171	Q2	0.33
2017	N	-	-	-	0.238	Q2	0.30
2018	N	-	-	-	0.288	Q2	0.26
2019	N	-	-	-	0.125	Q3	0.5
2020	N	-	-	-	0.187	Q2	0.5
2021	N	-	-	-	0.240	Q2	0.8

Journal website: <https://www.degruyter.com/journal/key/humaff/html#latestIssue>

• National position of the institute

In the evaluation period, we participated in **15 projects** funded by national grant schemes (11 smaller - VEGA, four big - APVV). In all but two of these projects, we were project leaders, collaborating with partners from other research institutions in Slovakia (see section 2.4.2 for the full list of projects, and Case study 3 in section 2.6.1 for more information). As shown in sections 1.8 and 2.6.2, our research has had a considerable societal impact nationally by informing educational policies and decision-making related to managing the pandemic.

During the evaluation period, our colleagues had a leading position nationally in research areas corresponding to Institute's thematic foci. They gave **20 invited/keynote** speeches at national conferences and institutions between 2016-2021 (see section 2.3.10). In addition, the Institute organised or co-organised **two national conferences**, where we served as members of organising or programme committees.

Thirteen national awards were granted to our researchers (primarily by SAS); three were collective, and ten were individual. We were members of **10 national professional associations** (see Table II in Supplementary materials) and **14 advisory or expert groups** appointed by Slovak public institutions (see Table III in Supplementary materials). Our colleagues also served in the national grant agency VEGA committee for "Psychology, Educational Sciences, and Sports Sciences." B. Láštiová has been the chair of this committee since June 2021. She has also served

as a national expert for Horizon Europe - Programme Committee for Cluster 2 "Culture, Creativity and Inclusive Society" since 2021.

They were members of **28 PhD. committees** and **15 inauguration/habilitation committees**. They have also served as members of university and faculty councils at several universities in Slovakia and the Czech Republic (e.g., Comenius University in Bratislava, Trnava University in Trnava, and Masaryk University in Brno).

2.3.5. List of selected activities of national importance

1) The national position and media visibility of the Institute have considerably strengthened thanks to the series of surveys **Ako sa máte Slovensko? (How are you, Slovakia?)**. In this ongoing project, we have been mapping people's attitudes towards critical social issues since the early days of the Covid-19 pandemic (March 2020) in collaboration with the Institute of Sociology of SAS, research agency MNFORCE and communication agency Seesame. We carried out 11 representative surveys in the evaluation period to map risk perception, compliance with protective measures, trust in societal institutions, etc. We also organised an international conference in April 2021 (in collaboration with the Institute of Sociology) dedicated to societal aspects of the pandemic. In this project, the Institute focused particularly on intergroup relations during the pandemic (e. g., Roma and the immigrants constructed as a health threat during the first wave), the protective role of quality of life, partner relationships, and mental health. We found that people mostly did not change their partner relationships during the pandemic; the crisis rather strengthened the existing relationships. However, the quality of life deteriorated for almost half of the people who were *not* in any relationship. Being in a relationship also reduced feelings of pandemic threat. We also found that younger respondents repeatedly experienced higher stress levels and depressive feelings. However, there has been a continuous downward trend in experiencing depressive feelings since November 2020. Interestingly, in autumn 2021, depressive feelings were more common in unvaccinated respondents than in vaccinated ones. This series of research led to numerous outputs in the media throughout 2020 and 2021 (see Section 2.7.2). In addition, our data have been sought after by stakeholders (e. g. Ministry of Healthcare) to inform the decision-making related to the pandemic measures. Our Institute and the Institute of Sociology received a SAS Prize for popularising science for this project in June 2021 (Section 2.3.12).

2) We became a **leading institution in prejudice reduction research** in Slovakia (3 national VEGA/APVV projects, 2 EU-funded projects) and disseminated our results, including practical toolkits, to various stakeholders in the field of education (see 2.6.2).

3) The Institute and its Center for Pedagogical Research continued serving as a **leading institution in literacy research in Slovakia** (3 VEGA projects, 1 APVV project), thanks to the long-term interest of Oľga Zápotočná in this topic (see 2.6.2). In addition to being a pioneer of literacy research in Slovakia, Oľga is a highly respected expert in the Czech Republic.

4) Thanks to the long-term dedication of K. Jariabková to **research about and advocacy on behalf of people with mental disabilities**, the Institute continued to be one of the leading research institutions (together with the Faculty of Education of Comenius University) in this area, with focus on people with Williams syndrome (see 2.6.2).

5) Thanks to G. Bianchi and I. Lukšík, we have maintained our **leading position in non-medical research on sexuality** in Slovakia, collaborating with UKF University in Nitra.

6) In the framework of cutting-edge research on **Society and Technologies**, we participated in project NBICET (APVV 0379-12, 2013-2017) led by Peter Sýkora from the **University of Cyril and Methodius** in Trnava. The project analysed philosophical and ethical dimensions of NBIC (Nanotechnology, Biotechnology, Information technology, and Cognitive science) technologies related to human enhancement. It opened a discussion among Slovak social scientists on the previously unstudied topic of human enhancement (Popper, 2018; Višňovský, 2018) and provided data on its public acceptance. Qualitative research exploring attitudes towards three types of gene therapy (gene scan, somatic gene therapy, and gene therapy on reproductive cells) among the general public and patients benefiting from progressive therapies confirmed that support for gene therapy decreases with the growing complexity of the therapy. However, participants with experience with progressive therapies expressed higher support for the most demanding gene therapies and lower support for simpler gene therapies (Bianchi, 2018).

7) Since the 1990s, the Institute has been a leader in **qualitative and critical approaches to psychological research**. In addition to regularly co-organizing the Czech and Slovak conferences on qualitative research (section 2.3.2), in the evaluation period, we taught qualitative methodology courses at three Slovak universities (Comenius University in Bratislava, Trnava University, University of Constantine the Philosopher in Nitra, as well as at the Masaryk University in Brno, Czech Republic). We also taught courses related to our main research foci and disseminated our results to future teachers, psychologists, and political scientists.

8) We created a discussion platform for social scientists in Slovakia by reintroducing regular **research seminars** focusing on main themes studied at the Institute in 2018. During the pandemics, the seminars took place online. In addition to presenting our research, we invited speakers from other institutions in Slovakia, the Czech Republic, the UK, and the USA. We have organised 17 public and seven internal seminars where PhD. students have presented their work since 2018. (For international conferences (co)organised by the Institute, see section 2.3.2, for national conferences, see section "Additional information on your activities in the national context").

2.3.6. List of journals (published only in the Slovak language) edited/published by the institute and information on their indexing in WOS, SCOPUS, other database or no database, incl. impact factor and other metrics of journals in each year of the assessment period

N/A

• Additional information on your activities in the national context

National Conferences co-organised by the institute:

- Potrebujeme pozitívne myslieť, cítiť a konať?/ Do we need to think, feel and act positively?/, Bratislava, 25.10.-25.10.2019, 20 participants;

Public seminars and webinars:

2018

- Loving care? Barriers and facilitators to developing a relationship with children in foster care / Láskyplná starostlivosť? Bariéry a facilitátory rozvíjania vzťahu s deťmi v náhradnej rodinnej starostlivosti; Lucia Hargašová; Bratislava, 8.10. 2018, 20 participants
- Traditional and alternative parenthood in Slovakia / Tradičné a alternatívne rodičovstvá na Slovensku; Jana Fúsková; Bratislava, 5.11. 2018, 30 participants
- Understanding, metacognition and monitoring of understanding in preschool children / Porozumenie, metaporozumenie a monitoring porozumenia u detí predškolského veku; Oľga Zápotočná, Kamila Urban, Bratislava, 10.12. 2018; 30 participants

2019

- Inclusion in the Ring of Fire: Indonesia / Inklúzia v krajine na Ohnivom kruhu: Indonézia; Branislav Pupaľa, Bratislava, 4.2. 2019; 25 participants
- Peer stories as a tool to reduce prejudice against Roma: testing a school intervention / Rovesnícke príbehy ako nástroj zmierňovania predsudkov voči Rómom: testovanie školskej intervencie; Barbara Lášticová, Andrej Findor (Faculty of Social and Economic Sciences, Bratislava); Bratislava, 11.3. 2019; 30 participants
- Can new media really facilitate participation? If so, with whom and how? / Uľahčujú naozaj nové médiá participáciu? Ak áno, u koho a ako?; Magda Petrjánošová; Bratislava, 15.4. 2019; 20 participants
- Pedagogical hybridity: Practising within a postcolonial third space in early childhood classrooms as well as in teacher education classrooms; Amita Gupta (City College of New York); Bratislava, 10.6. 2019; 30 participants

- Innovation in Indian Early Education - The Story from New Delhi to Bratislava; Varun Ashokan (India); Bratislava, 23.9. 2019; 30 participants
- How to organise and engage people?; Brian Silva (NEAT organisation, USA); Bratislava, 21.10. 2019; 15 participants
- Traditional and alternative parenthood in Slovakia / Tradičné a alternatívne rodičovstvá na Slovensku; Miroslav Popper; Bratislava, 11.11. 2019; 20 participants

2020

- From EU expansion in 2004 to Brexit: Lessons from the migration wave from Central Europe / Od rozšírenia EÚ v roku 2004 po Brexit: Lekcie z migračnej vlny zo strednej Európy; Miloslav Bahna (Institute of Sociology SAS), Bratislava, 3.2. 2020; 30 participants
- Intellectuals and charisma: The case of unofficial philosophy in socialist Czechoslovakia / Intelektuáli a charizma: Prípady neoficiálnej filozofie v socialistickom Československu, Dominik Želinský (Institute of Sociology SAS), Bratislava - online, 23.3. 2020, 30 participants
- Approaches to exploring the multilingualism in cities / Prístupy k skúmaniu viacjazyčnosti miest, Lucia Molnár Satinská (L. Štúr Institute of Linguistics SAS), Bratislava - online, 18.5. 2020; 30 participants
- Sexualities: from intimacy to politics (focused on Slovakia in the globalized world) / Sexualita: od intimity po politiku (so zameraním na Slovensko v globalizovanom svete); Gabriel Bianchi, Bratislava - online, 9.11. 2020, 45 participants

2021

- Encouraging Self-Regulated Learning in Game-Based Environments; John Nietfeld (North Carolina State University, USA); Bratislava - online, 19.4. 2021, 50 participants
 - The Role of Stories in Developing and Assessing Children's Early Literacy / Príbehy v rozvíjaní a posudzovaní ranej gramotnosti detí, Zuzana Petrová, Bratislava - online, 14.6. 2021; 50 participants
 - Academic world and intellectual culture / Akademický svet a intelektuálna kultúra; Emil Višňovský, Bratislava - online, 28.6. 2021; 40 participants
 - The politics of academic text production: language, locality, knowledge; Theresa Lillis & Mary Jane Curry (The Open University, UK; University of Rochester, USA); Bratislava - online, 27.9. 2021; 40 participants
 - From loneliness in a partnership to a close relationship / Od osamelosti v partnerstve k blízkemu vzťahu; Ján Hrustič (psychotherapist and author), Bratislava - online, 25.10 2021; 45 participants
 - The influence of parents on the choice of romantic partner / Vliv rodičů na výběr partnera, Zuzana Štěrbová (Charles University, Prague), Bratislava - online, 8.11. 2021; 35 participants.
- **Position of individual researchers in the international context**
- 2.3.7. List of invited/keynote presentations at international conferences, as documented by programme or invitation letter

2016

- PUPALA, B. Understanding future trends towards global education. (Keynote presentation) Understanding future trends towards global education. Padang, University of Padang, Indonesia, 20. 10. 2016.
- PUPALA, B. Quality preschools: commonalities and uniqueness across nations. (Keynote presentation) The 3th Semarang Early Childhood Research and Education Talks. Semarang State University, Indonesia, 13. - 14. 5. 2016.

- PUPALA, B. The ways of preschool policy development in European countries. (Keynote presentation) Building golden generation. Institut Agama Islam Negeri, Indonesia, Batusangkar, 27. - 28. 10. 2016.

2017

- KAŠČÁK, O., Weise, M.: Modelle der Lehrerbildung und gegenwärtige Reforminitiativen [Teacher education models and current reform initiatives] (International conference „Teacher is not Google“/ Učitel' nie je Google 4 – Raabe, Senec, Slovakia 15.6.-16.6. 2017);
- LÁŠTICOVÁ, B., Findor A., Hruška, M.: Aké vzdelávacie faktory súvisia s postojmi slovenských stredoškôľakov a stredoškôľáčok k menšinám? [What educational factors are related to the attitudes of Slovak secondary school students towards minorities?] Pozvané vystúpenie. (Interkulturní seminář Česko-moravské psychologické společnosti, Psychologický ústav AV ČR, v.v.i., Brno, Czech Republic, 5.4. 2017).

