

Questionnaire

Summary of the main activities of a research institute of the Slovak Academy of Sciences

Period: January 1, 2012 - December 31, 2015

1. Basic information on the institute:

1.1. Legal name and address:

Institute for Research in Social Communication
Dúbravská cesta 9, 841 04 Bratislava

1.2. URL of the institute web site:

www.kvsbk.sav.sk

1.3. Executive body of the institute and its composition

Directoriat	Name	Age	Years in the position
Director	Gabriel Bianchi	60	23
Deputy director	Oľga Zápotočná	59	6
Scientific secretary	Viera Rosová	68	3

1.4. Head of the Scientific Board:

during the assessment period: Doc. PhDr. Oľga Zápotočná, PhD.
(currently: Barbara Láštiová, PhD.)

1.5. Basic information on the research personnel

1.5.1. Number of employees with university degrees (PhD students included) engaged in research projects, their full time equivalent work capacity (FTE) in 2012, 2013, 2014, 2015, and average number of employees in the assessment period

	2012		2013		2014		2015		total		
	number	FTE	number	FTE	number	FTE	number	FTE	number	averaged number per year	averaged FTE
Number of employees with university degrees	12,0	10,330	13,0	10,210	13,0	10,710	13,0	10,080	51,0	12,8	10,333
Number of PhD students	0,0	0,000	3,0	2,175	2,0	2,000	7,0	5,600	12,0	3,0	2,444
Total number	12,0	10,330	16,0	12,385	15,0	12,710	20,0	15,680	63,0	15,8	12,776

1.5.2. Institute units/departments and their FTE employees with university degrees engaged in research and development

Research staff	2012		2013		2014		2015		average	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Institute in whole	12,0	10,330	13,0	10,210	13,0	10,710	13,0	10,080	12,8	10,333
Unit 1: Centre for Research in Pedagogy	3,0	3,000	3,0	3,000	3,0	3,000	3,0	3,000	3,0	3,000
Remaining researchers in ad hoc teams within projects	9,0	7,330	10,0	7,210	10,0	7,710	10,0	7,080	9,8	7,333

1.6. Basic information on the funding of the institute

Institutional salary budget and others salary budget

Salary budget	2012	2013	2014	2015	average
Institutional Salary budget <i>[thousands of EUR]</i>	162,812	168,473	159,909	161,183	163,094
Other Salary budget <i>[thousands of EUR]</i>	37,096	43,545	22,508	17,874	30,256

1.7. Mission Statement of the Institute as presented in the Foundation Charter

Institute for Research in Social Communication SAS (before Department of Social and Biological Communication) was established in 1990 as a centre of basic research into complex relations between the biological, social and cultural aspects of human existence. Its focus is on communication, which is both the subject of research and its methodological framework. The research is carried out within the conceptual frameworks of social psychology and other psychological sciences (neuropsychology, evolutionary psychology, health psychology, environmental psychology), as well as systematic philosophy, history of philosophy, logic and methodology of sciences, ethics, pedagogy and other adjacent disciplines. In August 2011, the Centre for Pedagogy Research of SAS was established within the Institute.

The main areas of research carried out within the Institute focus on:

- the issues of health and healthy life style (psychology of sexual health; reproduction; specific aspects of education in relation to differences in cognitive development; environment and human behaviour; risk behaviour; life style);
- the issues of human individual, social, and cultural identity and intergroup relations;
- citizenship and civic participation;
- fundamental pedagogy research in societal, political and cultural contexts.

From the perspective of methodology, emphasis is laid on three principles:

- transdisciplinarity
- cross-cultural comparative frame
- qualitative methodology in combination with other approaches.

1.8. Summary of R&D activity pursued by the institute during the assessment period in both national and international contexts, (recommended 5 pages, max. 10 pages)

Based partly on the recommendations from previous Assessment (in 2012), the research programme of the Institute has been organized into 3 main perspectives of research and development that are further divided into 9 specific areas. The presentation of the Summary of R&D activity pursued by the Institute during the assessment period begins with a brief introduction of each area:

Brief introduction to the main areas of research:

1. Society of Individuals

1. a. Democracy, Participation, and Inclusion

This area of research concerns democratic processes in the society, with specific focus on public perception and inclusion of the Roma minority, focusing on political discourse, legislation concerning inclusive educations, and psychological interventions to reduce anti-Roma prejudice in Slovak schools, as well as research oriented towards determinants and limits to activity and participation of people with health disabilities. And, finally, there is research focusing on cultural and psychological determinants of democratic behaviour.

1. b. Norms in the Society

The aim of the theoretical analyses in this area of research is to specify differences between social and moral norms as well as to stress risks stemming from questioning the usefulness of these kinds of norms. The empirical findings are focused predominantly on norms concerning parenthood, parenting roles and family.

1. c. New Media

The first area of research concerned new media use by Slovak non-governmental organizations (NGOs) and civic associations. The second area of research concerned new media use by Slovak migrant communities in the Republic of Ireland and in the UK. The third area of research concerned methodological possibilities of qualitative research on new media in civic sector.

1. d. Society and Technologies

During the assessment period 2012-2015 a new research area was developed in the Institute, corresponding with the global trend addressing mutual interactions between Science, Technology and Society (STS). In particular, we are focusing on interactions between, on the one hand, scientific research and technological innovations, and on the other hand philosophical, societal, cultural, and political stimuli and consequences, as well as the value- and ethical context of scientific research and technological innovations.

2. Individuals in the Society

2. a. Social Identities, Transnational Migration, and Intergroup Relations

In several research projects, the relations between cross-border mobility, national categorization and intergroup relations in a changing Europe were investigated. The first area of research focused on the group of young Slovak students and professionals commuting on everyday basis between Bratislava, Slovakia and Vienna, Austria. The second area of research investigated intergroup relations among five neighbouring nations: Czechs and Slovaks, Poles, Germans and Austrians.

2. b. Sexuality, Health, and Reproduction

Non-medical research in sexuality has a long tradition in the Institute, focusing not only on health aspects, but also on the complex contextual background of human sexuality – norms, values, structure of society, gender, human rights, intimate citizenship, and, last not least, human reproduction.

2. c. Meaning in Human Life

The philosophical research has been focused on the issues of the meaning of human life with the concepts of a good life and the art of living as well as within the frameworks

of philosophical counselling and pragmatist philosophical paradigm. Research included exploration of issues of the relation between theoretical and practical philosophy, along with the interpretation of selected empirical data about current lifestyles and life problems of younger generations.

3. Education from macro and micro perspective (*Individuals' development towards Society*)

Two main scientific research orientations interweave within the activities of Centre for Research in Education (CPV). The first one (a) is the education from macro-perspective targeting on analysis of education policy and administration within contemporary particularities of education governance and its wider societal conditions. The second one (b) is the education from micro-perspective targeting on the analysis of contemporary learning processes in early education.

3.a: Education from macro-perspective:

Contemporary education policies, education administration, school governance. The macro-analysis focusing on links between societal and political expectations expressed in (trans)national education policies and the education field. The main objective is to uncover the ideological backdrop of contemporary education policies and to identify the impact on practical education segments, especially on preschool and primary education.

3. b: Literacy, cognition, and metacognition

The focus is here on the development of learning processes in relation to contemporary developments of national and school curricula. Especially the education area of language development and related cognitive and metacognitive processes play the main role in this research programme. These phenomena are being studied as a part of the wider concept of cultural literacy with its various forms of social communication.

Detailed characterization of the main areas of research

1.a: Democracy, Participation, and Inclusion

This research area concerned **public perceptions and inclusion of the Roma** – a stigmatized minority facing prejudice and discrimination in various areas of social life. Analysis of electoral campaigns showed that the ethnic polarization used to mobilize voters not only sustains the vicious circle of social exclusion affecting Roma citizens, but also undermines the very legitimacy of the democratic state (Plichtová, Paholík, 2014). In addition, analysis of the existing school legislation clearly shows that it does not lay down the conditions for inclusive education and continues to reproduce approaches that lead to segregated special education (Pupala, Kaščák, 2013; Kaščák, Pupala, 2013). Therefore psychological interventions – using direct and indirect contact with members of stigmatized minorities – were developed for schools to reduce anti-Roma prejudice. The initial results show that although imagined intergroup contact can improve attitudes towards the Roma, it does not affect behavioural intentions or levels of trust and anxiety (Lášticová, Findor, 2015). Nonetheless the qualitative data suggest that *perspective taking*, a cognitive component of empathy, might be an important process that occurs during imagined interaction with a Rom (Lášticová, Andraščíková, Kočišová, 2015).

Kaščák, O., Pupala, B. (2013). Princípy tvorby inkluzívneho kurikula na predprimárnom stupni školskej sústavy [Principles of creation of inclusive curriculum in pre-primary education]. In *Podpora inkluzívneho modelu vzdelávania pre potreby predprimárneho stupňa školskej sústavy*. Prešov: MPC, 21-24. ISBN 978-80-8052-557-6.