2018

- KAŠČÁK, O., PUPALA, B.: ECEC in neoliberal times: the realities and polarities. (World Congress OMEP, Praha, Czech Republic, 25. - 29.06. 2018);
- LÁŠTICOVÁ, B.: Measuring and reducing anti-Roma prejudice in Slovakia 2015-2019. (Invited presentation at kick-off meeting of project Harmonia „The origins of negative stereotypes of social groups perceived as hostile - a comparison of anti-Roma and antisemitic prejudice in Poland and Germany“, Centre for Research on Prejudice, Faculty of Psychology and Education, University of Warsaw, Poland, 1. - 2.12. 2018);
- Minescu, A., LÁŠTICOVÁ, B., Csepeli, G., HARGAŠOVÁ, L.: Antigypsyism: Comments and international perspectives (Invited participation in a Round table). (Antygypsyism and antisemitism in Hungary: What we know and what we can do about it, Eötvös Loránd University Budapest, Hungary, 25.1. 2018);

2019

- BIANCHI, G.: Postmodern intimacy - a Dionysian transmutation (Private, Civil, and Public SEXUALITIES - XI. International Academic Conference, Institute of Sociology, Czech Academy of Sciences, Prague, Czech Republic, 2.10. 2019);
- BIANCHI, G.: Panel Discussion: Direct Democracy. (Joint Academy Day, Vienna, Austria, 15.11. 2019);
- BLAŽEKOVÁ, K. Media literacy as the key competence of 21st century (Erasmus+ training ADD ME- Adopting digital media in youth work, SEAL Cyprus, Larnaka, Grécko, 24.10.2019);
- FÚSKOVÁ, J.: Jiné rodičovství [The other parenting] (Institut vzdělávání a poradenství, Česká zemědělská Univerzita v Praze, Praha, Czech Republic, 2.10. 2019);
- HARGAŠOVÁ, L.: Náhradní výchova v optice blízkých a rodinných vztahů [Substitute parenting in the optics of close and family relationships]. (Institut vzdělávání a poradenství, Česká zemědělská Univerzita v Praze, Praha, Czech Republic, 2.10. 2019);
- Masaryk, R., LÁŠTICOVÁ, B., PETRJÁNOŠOVÁ, M. Hľadanie kvality pri tvorení dôveryhodnej histórie kvalitatívneho výskumu: "The Making of" [The search for quality in the creation of a credible history of qualitative research: "The Making of"] (Kvalitatívni prístup a metody ve vědách o člověku : Hledání kvality, Zdravotně sociální fakulta Jihočeské Univerzity, České Budějovice, Czech Republic, 29.1.2019);
- POPPER, M.: Tradičné a alternatívne rodičovstvá a kvalita života [Traditional and alternative parenthood and quality of life] (Kvalitatívni prístup a metody ve vědách o člověku : Hledání kvality, Zdravotně sociální fakulta Jihočeské Univerzity, České Budějovice, Czech Republic, 28.1.2019);
- PETRJÁNOŠOVÁ, M., Leix, A.: Prepletence identity a jazyka v stredoeurópskom priestore (pohľad sociálnopsychologický) [The Intertwining of Identity and language in

Central European Space (a social-psychological perspective] (Regionální a národní identita : mezinárodní odborný workshop, Czech Republic, 16.10.2019);

- ZÁPOTOČNÁ, O.: Jazyková gramotnosť žiakov [Language literacy of pupils] (Institút vzdelávania a poradenství, Česká zemědělská Univerzita v Praze, Praha, Czech Republic, 2.5. 2019).

2020

Due to Covid-19 pandemic, there were no invited lectures.

2021

- LÁŠTICOVÁ, B.: Anti-Gypsyism in political discourse: Evidence from 5 EU countries. (Department of Psychology, University of Durham, Great Britain, 15. 6. 2021, online);
- LÁŠTICOVÁ, B.: Anti-Gypsyism in political discourse: Evidence from 5 EU countries. (seminár Interkulturní sekce Česko-moravské psychologické společnosti, Brno, Czech Republic, 26.5. 2021, online);
- LÁŠTICOVÁ, B.: Political discourse concerning Roma people and Roma issues in five European countries, (záverečná konferencia projektu VW Foundation MISMIE, ELTE, Budapešť, Hungary, 26. 3. 2021, online);
- URBAN, K.: Úloha metakognitívnych procesov pri učení a kreativite [The role of metacognitive processes in learning and creativity] (Národní ústav duševního zdraví, Praha, Czech Republic, 13.5.2021).

2.3.8. List of researchers who served as members of the organising and/or programme committees

Researcher	Years	Number of committees
1. Bianchi Gabriel	2017, 2019	4
2. Fúsková Jana	2019	1
3. Hargašová Lucia	2018, 2019, 2020, 2021	6
4. Lášticová Barbara	2017, 2018, 2019, 2020, 2021	8
5. Popper Miroslav	2019, 2020, 2021	4
6. Poslon Xenia Daniela	2019, 2020, 2021	3
7. Pupala Branislav	2018	2
Total		28

2.3.9. List of researchers who received an international scientific award

N/A

- **Position of individual researchers in the national context**

2.3.10. List of invited/keynote presentations at national conferences, as documented by programme or invitation letter

2016

- BIANCHI, G. Pozvaná účasť do panelu [key-note speaker, panel discussion]. Pätnásť rokov kvality? Kritický pohľad na stav kvalitatívneho výskumu v psychológii. XV. konferencia Kvalitatívny prístup a metódy vo vedách o človeku, Bratislava, 1.-2. 2. 2016.

- BIANCHI, G. Radical ideologies and extremism. Invited rapporteur from conference session. Konferencia Social Sciences and Humanities: A New Agenda for Europe's Challenges, Bratislava, 14.-16. 11. 2016.
- KAŠČÁK, O. Správne, nesprávne, alebo inak? Rozmanitosť učebných procesov v evalvácii v materských školách [Right, wrong, or otherwise? Diversity of learning processes in kindergarten evaluation], konferencia: Učiteľ nie je Google 3, Senec, 10. 6. 2016.
- PUPALA, B. Vzdelávanie v rozvojových krajinách, príklady a inšpirácie [Education in developing countries, examples and inspiration]. Hlavný pozvaný referát na konferencii Učiteľ nie je Google 3. Senec, 9. 6. 2016.
- PUPALA, B. Školské detstvo v medzinárodných súvislostiach [School childhood in international contexts]. Hlavný referát na konferencii: Bezpečná škola ako východisko vzdelávania (nielen) pre nadaných. Bratislava, Centrum nadania, 11. 11. 2016.
- ZÁPOTOČNÁ, O. - Petrová, Z. Vzdelávacia oblasť Jazyk a komunikácia v inovovanom ŠVP pre MŠ [Educational area Language and communication in the updated curriculum for Kindergartens], pozvaná prednáška na seminári „Úloha pregramotnosti v materskej škole a ako ju rozvíjať“, Fakulta psychológie Paneurópska VŠ, PdF TU, Bratislava, 20. 9. 2016.

2017

- KAŠČÁK, O. Nová akademická kultúra v pedagogických vedách a pozícia mladých vysokoškolských učiteľov [A new academic culture in educational sciences and the position of young university teachers] (Juvenilia Paedagogica 2017. Trnavská univerzita v Trnave - Pedagogická fakulta - Katedra pedagogických štúdií, Trnava, 3.2. 2017).
- VIŠŇOVSKÝ, E.: Hodnota ľudského života v ére infotechnokultúry [The value of human life in the era of info-techno-culture] (Etické problémy vo vede a technológiách, Slovenský výbor pre bioetiku, Bratislava 10. 10. 2017).
- ZÁPOTOČNÁ, O.: Čítanie a jeho význam v kultúrnom vývine dieťaťa v ranom detstve [Reading and its importance in the cultural development of the child in early childhood]. („Mama má Emu“, Konferencia organizovaná Katedrou slovenského jazyka a literatúry PdF TU a Univerzitnou knižnicou v Trnave, Aula PdF TU, 23.2. 2017).
- ZÁPOTOČNÁ, O.: Čitateľská gramotnosť a jej premeny v prostredí digitálnych technológií [Reading literacy and its transformations in the environment of digital technologies]. (Celoslovenský odborný seminár pre knihovníkov „O čítaní a nečítaní“, Univerzitná knižnica TU a Fándlyho knižnica v Trnave, 24. 5. 2017).
- ZÁPOTOČNÁ, O.: Špecifické poruchy učenia z pohľadu inkluzívnej pedagogiky: Vyučovanie CJ u žiakov so špeciálnymi edukačnými potrebami [Specific learning disabilities from the perspective of inclusive pedagogy: teaching foreign language to pupils with special educational needs]. (Slovak Edu – Pedagogická fakulta TU, Žilina, 4. 5. 2017).
- ZÁPOTOČNÁ, O.: Špecifické poruchy učenia z pohľadu inkluzívnej pedagogiky: [Specific learning disabilities from the perspective of inclusive pedagogy: teaching foreign language to pupils with special educational needs] (seminár „Vyučovanie CJ u žiakov so špeciálnymi edukačnými potrebami“, Slovak Edu – Pedagogická fakulta TU, Bratislava, 5.5. 2017).
- ZÁPOTOČNÁ, O.: Čítanie a jeho význam v psychickom vývine dieťaťa predškolského veku [Reading and its importance in the psychological development of the preschool child]. („Čítanie deťom ako čarovná palička“, Knižnica pre mládež mesta Košice – Občianske združenie Čítajme si spolu, Konferencia (ne)obyčajných rodičov, Košice, 28.10. 2017).

2018

- ZÁPOTOČNÁ, O.: Perspektívy vývinu čitateľskej gramotnosti v prostredí IKT: Potenciálne prínosy a riziká [Perspectives on the development of reading literacy in an ICT environment: Potential benefits and risks]. (Školské knižnice ako informačné a kultúrne centrá škôl, Univerzitná knižnica, Bratislava, 3.5. 2018);
- ZÁPOTOČNÁ, O.: Metakognitívne procesy v učení: Možnosti ich skúmania a rozvíjania v predškolskom a mladšom školskom veku. [Metacognitive processes in learning:

Possibilities for their exploration and development in preschool and younger school age] (Aktuálne teoretické a výskumné otázky pedagogiky v konceptoch dizertačných prác doktorandov. Pedagogická fakulta TU, Trnava, Slovakia, 9.2. 2018);

2019

- FÚSKOVÁ, J.: LGBTQ+ rodičovstvo na Slovensku vo výskumných perspektívach [LGBTQ+ parenting in Slovakia in research perspectives] (inKonferencia - Výročná konferencia o ľudských právach LGBTI ľudí na Slovensku, Iniciatíva Inakosť, 16.12.);
- LÁŠTICOVÁ, B.: Stereotypy a predsudky v sociálnej psychológii: Ako vznikajú, ako ich (ne)dokážeme merať a ako ich môžeme zmierňovať [Stereotypes and prejudice in social psychology: how they develop, how we (can't) measure them and how we can mitigate them]. (Prednáška pre PhD študentov dejín Historického ústavu SAV, Filozofickej fakulty UK BA a Univerzity Mateja Bela, Filozofická fakulta UK, Bratislava, 4.12. 2019);

2020

There were no invited lectures due to Covid-19 pandemic.

2021

- LÁŠTICOVÁ, B.: Okrúhly stôl s hostkami Lucie Molnár Satinskej [invited speaker at the round table with Lucia Molnár Satinská about discrimination in everyday talk] (Prostriedky tvorenia sociálnej reality: jazyk – diskriminácia – spoločnosť, pozvaná účasť na okrúhlym stole, JÚLŠ SAV, Bratislava, 22. 10. 2021);
- ZÁPOTOČNÁ, O.: Rozvíjanie ranej jazykovej gramotnosti detí v predškolskom veku [Developing early language literacy in preschool children]. (V. ročník konferencie Hlava, ramená, kolena, palce alebo celostný rozvoj dieťaťa (nielen) v MŠ, Konferencia nakladateľstva odbornej pedagogickej literatúry, INFRA Slovakia, 21. 5. 2021 online);
- ZÁPOTOČNÁ, O., PETROVÁ, Z.: Vzdelávacia oblasť „Jazyk a komunikácia“ v ŠVP pre materské školy: Ciele a charakteristiky [Educational area "Language and Communication" in the preschool curriculum: objectives and characteristics]. („Vzdelávacie programy pre súčasnú školu“, ŠPÚ, Banská Bystrica, 1.-3. 7. 2021).

2.3.11. List of researchers who served as members of organising and programme committees of national conferences (in 2016 – 2021)

Researcher	Years	Number of committees
1. Bartušová Michaela	2017	1
2. Bianchi Gabriel	2017	1
3. Fúsková Jana	2017	2
4. Hargašová Lucia	2017	1
5. Kallová Nikola	2019	1
6. Lukšík Ivan	2017 2019	2
7. Popper Miroslav	2017	1
8. Višňovský Emil	2019	1
Total		10

2.3.12. List of researchers who received a national scientific award

Year	Award (Granted by)	Researcher(s) Awarded
2017	Competition for Young Scientists up to 35 years of age, 3rd place (Presidium of SAS)	Jana Fúsková
	Important personalities of SAS in 2017 (Slovak Academy of Sciences)	Katarína Jariabková
	Important personalities of SAS in 2017 (Slovak Academy of Sciences)	Viera Rosová
	Silver medal for services to the Slovak Medical Society (The Slovak Medical Society)	Katarína Jariabková
2018	Competition for Young Scientists up to 35 years of age – in publication activity, 3rd place (Presidium of SAS)	Jana Fúsková
	Award for joint publications of authors from the Slovak Academy of Sciences and the Academy of Sciences of the Czech Republic for the period 1993-2018 in the category Joint monograph at the occasion of the 100th anniversary of creation of Czechoslovakia (Presidium of SAS)	Magda Petrjánošová
2019	Honorable price in the competition for young scientists of the SAS up to 35 years of age; in publication activity (Presidium of SAS)	Kamila Urban
	Price of Anton Hajduk (for outstanding research results) (Trnava University, Trnava, Slovakia)	Ondrej Kaščák
2020	SAS Prize for Popularization of Science and Social Applications of Science for the series of popularization activities "With stories against prejudice" (Slovak Academy of Sciences)	Barbara Lášticová
2021	Excellent publication of SAS in the category of scientific monographs (Presidium of SAS)	Gabriel Bianchi
	SAS Prize for the best publications (Presidium of SAS)	Barbara Lášticová Miroslav Popper Xenia Daniela Poslon
	SAS Prize for Popularization of Science. Award of the Slovak Academy of Sciences for popularization of science and social applications of science – for the series of popularization texts for Slovak Press Agency "SAS on coronavirus" (Presidium of SAS)	Gabriel Bianchi Kristína Blažeková Barbara Lášticová Ivan Lukšík Nikola Kallová Magda Petrjánošová Miroslav Popper Xenia Daniela Poslon Kamila Urban

SAS Prize for Popularization of Science.
Award of the Slovak Academy of Sciences for
popularization of science and social applications of
science - as part of the project "How are you,
Slovakia?"
(*Presidium of SAS*)

Barbara Láštiová
Kamila Urban
Ivan Lukšík

2.4. Research grants and other funding resources

(List type of project, title, grant number, duration, total funding and funding for the institute, responsible person in the institute and his/her status in the project, e.g. coordinator "C", work package leader "W", investigator "I". Add information on the projects which are interdisciplinary, and also on the joint projects with several participating SAS institutes)

- **International projects**

- 2.4.1. **List of major projects of Framework Programmes of the EU (which pillar), NATO, COST, etc.**

Title: **Building a platform for enhanced societal research related to nuclear energy in Central and Eastern Europe**
Type of Project: international, 7. RP EU (FP7-EURATOM-FISSION - EURATOM: Nuclear fission and radiation protection, CSA-CA - Coordination (or networking) actions)
Grant No: Grant agreement ID: 605140
Duration: 1.9. 2013 – 31.8. 2016
Total Funding: 999.760,- EUR
Funding for the institute: 31.285,- EUR
Responsible person: Gabriel Bianchi (I)
Additional information: interdisciplinary, joint research with multiple partners (Belgium; Bulgaria; Czech Republic: Spain, Great Britain, Hungary, Latvia, Poland, Romania, Slovakia, Slovenia, Sweden)