Lášticová, B., Findor, A. (2015). Možnosti a limity predstavovaného kontaktu pri zmierní predsudkov voči stigmatizovaným nečlenským skupinám: prvé skúsenosti zo Slovenska [Possibilities and limits of imagined contact in reducing prejudice against stigmatized minorities]. In *Komunitná psychológia na Slovensku 2015: zborník z 2. ročníka vedeckej konferencie Komunitná psychológia na Slovensku* (Bratislava, 30. 11. 2015). Editorka Júlia Sádovská Halamová; recenzenti: Lucia Adamovová, Miroslav Popper, Mária Túnyiová. - Bratislava: Ústav aplikovanej psychológie, Fakulta sociálnych a ekonomických vied UK, 2015, s. 56-62. ISBN 978-80-223-3992-6. Projekt VEGA č 2/0079/15.

Lášticová, B., Andraščíková, S., Kočišová, M. (2015). Konštruovanie inakosti v predstavovanom kontakte: Rómovia a moslimovia [Constructing otherness in imagined contact: Roma and Muslims]. In *Komunitná psychológia na Slovensku 2015 : zborník z 2. ročníka vedeckej konferencie Komunitná psychológia na Slovensku* (Bratislava, 30. 11. 2015). Editorka Júlia Sádovská Halamová; recenzenti: Lucia Adamovová, Miroslav Popper, Mária Túnyiová. - Bratislava : Ústav aplikovanej psychológie, Fakulta sociálnych a ekonomických vied UK, 2015, s. 63-71. ISBN 978-80-223-3992-6. Projekt VEGA č 2/0079/15.

Plichtová, J., Paholík, V. (2014). Anti-rómsky billboard: analýza obrazu a médií [Anti-roma billboard. Analysis of image and media]. *Československá psychologie*, 58, 4, 387-401.

Pupala, B., Kaščák, O. (2013). Analýza štátneho vzdelávacieho programu pre predprimárne vzdelávanie a legislatívy v SR z aspektu inkluzívneho vzdelávania [Analysis of State educational programme and legislation in Slovakia from the point of view of inclusive education]. In *Podpora inkluzívneho modelu vzdelávania pre potreby predprimárneho stupňa školskej sústavy*. Prešov: MPC, 21-24. ISBN 978-80-8052-557-6.

The social model of health disability emphasizes the importance of **activity and participation for people with disabilities**. Various aspects of the determinants and limitations affecting the participation and activities undertaken by people with health disabilities were studied, such as communication with health professionals, successfulness, health care and perceptions of participation of people with disabilities. Doctor-parent-child communication takes various forms and can influence the participation of the child in treatment. Parent-patient organizations can provide support and contribute to improvements in paediatric health care (Jariabková, Bzdúch, 2013). The way successful people with different disabilities perceive success and its determinants points to common as well as specific determinants of success. For people with intellectual disabilities the social support, acceptance and acknowledgement provided by the majority society are important (Jariabková, Groma, Hóková, 2013). The research into participation and health care showed that the general population and students of helping professions perceive opportunities for people with disabilities to participate as being more limited than people with disabilities themselves do. Analysis of the contextual factors highlighted the facilitators of participation, e.g. the acceptance of disability in people with visual impairments or reduced hearing loss among people with cochlear implants (Groma et al., 2015). Analysis of perceptions of health and disability revealed that people with disabilities regarded an active approach to health care and healthy lifestyle as important (Jariabková et al., 2015).

Groma, M., Andreánska, V., Jariabková, K., Glasová, M., Felcanová, L., Brunclíková, Z., Turčeková, J. (2015). Vnímanie aktivity a participácie ľudí so zdravotným postihnutím (postihnutím) (Perception of activity and participation in people with disabilities). In M. Groma (Ed.), *Zdravotné postihnutie v kontexte aktivity, participácie a zdravia*. Bratislava: Univerzita Komenského v Bratislave, s. 47-68. ISBN 978-80-223-4020-5

Jariabková, K., Bzdúch, V. (2013). Rodičovsko-pacientske organizácie a ich význam v pediatrii (Parent/patient organizations and their role in pediatrics). *Pediatrica*, 8(6), 294-296.

Jariabková, K., Glasová, M., Groma, M., Andreánska, V., Felcanová, L. (2015). Ponímanie zdravia a starostlivosti o zdravie u ľudí so zdravotným postihnutím (Perceptions of health and health care in people with disabilities). In M. Groma (Ed.), *Zdravotné postihnutie v kontexte aktivity, participácie a zdravia*. Bratislava: Univerzita Komenského v Bratislave, s. 69-90. ISBN 978-80-223-4020-5

Jariabková K., Groma M., Hóková T. (2013). Vnímanie úspechu a jeho determinantov úspešnými ľuďmi so zrakovým, sluchovým a mentálnym postihnutím (Successful people with visual, hearing and intellectual disabilities and their perception of success and its determinants). *Efeta*, 23(1), 4-9.

A number of studies were carried out to perform **intercultural research into the psychological prerequisites for democratic behaviour**. The research conducted in 15 countries (12 non-communist and 3 post-communist) showed that political values (for instance law and order, equality, free enterprise) are fundamentally linked to basic human values (e.g. hedonism, universalism, tradition), and these are far stronger predictors of a person's political values than are age, sex, education or economic status. The research confirmed that differences between non-communist and post-communist countries prevail in the importance attached to certain political values and basic human values. It also showed that political activism positively correlates to values such as self-advancement and openness to change, particularly universalism and that it negatively correlates to conservative values, especially conformity and person security. The strength of the relationship between individual values and political activism depends on the extent of democratisation: in Slovakia and Poland this relationship is at its weakest, whereas it is at its strongest in Finland (G. Bianchi). The research also showed that there are marked differences, including systemic ones, between Scottish and Slovak university students in the way they suggest societal problems should be resolved. For instance, in discussing a dilemma relating to HIV, Scottish students agreed that the solution was to maintain medical confidentiality, respect human rights and not exclude sufferers of the disease, while Slovak university students considered labelling, exclusion and breaking medical confidentiality to be effective means of preventing the spread of HIV. These differences can be explained by the contrasting public health policies in the two countries as well as by the different methods and general goals of education (Slovak education does not address sufficient attention to democratic values, specifically respect for the rights and autonomous responsibility of the individual, there is little open consideration of the social and societal context of individual responsibility, morality is reduced to good behaviour and fear and pressure force individuals to conform) (J. Plichtová).

Schwartz, S.H., Caprara, G.V., Vecchione, M., Bain, P., Bianchi, G., et al. (2014). Basic Personal Values Underlie and Give Coherence to Political Values: A Cross National Study in 15 Countries. *Political Behavior*, 36:899–930. DOI 10.1007/s11109-013-9255-z VECCHIONE, Michele - SCHWARTZ, Shalom H. - CAPRARA, Gian Vittorio - SCHOEN, Harald - CIECIUCH, Jan - SILVESTER, Jo - BAIN, Paul - BIANCHI, Gabriel et al.. Personal values and political activism: a cross-national study. In *British Journal of Psychology*, 2015, vol. 106, iss. 1, p. 84-106. (2.254 - IF2014). (2015 - Current Contents). ISSN 0007-1269.

Plichtová, Jana (2013): Discussion about Stigmatized Persons in Scottish and Slovak Groups of University Students: A challenge for education toward democracy and inclusion. *Journal of Pedagogy*, roč. 4, č. 2, s. 188-207. ISSN 1338-1563.

1. b: Norms

Questioning social and moral norms, relativizing them or seeking to replace them with legislative norms leads to a marked weakening in interpersonal trust. While the transformation of social norms, through the replacement of less effective norms with norms that better respond to socioeconomic and technical changes may be beneficial to individuals and society as a whole; the unlimited relativization of norms prevent satisfactory social bonds from being formed (Popper, 2013). The criteria distinguishing the two most important cooperation norms – social and moral – are quantitative rather than qualitative in nature and can be expressed by means of a three-dimensional model. Three mutually intertwined dimensions express the level of harm, reliance on the expectations of others (including external authority) and the eliciting of negative emotions (Popper, 2014). The social norms associated with the Second Demographic Transition do not constitute a single homogenous unit in Slovakia. Young people delay or plan to delay reproduction mainly because of a need to self-actualize, gain an education, pursue a professional career, and because of endeavours to achieve financial and material security before conceiving a child. At the same time a new norm is emerging that stresses that attempts to establish a family should occur only once a state of economic independence has been reached. Within the domain of parenting roles, traditional social norms in which the men are the breadwinners and the women run the home compete with the “affirmative fatherhood” model favoured by men who reject the social norm of an irreplaceable mother (Popper, Bianchi, Lukšík, 2015). The concept of liminality originally introduced by van Gennep (1909) can be used to identify various uncertain, unclear, ambivalent, transitional and conflictual situations in which people increasingly find themselves and which no longer correspond to the traditional normative boundaries of identity/living/decision-making. The invitation to participate (Bianchi, G., Popper, M.) in an ESF project entitled “Liminality and Affectivity” (Goldsmith College and Open University, UK, 2013) provided the aforementioned researchers with an opportunity to contribute to the international paradigmatic discussion on cohabitation (Popper, 2013) and the creation of subjective boundaries between the desirable and the undesirable in sexuality.