Title: **Citizen and Multi-Actor Consultation on Horizon 2020**
Type of Project: international, Horizon 2020 - H2020 -EU.5.c
Grant No: Grant agreement ID 665948
Duration: 1.6. 2015 – 30.4. 2018
Total Funding: 3.299 702,- EUR
Funding for the institute: 39.719,- EUR
Responsible person: Gabriel Bianchi (I)
Additional information: interdisciplinary, joint research within 28 EU member states + Switzerland and Norway

Title: **Identifying evidence-based methods to effectively combat discrimination of the Roma in the changing political climate of Europe**
Type of Project: international, (European Commission) DG Justice and Consumers - Justice programme of the European Union (2014-2020)
Grant No: Grant agreement ID 808062 — PolRom
Duration: 1.11. 2018 – 31.8. 2021
Total Funding: 346.072,- EUR
Funding for the institute: 72.032,- EUR
Responsible person: Barbara Láštiová (I, W)
Additional information: joint research with universities in Hungary, France, Ireland and Romania

Title: Using contact interventions to promote engagement and mobilisation for social change

Type of Project: international, (European Commission) DG Justice and Consumers Justice programme of the European Union (2014-2020)

Grant No: Grant agreement ID 963122 — ENGAGE

Duration: 1.11. 2018 – 31.8. 2021

Total Funding: 248.319,- EUR

Funding for the institute: 48.046,- EUR

Responsible person: Barbara Láštiová (I, W)

Additional information: joint research with universities and NGOs in Hungary and Spain

Title: ATHENA - Implementing gender equality plans to unlock research potential of RPOs and RFOs in Europe

Type of Project: international, Horizon 2020 (H2020-SwafS-2020, H2020-CSA)

Grant No: Grant agreement ID 101006416

Duration: 1.2. 2021 – 31.1. 2025

Total Funding: 1.828 310,- EUR

Funding for the institute: 161.750,- EUR

Responsible person: Gabriel Bianchi (I, W)

Additional information: interdisciplinary project, joint research with institutes in Bulgaria, Spain, Italy, Poland, Portugal, Romania and Slovenia

- Add information on your activities in international networks

2.4.1.1. Membership in editorial boards of international journals

Name	Position	Journal	Period (relevant for evaluation)
doc. PhDr. Gabriel Bianchi, CSc.	Editor in Chief	Human Affairs	2016 - 2021
Mgr. Lucia Hargašová, PhD.	Editorial Advisory Board Member	Scottish Journal of Residential Child Care	2020-2021 (present)
PhDr. Katarína Jariabková, PhD.	Editorial Board Member	Human Affairs	2016-2021
prof. PaedDr. Ondrej Kaščák, PhD.	Editorial Board Member	Educational Orientation	2016 - 2020
	Editorial Board Chairman	Journal of Pedagogy	2016-2020
Mgr. Barbara Láštiová, PhD.	Editorial Board Member	Journal of Social and Political Psychology	2016-2021
	Deputy Associate Editor	Human Affairs	2018 - 2021
	Consulting Editor	European Journal of Social Psychology	2021
prof. PhDr. Ivan Lukšík, CSc.	Editorial Board Member	Human Affairs	2016 - 2021
Mgr. Magda Petrjánošová, PhD.	Editorial Board Member	Human Affairs	2016 - 2021

doc. Mgr. Miroslav Popper, CSc.	Editorial Board Member	Human Affairs	2016-2021
prof. PhDr. Branislav Pupala, CSc.	Editorial Board Member	The First Years Journal	2016-2019
	Editorial Board Member	Journal of Pedagogical Research	2016-2019
	Editorial Board Member	Indonesian journal of early childhood education studies	2018-2019
	Editorial Board Member	Journal of nonformal education and community empowerment	2018-2019
PhDr. Blanka Šulavíková, CSc.	Book Editor	Human Affairs	2016-2017
Mgr. Kamila Urban, PhD.	Associate Editor	Human Affairs	2020-2021
	Editorial Board Member	Frontiers in Education	2021
	Editorial Board Member	Frontiers in Psychology	2021
prof. PhDr. Emil Višňovský, CSc.	Editor in Chief (later Editor in Chief Emeritus)	Human Affairs	2016-2021
prof. PhDr. Oľga Zápotočná, CSc.	Editorial Board Member	Gramotnosť, pregramotnosť a vzdelávanie	2018-2021
	Editorial Board Member	New Educational Review	2019-2021
	Editorial Board Member	Human Affairs	2016-2021
	Editorial Board Member	Journal of Pedagogy	2016-2021

- **National projects, incl. international projects with only national funding**

2.4.2. List of ERA-NET projects funded from SAS budget
N/A

2.4.3. List of projects of the Slovak Research and Development Agency, APVV

APVV 1

Title: Analysis of philosophical and ethical dimensions of NBIC technologies related to human enhancement

Type of Project: National, APVV

Grant No: APVV-0379-12

Duration: 1.10. 2013 – 30.9. 2017

Total Funding: 146.955,- EUR

Funding for the institute: 84.568,- EUR
Responsible person: Miroslav Popper (I)
Additional information: interdisciplinary project; joint project with Faculty of Arts, University of St. Cyril and Methodius in Trnava University, Slovakia

APVV 2

Title: **Interventions for Reducing Prejudice against Stigmatized Minorities: Developing measures and experimental testing of the contact hypothesis under field conditions.**
Type of Project: National, APVV
Grant No: APVV-14-0531
Duration: 1.7. 2015 – 30.6. 2019
Total Funding: 240.909,- EUR
Funding for the institute: 111.486,- EUR
Responsible person: Barbara Láštiová (C)
Additional information: joint project with Faculty of Social and Economic Sciences, Comenius University, Bratislava, Slovakia

APVV 3

Title: **Milestones in transitions in intimate relationships and quality of life in adolescence and young adulthood**
Type of Project: National, APVV
Grant No: APVV-18-0303
Duration: 1.7. 2019 – 31.12. 2022
Total Funding: 211.243,- EUR
Funding for the institute: 157.124,- EUR
Responsible person: Ivan Lukšík (C)
Additional information: interdisciplinary project, joint project with Faculty of Arts, Constantine the Philosopher University, Nitra, Slovakia

APVV 4

Title: **Effective reading behavior strategies studied at key stages of literacy development**
Type of Project: National, APVV
Grant No: APVV-19-0074
Duration: 1.7. 2020 – 30.6. 2024
Total Funding: 210.411,- EUR
Funding for the institute: 114.722,- EUR
Responsible person: Oľga Zápotočná (C)
Additional information: interdisciplinary project, joint project with Faculty of Arts, Comenius University, Bratislava, Slovakia

2.4.4. List of projects of the Scientific Grant Agency of the Slovak Academy of Sciences and the Ministry of Education, VEGA

(for funding specify only total sum obtained from all VEGA grants in particular year)

VEGA 1

Title: **Imagined contact as a tool for prejudice reduction? Testing the method in Slovak context**
Type of Project: National, VEGA
Grant No: 2/0079/15
Duration: 1.1. 2015 – 31.12. 2017
Total Funding: 23.100,- EUR
Funding for the institute: 15.000,- EUR

Responsible person: Barbara Lášticová (C)
Additional information: joint research with Faculty of Social and Economic Sciences, Comenius University, Bratislava, Slovakia Bratislava

VEGA 2

Title: **Literacy as a tool of social inclusion of children from low socioeconomic background and marginalised communities**
Type of Project: National, VEGA
Grant No: 2/0140/15
Duration: 1.1. 2015 – 31.12. 2017
Total Funding: 28.202,- EUR
Funding for the institute: 23.037,- EUR
Responsible person: Oľga Zápotočná (C)
Additional information: interdisciplinary project, joint project Faculty of Education Trnava University, Trnava, Slovakia

VEGA 3

Title: **Problem of the Art of Living in the Context of Philosophical Counselling**
Type of Project: National, VEGA
Grant No: 2/0048/15
Duration: 1.1. 2015 – 31.12. 2017
Total Funding: 6.558,- EUR
Funding for the institute: 6.558,- EUR
Responsible person: Blanka Šulavíková (C)
Additional information: joint research with Faculty of Arts, Comenius University, Bratislava

VEGA 4

Title: **Psychological determinants of activity and participation of children and adolescents with disabilities educated in integrated/inclusive educational settings**
Type of Project: National, VEGA
Grant No: 1/0620/16
Duration: 1.1. 2016 – 31.12. 2019
Total Funding: 8.345,- EUR
Funding for the institute: 8.345,- EUR
Responsible person: Katarína Jariabková (C)
Additional information: interdisciplinary, joint research with Faculty of Education, Comenius University, Bratislava, Slovakia

VEGA 5

Title: **New media and lowering the threshold for civic participation in less participating groups: analysis of best practices, “white crow” cases and subjective barriers of participation in Slovakia**
Type of Project: National, VEGA
Grant No: 2/0123/16

Duration: 1.1. 2016 – 31.12. 2019
Total Funding: 3.794,- EUR
Funding for the institute: 3.794,- EUR
Responsible person: Magda Petrjánošová
Additional information: -

VEGA 6

Title: **Twenty-first century traditional and alternative parenthoods: motivations, dilemmas, and consequences**
Type of Project: National, VEGA
Grant No: 2/0027/17
Duration: 1.1. 2017 – 31.12. 2020
Total Funding: 8.663,- EUR
Funding for the institute: 8.663,- EUR
Responsible person: Miroslav Popper
Additional information: joint project with Faculty of Arts, Constantine the Philosopher University, Nitra, Slovakia

VEGA 7

Title: **Pedagogical impacts and developmental achievements resulting from curricular changes in preschool education**
Type of Project: National, VEGA
Grant No: 2/0134/18
Duration: 1.1. 2018 – 31.12. 2020
Total Funding: 30.074,- EUR
Funding for the institute: 19.053,- EUR
Responsible person: Oľga Zápotočná (C)
Additional information: Interdisciplinary, joint research with Faculty of Education, Trnava University, Trnava, Slovakia

VEGA 8

Title: **Social-psychology aspects of anti-discrimination interventions: A qualitative metaanalysis**
Type of Project: National, VEGA
Grant No: 2/0127/19
Duration: 1.1. 2019 – 31.12. 2021
Total Funding: 8.181,- EUR
Funding for the institute: 8.181,- EUR
Responsible person: Barbara Láštiová (C)
Additional information: -

VEGA 9

Title:	The role of new media in supporting higher quality of life, resilience and education levels in children, youth and young adults depending on (non) existence of a disability, their ethnicity and socioeconomic status
Type of Project:	National, VEGA
Grant No:	VEGA 2/0169/21
Duration:	1.1. 2021 – 31.12. 2024
Total Funding:	2.832,- EUR
Funding for the institute:	2.832,- EUR
Responsible person:	Magda Petrjánošová (I)
Additional information:	-

VEGA 10

Title:	Language and cognitive impacts of socio-economic, cultural and educational conditions in preschool age on the development of literacy in primary education
Type of Project:	National, VEGA
Grant No:	2/0026/21
Duration:	1.1. 2021 – 31.12. 2024
Total Funding:	43.954,- EUR
Funding for the institute:	27.900,- EUR
Responsible person:	Kamila Urban
Additional information:	interdisciplinary, joint project with with Faculty of Education, Trnava University, Trnava, Slovakia

VEGA 11

Title:	Family constellations involving biological and non-biological children
Type of Project:	National, VEGA
Grant No:	2/0035/21
Duration:	1.1. 2021 – 31.12. 2024
Total Funding:	11.682,- EUR
Funding for the institute:	8.615,- EUR
Responsible person:	Miroslav Popper (C)
Additional information:	interdisciplinary, joint research with Faculty of Arts, Constantine the Philosopher University, Nitra, Slovakia

2.4.5. List of projects supported by EU Structural Funds

N/A

2.4.6. List of other projects funded from national resources

N/A

2.4.7. List of projects funded from private funds

Title:	Ako sa máte Slovensko? (How are you, Slovakia?)
Type of Project:	National, private funds
Grant No:	N/A
Duration:	2020 – present
Total Funding:	circa 50000,- EUR
Funding for the institute:	0,- EUR
Responsible person:	Barbara Láštiová (I)
Additional information:	interdisciplinary, joint research with The Institute for Sociology of the SAS, communication agency Seesame and market research company MNFORCE

2.4.8. List of projects funded from other competitive funds

N/A

2.5. PhD studies and educational activities

2.5.1. List of accredited programmes of doctoral studies, period of validity, source of funding

During the evaluation period, we had two doctoral programmes in two disciplines collaborating with two universities.

Field of study	Accredited programme of doctoral studies	Period of validity	Doctoral studies realised in cooperation with (University and Faculty)
Pedagogy	School pedagogy	2012 - present	Faculty of Pedagogy, Trnava University, Trnava
Psychology	Social and work psychology/Health psychology	2019 - present	Faculty of Social and Economic Sciences, Comenius University, Bratislava

2.5.2. Summary table on doctoral studies

(number of internal/external PhD students at the end of the year; number of foreign PhD students, number of students who successfully completed their theses during the year, number of PhD students who quit the programme during the year)

We supervised predominantly internal students (with a PhD. fellowship) during the evaluation period. Most of them were Slovak citizens, and one was from Serbia. With the introduction of the new psychology PhD. programme, the number of our internal PhD. students increased. Some of our colleagues also supervised theses at Slovak universities (Trnava, Bratislava).

PhD study	2016			2017			2018			2019			2020			2021		
Number of potential PhD supervisors	9			9			8			8			7			6		
PhD students	number, end of year	defended thesis	students quitted	number, end of year	defended thesis	students quitted	number, end of year	defended thesis	students quitted	number, end of year	defended thesis	students quitted	number, end of year	defended thesis	students quitted	number, end of year	defended thesis	students quitted
Internal total	1	3	0	4	1	1	6	1	0	5	1	0	7	0	0	7	2	0
From which foreign citizens	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
External	0	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0
Other supervised by the institute researchers	2	1	0	2	2	0	4	1	0	5	3	0	4	2	1	2	2	0

2.5.3. PhD career path – Information on the next career steps of the PhD graduates who received their degree from the institute

Graduates of 2016

Mgr. Lucia Hargašová, PhD. – After completing her PhD., she worked as analyst at the Office of the Plenipotentiary of the Government of the Slovak Republic for the Roma communities (2017). In 2017 she was awarded the SAS Š. Schwarz post-doctoral scholarship at the Institute. Since then, she has worked as a post-doctoral researcher and scientific secretary at the Institute. She is a member of two NGOs - the Slovak Association for Planned Parenthood and Prevention AD. Her research interests include gender roles, teaching and parenting roles, teacher education, minorities, and prejudice towards the Roma.