POPPER, Miroslav. Social trust, norms and morality. In *Human Affairs : Postdisciplinary Humanities and Social Sciences Quarterly*, 2013, vol. 23, no. 3, p. 443-457. (2013 - Scopus, SpringerLink, The Philosopher's Index). ISSN 1337-401X. Typ: ADFB

POPPER, M.: Vymedzenie noriem, prvopočiatky morálky a vzájomná dôvera. [Classification of norms, roots of morality and mutual trust.] In *Filosofie dnes*, 2015, vol. 7, no. 1, p. 22-38. ISSN 1804-0969. ADEB

POPPER, Miroslav - BIANCHI, Gabriel - LUKŠÍK, Ivan. Challenges to the Social Norms on Reproduction: “Irreplaceable Mother” and Affirmative Fatherhood. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly [serial]*, 2015, vol. 25, no. 3, p. 288-301. (2015 - Scopus, de Gruyter). ISSN 1337-401X. Projekt APVV-0604-10, Projekt VEGA č. 2/0015/12. Dostupné na internete: <<http://www.degruyter.com/view/j/humaff.2015.25.issue-3/humaff-2015-0024/humaff-2015-0024.xml?format=INT>>. Typ: ADNB

1.c: New media and civic participation

Previous research conducted at our institute investigated the new media (mainly Facebook, but also websites) as a means of stimulating civic engagement. The first area of research concerned new media use by Slovak non-governmental organizations (NGOs) and civic associations. It was found that Facebook had become an important communication and mobilization channel for newer and smaller NGOs and that some of them used it as a means of building legitimacy in the eyes of public institutions (municipalities, ministries, etc., Petrjánošová, Lášticová, 2015). The second area of research concerned new media use by Slovak migrant communities in the Republic of Ireland and in the UK (Lášticová, 2014; Lášticová, Petrjánošová, 2013). It was found that Facebook and community websites played an important role in the process of building an imagined community of Slovaks abroad; in creating social innovations, building social capital and facilitating community activities (Lášticová, Petrjánošová, 2013; Lášticová, 2014). The third area of research concerned the methodological potential of qualitative research on new media in the civic sector (Petrjánošová, Lášticová, 2015). It was concluded that this type of research should be carried out

in the borderland between “online” and “offline” worlds and hence include participant observation of activities carried out online as well as offline.

LÁŠTICOVÁ, Barbara. New media, social capital and transnational migration: Slovaks in the UK. In *Human Affairs : Postdisciplinary Humanities and Social Sciences Quarterly*, 2014, vol. 24, no. 4, p. 406-422. (2014 - Scopus, SpringerLink, The Philosopher's Index). ISSN 1337-401X. Projekt VEGA č. 2/0144/12. Dostupné na internete: <<http://link.springer.com/journal/13374/24/4/page/1>>.

LÁŠTICOVÁ, Barbara - PETRJÁNOŠOVÁ, Magda. Sociálne inovácie a sociálne identity : občianske iniciatívy slovenských migrantov a migrantiek v Írsku. In *Slovenský národopis*, 2013, roč. 61, č. 3, s. 273-288. ISSN 1335-1303.

PETRJÁNOŠOVÁ, Magda - LÁŠTICOVÁ, Barbara. New media, NGOs and civic engagement: Qualitative research in the borderland between the “offline” and “online” worlds. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly [serial]*, 2015, vol. 25, no. 2, p. 238-248. (2015 - Scopus, deGruyter). ISSN 1337-401X. Projekt VEGA č. 2/0079/15. Dostupné na internete: <<http://www.degruyter.com/view/j/humaff.2015.25.issue-2/humaff-2015-0020/humaff-2015-0020.xml?format=INT>>.

PETRJÁNOŠOVÁ, M. New media and civic participation in Central and Eastern Europe: Introductory. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly*, 2014, vol. 24, no. 4, p. 399-405. (2014 - Scopus, SpringerLink, The Philosopher's Index). ISSN 1337-401X. Projekt VEGA č. 2/0144/12. Dostupné na internete: <<http://link.springer.com/journal/13374/24/4/page/1>>

1. d: Society and Technologies

A project entitled **Building a platform for enhanced societal research related to nuclear energy** in Central and Eastern Europe (7th FP EU, 2013-2016) concerned the creation of an international network of social science and humanities researchers, the compilation of a database of completed research projects and a register of research organisations, research interests and the need to participate in a network of potential investigators engaged in related projects (academic, universities and the private sector). A survey of the way in which nuclear issues were presented in Slovak electronic and print media in 2010-2013 indicated that the selected media items (press, TV, radio) on nuclear energy can be viewed from three perspectives: 1. the geographical location of the content 2. the areas discussed in relation to “nuclear” energy, weapons, waste and other issues and 3. the most frequent problematic aspects. Articles that contained “nuclear” content tended to deal with foreign countries rather than Slovakia, creating the impression that “nuclear” issues were not important to Slovakia. Nuclear waste received minimal discussion. The final outcomes of the project were the Strategy for Nuclear Energy Use in Slovakia, tested at the Expert Workshop (2015) and a Workshop on the Ethics of Nuclear Energy. Key recommendations for a future social science and humanities platform on nuclear issues in the EU are to reassess views on the nuclear discourse as a discourse on modernity, analyse the so-called nuclear trap and responsibility to future generations, compulsory versus intentional secrecy of information and knowledge, communication barriers between experts, investors and the public and the creation of communication “technologies”, the expected versus the real costs of nuclear energy, and the introduction of true interdisciplinarity.

Bianchi, G., Rosová, V. (2015) What are the „strategic“ issues in nuclear energy – a social scientists’ perspective in Slovakia. Paper presented at SENIX Conference, organizovaná: Swedish Radiation Safety Authority, 25. – 27. máj 2015, Piperska muren, Stockholm.

STRATEGY FOR RESEARCH OF SOCIAL, SOCIETAL AND GOVERNANCE ISSUES RELATED TO NUCLEAR ENERGY SECTOR DEVELOPMENT: THE SLOVAK REPUBLIC (Authors: P. Mihók (UMB), G. Bianchi and V. Rosová (ÚVSK SAV)).

Various **philosophical perspectives on technological development** were elaborated in the past as modern ideologies behind the devastation of the planet. Pragmatism, however, can serve as a new environmental philosophy (Višňovský, E.). It is often erroneously considered to be a variation of technocratism or economism. The theoretical relations affecting NBIC issues were also explored as part of the philosophical paradigm of pragmatism. Studies published in *Nové štúdie o pragmatizme & neopragmatizme* [New Studies in pragmatism and neopragmatism] (Višňovský 2014) developed the philosophical basis of pragmatism and neopragmatism in relation to anthropocentrism, neuroscience, naturalism and ethics. The studies showed that the philosophy of pragmatism is concerned with the ontological and axiological “mid-point” between anthropocentrism and anti-anthropocentrism. In brain research an innovative conception of neopragmatism rooted in a non-reductionist “cultural” naturalism is being established. In ethics, pragmatism proffers a particular pluralistic, anti-dogmatic, anti-absolutist and anti-authoritarian conception of the moral good, which provides the basis for a new approach to human enhancement (Višňovský, projekt APVV-0379-12). The philosophical analysis of posthumanism and the posthuman situation also received attention as did the influence of NBIC technologies in changing human nature, the concept of “robo sapiens” and issues relating to human enhancement

goals – arguments for and against enhancement (E. Višňovský) including “speciesism” and the exceptional status of humans in space – a discussion on “Singer’s ethics razor”(P. Sýkora)

Sýkora, P. (2013) Singerova britva, druhizmus a výnimočné postavenie človeka vo vesmíre Singer’s razor, speciesism and the exceptional status of man in the universe. Číslo 3

Višňovský, E.: Idea „vylepšovania človeka“ z hľadiska filozofie pragmatizmu. Filozofia, 70, 5, 343-355.

Višňovský, Emil: Nové štúdie o pragmatizme a neopragmatizme, Bratislava, Veda 2014., ISBN 978-80-224-1401-2 AAB

VIŠŇOVSKÝ, E.: Pragmatizmus je environmentalizmus. Filosofický časopis, roč. 61, č. 6, 2013, s. 847-862.

Public opinion surveys conducted on a representative sample of the Slovak population as part of the APVV project, **Analysis of the philosophical and ethical dimensions of NBIC technologies related to human enhancement** (2013-2017), found that: 1. the extent to which NBIC technologies are accepted (the promotion of synthetic biology, the use of nanotechnologies, stem-cell research and the use of GMO) is dependent on how liberal people are. 2. demographic predictors of the growing acceptance of NBICs are a younger biological age, less identification with the Christian religion/faith, and, where nanotechnologies are concerned, a higher level of education, 3. a higher level of education was found to have no predictive effect on the extent to which biotechnologies are accepted, 4. a high perception of the risks (often communicated by the media) reduces the likelihood that NBICs will be accepted. The psychological effect of the perceived benefits is more complicated: there is no predictive effect for synthetic biology but there is a positive effect for nanotechnologies. These findings confirm that media information about NBICs tends to present the potential risks of these technologies and concentrates far less on the potential benefits. They also indicate that those who disagree to some extent with enhancement of the senses, cognitive abilities, extending life and controlling loyalty to a partner, agree most with the use of medicines/chemical substances and disagree most with the use of brain implants and genetic interventions. (Sýkora, P., Bianchi, G., Popper, M., Baboš, P., 2015).

A thematic and critical discourse analysis of the Slovak press revealed that there were three basic discourses on human enhancement and transhuman technologies: A) transhuman technologies and the survival of the human race; B) transhuman technologies and superhumans; C) transhuman technologies and changes to basic humanity. It was shown that there is a complete lack of any kind of critical discussion of the various morally anchored perspectives that would provide answers to the current dilemmas on the banning/regulation of these technologies (Petrjánošová, 2015).

Petrjánošová, M. (2015). Human enhancement and transhuman technologies in Slovak media discourses. In Communication Today [seriál], vol. 6, no. 2, p. 50-61. (2015 - WOS). ISSN 1338-130X. Projekt APVV-379-12. Dostupné na internete: <<http://www.communicationtoday.sk/human-enhancement-and-transhuman-technologies-in-slovak-media-discourses/>>.

Sýkora, P., Bianchi, G., Popper, M., Baboš, P., (2015). Postoje Slovákov k najmodernejším technológiám – výskum na reprezentatívnej vzorke 1400 respondentov. Multidisciplinárna konferencia Nano-bio-info-kognitívne technológie a človek XXI storočia, 27.11.2015, Goetheho inštitút, Bratislava.

The National Seminar on Citizens in Science was held as part of the Citizen and Multi-Actor Consultation (Horizon 2020, 2015-2018) project, which aimed to investigate **ordinary people’s ideas and expectations on life in the near future as a basis on which to improve the EU’s research strategy**. The final vision emerged as the result of comparing individual conceptions of the future. In total six visions were obtained, the most productive aspects of which were: 1) Popularising science and technology for the general public. 2) Technologies for improving health. 3) The unlimited potential of the future: transport, health and spreading ideas. 4) Futuro newspaper. 5) Technology will not replace humanity. 6) The school of the future. The visions that emerged from the National Seminar featured among outcomes from 30 participating countries and are being converted into calls for research projects to be conducted in the participating countries.

National Report on the Slovak National Citizen Vision Workshop

Slovak Academy of Sciences, Slovakia, 32 strán. (Compiled by: T. Michálek, G. Bianchi, M. Popper, 2015)

2. a: Social identities, transnational migration, & intergroup relations

Several research projects investigated relations between cross-border mobility, national categorization and intergroup relations in a changing Europe. The first research area focused on a group of young Slovak students and professionals who commute daily between Bratislava, Slovakia and Vienna, Austria. It was found that the changing political situation in Europe since the fall of the Iron Curtain has influenced not only representations of others and of one’s national ingroup, but also the potential for individuals and groups to take action. Although the state border between Slovakia and Austria was formally abolished after Slovakia’s EU accession in 2004, the

mental border dividing the inhabitants of the two countries dissipated more slowly (Lášticová, Petrjánošová, 2014). The second area of research investigated intergroup relations among five neighbouring nations: Czechs and Slovaks, Poles, Germans and Austrians. It was found that the themes that had until recently determined relations between the neighbouring nations (such as the strong distinction between “Eastern” and “Western” Germans) had made room for new themes such as Austrian criticism of the Czech nuclear energy plant Temelin or Polish Czechophilia. The only exception was relations between Czechs and Germans, which continued to exhibit a wariness stemming from WW2 and the subsequent deportation of Germans from the former Sudetenland. Otherwise, the disappearance of state borders, the open job market, student exchange programs and the improving language proficiency of Czechs allow for closer contact and for improved relations between the neighbouring nations.

GRAF, Sylvie - HŘEBÍČKOVÁ, Martina - PETRJÁNOŠOVÁ, Magda - LEIX, Alicia. Češi a jejich sousedé: meziskupinové postoje a kontakt ve střední Evropě [Czechs and their neighbours: intergroup attitudes and contact in Central Europe]. Recenzovali: Maria Lewicka, Mojmir Tyrlik. 1. vyd. Praha : Academia, 2015. 349 p. ISBN 978-80-200-2489-3.

LÁŠTICOVÁ, Barbara - PETRJÁNOŠOVÁ, Magda. Social identities, societal change, and mental borders: identity construction strategies of young Slovaks commuting between Bratislava and Vienna. In Culture and political psychology : a societal perspective. - Charlotte: Information Age Publishing, Inc., 2014, p. 285-312. ISBN 978-1-62396-367-5.

PETRJÁNOŠOVÁ, Magda - GRAF, Sylvie. "The Austrians were surprised that I didn't speak German": the role of language in Czech-Austrian relations. In Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly, 2012, vol. 22, no. 4, p. 539-557. Dostupné na internete: <<http://www.springerlink.com/content/1210-3055/>>.

PETRJÁNOŠOVÁ, Magda. "I can't speak German so I can't communicate with them": language use in intergroup contact between Czechs and Germans. In Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly, 2012, vol. 22, no. 1, p. 69-78.

PETRJÁNOŠOVÁ, Magda - LEIX, Alicia. Languages of borderlands, borders of languages: native and foreign language use in intergroup contact between Czechs and their neighbours. In Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly, 2013, vol. 23, no. 4, p. 658-679. (2013 - Scopus, SpringerLink, The Philosopher's Index). ISSN 1337-401X.

This area is currently discontinued.

2. b: Sexuality, Health, and Reproduction

A theoretical study of the **postmodern transformation of intimacy and sexuality** was conducted in order to formulate the conceptual and theoretical framework for the transdisciplinary study of issues of sexuality. It considers the democratisation and liberalisation of sexuality and the ideology of intimacy (Sennett), the paradoxes of gender emancipation, new forms of citizenship (Plummer) and norms (Giddens, Braidotti). The study showed that Slovakia largely lies outside these trends found in the Western world and the main reason for this is the phenomenon of “discursive non-participation” (and the subsequent lack of a developed public discussion on relevant topics), the underestimation of “communicative obligations” (O'Neill) by the public media, the continuing marked gender discrimination and government policy priorities and the lack of proactive gender policies (G. Bianchi; VEGA 2/0015/12). It was also found that sexuality is significantly construed by the Slovak media (Gabriel Bianchi, Jana Fúsková, VEGA. 2/0015/12). The topic of **sexual violence**, which ten years ago was primarily about women, now concerns children and young people. The policy aspects of sexuality are reflected almost exclusively in the public media and deal with the international situation. The media largely ignore minorities in discussions on sexuality and report only on sexual minorities when they are the subject of art. The media also reproduce stereotypical gender differences – men are predominantly referred to as the perpetrators of violent sexual acts, while women are present in all sexuality themes. The study of media representations of prostitution conducted with the aim of improving visibility of the human rights aspects of sexwork in Slovakia indicated that media coverage of prostitution is one-sided. (G. Bianchi, expertise for the European Commission: “Prostitution in Slovakia” - Human rights aspects of sexwork are “invisible” in Slovakia).

BIANCHI, Gabriel. Nové podoby sexuality, občianstva, noriem a reprodukcie: svet a Slovensko. In Sociológia - Slovak Sociological Review, 2013, roč. 45, č. 1, s. 5-26. (0.240 - IF2012). (2013 - Current Contents). ISSN 0049-1225. Projekt VEGA 2/0015/12.

BIANCHI, Gabriel - FÚSKOVÁ, Jana. Representations of sexuality in the Slovak media - the case of politics and violence. In Annual of language & politics and politics of identity, 2015, vol. 9, no. 1, p. 43-70. (2015 - Scopus). ISSN 1803-1757. Dostupné na internete: <<http://alppi.eu/?cat=13&requestissue?journal=alppi&volume=IX&issue=1&type=issue>>.