Mgr. Jana Fúsková, PhD. – She was awarded the SAS Š. Schwarz postdoctoral scholarship at the Institute and was a postdoctoral researcher at the Institute between 2017-2021. She currently teaches at the Faculty of Education of Trnava University in Trnava, her area of research being LGBTQ+ justice.

Mgr. Jana Turčeková, PhD. – is currently employed at the United School of St. Francis of Assisi in Bratislava.

Graduates of 2017

Mgr. Kamila Urban, PhD. - After completing her PhD., Kamila spent 8 months at the Health Sciences Faculty of the Universidad Latina de Costa Rica. After her return in 2018, she was awarded with SAS Š. Schwarz postdoctoral scholarship at the Institute. After completing the postdoc, she was hired as a researcher at the Institute. In 2020, she received a Fulbright scholarship and spent six months (January-June 2021) at North Carolina State University in Raleigh, NC, USA, where she worked with prof. John Nietfeld. Since January 2021, she has led a VEGA project as principal investigator. Besides her research activities, she was an assistant professor at the Institute of Education and Communication at Czech University of Life Sciences Prague (2018 - 2020) and currently is an assistant professor at the Department of Psychology at the Faculty of Arts, Charles University in Prague, Czech Republic (part-time). She conducts research in educational and developmental psychology, primarily focused on metacognition, literacy, and self-regulated learning.

There were no PhD. graduates in 2018, as 2 PhD students prolonged their studies and defended their theses only in 2019.

Graduates of 2019

Mgr. Simona Olhová (previously Andraščíková) PhD. - As a team leader for science popularisation in the “Young Scientists of the SAS,” she founded the SAS Science Slam, which presents the research of young scientists in a popular form. She continued to work on the event after completing her PhD. Currently, she works as an assistant professor at the University of Ostrava, Czech Republic (since 2019) and as a researcher at the Institute of Psychology of the Czech Academy of Sciences (since 2022). Her research areas are intergroup relations, social inclusion, and prejudice reduction.

Mgr. Romana Sládeková, PhD. – After defending her dissertation thesis, she was employed in the educational organisation Dual Academy (www.dualnaakademia.sk), which educates young students and provides them training for technical positions in industrial companies (such as Siemens, Volkswagen and Faurecia). She works as a project manager, arranging international mobility for students and educational courses abroad for teachers and instructors. In addition to mobility, she leads projects aimed at linking secondary education with the labour market.

Mgr. Michaela Beňadiková (previously Bartušová), PhD. - Since completing her PhD., she has been working as an executive assistant in the office of the Mayor of Prievidza, where she applies elements of deliberative democracy in public administration. In addition to preparing documents and press releases, she successfully administers suggestions and requests from residents. In addition, she facilitates public participation in the decision-making process to redistribute funds from the city budget through participatory budgeting.

There were no PhD. graduates in 2020 as 1 PhD student prolonged her studies and defended her thesis only in 2021.

Graduates of 2021

Mgr. Kristína Blažeková, PhD. - She currently works as a counselling psychologist and is part of the zvol.si.info team, where she focuses on improving media literacy in youth. Zvol si info is an NGO designing and conducting lectures on media literacy, misinformation, and hoaxes. Her areas of interest are critical thinking, new media, social networks, hoaxes, disinformation, and online propaganda. In September 2022, she will start a new teaching position at the Faculty of Education, Trnava University in Trnava.

Mgr. Nikola Kallová, PhD. - After her doctoral studies, she continues to work at the Institute as a postdoc researcher. She is involved in the research project APVV, in which she focuses on the topic of happiness and quality of life in the context of romantic relationships, and their overlap in education.

2.5.4. Summary table on educational activities

During the evaluation period, the Institute employees have taught at three Slovak universities (Comenius University in Bratislava, Trnava University in Trnava, and University of Constantine the Philosopher in Nitra) and four Czech universities (Charles University in Prague, Masaryk University in Brno, Czech University of Life Sciences in Prague, and Tomáš Baťa University in Zlín). They have delivered 4.857 hours of classes and supervised 409 master's and bachelor's theses.

They were members of 28 PhD. committees and 15 inauguration/habilitation committees. They have also served as members of university and faculty councils at several universities in Slovakia and the Czech Republic (e.g., Comenius University in Bratislava, Trnava University in Trnava, and Masaryk University in Brno).

Teaching	2016	2017	2018	2019	2020	2021	average per year
Lectures (hours/year)	616	457	552	361	591	467	507
Practicum courses (hours/year)	347	329	237	305	250	345	302
Supervised diploma and bachelor thesis (in total)	69	56	92	64	84	44	68
Memberships in PhD committees (in total)	5	5	3	5	5	5	5
Members in DrSc. committees (in total)	0	0	0	0	0	0	0
Members in university/faculty councils (in total)	9	8	9	11	10	4	9
Members in habilitation/inauguration committees (in total)	1	4	3	3	1	3	15

2.5.5. List of published university textbooks

N/A

2.5.6. Number of published academic course books

N/A

2.5.7. List of joint research laboratories/facilities with universities

The Institute does not have joint facilities with universities, but we regularly cooperate with partners from Slovak universities both in carrying out joint PhD. programmes, and in participating in joint research projects. In most of these national projects, it is the Institute who is the leading partner.

Joint doctoral programmes:

- Faculty of Social and Economic Sciences of the Comenius University in Bratislava (programme: Social and work psychology/Health psychology)
- Faculty of Education, Trnava University in Trnava (programme: School pedagogy)

Collaboration in research projects:

- **Faculty of Social and Economic Sciences, Comenius University, Bratislava, Slovakia** (project APVV-14-0531 Interventions for Reducing Prejudice against Stigmatized Minorities: Developing measures and experimental testing of the contact hypothesis under field conditions, project VEGA-2/0079/15 Imagined contact as a tool for prejudice reduction? Testing the method in Slovak context);
- **Faculty of Arts, University of St. Cyril and Methodius in Trnava University, Slovakia** (project APVV-0379-12 Analysis of philosophical and ethical dimensions of NBIC technologies related to human enhancement);
- **Faculty of Arts, Comenius University, Bratislava, Slovakia** (project APVV-19-0074 Effective reading behaviour strategies studied at key stages of literacy development, project VEGA-2/0048/15 Problem of the Art of Living in the Context of Philosophical Counselling);
- **Faculty of Education Trnava University, Trnava, Slovakia** (project VEGA-2/0140/15 Literacy as a tool of social inclusion of children from low socioeconomic background and marginalised, project VEGA-2/0134/18 Pedagogical impacts and developmental achievements resulting from curricular changes in preschool education, project VEGA-2/0026/21 Language and cognitive impacts of socio-economic, cultural and educational conditions in preschool age on the development of literacy in primary education);
- **Faculty of Arts, Constantine the Philosopher University, Nitra, Slovakia**, (project VEGA-2/0027/17 Twenty-first century traditional and alternative parenthoods: motivations, dilemmas, and consequences, project VEGA-2/0035/21 Family constellations involving

biological and non-biological children; and project APVV-18-0303 Milestones in transitions in intimate relationships and quality of life in adolescence and young adulthood);

- **Faculty of Education, Comenius University, Bratislava, Slovakia** (project VEGA 1/0620/16 Psychological determinants of activity and participation of children and adolescents with disabilities educated in integrated/inclusive educational settings);

For more details about national projects, see sections 2.4.3 and 2.4.4. For details about joint research projects with international universities, see section 2.4.1 and important international cooperation with universities abroad are explained in section 2.3.1.

2.5.8. Supplementary information and/or comments on doctoral studies and educational activities – focused on what changes have occurred since the last evaluation in 2016

Our doctoral studies can be characterised by (1) innovation (focus on themes under-explored in Slovakia, such as polyamory, surrogate motherhood, or deliberation); (2) synergy with ongoing research projects, and (3) importance of international mobility during PhD. studies (summer schools, National Scholarship Programme sponsored research stays).

Since the last evaluation in 2016, we have opened a second PhD. programme (in addition to school pedagogy) in "social and work psychology, "in collaboration with the Faculty of Social and Economic Sciences of the Comenius University in Bratislava. In 2021, the programme changed its name to "health psychology." We also introduced a "quality-monitoring" system and nominated a "Slovak Academy of Sciences guarantor" for each of these programmes, in addition to the guarantors appointed by the respective faculties. Publishing at least in one WOS/Scopus outlet (in addition to other publications) is required for a successful PhD. completion.

Further, the dissertation topic must be relevant to one of the research foci of the Institute and preferably directly linked to an ongoing research project. We organise seminars where PhD. students present their progress, and in the evaluation period, we reintroduced the "internal "mock PhD. defence that takes place one month before the thesis submission. We organise reading seminars focusing on qualitative research methods. We encourage our PhD. students to apply for a SAS grant for doctoral students "Doktogradant," a scheme introduced in 2019. We have obtained three "Doktogradants" so far. We also encourage membership in international professional associations, and international mobility of our doctoral students who engaged in research stays in Kenya, Italy, Scotland, and the USA during the evaluation period. However, their research mobility was severely limited during the Covid-19 pandemic.

Participants in our PhD. programmes constitute an essential element of innovative thinking and approaches to research. Often, students with a degree from, e.g., political science, are enrolled in a different-but-related area (school pedagogy) under the supervision of a social psychologist. That leads to the implementation of dissertation projects that bring new and exciting insights into educational system problems or other important societal issues. We will highlight just a few of them that have had the most innovative potential or were most widely communicated to the public.

In the area of **Intergroup relations**, the most visible were the outcomes of dissertation research by Simona Andraščíková (Ol'hová), who developed and experimentally tested a vicarious contact intervention using Harry Potter stories to reduce antigypsyism in elementary schools. She showed that reading literary fiction can reduce antigypsyism when followed by a structured discussion, but mere reading had a weaker effect. She disseminated her research widely among practitioners and communicated it in the media, developed a toolkit, and co-authored two Q1 international publications based on her research stay at the University of Modena in Italy.

In the area of **Transformation of intimacy, romantic relationships, and parenthood**, an innovative project addressed motivations for polyamory in Slovakia (Denisa Hnatkovičová), with a high-quality publication output and wide media communication. Mária Šuľová has focused on surrogate motherhood and its psychosocial and ethical consequences, an issue that is currently not legally regulated in Slovakia. Hence her work is essential to contribute to an evidence-based discussion about these issues.

In the **Literacy** area, the Kamila Urban dissertation contributed significantly to the empirical investigation of metacognition development in early childhood, pioneering in the national context. During her PhD., Kamila was awarded a SAIA scholarship at the University of Bern, Switzerland. Her thesis resulted in numerous scientific publications. In addition, Kristína Blažeková studied media literacy to prevent the negative consequences of social media in Slovak primary schools. Her work has had a significant societal impact. Slovak schools regularly invited her to deliver lectures about disinformation, hoaxes, and conspirations.

Bridging the areas of **Education and citizenship**, political scientist Michaela Bartušová studied the capacity of schools for the implementation of deliberative democracy practices. She disseminated her research in outlets widely followed by educational practitioners.

2.6. Societal impact

2.6.1. The most important case studies of the research with direct societal impact

max. 4 for institute with up to 50 average FTE researchers per year, 8 for institutes with 50 100 average FTE researchers per year and so on. Structure: Summary of the impact; Underpinning research; References to the research; Details of the impact; Sources to corroborate the impact. One page per one case study



CASE STUDY 1

Toolkit “Identifying evidence-based methods to effectively combat discrimination of the Roma in the changing political climate of Europe”

(Thematic area A Intergroup relations)

Funding: Rights, Equality and Citizenship (REC) Programme (2014-2020) of the European Union (Grant. No. 808062 — PolRom — REC-AG-2017/REC-RDIS-DISC-AG-) for the period of 11/2018- 8/2021).

Summary of the impact: Based on the insights of psychological science and empirical findings of the DG Justice-funded project PolRom, we developed a toolkit for designing anti-discrimination interventions targeting the entire chain of institutionalised racism: from political narratives to majority group’s attitudes and behaviours of discrimination against the Roma, but also the promotion of pro-Roma collective action. We presented the toolkit to policymakers and practitioners at the European and national levels.

Underpinning research: PolRom aimed to identify the effect of the current political discourse on people’s attitudes and behavioural intentions. The project objective was to (1) identify best practices of efficient and sustainable anti-discrimination interventions to counter the mobilisation of nationalist (anti-Roma) movements, (2) support Roma initiatives and Roma rights movements, and (3) increase a sense of responsibility to engage in pro-social forms of action by the non-Roma majority populations.

First, we developed a reliable measure of antigypsyism and conducted representative surveys in five European countries (Hungary, Slovakia, Romania, France, and Ireland). We found that antigypsyism contains negative stereotypes, the idea of Roma receiving undeserved benefits, and the absence of cultural recognition. In addition, there is a low level of empathy across the countries. Therefore, indifference is the predominant attitude among the majority populations, with a small percentage of people who clearly reject antigypsyism or clearly endorse it. Second, we analysed mainstream political discourse and found that political and institutional discourses are characterised mainly by open hostility towards the Roma, by an ambivalent form of discourse contrasting the situation of the Roma minority with the situation of immigrants, or by benevolent antigypsyism, which communicates a positive and helpful attitude but reinforces the subordinate position of Roma people

in society. Third, we created the evaluation criteria for existing anti-discrimination programmes in collaboration with local NGOs. This analysis served as a background for the toolkit.