The project also investigated **sexual aggression and violence among children and young people**, a phenomenon that has thus far remained in the shadow of child sexual abuse, in “Understanding and addressing youth sexual coercion and violence as a threat to young people’s

sexual health in Europe" (EU Health Programme/Executive Agency for Health and Consumers/DG SANCO, 2010-2013) and it was found that over 30% of respondents declared that they had been the target of sexual aggression and violence among young people. In some countries, paradoxically, strong gender stereotypes mean men tend to report having been the subject of unwanted sexual activity more than women (Greece, Lithuania, Cyprus). The qualitative research into sexual aggression and violence among heterosexual young people from marginalized backgrounds, where sex lives generally begin before the age of 15 highlights the prevalence of so-called non-linear and accelerated sex scripts in which there is no cultural norm of continuity between the different stages of developing an intimate sex life. To ascertain sources of sexual health support, a study was conducted into minority Roma sexual seduction discourses (Gondec, Bianchi, 2013). Three of these discourses were found to be specific to the culture; however, the young Roma participants did not make use of them. In fact the most significant part of the discursive arena was concerned with the consumerist discourse and the discourse on uniting through interaction, which were often contradictory (VEGA project no. 2/0015/12).

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 - MURAUSKIENE, 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. (1.784 - IF2014). (2015 - Current Contents). ISSN 1369-1058. Dostupné na internete: <<http://dx.doi.org/10.1080/13691058.2014.989265>>.

BIANCHI, Gabriel - REHÁKOVÁ, Lucia. Konštrukcia hranice ne-želaného sexu. In *Kvalitatívny prístup a metódy vo vedách o človeku XII: Hranice normality : zborník príspevků z XII. ročníku česko-slovenské konferencie s mezinárodní účastí*, Olomouc 21.-22. ledna 2013. Eds. Aleš Neusar, Lucie Vavryšová. - Olomouc : Univerzita Palackého v Olomouci, 2013, s. 47-52. ISBN 978-80-244-3917-4. Projekt "Sexuálny nátlak a násilie mládeže ako ohrozenie sexuálneho zdravia mladých ľudí v Európe". CD-ROM.

GONDEC, M., BIANCHI, G. (2012): Minoritné diskurzy zvädzania. *Psychológia a patopsychológia dieťaťa*. 46, s. 287-314.

In order to better explain the complex determinants of the extremely low reproduction in Slovakia in recent years, two pieces of research were conducted: an **analysis of sexual life styles** and a project entitled **Sustainable reproduction in Slovakia: a psycho-social inquiry** (APVV, 2011-2014). The analysis of the conditions, contexts and lifestyles within which human reproduction occurs showed that the low fertility rate in Slovakia is caused mainly by global trends - the delayed onset of the Second Demographic Transition, the economic crisis and accompanying uncertainty on the labour market, the high unemployment rate, and growing existential risks. At the same time, there is increasing diversity in types of family life, with growing numbers of cohabiting couples, one-parent families, childless couples, couples living apart together etc., while marriage still maintains its institutional privileges. The prevailing social norm is to have at least one child and take three years of parental leave. The mother is expected to stay at home with the child. There are, however, a minority of mothers who are trying to shake off this norm and seek out new models with greater symmetry in parental roles. The postponement of first births (to 27 years of age on average) is accompanied by the increased importance of the psychological motivation of parenthood - experiencing the joy of having a child and obtaining satisfaction from being a parent. This strongly interferes with the decision-making process about having a subsequent child. The main barriers preventing two-and-three child families from being established are existential uncertainty - especially among the middle class whose living standard is decreasing. In order to encourage sustainable levels of reproduction, structural initiatives are required in the first instance – especially better childcare accessibility. The research on sexual lifestyles identified five different lifestyles among young people – university students: liberal, monogamous, natural, hedonistic and submissive (Lukšík, Marková). The analysis of decision-making in relation to parenthood and reproductive behaviour among 30–35 year olds showed that delayed parenthood is partly down to young people's hedonistic lifestyles and various kinds of pleasure-seeking, and having a child is only one way of achieving this. Another important reason behind the postponement of parenthood is the lengthy and repeated process of finding a suitable partner; economic reasons are another factor (Lukšík).

LUKŠÍK, Ivan., MARKOVÁ, D.. Sexual lifestyles in the field of cultural demands. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly*, 2012, vol. 22, no. 2, p. 227-238. (2012 - Scopus, The Philosopher's Index, SpringerLink). ISSN 1337-401X. Dostupné na internete: <<http://www.springerlink.com/content/1210-3055/>>.

LUKŠÍK, Ivan. Minorita viacdenných : analýza kohorty 30 - 35 ročných. In Ed. Bohumil Chmelík. Ochrana života XIV. : viacdenná rodina v minulosti a dnes. Zborník z konferencie. Trnava : Fakulta zdravotníctva a sociálnej práce Trnavskej univerzity, 2013, s. 43-48. ISBN 978-80-8082-744-1. Projekt APVV-0604-10. (vyšlo až v roku 2014) Typ: AED

Kontexty ľudskej reprodukcie na Slovensku [Contexts of human reproduction]. Editor Gabriel Bianchi; recenzenti Peter Guráň, Radomír Masaryk. Bratislava: Ústav výskumu sociálnej komunikácie SAV, 2013. ISBN 978-80-970234-5-4 (APVV-0604-10 : Udržateľná reprodukcia na Slovensku: psycho-sociálne skúmanie).

POPPER, Miroslav. Context underlying decision-making on parenthood and reproduction. In Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly, 2012, vol. 22, no. 2, p. 214-226. (2012 - Scopus, The Philosopher's Index, SpringerLink). ISSN 1337-401X. Dostupné na internete: <<http://www.springerlink.com/content/1210-3055/>>.

2. c: Meaning in Human Life

The research in this area was conducted under the following project: "Philosophical counseling as a form of applied philosophy" (Šulavíková, B., Višňovský, E.) VEGA 2012-2014 and also as part of "The Problem of the Art of Living in the Context of Philosophical Counseling" (Šulavíková, B., Višňovský, E.), VEGA 2015-2018. Further results were obtained from a project entitled "Multifocal Research in the History of 19- and 20th-century Philosophical Thought in Slovakia" (Šulavíková, B.) VEGA 2010-2013. There are two main trends in philosophical counselling: a tendency to employ contemplative methods and a tendency to begin from a critical thinking perspective. Our approach is similar to the one grounded in dialogical critical thinking (Šulavíková, 2013). We see philosophical counselling as a means of seeking identity and the good life. In conversations with counsellors, clients improve the way they process the information that people can find overwhelming, their creativity (based on an ability to look at things from a new perspective) and also their ability to make assessments (Šulavíková, 2014 and 2015). The research produced important results in pragmatist philosophy, where the focus was on practical philosophy in all its variations. The pragmatist conception of the art of life is the heir of that line of thinking in the history of philosophy, which holds that philosophy is not only "a way of thinking" but also "a way of life" (Višňovský 2014a, b, c).

ŠULAVÍKOVÁ, Blanka. Questions for philosophical counselling. In Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly, 2012, vol. 22, no. 2, p. 131-140. ISSN 1337-401X.

ŠULAVÍKOVÁ, Blanka. Philosophical counselling based on dialogical critical thinking. In Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly, 2013, vol. 23, no. 4, p. 680-688. ISSN 1337-401X.

ŠULAVÍKOVÁ, Blanka. Key concepts in philosophical counselling. In Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly, 2014, vol. 24, no. 4, p. 574-583. ISSN 1337-401X.

ŠULAVÍKOVÁ, Blanka. Kritické myslenie vo filozofickom poradenstve [Critical Thinking In Philosophical Counselling]. Album, 2015, 209 s.

VIŠŇOVSKÝ, E. 2014a: Nové štúdie o pragmatizme & neopragmatizme [New Studies in Pragmatism & Neopragmatism]. Bratislava: Veda, 2014, 274 s., ISBN 978-80-224-1401-2.

VIŠŇOVSKÝ, E. 2014b: Making the Pragmatist Art of Living Explicit. In Koczanowicz, Leszek and Liszka Katarzyna, eds.: Beauty, Responsibility, and Power. Ethical and Political Consequences of Pragmatist Aesthetics. Amsterdam and New York: Rodopi 2014, 139-154.

VIŠŇOVSKÝ, E. 2014c: Prolegomena k pragmatistickej koncepcii umenia žiť [Prolegomena to Pragmatist Art of Living]. In: P. Suchárek, R. Sťahel, ed.: Filozofia a umenie žiť [Philosophy and the Art of Living]. Bratislava: Iris, 162-168.

3. a: A macro-perspective on education: Contemporary education policies and administrative governance in education

The theoretical and empirical research performed in this subject area investigated the child in the context of early childhood education and its current curricular and legislative reform (in Slovakia and abroad), as well as in relation to the socioeconomic status of families. The research indicated that the current transformations in education have been accompanied by a stronger emphasis on factors such as performativity and accountability. This affects all education levels and establishments. Education policy – regardless of the political leanings of leaders – is changing the school environment by encouraging all aspects of neoliberal governance in education.

An analysis of government policy declarations on education between 1998 and 2012 showed that there was an ideological overlap in the policies of the various governing parties during the period observed. This unity was the result of governments gradually responding to the demands of the European Commission (Kaščák, Pupala, 2014).