References to the research:

[1] HARGAŠOVÁ, Lucia - LÁŠTICOVÁ, Barbara - POSLON, Xenia-Daniela - BELÁN, Dóra. Analýza intervencií na zmiernovanie predsudkov voči Rómom na Slovensku z pohľadu sociálno-psychologického poznania = Analysis of Interventions to Reduce Antigypsyism in Slovakia: A Social Psychology Perspective. In Slovenský národopis, 2021, roč. 69, č. 1, s. 116-136. (2021 - Emerging Sources Citation Index (ESCI, WoS), SCOPUS, MLA, CEEOL, Ulrich's, Willings, CEJSH, EBSCO, ERIH PLUS, PROQuest, Sciendo, DOAJ). ISSN 1335-1303. Available at: <https://doi.org/10.2478/se-2021-0007> Type: ADNB

Details of the impact: The Slovak team was leading the PolRom dissemination effort. We co-created a toolkit (available both in English and Slovak) for policymakers and practitioners with recommendations on designing effective and evidence-based interventions to reduce antigypsyism. At international and national events, we presented the toolkit to the stakeholders (national and EU policymakers, NGO practitioners, and educators...). We also participated in the creation of short videos to disseminate project results that were published online. That is a common practice in NGO dissemination activities but is still rare in academia. In Slovakia, the PolRom project collaborated closely with the Office of the Plenipotentiary of the Slovak Republic for the Roma communities. For example, PolRom results were used by the Office to help design priorities related to reducing antigypsyism in the national „Strategy for equality, inclusion, and participation of the Roma until 2030“.

Sources to corroborate impact:

- project website: www.polrom.eu
- toolkit in English: KENDE, Anna - LÁŠTICOVÁ, Barbara - MINESCU, Anca - LANTOS, Nóra Anna - O'CONNOR, Ashley. Evidence-Based Methods to Effectively Combat Antigypsyism in the Changing Political Climate of Europe. Bratislava : Institute for Research in Social Communication, SAS, 2020. 54 pp. Available at: <https://polrom.eu/wp-content/uploads/2020/09/evidence-based-methods-to-effectively-combat-antigypsyism-in-the-changing-political-climate-of-europe.pdf> ISBN 978-80-973370-5-6
- toolkit in Slovak: LOVECKÁ, Lia (transl.) - LÁŠTICOVÁ, Barbara (transl.) - HARGAŠOVÁ, Lucia (transl.) - BELÁN, Dóra (transl.). Identifikácia metód založených na dôkazoch, ktoré umožnia efektívne bojovať proti diskriminácii Rómov v meniacej sa politickej klíme v Európe. Bratislava : Ústav výskumu sociálnej komunikácie SAV, 2021. 57 s. ISBN 978-80-973370-6-3
- international closing event Brussels: <https://polrom.eu/event/anti-gypsyism-in-the-changing-political-climate-of-europe-closing-conference-of-the-polrom-project/>
- national closing event Bratislava: <https://polrom.eu/wp-content/uploads/2021/06/zaverecny-seminar-projektu-dg-justice-polrom-pozvanka.pdf>
- Videos:
<https://www.youtube.com/watch?v=VC-6udD3Ne0>
<https://www.youtube.com/watch?v=UTgtuTUsVIU>



CASE STUDY 2

Gender equality plan

(Thematic area C Citizen participation)

Funding: Project ATHENA - Implementing gender equality plans to unlock research potential of RPOs and RFOs in Europe, Grant agreement ID 101006416, H2020, funded for the period 2/2021 – 1/2025.

Summary of the impact: In Slovakia, the gender equality issue has brought controversies and gender backlash in recent years. Lack of awareness of the complexities of gender inequalities and gender bias are probably the main features we also face in scientific organisations and communities. Therefore, the H2020 project ATHENA is promoting gender equality at the Slovak Academy of Sciences (SAS) and contributing to institutional change. As one of the most trusted institutions in Slovakia, SAS aspires to be a role model in fostering gender equality, not only in research and higher education institutions but also at the societal level.

Underpinning research: In the first year of the project, our Institute was a leading partner in preparing methodology for a comprehensive institutional gender audit for SAS, but also the whole project consortium (universities and research-funding institutions in Bulgaria, Romania, Slovenia, Italy, Poland, Portugal, and Spain). The methodology focused on the assessment of national and organisational procedures and policies, gender balance quantitative indicators, assessment of gender bias through survey, and qualitative inquiry of lived experience on gender issues. Although SAS is reporting a relative gender balance in research positions, the “leaky pipeline” phenomenon was identified. This metaphor describes the decreased representation of women in higher degree or decision-making positions. For example, women represent 59,7% of all doctoral graduates, 44% of all researchers but only 24,1% of A-grade researchers (full professors and research professors), and 20% of the Presidency members at the Academy.

From the lived experience perspective, female researchers face several challenges, mostly from their (expected) caregiving roles. Many of them continue working part-time while taking care of infants. Considering existing social policy in Slovakia, they are often punished for their efforts due to the cuts in social insurance. For young parents, it is especially challenging to work on short-term contracts, which are now widely used in the academic field. Women also face more administrative tasks compared to their male colleagues. Most findings are presented in the Gender Equality Plan [1] or the conference proceedings (Žilinská et al., 2021).

References to the research:

[1] BIANCHI, Gabriel - ŽILINSKÁ, Miroslava - HOLUBOVÁ, Barbora. Plán rodovej rovnosti Slovenskej akadémie vied : Verzia 1.0., 2021 – 2022. Bratislava [Gender Equality Plan of the Slovak Academy of Sciences: Version 1.0]: Slovenská akadémia vied, 2021. 37 s. Available at: <https://www.sav.sk/?lang=sk&doc=docs-psav&cat=1> (101006416 — ATHENA : Implementácia plánov rodovej rovnosti s cieľom podpory výskumného potenciálu výskumných a výskum-financujúcich organizácií v Európe) Type: GII

Details of the impact: Our findings from the gender audit served as an important basis for preparing the first evidence-based Gender Equality Plan (GEP) of the Slovak Academy of Sciences, adopted in December 2021. In the next few years, there is a plan to increase awareness of gender equality and apply various policies that will address existing inequalities. In addition, regular monitoring and updating of the action plan will be a crucial part of these efforts.

The impact of the project is manifested at different levels. First, it represents an important catalysator for debunking gender bias among individual employees and research teams at SAS. Second, at the institutional level, SAS has an excellent opportunity to become a leading role model in gender equality promotion in Slovakia and to initiate needed systemic changes. Last but not least, by adopting the GEP, SAS has become a respected partner within the European Research Area.

Sources to corroborate impact:

Topic of gender equality at the SAS is resonating.

- The proof lies in our first institutional seminar on gender audit organised in March 2022 ([watch online](#)), where the attendance almost doubled what we expected.
- We presented the gender audit results for national (e.g. [Sociologička Holubová: Stále je málo žien vo vedení, mnohé odrádzajú aj "boysclub", ktoré si muži vytvorili \(hnonline.sk\)](#))
- as well as an international audience ([Webinar "Gender equality in European Research, Innovation and Higher Education" - YouTube](#)).

The first year of the project has been a good start for ongoing efforts in promoting gender equality, not only in research.



CASE STUDY 3

National curriculum for pre-primary education in research and practice

(Thematic area C Literacy)

Funding: Project ATHENA - Implementing gender equality plans to unlock research potential of RPOs and RFOs in Europe, Grant agreement ID 101006416, H2020, funded for the period 2/2021 – 1/2025.

Summary of the impact: During the evaluation period, the Institute was involved in developing the **National curriculum for pre-primary education**, specifically in the education area "Language and Communication." Our contribution to curriculum development was to specify the emphasis on exploring written language and literacy, drawing on current approaches to pre-primary education and literacy. Kindergartens were provided with the objectives, recommended practices, and criteria for evaluating children's progress in learning how to read and write. This document fundamentally changed the content of language education in Slovak kindergartens.

Underpinning research: Our research activities concerned (1) implementation of the new curriculum in kindergartens and (2) monitoring of the effectiveness of the curriculum change in essential indicators of early literacy acquisition.

(1) The educational program implementation consisted of several steps and was carried out in cooperation with key actors of educational policy in Slovakia. Our concept of the educational area "Language and Communication" was the subject of public discussion, which involved not only the pre-primary education section of the Ministry of Education of the Slovak Republic but also representatives of institutions that fall under the Ministry of Education (State School Inspectorate, and MPC - an institution for in-service teachers' education and training); two leading preschool teacher associations (The Society for Preschool Education, and the Slovak branch of the World Organization for Early Childhood Education and Care), as well as individual teachers. Their critical comments and recommendations were systematically analysed to reveal challenging issues creating barriers to implementing the concept of early literacy education in preschools. The analysis results were published as a case study focusing on the implementation of the education reform in Slovakia [1]. They were also used to develop a teacher training programme and a methodology for implementing the education reform in practice, in collaboration with the MPC and the State Institute of Education (ŠPÚ) [2].

Also, a structured observation sheet for the State School Inspectorate was developed, which was used by the inspectors to identify the process of change in educational practice. The Inspectorate further used the data to set up more systematic support for the preschools in implementing the curriculum change. Finally, the analysis revealed that only a limited repertoire of suggested activities was implemented to develop children's literacy skills [3, 4].

(2) The second area of research was devoted to monitoring the precursors of language development that are sensitive indicators of early literacy or result from specific exposure to a

literacy-rich environment [5]. This research agenda was represented by research projects and outcomes described in more detail in section 1.8.

References to the research:

- [1] PETROVÁ, Zuzana - ZÁPOTOČNÁ, Oľga. Early Literacy Education in Preschool Curriculum Reforms : The Case of Post-communist Slovakia. In Global Education Review : Education: Special aspects of education, 2018, vol. 5, no. 2, p. 145-159. ISSN 2325--663X. Type: ADEB
- [2] ZÁPOTOČNÁ, Oľga - PETROVÁ, Zuzana. Jazyk a komunikácia : metodická príručka k vzdelávacej oblasti inovovaného Štátneho vzdelávacieho programu pre predprimárne vzdelávanie v materských školách. Bratislava : Štátny pedagogický ústav, 2016. 25 s. Available at: http://www.statpedu.sk/sites/default/files/nove_dokumenty/zavadzanie-isvp-v-zs-a-gym/ms/Jazyk_a_komunikacia.pdf. ISBN 978-80-8118-175-7 Type: GHG
- [3] PETROVÁ, Zuzana - ZÁPOTOČNÁ, Oľga - URBAN, Kamila. Profilovanie koncepcie rozvoja ranej gramotnosti na Slovensku. In PETROVÁ, Zuzana. Osvojovanie gramotnosti u detí v podmienkach nového Štátneho vzdelávacieho programu pre predprimárne vzdelávanie v materských školách. - Trnava : Typi Universitatis Tyrnaviensis, 2021, s. 9-33. ISBN 978-80-568-0236-6. Type: ABD
- [4] ZÁPOTOČNÁ, Oľga - PETROVÁ, Zuzana - URBAN, Marek - URBAN, Kamila. Early Literacy Curriculum and Its Journey to Kindergarten Classroom. In Human Affairs : Postdisciplinary Humanities and Social Sciences Quarterly, 2022, vol. 32, no. 2, p. 121-133. (2021: 0.240 - SJR, Q2 - SJR). ISSN 1337-401X. Available at: <https://doi.org/10.1515/humaff-2022-0010> Type: ADNB
- [5] PETROVÁ, Zuzana - ZÁPOTOČNÁ, Oľga - URBAN, Kamila - URBAN, Marek. Development of early literacy skills: A Comparison of two early literacy programmes. In Pedagogický časopis, 2020, roč. 11, č. 2, s. 51-72. (2019: 0.219 - SJR, Q3 - SJR). ISSN 1338-1563. Dostupné na: <https://doi.org/10.2478/jped-2020-0011> Type: ADNB

Sources to corroborate impact: Implementing the new national curriculum in the early literacy development field was the subject of several seminars and workshops for early childhood teachers and the general public. They included seminars for teachers co-organised by Pan-European University in Bratislava, Slovak Association for Early Childhood International (SACEI), Raabe Publishing House, and for the general public at Researchers' Night in Bratislava (Slovakia). The main impact was in preparing the methodical material for implementing the innovated State education program for pre-primary education in the area of "Language and communication." [2]



CASE STUDY 4

CIMULACT - Citizen and Multi-Actor Consultation

(Thematic area D Citizen Participation)

(The project Citizen and Multi-Actor Consultation on Horizon 2020 – CIMULACT,

Summary of the impact: The project Citizen and Multi-Actor Consultation on Horizon 2020 (CIMULACT) aimed to improve the engagement of citizens in the process of formulation of the research agenda in Europe by providing inputs to the Horizon 2020 Work Programme 2018 – 2020 and consequently to the preparation of the Framework Programme 9. The impact of the CIMULACT project can be assessed from two points of view:

- The impact on the European research agenda, particularly the use of the project outcomes in the process of designing the recent Work Programme of Horizon 2020 (H2020 WP 2018 – 2020) and possible further use of its results in the formulation of the Framework Programme 9.
- The impact on the project's partners, including further use of the methodology and public engagement activities.

Underpinning research: The project engaged citizens, along with a wide range of other actors, in co-creating a European Research and Innovation agenda, thereby making it more relevant and accountable to society. The project contributed to this development by establishing and improving a genuine dialogue between citizens, stakeholders, scientists, and policymakers where visions and

scenarios for desirable and sustainable futures could be developed, debated, and transformed into recommendations and suggestions for research & innovation policies and topics.

CIMULACT adopted co-creation and multi-actor procedures involving citizens and experts from 30 European countries. During the project, several intermediate results were gathered in key deliverables targeted to the needs of European and national research policy-making. These deliverables included 179 citizens' visions and 48 research programme scenarios transformed into the final 23 research topics.

The final topics were as follows: (1) Access to equal and holistic health services and resources for all, (2) At one with nature, (3) Balanced work-life model, (4) Consume smarter, increase well-being, (5) Debating alternative economic models, (6) Design thinking and doing and life skills for all, (7) Dissemination and continuous exploitation of research and innovation in the healthcare system, (8) Educational ecosystem as a driver of social innovation and local development, (9) Empowered citizens, (10) Empowering diversity in communities, (11) Evidence-based community building, (12) Evidence-based personalised healthcare, (13) Evolving food culture in growing cities, (14) Fostering equal opportunities in the digital era, (15) Good quality food for all, (16) I am empowered to lead my changes, (17) Learning for society, (18) Making dense and growing urban areas more sustainable and liveable, (19) Meaningful research for community, (20) Smart energy governance, (21) Sustainable transport solutions that enable us to live where we choose, (22) Technology as a means of well-being, (23) Urban-rural Symbiosis.

This effort was acknowledged in the Interim Evaluation of Horizon 2020, where CIMULACT was mentioned as an example that had been able to deliver significant inputs to Horizon 2020.

References to the research:

- [1] CIMULACT 23 citizen-based topics for future EU research. <http://www.cimulact.eu/wpcontent/uploads/2018/02/CIMULACT-Booklet-Final-compressed.pdf>
- [2] CIMULACT Deliverable 1.3: Vision Catalogue – Encompassing the visions from all 30 countries. Available at: <http://www.cimulact.eu/wpcontent/uploads/2016/06/D1.3final.pdf>
- [3] CIMULACT Deliverable 2.1: First draft of social needs based research programme scenarios. Available at: http://www.cimulact.eu/wp-content/uploads/2017/03/CIMULACTD2.1_final.pdf
- [4] CIMULACT Deliverable 2.2: Social needs based research programme scenarios including 10 to 15 simulated calls for H2020. Available at: http://www.cimulact.eu/wpcontent/uploads/2017/03/CIMULACT-Deliverable-2.2-2017_low_res.pdf
- [5] CIMULACT Deliverable 3.2: Programmes and concepts for all citizen and multi-actor consultations. Available at: http://www.cimulact.eu/wp-content/uploads/2017/09/D3.2-Programmes-and-concepts_compressed.pdf
- [6] CIMULACT Deliverable 4.2 – European Report on Online Consultation Results. Available at: <http://www.cimulact.eu/wp-content/uploads/2017/04/Report-online-consultation.pdf>

Details of the impact: In order to provide deeper insight into the utilization of citizens' wishes and needs, the assessment proceeded in two ways: a) by comparing the final 23 citizen-based research topics of the CIMULACT project with the H2020 WP 2018 – 2020 topics; b) by gathering opinions of research policy officers from various Commission services (DGs) on the actual use of CIMULACT outcomes in the formulation of the H2020 WP 2018 – 2020, using an online survey and interviews.

A clear overlap between 15 of the final 23 CIMULACT research topics and 22 topics from H2020 WP 2018 – 2020 was identified, meaning that 65% of CIMULACT research topics were covered by the H2020 WP 2018 – 2020. The majority of CIMULACT research topics referred to Work Programmes 1 (Health), 2 (Food security), and 6 (Europe in a changing world). CIMULACT outcomes were also relevant for the preparation of FP9. The project has added important aspects to the EU research agenda by providing new future-oriented perspectives to themes under the Grand Challenges.

2.6.2. List of the most important studies and/or other activities commissioned for the decision-making authorities, the government and NGOs, international and foreign institutes

(title, name of institution, contract value, purpose (max 20 words))

We do not state the contract value as the cooperation, expert assessments, and other activities mainly were conducted free of charge. In rare cases, individual researchers were remunerated for the collaboration by the specific institution.

1. Decision-making authorities and government organisations

The Ministry of Education, Science, Research and Sport of the Slovak Republic

- O. Kaščák prepared yearly reports on the experimental validation of the pre-school education programme “The Gate of Languages Opened” (2016, 2017, 2018)
- E. Višňovský co-authored The National Programme for the Development of Education “Learning Slovakia” (2017)
- B. Pupala conducted expert assessment and review of the analytical reports of the Institute of Educational Policy of the Ministry of Education (2018)

National Institute for Certified Educational Measurements (NÚCEM)

- O. Zápotočná, K. Urban and Z. Petrová co-authored a report on secondary analysis of PISA results (2018) focusing on reading literacy & conducted workshops for teachers (2021)

State School Inspectorate

- O. Zápotočná, K. Urban and Z. Petrová prepared an internal report (analysis of 215 observations) from inspection task aimed at monitoring the implementation of the new national curriculum (educational area - Language and Communication) in the practice of kindergartens (2021)
- B. Láštivová co-authored an expertise on what educational factors influence the attitudes of Slovak secondary school students towards minorities (2016, 2017)

National institute for education (ŠPÚ)

- O. Zápotočná and Z. Petrová participated in development of an adapted educational document for the needs of compulsory pre-primary education “Compulsory pre-primary education: a guide to objectives and content” (2021)
- O. Zápotočná participated in the development of a new national curriculum for primary schools (2021).
- O. Zápotočná prepared and implemented a series of webinars for teachers of primary education for the needs of distance education during the Covid-19 pandemic (2020).

The Office of the Plenipotentiary of the Government of the Slovak Republic for Roma Communities

- B. Láštivová co-authored English version and translated into Slovak the toolkit “Evidence-Based Methods to Effectively Combat Antigypsyism in the Changing Political Climate of Europe” (2021), and participated in a thematic group addressing the national strategy to fight antigypsyism.

Healthy Regions (an organisation under the umbrella of Ministry of Health of the Slovak Republic)

- G. Bianchi and I. Lukšík co-authored The Handbook for the Training of Health Assistants and prepared the methodology for workshops with health assistants (2019-2020).
- G. Bianchi, I. Lukšík and L. Hargašová conducted educational workshops in the field of sexual and reproductive health with health assistants for Roma communities (2021).

Bratislava City Council

- M. Žilinská offered expert services in the preparation of the analytical part for the creation of a community plan for the development of social services in the field of drug use (2021).

Political parties - Liberty and Solidarity (SaS); For People (Za ľudí)

- B. Pupala participated in preparing materials for the development of two Slovak political parties' programme documents in the field of education (2019).

2. Nongovernmental organisations

Institute for Active Citizenship

- J. Fúsková collaborated with the initiative "Schools that Change the World" by offering expert supervision, data evaluation and presentation of results (experimental validation of teaching of Civics/Ethics subjects) (2018-2020)

Eduma (from Emotion to Knowledge)

- I. Lukšík and L. Hargašová developed a research tool to investigate the quality of life of young people in difficult life situations (2019)
- They contributed to data analysis, report, and presentation of the results of the quality-of-life research at Slovak Ministry of Education and Slovak Youth Institute (2019-2020)

Open Society Foundation; Partners for Democratic Change Slovakia

- B. Láštiová contributed to the analysis of controversial issues dividing society, defining priorities within the project Open Society Initiative for Europe - OSF (OSIFE). (2017)

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- B. Láštiová evaluated the qualitative part of the methodology of the project "Learning Makes Sense", which mapped the situation in the Slovak education system and visions for its development. (2019)

Partners for Democratic Change Slovakia

- B. Láštiová assessed the draft of evaluation framework of Global Education in the Slovak Republic, and to identify its strengths and weaknesses (2017)

Williams Syndrome Association

- K. Jariabková offered psychological counselling, popularised scientific research findings in lectures and contributions to the WS Association website, developed international contacts and represented the Association in the "Fédération Européenne de Williams Syndrome" (1994 – present)

Mental Health League

- G. Bianchi contributed to the production of a series of video-presentations promoting the mental health of people severely affected by the social crisis resulting from the COVID pandemic. He also participated in episodic collaborations in public discussion events (eg. screenings of films with the topic of mental illness) (2020 - present)

3. International and foreign institutions

Ministry of Education, Youth and Sports, Czech Republic

- O. Kašák performed an evaluation of the implementation of the Strategy of the Czech Republic's Education Policy up to the Year 2020 (2017)

2.6.3. List of contracts and research projects with industrial and other commercial partners, incl. revenues

N/A

2.6.4.1 List of intangible fixed assets (internally registered IP (confidential know-how), patent applications, patents granted, trademarks registered) denoting background IPR

N/A

2.6.4.2 List of licences sold abroad and in Slovakia, incl. revenues (background IPR identification, name of institution, contract value, country of partner, purpose)

N/A

2.6.5. Summary of relevant activities, max. 300 words (describe the pipeline of valorization in terms of Number of disclosure, Number of registered IP internally, number of CCR/LIC contracts and their respective summary values, the support you are receiving in specific points internally at the institute, at SAS, externally – also the limitations and drawbacks.

N/A

2.7. Popularisation of Science (outreach activities)

2.7.1. List of the most important popularisation activities, max. 20 items

Popularisation of science was our strength in the evaluation period, and we engaged in dissemination and communication activities more frequently and systematically than before 2016. That was partly due to the formal expectations of APVV and EU-funded projects to disseminate but also our conviction that research supported by public funds must be communicated back to the public. In the evaluation period, we were awarded three Prizes for the popularisation of science by SAS (one in 2020 and two in 2021). We engaged in numerous outreach activities and were highly visible in national media. That applies not only to senior researchers but also to postdocs and PhD. students.

The main outreach activities concerned regular participation in "European Researchers' Night" and in a series of conferences called "A Teacher is not Google." The Institute was invited to extensively present its work at a conference for child psychologists and educators, "Child at risk" organised by the Institute for Research in Child Psychology and Psychopathology (VÚDPaP).

We gave many lectures (not listed here because of the limit of 20 items) in different Slovak regions, thanks to the SAS initiative "Roadshow of young scientists," collaboration with the NGO "Human Rights Olympics," etc.

In addition, we have informed about our research results via the Institute website (www.uvsk.sav.sk), our Facebook page (<https://www.facebook.com/UVSKSAV/>), and occasionally on a blog at daily SME blog platform (<https://blog.sme.sk/uvsk>). The text below lists the 20 most important popularisation activities out of many.

2020 Popularisation series of articles "Slovak Academy of Sciences about coronavirus" for the Press Agency of the Slovak Republic (TASR), in collaboration with the Department for Communication and Media of SAS (G. Bianchi, K. Blažeková, N. Kallová, I. Lukšík, B. Láštiová, M. Petrjánošová, M. Popper, X.-D. Poslon, & K. Urban), series of eight articles about various psychological aspects of coping with the pandemic, published in the first weeks of the pandemic - Prize of SAS for popularisation of science in 2021

2020-2021 Popularisation within a series of surveys How are you, Slovakia? - won Prize of SAS for popularisation of science in 2021 (we were awarded the prize collectively with the Institute of Sociology of SAS, research agency MNFORCE, and communication agency Seesame)

European Researchers' Night 2016 - 2021

- 2016: **Why do we need stereotypes? + Presenting the new national curriculum for early literacy development**– science booth (team of senior researchers and PhD. students led by B. Láštiová & O. Zápotočná)
- 2017: **lecture - presentation of project results CIMULACT** (M. Popper, G. Bianchi, I. Lukšík, & T. Michálek)
- 2018: **„Researchers in us“** - science booth (team of early career researchers and PhD. students led by J. Fúsková)
- 2019: **Harry Potter magic you've never heard of: Reducing Prejudice in Society**, main stage invited talk (B. Láštiová)

- 2019: **The world through different glasses** – science booth (team of senior & early career researchers, & PhD students in collaboration with the Institute of Ethnology and Social Anthropology of the Slovak Academy of Sciences)
- 2020: (virtual edition) – **Science quiz focusing on science- and health-related hoaxes** (K. Blažeková)
- 2020: „**With Stories Against Prejudice**“ – a virtual presentation of issues related to stereotypes and prejudice in schools, mock experiment (B. Láštiová, X. D. Poslon, & H. Ševčíková)
- 2021: **Talks about health** – a virtual interview with Gabriel Bianchi for the Researchers' night

Publishing house Raabe teacher conference „A Teacher is not Google.“

- 2017: **Teacher education models and current reform initiatives** - talk (O. Kaščák & M. Weise)
- 2018: **With Stories Against Prejudice...?** – workshop about story-telling techniques as a tool for indirect contact interventions (B. Láštiová)
- 2018: **Deliberative democracy and practice for schools** – seminar (G. Bianchi & M. Bartušová)
- 2019: **Peer stories help reduce prejudice: when and why it works** – seminar presenting an evidence-based toolkit for prejudice reduction interventions in schools „With Stories Against Prejudice“ (Drál, Láštiová, et al., 2019) (B. Láštiová & M. Popper)

Conference for practitioners „Child at risk“ (2019)

- 2019: **Which forms of parenting do we consider good?** – talk (L. Hargašová & J. Fúsková)
- 2019: **Who are better parents: cohabiting or married?** – talk (I. Lukšík)
- 2019: **The development of early language competence in children from socio-economically disadvantaged backgrounds** – talk (O. Zápotočná & K. Urban)
- 2019: **How not to get lost in the online world** – workshop (K. Blažeková & J. Fúsková)
- 2019: **Peer stories help reduce prejudice: when and why it works.** – workshop presenting an evidence-based toolkit for prejudice reduction interventions in schools „With Stories Against Prejudice“ (Drál, Láštiová, et al, 2019) (B. Láštiová & M. Popper)

Science-fair IXPO 2019 (Bratislava)

- B. Láštiová represented the Institute at the “SAS stage” at the Science-fair IXPO (Bratislava, April 2019), in a discussion about language and stereotypes.

Science Slam of the Slovak Academy of Sciences (Bratislava 2019 and 2020)

- Our former PhD. student Simona Oľhová (Andraščíková) initiated and prepared two editions of the science popularisation event “SAS Science Slam.” The event created an opportunity for SAS PhD. students across the three scientific sections for presenting their research in a short and attractive form to the lay public (more info in Slovak at: https://www.sav.sk/?lang=sk&charset=&doc=services-news&source_no=20&news_no=8107).

2.7.2. Table of outreach activities according to institute annual reports

During the evaluation period, we engaged in 433 popularisation activities, with an average of about 40 activities per capita in six years. In the last two years, our dissemination and communication activities, especially our media presence, considerably peaked, thanks to the project “How are you, Slovakia”? Our results and expert opinions on pressing societal issues related to the pandemic were often cited in newspaper articles, and our colleagues appeared on the radio or TV numerous times. Conversely, the number of public popularisation lectures decreased in 2020 and 2021 compared to

2019 because of pandemic measures. Of course, we were also dedicated to disseminating the results concerning our main research foci unrelated to the pandemic.

Outreach activities	2016	2017	2018	2019	2020	2021	total
Total number of activities per year	42	41	47	59	140	104	433
Articles in press media/internet popularising results of science, in particular those achieved by the Organisation	18	16	27	18	103	63	245
Appearances in communication media popularising results of science, in particular those achieved by the Organisation	4	10	7	4	18	22	65
Public popularisation lectures	20	15	13	37	19	19	123

2.8. Background and management. Infrastructure and human resources, incl. support and incentives for young researchers

2.8.1. Summary table of personnel

At the end of the evaluation period, we had two employees with the title of professor, three employees who were associate professors, and 11 employees with PhD. degree, out of which 7 achieved scientific qualification IIa - senior researcher (the equivalent of habilitation at SAS).