Much of the research conducted involved intercultural comparisons of curricular and education documents. The analysis of national reports on issues of equal access to education in four EU countries (Czechia, Estonia, Slovenia and Slovakia) highlighted the need to adopt specific approaches to eradicating social inequalities in these countries, i.e. the impossibility of achieving this goal by implementing centralized EU measures (Kaščák, Pupala, expert report for NESET

(Network of Experts on Social Aspects of Education and Training, 2014; Kaščák, Betáková, 2014). The history of conceptions of childhood and changes in preschooling were analysed in light of the wider European traditions and international perspectives. The results indicated that there has been a gradual blurring of the boundary between adulthood and childhood, and that this can be seen in policy declarations on preschool education. These tendencies are global in dimension and clearly affect post-communist countries as well (Kaščák, Pupala, 2012; Kaščák, Pupala, 2013b). Following on from the previous research into citizenship (Zápotočná, Lukšík, 2010), it was confirmed that literacy constitutes an important cognitive and linguistic aspect of successful civic education (Zápotočná, 2012; Zápotočná, 2015).

Parallel to the basic research conducted in this area, applied research activities were also performed that resulted in practical methodological tools for schools, such as the new State Education Programme for Nursery Schools.

Kaščák, O., Pupala, B. 2012. Deti medzi emancipáciou a sociálnou využiteľnosťou – nová sociológia detstva a „našepkaná emancipácia“. In *Sociální studia*, 9 (2), s. 13-29.

Kaščák, O., Pupala, B. 2013b. Buttoning up the gold collar — The child in neoliberal visions of early education and care. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly*, 23 (2) p. 319-337.

Kaščák, O., Pupala, B. (2014). Towards perpetual neoliberalism in education: the Slovak path to postcommunist transformation. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly*, 24 (4): 545-563.

Kaščák, O., Betáková, E. 2014. Vzdelávanie a školovanie v ranom veku v sociálne diferencovanej perspektíve matiek. (Social Variations of Mothers' Perspective on Early Childhood Education and Schooling). In *Sociológia*, 46, (1), s. 5-24.

Zápotočná, O. 2012. Literacy as a tool of civic education and resistance to power. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly*, 22 (1), s. 17-30.

Zápotočná, O. 2015. Občianska gramotnosť a možnosti jej rozvíjania na etickej, jazykovej a literárnej výchove. In: Z. Danišková a kol. *Výchova občana na prvom stupni*. Bratislava: TYPI Universitatis Tyrnaviensis – VEDA, s. 140-183. ISBN 978-80-8082-926-1

3. b: Literacy, Cognition and Metacognition

The theoretical and empirical research into early literacy conducted at UVSK since the late 1990s resulted in synthetic monographic study (Zápotočná, 2012). Current educational shifts and responses to international reading literacy testing (PIRLS, PISA) formed the basis of monographic study into metacognitive processes in reading, learning and teaching (Zápotočná, 2013). The publication brings an overview of the theoretical and empirical knowledge on the importance of metacognition and its components in learning, with particular focus on investigating how it evolves in relation to pre-schooler social settings. This synthesis and other studies (Urban, 2014) point to the marked metacognitive potential of preschool children, how it manifests itself and how it can be used and further developed in preschool and primary education. Analysis of the current National curriculum for primary education shows that it does not offer enough stimuli for the development metacognition and autoregulated learning (Urban, 2015). Developing metacognition is particularly important in preventing and dealing with learning disorders (Zápotočná, Benková, 2012). With this goal in mind, a theoretical framework is being drawn up to research the possibilities of a culturally sensitive inclusive education for children with special needs, as well as for cultural and ethnic minority children from socially disadvantaged environments (Zápotočná, 2015).

Urban, K. 2014. Prečo rozvíjať metakognície už v predškolskom veku? In *Špeciálnopedagogické poradenstvo : Informačný bulletin XVIII*. Bratislava: Výskumný ústav detskej psychológie a patopsychológie: Súkromné centrum špeciálnopedagogického poradenstva, 2014, s. 72-83. ISBN 978-80-89698-05-9.

Urban, K. 2015. Metakognitívne regulované učenie v inovovanom štátnom vzdelávacom programe pre základné školy? In *MMK 2015: Mezinárodní Masarykova konference pro doktorandy a mladé vědecké pracovníky: sborník příspěvků z mezinárodní vědecké konference (Hradec Králové, 14.-18. prosince 2015)*. Hradec Králové: Magnanimitas, 2015, s. 1263-1272. ISBN 978-80-87952-12-2. Dostupné na internete: <http://www.vedeckekonference.cz/library/proceedings/mmk_2015.pdf>.

Zápotočná, O. 2012. Čitateľská gramotnosť a jej rozvoj v primárnom vzdelávaní. Bratislava: VEDA, 142 s. ISBN 978-80-224-1281-0

Zápotočná, O., Benková, A. 2012. Prevencia porúch učenia z perspektívy sociokognitívnych teórií vývinu. In *Efeta*, 22 (3), s. 4-11.

Zápotočná, O. 2013. Metakognitívne procesy v čítaní, učení a vzdelávaní. Bratislava: Typi Universitatis Tyrnaviensis – VEDA, 2013, 135 s. ISBN 978-80-8082-742-7

Zápotočná, O. 2015. Teoretické modely porozumenia textu a ich interpretácie v školskom vzdelávaní. In *Orbis scholae*, 2015, 9, (3), s. 13-26.

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

(based on complete output cca): **95% : 5%**

international/regional (based on

publication categories AAA-AFD): **44% : 56%**

Principal types of research projects of the institute:

basic research/applied research: 100% : 0%

international/regional: 25% : 75%

2.1.2 List of selected publications documenting the most important results of basic research. The total number of publications listed for the assessment period should not exceed the average number of employees with university degrees engaged in research projects (16). The principal research outputs (max. 5, including Digital Object Identifier - DOI) should be underlined

ADCA Scientific papers in foreign journals registered in Current Contents Connect with IF (impacted)

- 1 KRAHÉ, Barbara - BERGER, Anja - VANWESENBEECK, 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 - MURAUSKIENE, 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. (1.784 - IF2014). (2015 - Current Contents). ISSN 1369-1058. Dostupné na internete: <<http://dx.doi.org/10.1080/13691058.2014.989265>>. DOI: 10.1080/13691058.2014.989265
- 2 PLICHTOVÁ, Jana. Anti-rómsky billboard: analýza obrazu a médií = Anti-Roma billboard: analysis of picture and media. In *Československá psychologie : časopis pro psychologickou teorii a praxi*, 2014, roč. 58, č. 4, s. 387-401. (0.292 - IF2013). (2014 - Current Contents). ISSN 0009-062X. Accession Number: WOS:000341461800007
- 3 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. (1.097 - IF2013). (2014 - Current Contents). ISSN 0190-9320 (Print) 1573-6687 (Online). Dostupné na internete: <<http://link.springer.com/article/10.1007/s11109-013-9255-z>>. DOI: 10.1007/s11109-013-9255-z

- 4 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. (2.254 - IF2014). (2015 - Current Contents). ISSN 0007-1269. DOI: 10.1111/bjop.12067

ADCB Scientific papers in foreign journals registered in Current Contents Connect without IF (non-impacted)

- 5 SÝKORA, Peter. Singerova britva, druhizmus a výnimočné postavenie človeka vo vesmíre = Singer's razor, speciesism and the exceptional status of man in the universe. In *Filosofický časopis*, 2013, roč. 61, č. 3, s. 415-426. (2013 - Current Contents). ISSN 0015-1831.

ADDB Scientific papers in domestic journals registered in Current Contents Connect without IF (non-impacted)

- 6 VIŠŇOVSKÝ, Emil. Idea "vylepšovania človeka" z hľadiska filozofie pragmatizmu = The Idea of "Human Enhancement" from the Perspective of the Philosophy of Pragmatism. In *Filozofia*, 2015, roč. 70, č. 5, s. 343-355. (2015 - Current Contents, SCOPUS, EBSCO, CEJSH). ISSN 0046-385X. Projekt APVV-0379-12.