2.8.1.1. Professional qualification structure (as of 31 December 2021)

	Degree/rank				Research position		
	DrSc/DSc.	CSc./PhD.	professor	docent/ assoc. prof.	I.	II.a.	II.b.
Male	0	3	1	2	0	3	0
Female	0	8	1	1	0	4	4

I. – Director of research with a degree of doctor of science/DrSc.

II.a – Senior researcher

II.b – PhD holder/Postdoc

2.8.1.2. Age and gender structure of researchers (as of 31 December 2021)

In contrast to the previous evaluation period (2012-15), the number of early-career researchers increased by the end of 2021 (FTE=4.1). We also have had a strong group of senior researchers (FTE=4.5), yet there have been fewer mid-career researchers (FTE 2.5). At the end of the evaluation period, the gender composition of the Institute was imbalanced. The FTE of female researchers was 8.1, and the FTE of male researchers was 3. That was due to the retirements and departures of three male colleagues (one is still with us as emeritus) during the evaluation period and the hiring of female colleagues. The dominance of female researchers can partly be explained by our main disciplinary focus on psychology and education, where the undergraduate and graduate students are predominantly female.

Age structure of researchers	< 31		31-35		36-40		41-45		46-50		51-55		56-60		61-65		> 65	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Male	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0	0.0	0.0	1.0	1.0
Female	3.0	2.1	1.0	1.0	1.0	1.0	2.0	1.5	1.0	1.0	0.0	0.0	1.0	0.5	1.0	1.0	0.0	0.0

A – number

B – FTE

2.8.2. Postdoctoral fellowships

(list of positions with holder name, starting date, duration. Add brief information about each fellow's career path before and after receiving PhD degree, etc.)

2.8.2.1. MoRePro and SASPRO fellowships

N/A

2.8.2.2. Stefan Schwarz fellowships

- Mgr. Jana Fúsková, PhD.; topic: LGBTQ+ parenthood (2017 – 2020)
- Mgr. Lucia Hargašová, PhD.; topic: substitute parents' role (2017 – 2020)
- Mgr. Kamila Urban, PhD.; topic: metacognitive regulation of learning (2018 – 2021)

2.8.2.3. Postdoctoral positions from other resources (specify)

- Mgr. Nikola Kallová, PhD.; post-doc engaged in the project APVV-18-0303 “Milestones in transitions in intimate relationships and quality of life in adolescence and young adulthood” – project-based financing

2.8.3. Important research infrastructure introduced during the evaluation period with the information about the sources of funding

(max. 2 pages)

We continuously invested in our research infrastructure, mainly thanks to the severely limited international mobility during the pandemic. We transferred project money budgeted for conferences to the goods and services budget.

- 1) We purchased 3 Atlas-ti (software for qualitative data analysis) licences - version 8 (2020).
- 2) We purchased Survey Monkey – a software for online data collection (2020).
- 3) We annually renew our SPSS (statistical software for data analysis) subscription, and we purchased SPSS-Amos – a software for structural equations modelling (2020).
- 4) We purchased statistical software Mplus (2021).
- 5) We are renewing the IT infrastructure on an as-needed basis (computers, printers...).
- 6) Our Institute library currently has more than 1750 book items, and we also subscribe to major Czech, Slovak, and international journals relevant to our research.

2.9. Supplementary information and/or comments on all items 2.1 – 2.8

(max. 2 pages in total for the whole section)

To conclude this section, we consider the Institute for Research in Social Communication of the Slovak Academy of Sciences a highly progressive research unit in social sciences. We build on strong individualities and a massive synergy of scientific collaboration - within the Institute and internationally.

The Institute is visible nationally and internationally. We are national leaders in the topics covered under all of our four main thematic foci. During the evaluation period, we have become one of the leading institutions in antigypsyism psychological research in Europe. In addition, we have collaborated closely with leaders in the international psychology research on sexuality/intimacy, metacognition, and values.

The Institute cuts into societal issues that need urgent scientific exploration and has a rapid turnover into scientific publications and societal interventions. Our accent on societal impact, especially in education, makes us unique among Slovak basic research institutions. During the evaluation period, we have consistently disseminated our research to relevant stakeholders and communicated it to the public. In addition, several public intellectuals represented the Institute in the public arena.

During the evaluation period, our scientific journal Human Affairs strengthened its position internationally and has had a growing citation trend. We also produced - within our PhD. programme - a critical mass of scientific followers to carry on our mission.

3. Implementation of the recommendations from the previous evaluation period

The Institute focused on the positives identified by the international panel of experts in the 2016 assessment: (1) "excellent topics," (2) "international publications," (3) "productive team dynamics," (4) "good track record of EU funded projects," (5) the journal "Human Affairs as a significant contribution to science," (6) "strong focus on PhD. students," (7) "societal impact," and (8) "policy outcomes of research." Based on panel recommendations, a strategic plan was developed for 2018-2022 (available in Slovak here: <https://uvsk.sav.sk/wp-content/uploads/uploaded/documents/documents/strategicky-plan/Akc%CC%8Cne%CC%81-pla%CC%81novanie-Final-20-sept.pdf>).

To date, all the main objectives set in the Strategic Plan for 2018-22 have been fully achieved.

The challenges identified in the 2016 international evaluation are summarised below, together with measures taken to address them.

Challenge 1: The Institute is tackling great topics, but with a "diffuse portfolio," there are no criteria for selecting new topics or excluding some. There is no "flagship project" of research.

We have re-focused our mission in the Strategic Plan for 2018-22, adopted in September 2017. This plan defined our umbrella mission as tackling "societal challenges for education." Since this mission was primarily based on the PhD. programme "school pedagogy" and was not entirely in line with the diversity of research interests of the whole team; we decided to modify the mission again in 2020 to reflect our long-term past and future research interests and make it more sustainable.

Hence in September-December 2020, we carried out an extensive 3-day strategic planning with an external facilitator to formulate this new mission so that (1) it accurately reflects the main themes underlying our research, (2) it is sustainable for the next evaluation period (2022-27) and beyond, and (3) it is endorsed by all team members. The new mission is to "perform basic interdisciplinary research, focusing on social communication and relations between people and groups in society," with the accent on "the impact of research on society, especially in the field of education" (see section 1.7).

Furthermore, we have made it an explicit requirement that new projects and research must contribute to the mission and be approved by the Scientific board.

During the evaluation period, there have been 1-2 flagship projects relevant to each of the four main thematic foci. The projects were funded by big national or international grant schemes such as APVV (e.g., APVV 14-0531, APVV 18-0303, APVV 19-0074), DG JUSTICE REC (e.g., PolRom & ENGAGE) or H2020 (e.g., Cimulact, Athena). Notably, the PhD. topics have been defined based on the ongoing projects and correspond to our mission.

Challenge 2: It is questionable how it is ensured that the Institute remains "identifiable"; in other words: what is the "differential value" of the Institute? There is a lack of "adequate and operational self-definition."

Our differential value lies mainly in our transdisciplinary and critical approach to social science research, our comparative, cross-cultural framework, and most notably in our focus on the societal impact of our research, especially in education. That makes us unique within the Slovak Academy of Sciences and compared to other similar institutions in Slovakia that perform research in social sciences.

Moreover, the psychosocial approach - e. g. taking into consideration the broader social and normative context within which the individual psychological processes unfold - makes us unique compared to the other "psychology institutes."

During the evaluation period, the Institute strengthened its position as a national leader in literacy and metacognition research (see Case study 3, section 2.6.1). It continued a 30-year tradition in non-medical research on sexuality. It became a leading institution in prejudice reduction research nationally and one of the leading institutions in antigypsyism research internationally (see Case study 1, section 2.6.1).

The Institute's experts have been sought to participate in several national and international collaborations focusing on these themes. We have also collaborated with relevant stakeholders and policymakers to tackle literacy, sexual health, prejudice, and extremism. In addition, we have regularly commented on these topics in national media.

Challenge 3: The name of the Institute is problematic.

In 2016, the panel of experts recommended changing our name to "Institute of Cognitive and Cultural Studies." After an extensive discussion, we chose to disregard this recommendation. The suggested new name was too generic, did not reflect the disciplinary scope of the Institute or its thematic priorities, and was potentially confusing with the missions of other Institutes of the 3d section of SAS (i. e. Institute of Ethnology and Social Anthropology). Conversely, the original name "Institute for Research in Social Communication" describes the uniqueness of the Institute, captures its redefined mission, and has been an established brand since 1990.

Challenge 4: A little more institutionalisation in the management of the Institute is needed.

First, the competencies of the Institute's Scientific board have been strengthened. It also serves as the Ethical board of the Institute. We have created an Ethical Code (based on the Ethical code of SAS and APA standards). Every new project or individual study must get ethical approval. Furthermore, the Scientific board assesses the thematic relevance of new projects and collaborations to the Institute's mission. An Assessment seminar of individual researchers (based on an Assessment form that defines minimal publication criteria) takes place each year in December. In June, there is a publication/project planning session. Finally, the Scientific board members discuss hiring strategies with the director, and applications of scholars applying for research and mobility schemes such as the National Scholarship Programme, SASPRO, or Impulz. The external members of the Scientific board were instrumental in commenting on the revised mission of the Institute during the strategic planning sessions in 2020.

Second, we redefined the role of the Institute's Scientific secretary. In addition to assisting in preparing the annual report, the Scientific secretary is also responsible for organising scientific events, assisting in dissemination activities, and monitoring project calls.

Third, based on the SAS requirement, we appointed two "SAS guarantors for doctoral studies" in 2020. They have monitored the quality of PhD. programmes, individual students' progress, and give feedback regarding the student-supervisor collaboration.

Following the panel recommendations from 2016, all institutes of SAS established an International advisory board until 2020. However, SAS has not clearly defined the competencies and expectations of the advisory board. Therefore, the Institute's advisory board has functioned rather informally and advised individually on specific details such as publishing strategies or journal Human Affairs conception. They have also given feedback on this very report.

Finally, apart from the Centre for Pedagogical Research, the Institute is not divided into other organisational units. All internal collaborations are managed based on project teams, and principal investigators are responsible for the management of each team. Every researcher, as well as PhD. students must be involved in a research grant.

Challenge 5: H 2020 grants are currently poorly represented.

In contrast to this observation regarding the evaluation period 2012-2015, during this evaluation period (2016-21), the Institute participated as a partner in three FP7/H2020 projects (Platenso, Cimulact, Athena) and 2 DG JUST REC Programme (PolRom, ENGAGE) funded projects.

In addition, we were partners in 13 European grant applications that were not successful (3 x H2020, 3 x ERANET, 4 x COST, 1 x DG JUSTICE, 1 x CHANSE, 1 x Rare Diseases). The low success rate in H2020 project applications will remain a challenge, and further participation in new calls is needed and intended.

Challenge 6: High average age of staff and absence of postdoc recruitment.

There was a substantial change concerning age structure during the evaluation period. Six senior colleagues (four researchers, two administrative staff) retired. The position of the emeritus researcher was granted to three former employees (V. Rosová, E. Višňovský, and K. Jariabková).

Three former PhD. students successfully got the SAS Štefan Schwarz competitive postdoc scholarship for 3-4 years. Two of them are still part of our team; one transferred to a university after completing her postdoc. We also created an APVV project-based postdoc position for a student who had completed her PhD. in 2021. Despite our high success in the Š. Schwarz postdoc scheme, sustainability of successful postdocs after scholarship completion remains challenging, and new job openings must be co-financed by national and international research projects.

Challenge 7: The Institute has had one director for 23 years.

In July 2018, there was a change in the post of director. To ensure continuity, the former director serves as deputy director.

4. Research strategy and future development of the institute for the next five years

(Recommended 3 pages, max. 5 pages)

Research strategy of the institute in the national and international contexts, objectives, and methods (including the information on when the strategy was adopted)

Based on strategic planning sessions in September-December 2020 and the subsequently revised Mission statement of the Institute, the following research strategy for the next five years was adopted on May 9, 2022.

In the upcoming five-year period (2023-2027), we will continue studying the role of language, discourse, and communication in the following mutually related fields:

- Intergroup relations (between majority and ethnic, sexual, language and other minorities);
- Transformation of intimacy, romantic relationships, and parenthood;
- Literacy and its development (Centre for Pedagogical Research);
- Citizen participation.

In order to successfully carry out our mission, it is necessary to operationalize partial strategies for the following areas:

- scientific strategy (projects, publications);
- doctoral studies;
- human resources/management;
- societal applications and impact.

The table below offers an analysis of the main strengths, weaknesses, opportunities, and challenges that the Institute needs to consider in the strategy for the upcoming five years.

SWOT analysis (May 9, 2022)

	Helpful to achieving the mission	Harmful to achieving the mission
Internal origin (attributes of the organization)	<p>Strengths</p> <p><u>Science:</u></p> <ul style="list-style-type: none"> - strong project portfolio (national & international) - project leaders in national collaborations - ascending trend in 1st author international publications - long-term and well established international collaborations - cross-cultural focus - interdisciplinarity - Human Affairs as a platform for critical, post-disciplinary knowledge development in SSH. <p><u>Impact:</u></p> <ul style="list-style-type: none"> - strong societal impact – informing policy making - dissemination to stakeholders - communication of results to general public (media visibility, social networks) - addressing pressing societal challenges (human enhancement, covid, war in Ukraine) in the framework of main thematic foci of the Institute <p><u>Teaching:</u></p> <ul style="list-style-type: none"> - evidence-based and research-informed university teaching (pre- and post- graduate) - strong PhD. students and postdocs with international publication record/potential <p><u>Team:</u></p> <ul style="list-style-type: none"> - effective and cohesive team, - international hiring was launched 	<p>Weaknesses</p> <p><u>Team:</u></p> <ul style="list-style-type: none"> - few mid-career researchers who can be project leaders to carry on the mission - small core team - many researchers have also got an administrative/management role <p><u>Science:</u></p> <ul style="list-style-type: none"> - high-impact publication activity is unequally distributed across researchers - individual researchers involved in many projects with different foci (even if within the mission)
External origin (attributes of the environment)	<p>Opportunities</p> <ul style="list-style-type: none"> - need of public institutions (local & national) for evidence-based policy making, creating opportunities for new collaborations with stakeholders (e. g. city of Bratislava) - joint PhD. program with Comenius University in English – possible internationalisation of PhD. students - emerging possibilities to finance interdisciplinary collaborations (e. g. within the VEGA grant scheme) 	<p>Threats</p> <ul style="list-style-type: none"> - deepening underfunding of science in Slovakia, due to post-covid and war-related economic crises - impossibility of long-term planning due to low institutional funding, and unstable national funding of science - increasing administrative overload due to insufficient infrastructure within the Slovak Academy of Sciences, and external demands (statistics, financial controls, reporting) - low interest in PhD. studies in Slovakia

Commentary on the SWOT analysis

We will focus on maintaining our strengths and working with our weaknesses in the next five years.