ADEB Scientific papers in other foreign journals not registered in Current Contents Connect without IF (non-impacted)

- 7 VIŠŇOVSKÝ, Emil. Good society and democracy as culture. In *Pragmatism Today : The Journal of the Central-European Pragmatist Forum* [seriál]. - The Central European Pragmatist Forum, 2013, vol. 4, no. 2, p. 99-106. Projekt VEGA č. 2/0053/12. Dostupné na internete: <<http://www.pragmatismtoday.eu/index.php?id=2013winter2>>.
- 8 VIŠŇOVSKÝ, Emil - KAŠČÁK, Ondrej - PUPALA, Branislav. Pedagogický dualizmus teoretického a praktického: historické pozadie a súčasné ilúzie [Pedagogical dualism of theory and practice: historic background and current illusions]. In *Pedagogická orientace*, 2012, roč. 22, č. 3, s. 305-335. (2012 - ERIH, DOAJ, EBSCO, ULRICHWEB, Academic Journals Database, Index Copernicus). ISSN 1211-4669. VEGA 1/0091/12 a VEGA 1/0224/11. Dostupné na internete: <<http://www.ped.muni.cz/pedor>>. DOI: <http://dx.doi.org/10.5817/PedOr2012-3-305>

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

- 9 KAŠČÁK, Ondrej - GAJŇÁKOVÁ, Slavomíra. Ora et labora - the use of prayer in schooling. In *Pedagogy, Culture & Society*, 2012, vol. 20, no. 3, p. 377-392. (2012 - Scopus, ERA, ERIC, ERIH, IBR, British Education Index, Sociological Abstracts). ISSN 1468-1366 (Print). Dostupné na internete: <<http://www.tandfonline.com/doi/full/10.1080/14681366.2012.712052>>.
- 10 PETRJÁNOŠOVÁ, Magda. Human enhancement and transhuman technologies in Slovak media discourses. In *Communication Today* [seriál], 2015, vol. 6, no. 2, p. 50-61. (2015 - WOS). ISSN 1338-130X. Projekt APVV-379-12. Dostupné na internete: <<http://www.communicationtoday.sk/human-enhancement-and-transhuman-technologies-in-slovak-media-discourses/>>.
- 11 ZÁPOTOČNÁ, Oľga. Teoretické modely porozumenia textu a ich interpretácie v školskom vzdelávaní [Theoretical models of text comprehension and their interpretations in school education]. In *Orbis scholae*, 2015, roč. 9, č. 3, s. 13-26. (2015 - Scopus). ISSN 2336-3177 (online).

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

- 12 LÁŠTICOVÁ, Barbara. New media, social capital and transnational migration: Slovaks in the UK. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly*, 2014, vol. 24, no.

4, p. 406-422. (2014 - Scopus, SpringerLink, The Philosopher's Index). ISSN 1337-401X. Projekt VEGA č. 2/0144/12. Dostupné na internete: <<http://link.springer.com/journal/13374/24/4/page/1>>.

- 13 LUKŠÍK, Ivan - MARKOVÁ, Dagmar. Sexual lifestyles in the field of cultural demands. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly*, 2012, vol. 22, no. 2, p. 227-238. (2012 - Scopus, The Philosopher's Index, SpringerLink). ISSN 1337-401X. Dostupné na internete: <<http://www.springerlink.com/content/1210-3055/>>.
- 14 POPPER, Miroslav. Social trust, norms and morality. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly*, 2013, vol. 23, no. 3, p. 443-457. (2013 - Scopus, SpringerLink, The Philosopher's Index). ISSN 1337-401X. Projekt VEGA 2/0015/12.
- 15 ŠULAVÍKOVÁ, Blanka. Dialogical and critical nature of philosophical counselling. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly* [serial], 2015, vol. 25, no. 4, p. 471-485. (2015 - Scopus, de Gruyter). ISSN 1337-401X. Projekt VEGA č. 2/0048/15. Dostupné na internete: <<http://www.degruyter.com/view/j/humaff.2015.25.issue-4/humaff-2015-0038/humaff-2015-0038.xml?format=INT>>.
- 16 ZÁPOTOČNÁ, Oľga. Literacy as a tool of civic education and resistance to power. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly*, 2012, vol. 22, no. 1, p. 17-30. (2012 - Scopus, The Philosopher's Index, SpringerLink). ISSN 1337-401X. Dostupné na internete: <<http://www.springerlink.com/content/1210-3055/>>.

2.1.3 List of monographs/books published abroad

AAA Scientific monographs published abroad

- 1 GRAF, Sylvie - HREBIČKOVÁ, Martina - PETRJÁNOŠOVÁ, Magda - LEIX, Alicia. *Češi a jejich sousedé : meziskupinové postoje a kontakt ve střední Evropě* [Czech and their neighbours: intergroup attitudes and contact in Central Europe]. Recenzovali: Maria Lewicka, Mojmír Tyrlik. 1. vyd. Praha : Academia, 2015. 349 s. Společnost, sv. 10. ISBN 978-80-200-2489-3.
- 2 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.

2.1.4 List of monographs/books published in Slovakia

AAB Scientific monographs published in Slovak publishing houses

- 1 LUKŠÍK, Ivan. *Osoba v kontextoch a textoch* [Persona in contexts and texts]. Bratislava : Geotropos, 2012. 97 s. ISBN 978-80-969238-4-7.
- 2 PUPALA, Branislav - KAŠČÁK, Ondrej. *Neposedné predškolské kurikulum : od komparatívnej analýzy k učiteľským emóciám* [Unruly ECEC curriculum: from comparative analysis to teacher emotions]. Recenzenti: Viliam Kratochvíl, Ivan Pavlov, Zuzana Moncmanová. 1. vyd. Bratislava : Wolters Kluwer, s.r.o., 2014. 115 s. Projekt VEGA č. 1/0091/12. ISBN 978-80-8168-026-7.
- 3 ŠULAVÍKOVÁ, Blanka. *Kritické myslenie vo filozofickom poradenstve* [Critical Thinking In Philosophical Counselling]. Recenzenti: Erich Mistrik, Emil Višňovský. Bratislava : Album, 2015. 209 s. Projekt VEGA č. 2/0048/15. ISBN 978-80-769908-7-0.
- 4 VIŠŇOVSKÝ, Emil. *Nové štúdie o pragmatizme & neopragmatizme* [New Studies in Pragmatism and Neopragmatism]. Recenzenti Jaroslav Hroch, František Mihina. 1. vyd. Bratislava : VEDA,

vydavateľstvo SAV, 2014. 275 s. Projekty APVV-0379-12 a VEGA č. 2/0053/12. ISBN 978-80-224-1401-2.

- 5 VIŠŇOVSKÝ, Emil. *Richard Rorty a zrkadlo filozofie* [Richard Rorty and the Mirror of Philosophy]. Recenzenti: František Mihina, Egon Gál. 1. vyd. Bratislava : Kalligram, 2015. 355 s. ISBN 978-80-8101-917-3.
- 6 ZÁPOTOČNÁ, Oľga. *Metakognitívne procesy v čítaní, učení a vzdelávaní* [Metacognitive processes in reading, learning and education]. Bratislava : TYPI Universitatis Tyrnaviensis - Veda, vyd. SAV, 2013. 143 s. Projekt VEGA č. 1/0091/12. ISBN 978-80-8082-742-7.

2.1.5. List of other scientific outputs specifically important for the institute, max. 10 items

ABC Chapters in scientific monographs published abroad

- 1 LÁŠTICOVÁ, Barbara - PETRJÁNOŠOVÁ, Magda. Social identities, societal change, and mental borders: identity construction strategies of young Slovaks commuting between Bratislava and Vienna. In *Culture and political psychology: a societal perspective*. - Charlotte: Information Age Publishing, Inc., 2014, p. 285-312. ISBN 978-1-62396-367-5.

ABD Chapters in scientific monographs published in Slovak publishing houses

- 2 JARIABKOVÁ, Katarína - GLASOVÁ, Mária - GROMA, Marián - ANDREÁNSKA, Viera - FELCANOVÁ, Lucia. *Ponímanie zdravia a starostlivosti o zdravie u ľudí so zdravotným postihnutím* [Perceptions of health and health care in people with disabilities]. In *Zdravotné postihnutie v kontexte aktivity, participácie a zdravia*. - Bratislava : Univerzita Komenského v Bratislave, 2015, s. 69-90. ISBN 978-80-223-4020-5. Projekt VEGA č. 1/0829/13.
- 3 POPPER, Miroslav. *Pozitívne aspekty prekračovania noriem* [Positive aspects of norms transgression]. In *Dynamika a prekračovanie noriem v spoločnosti*. - Bratislava : Ústav výskumu sociálnej komunikácie SAV, 2015, s. 10-27. ISBN 978-80-970234-6-1. Projekt VEGA č. 2/0015/12.

ADDA Scientific papers in domestic journals registered in Current Contents Connect with IF (impacted)

- 4 BIANCHI, Gabriel. *Nové podoby sexuality, občianstva, noriem a reprodukcie: svet a Slovensko = New Shapes of Sexuality, Citizenship, Norms and Reproduction: The World and Slovakia*. In *Sociológia - Slovak Sociological Review*, 2013, roč. 45, č. 1, s. 5-26. (0.240 - IF2012). (2013 - Current Contents, WOS, SCOPUS). ISSN 0049-1225. Projekt VEGA 2/0015/12.