From our perspective, the main **weakness** is the small core team of the Institute, which puts pressure on the performance required of individual researchers. On the other hand, the small size allows us to react to challenges and implement changes flexibly.

We tackled our small size during the evaluation period by creating project-based positions. Three of our former PhD. students managed to get a competitive Š. Schwarz post-doc scholarship. Thanks to these strategies, we produced high-quality research outputs despite researchers' relatively low average FTE (10,77 for 2016-21).

Moreover, to diversify the team, we started hiring internationally and had two international calls for positions in 2020 and 2021, respectively, but promising international candidates ultimately chose other positions for various reasons. Also, we had one SASPRO and one IMPULZ (SAS mobility schemes to attract excellent researchers) international candidates (Bosnia and Herzegovina and the USA). They, unfortunately, did not succeed in getting the fellowship.

PhD. students also significantly contribute to our research and considerably strengthen our team. The main challenge with securing a high-quality PhD. students is the fact that many talented high-school students leave Slovakia for the universities in the neighbouring Czech Republic and are not motivated to return to Slovakia for a PhD. Also, there are many institutions in Slovakia offering a PhD. degree in psychology or pedagogy. Therefore it is necessary to target M. A. students from other countries (e.g., third countries outside the EU) to extend the PhD. candidates' pool. We have already started this trend in collaboration with our partner Faculty of Social and Economic Sciences of the Comenius University in Bratislava.

The main **threat** is the underfunding of science in Slovakia and the increasing administrative burden placed on scientists institutionally and from grant agencies.

As far as the underfunding is concerned, we increasingly fund the basic running costs of the Institute from project finances, which severely limits the possibilities to carry out our mission, e. g. excellent basic research. We cannot expect to create new positions except from project-based short-term contracts and in case of retirements. Instead, we use most of the extra money obtained from the yearly competitive excellence-based financing of the institutes by SAS (where we are consistently among the most successful) to incentivize the researchers with salary bonuses for not leaving the SAS (e.g., Universities or the private sector).

As for the administrative burden - despite a slight improvement since the last evaluation of SAS in 2016 - the Institutes have lacked more extensive and professional administrative, financial, legal, and project support from SAS as our "parent institution." The insufficient support and administrative integration within the SAS put a heavy burden on the Institutes' management.

4.1. Scientific strategy for 2023-2027 (based on SWOT analysis)

4.1.1. Research focus

The Institute will continue to prioritise participation in research projects relevant to the mission, except for projects focusing on emerging themes of societal relevance (e. g. societal crises such as the Covid-19 pandemic and the war in Ukraine). The PhD. topics will continue to be project-based, with room for new emerging perspectives.

We will continue to focus on our core thematic foci, expand them to new research topics, and also continue to integrate the topics further.

Intergroup relations. We will deepen our focus on the collective action of minorities instead of prejudice reduction in the majority. Our new focus, driven by the pandemics and the war in Ukraine, will be tolerance and intergroup solidarity in the context of societal crises. We will also search for interconnections between the theme of family, literacy, and intergroup relations (e.g., studying mixed families in terms of ethnic and linguistic diversity). Finally, we will search for interconnections between the theme of literacy, metacognition, and prejudice reduction (see below).

Citizen participation. These topics will be studied in integration with intergroup relations, focusing on participation and collective action of minorities and mobilisation of majority allyship for social change.

Transformation of intimacy, romantic relationships, and parenthood. We plan to continue our research on partnerships and parenthood, emphasising current problems and interdisciplinary perspectives (such as the biosocial approach). In the field of parenthood, we plan to follow up on the issue of mixed families (where biological and non-biological relations are present, such as stepfamilies, blended families, and LGBT families) and surrogacy. In addition, we will dedicate more attention to technological shifts in parenthood (e.g., genetic modification, designed children). Similarly, we plan to focus on current phenomena in the partner and sexual life (e. g. online dating, ghosting, catfishing, breadcrumbing) in terms of equal opportunities (gender issues) and diversity (attachment in consensual non-monogamy, sexual fluidity, multiethnic partnerships, voluntary childlessness, asexuality).

Literacy and its development. Literacy instruction is changing as children encounter new technologies, including electronic books, internet-based reading and writing, and online communication. In the ongoing APVV-19-074 project, the eye-tracking method is used to comprehend better mechanisms involved in reading and information processing from preschool to early school age. Future projects will build on these findings by studying what children do when using new media, designing interventions to navigate the online information environment better, and designing metacognitive interventions to understand the written text better.

Second, metacognition contributes to divergent thinking and perspective-taking and is an important aspect of stereotype-relevant judgments. Hence the new projects will examine the role of metacognition in intergroup relations. Finally, an intervention based on the development of metacognitive awareness will be designed to explore its effects on divergent thinking and prejudice reduction.

Across all these thematic foci, the main challenge is in making **open science** practices (e.g. preregistration, open data) a shared norm at the Institute, whenever possible and ethically acceptable.

4.1.2. Project involvement

Each of the four key thematic areas will be covered by at least one national VEGA project and one national APVV project in the upcoming five years (with VEGA as supporting grants). We will continue applying for APVV and VEGA projects at appropriate intervals. The ideal moving average of ongoing projects is one active APVV project and three to four VEGA projects per year.

We will continue to apply the requirement that all researchers and PhD. students participate in (nationally or internationally) externally funded projects and do not carry out research without funding from competitive grant schemes.

We will consistently monitor the opportunities to participate in international projects (e. g. Horizon Europe) as partners. Currently - due to the Institute size and insufficient project supporting infrastructure at SAS - we do not have the capacity to apply for Horizon Europe grants as coordinators. Therefore, we will try to apply for smaller EU-funded grants, such as those funded by DG JUSTICE.

The scientific cooperation of the Institute will focus on:

- international collaborations in bilateral and multilateral long-term partnerships;
- ad-hoc international project partnerships;
- most important national grant agencies (e. g. APVV);
- State and public institutions (e. g., State Institute of Education, Office of the Plenipotentiary of the Slovak Republic for the Roma communities);
- NGOs (both as research partners and beneficiaries of our research).

The international journal HUMAN AFFAIRS (highly rated by the evaluation panel in 2016) will continue to be a supporting platform for scholarly activity, creating a space for critical, post-disciplinary knowledge development in social sciences and humanities.

4.1.3. Publications

We consider it important to consistently adhere to the Institute's internal evaluation system for researchers that has ensured good quality and quantity of scientific outputs since its introduction 30 years ago. The critical requirement in this procedure is that each researcher should systematically produce publications in CCC, WoS, and SCOPUS journals both in English and in Slovak. The minimum yearly requirement as of 2018 is one article in a WoS/SCOPUS indexed outlet per senior researcher.

In addition to the primary goal of publishing in high-ranking peer-reviewed journals, we also encourage the publication of scientific monographs and chapters in monographs to present project results synthetically. Publications in the Slovak language are vital to us because we need to disseminate our research to practitioners and students nationally.

4.1.4. Doctoral studies

We will initiate new contracts to secure new collaborations with Slovak universities in PhD. programmes in "psychology" in order to attract students from more diverse backgrounds. We will continue encouraging our PhD. students to apply for international mobility schemes and internal SAS research grants for doctoral students. We will also strengthen the methodological support of the students via a buddy system, and closer collaboration between the supervisors within the doctoral school based on the Faculty of Social and Economic Sciences of Comenius University will be encouraged. More international promotion of the doctoral school is needed to attract international students.

4.2. Human resources/management

First, we will continue to create project-based positions to expand the team. Second, we will encourage doctoral students to apply for SAS Schwarz postdoc scholarships (and international mobility schemes) and continue to hire internationally. Third, we must systematically prepare early career researchers for future management positions to ensure the Institute's sustainability.

Finally, to extend our team, negotiating a partnership with other institutes to form a joint Centre is a solution to consider. However, it is a long-term and complicated process requiring partners truly motivated to join forces in such an institutional merger.

4.3. Societal applications and impacts

We will continue previous collaborations with stakeholders and be open to new ones. In addition, we will ensure that communicating results to the public is an inherent and ongoing part of all research projects.

Supplementary materials

Table I. Membership in editorial boards of national journals

Name	Position	Journal	Period
doc. PhDr. Gabriel Bianchi, CSc.	Editorial Board Member	Psychology and Patopsychology of the Child	2017-2021
prof. PhDr. Oľga Zápotočná, CSc.	Editorial Board Member	Language and Literature	2016-2021

Table II. Membership in national organisations, associations

Name	Position	Organisation	Period
doc. PhDr. Gabriel Bianchi, CSc.	Member	Slovak Psychological Society	2019 - 2021
Mgr. Lucia Hargašová, PhD.	Chair of the Audit Committee	Slovak Association for Critical Psychology	2018 - 2021
PhDr. Katarína Jariabková, PhD.	Member of the Committee	Slovak Medical Association - Society for higher brain functions	2016 - 2021
	Member	Slovak Medical Association - Society for Childhood Development Disorders Research	2016 - 2021
Mgr. Barbara Láštiová, PhD.	Vice-Chairwoman	Slovak association for critical psychology	2018 - 2021
prof. PhDr. Ivan Lukšík, CSc.	Member	Slovak Psychological Society	2016 - 2021
Mgr. Xenia Daniela Poslon	Member	Slovak Association of Cognitive Science	2021
prof. PhDr. Branislav Pupala, CSc.	Honorary Chairman	Slovak Association of Early Childhood Pedagogy	2016 - 2020
PhDr. Viera Rosová, CSc.	Member	Slovak Psychological Society	2016 - 2019
PhDr. Blanka Šulavíková, CSc.	Member	Slovak Philosophical Association	2016 - 2019
prof. PhDr. Emil Višňovský, CSc.	Member	Slovak Philosophical Association	2016 - 2021
prof. PhDr. Oľga Zápotočná, CSc.	Chairwoman	Slovak Association for Reading Development	2016 - 2021

Table III. List of researchers who served as members in advisory boards and expert groups of national public institutions (governmental, scientific)

doc. PhDr. Gabriel Bianchi, CSc.		
<i>Art Support Fund</i> , Ministry of Culture of the Slovak Republic	Jury Member	2016 -2018
Commission under the <i>Monitoring Committee for the Operational Programme Human Resources</i> 2014-2020 for Priority Axis 1 Education	Member	2018 - 2020
prof. PaedDr. Ondrej Kaščák, PhD.		
<i>Council for Systemic Change in Education</i> , Ministry of Education	Member	2016 - 2018
Mgr. Barbara Láštiová, PhD.		
Working Group on European Education in Slovakia, <i>Ministry of Education</i>	Member	2021
Thematic Group for the development of the Action Plan 2021-2023-Priority area Countering Antigypsyism and Supporting Participation, <i>Office of the Plenipotentiary of the Government of the Slovak Republic for Roma Communities</i>	Member	2021
<i>Horizon Europe - Programme Committee</i> for Cluster 2 "Culture, Creativity and Inclusive Society"	National Expert	2021
prof. PhDr. Branislav Pupala, CSc.		
<i>Accreditation Commission</i> - Working Group	Working Group Member	2017 - 2018
Commission for Pre-primary Education, <i>State Pedagogical Institute</i>	Chairman	2016 - 2019
<i>Curriculum Board</i>	Member	2016 - 2018
Scientific Council of the <i>State Pedagogical Institute</i>	Chairman	2016 - 2019
<i>Kenya-Slovakia Commission</i> , Ministry of Foreign Affairs	Invited Expert	2016 - 2018
Mgr. Magda Petrjánošová, PhD.		
Working Group of <i>Experts on the Implementation of the National Concept for the Protection of Children in the Digital Space</i> at the Ministry of Labour and Social Affairs	Member	2021
PhDr. Viera Rosová, CSc.		
Working Group for the <i>Formulation of Research Priorities in the Social Sciences and Humanities -RIS 3-</i> Ministry of Education	Chairwoman	2016
Commission for the assessment of activities of social sciences and humanities within the Representation of the Slovak Republic in <i>ESFRI research infrastructures</i>	Member	2016
<i>Slovak Program Committee UNESCO</i> - Man and Biosphere	Vice-Chairwoman	2016
<i>Future Earth National Committee of Slovakia</i>	Member	2016 - 2019

Table IV. Membership in international scientific organisations, associations

Name	Position	Organization/Association	Period
doc. PhDr. Gabriel Bianchi, CSc.	Member	International Association for Cross-Cultural Psychology	2016 - 2021
	Member	International Academy of Sex Research	2016 - 2021
Mgr. Lucia Hargašová, PhD.	Member	EASP European Association of Social Psychology	2020 - 2021
	Member	ISPP International Society of Political Psychology	2020 - 2021
PhDr. Katarína Jariabková, PhD.	Member	Collegium Internationale Activitatis Nervosae Superioris	2016 - 2021
prof. PaedDr. Ondrej Kaščák, PhD.	Member	Czech Education Research Association	2016
	Section Member	Sektion der Soziologie der Kindheit, Deutsche Gesellschaft für Soziologie	2016 - 2021
	Professional Member	Association for Childhood Education International (ACEI)	2016 - 2021
Mgr. Barbara Láštiová, PhD.	Member	European Association of Social Psychology	2016 - 2021
	Member	International Society of Political Psychology	2016 - 2021
prof. PhDr. Ivan Lukšík, CSc.	Member	International Union for the Scientific Study of Population	2016
Mgr. Magda Petráňová, PhD.	Member	International Society of Political Psychology	2016 - 2021
	Member	European Health Psychology Society	2016 - 2021
doc. Mgr. Miroslav Popper, CSc.	Member	International Society of Political Psychology	2017 - 2018
Mgr. Xenia Daniela Poslon	Member	International Society of Political Psychology	2019 - 2021
	Member	European Association of Social Psychology	2020 - 2021
prof. PhDr. Branislav Pupala, CSc.	Member	Association for Early Childhood International	2016 - 2020
Mgr. Kamila Urban, PhD.	Member	EARLI	2021
	Member	EARLI - SIG 16 – Metacognition	2021
prof. PhDr. Emil Višňovský, CSc.	Chairman	Central-European Pragmatist Forum	2016 - 2021
prof. PhDr. Oľga Zápotočná, CSc.	Member	International Literacy Association	2016 - 2021
	Member	Czech Education Research Association	2016 - 2021
	Member	Federation of European Literacy Associations	2018 - 2021