ADFB Scientific papers in other domestic journals not registered in Current Contents Connect without IF (non-impacted)

- 5 BZDÚCH, Vladimír - JARIABKOVÁ, Katarína - KOLNÍKOVÁ, Miriam. *Rettov syndróm : história, klinické príznaky a atypické formy* [Rett syndrome: history, clinical features and atypical variants]. In *Pediatrica : vedecko-odborný lekársky časopis*, 2014, roč. 9, č. 6, s. 296-299. ISSN 1336-863X. Projekt VEGA 1/0829/13.
- 6 LÁŠTICOVÁ, Barbara - PETRJÁNOŠOVÁ, Magda. *Sociálne inovácie a sociálne identity : občianske iniciatívy slovenských migrantov a migrantiek v Írsku* [Social innovations and social identities: civic initiatives of Slovak migrants in the Republic of Ireland]. In *Slovenský národopis*, 2013, roč. 61, č. 3, s. 273-288. (2013 - MLA, CEEOL, Ulrich's, Willings, CEJSH, ERIH). ISSN 1335-1303.

- 7 LUKŠÍK, Ivan. Reprodukčné konzekvencie "oddaniu" sa materstvu [Reproductive consequences of motherhood devoting]. In *Forum Statisticum Slovacum*, 2013, roč. 9, č. 1, s. 57-62. ISSN 1336-7420. Projekt APVV-0604-10. Dostupné na internete: <<http://www.ssds.sk/>>.
- 8 PLICHTOVÁ, Jana. Scottish and Slovak university student discussions about stigmatized persons : a challenge for education – moving towards democracy and inclusion. In *Pedagogický časopis / Journal of Pedagogy*, 2013, roč. 4, č. 2, s. 188-207. ISSN 1338-1563.

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

- 9 BIANCHI, Gabriel - FÚSKOVÁ, Jana. Representations of sexuality in the Slovak media - the case of politics and violence. In *Annual of language & politics and politics of identity*, 2015, vol. 9, no. 1, p. 43-70. (2015 - Scopus). ISSN 1803-1757. Projekt VEGA č. 2/0015/12. Dostupné na internete: <<http://alppi.eu/?cat=13&requestissue?journal=alppi&volume=IX&issue=1&type=issue>>.

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

- 10 POPPER, Miroslav - BIANCHI, Gabriel - LUKŠÍK, Ivan. Challenges to the Social Norms on Reproduction: “Irreplaceable Mother” and Affirmative Fatherhood. In *Human Affairs : Postdisciplinary Humanities and Social Sciences Quarterly* [serial], 2015, vol. 25, no. 3, p. 288-301. (2015 - Scopus, de Gruyter). ISSN 1337-401X. Projekt APVV-0604-10, Projekt VEGA č. 2/0015/12. Dostupné na internete: <<http://www.degruyter.com/view/j/humaff.2015.25.issue-3/humaff-2015-0024/humaff-2015-0024.xml?format=INT>>.

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

none

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

none

2.1.8. Table of research outputs (as in annual reports)

Scientific publications	2012			2013			2014			2015			total			
	number	No. / FTE	No. / salary budget	number	No. / FTE	No. / salary budget	number	No. / FTE	No. / salary budget	number	No. / FTE	No. / salary budget	number	averaged number per year	av. No. / FTE	av. No. / salary budget
Scientific monographs and monographic studies in journals and proceedings published abroad (<i>AAA, ABA</i>)	1,0	0,097	0,006	0,0	0,000	0,000	0,0	0,000	0,000	1,0	0,064	0,006	2,0	0,5	0,039	0,003
Scientific monographs and monographic studies in journals and proceedings published in Slovakia (<i>AAB, ABB</i>)	1,0	0,097	0,006	1,0	0,081	0,006	2,0	0,157	0,013	2,0	0,128	0,012	6,0	1,5	0,117	0,009
Chapters in scientific monographs published abroad (<i>ABC</i>)	0,0	0,000	0,000	2,0	0,161	0,012	2,0	0,157	0,013	1,0	0,064	0,006	5,0	1,3	0,098	0,008
Chapters in scientific monographs published in Slovakia (<i>ABD</i>)	1,0	0,097	0,006	7,0	0,565	0,042	0,0	0,000	0,000	7,0	0,446	0,043	15,0	3,8	0,294	0,023
Scientific papers published in journals registered in Current Contents Connect (<i>ADCA, ADCB, ADDA, ADEB</i>)	3,0	0,290	0,018	4,0	0,323	0,024	3,0	0,236	0,019	3,0	0,191	0,019	13,0	3,3	0,254	0,020
Scientific papers published in journals registered in Web of Science Core Collection and SCOPUS (<i>ADMA, ADMB, ADNA, ADNB</i>)	13,0	1,258	0,080	5,0	0,404	0,030	5,0	0,393	0,031	9,0	0,574	0,056	32,0	8,0	0,626	0,049
Scientific papers published in other foreign journals (not listed above) (<i>ADEA, ADEB</i>)	1,0	0,097	0,006	1,0	0,081	0,006	0,0	0,000	0,000	1,0	0,064	0,006	3,0	0,8	0,059	0,005
Scientific papers published in other domestic journals (not listed above) (<i>ADFA, ADFB</i>)	4,0	0,387	0,025	8,0	0,646	0,047	3,0	0,236	0,019	3,0	0,191	0,019	18,0	4,5	0,352	0,028
Scientific papers published in foreign peer-reviewed proceedings (<i>AEC, AECA</i>)	0,0	0,000	0,000	9,0	0,727	0,053	8,0	0,629	0,050	0,0	0,000	0,000	17,0	4,3	0,333	0,026
Scientific papers published in domestic peer-reviewed proceedings (<i>AED, AEDA</i>)	15,0	1,452	0,092	11,0	0,888	0,065	9,0	0,708	0,056	2,0	0,128	0,012	37,0	9,3	0,724	0,057
Published papers (full text) from foreign and international scientific conferences (<i>AFA, AFC, AFBA, AFDA</i>)	0,0	0,000	0,000	0,0	0,000	0,000	0,0	0,000	0,000	2,0	0,128	0,012	2,0	0,5	0,039	0,003
Published papers (full text) from domestic scientific conferences (<i>AFB, AFD, AFBB, AFDB</i>)	1,0	0,097	0,006	2,0	0,161	0,012	0,0	0,000	0,000	4,0	0,255	0,025	7,0	1,8	0,137	0,011

- **Supplementary information and/or comments on the scientific outputs of the institute.**

In regional context (Slovak, Czech, and Central-European), research is conducted in unique areas: sexual health, intimate citizenship, new media and civic participation, psychological aspects of human enhancement technologies.

Research focus on important and/or urgent societal challenges and problems results in predominance of regional outputs.

Majority of research projects, in spite of their basic research character, produce also numerous practical outputs and recommendations for the public sphere.

We consider the diversified structure of our scientific outputs as one of the strong indicators of both scientific relevance and societal contribution; the “portfolio” includes “strong” international journals, international monographs, regional journals (SCOPUS), domestic publications in National language, etc.

2.2. Responses to the research outputs (citations, etc.)

2.2.1. Table with citations per annum.

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) have to be listed separately.

Citations, reviews	2011		2012		2013		2014		total		
	number	No. / FTE	number	No. / FTE	number	No. / FTE	number	No. / FTE	number	averaged number per year	av. No. / FTE
Citations in Web of Science Core Collection (1.1, 2.1)	65,0	6,292	64,0	5,168	69,0	5,429	93,0	5,931	291,0	72,8	5,694
Citations in SCOPUS (1.2, 2.2) if not listed above	3,0	0,290	17,0	1,373	34,0	2,675	23,0	1,467	77,0	19,3	1,507
Citations in other citation indexes and databases (not listed above) (3.2,4.2,9,10)	0,0	0,000	0,0	0,000	0,0	0,000	0,0	0,000	0,0	0,0	0,000
Other citations (not listed above) (3, 4, 3.1, 4.1)	63,0	6,099	41,0	3,310	56,0	4,406	45,0	2,870	205,0	51,3	4,011
Reviews (5,6)	0,0	0,000	4,0	0,323	4,0	0,315	1,0	0,064	9,0	2,3	0,176

2.2.2. List of 10 most-cited publications, with number of citations, in the assessment period (2011 – 2014).

Comment: Due to equal number of citations for three publication in order 9, we display 11 publications instead of 10!

1. **ADCA** 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. - EREMISOY, 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-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. - 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** - SZLENDK, 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. (1.923 - IF2006). ISSN 0022-0221.

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	94
Citations in SCOPUS (1.2, 2.2)	20
Count	114

2. **ADCA** 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-STAHLE, 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** - SZLENDK, T. -

TAYLOR, R. - TIMMERMAN, 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. (3.649 - IF2002). (2003 - Current Contents). ISSN 0022-3514.

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	42
Citations in SCOPUS (1.2, 2.2)	8
Count	50

- 3. ADCA** SCHMITT, D.P. - DINIZ, G. - ALCALAY, L. - DURKIN, K. - ALLENSWORTH, M. - ECHEGARAY, M. - ALLIK, J. - EREMISOY, 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-STAHLE, 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. - TIMMERMAN, 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. (1.470 - IF2003). ISSN 0022-0221.

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	35
Citations in SCOPUS (1.2, 2.2)	9
Count	44

- 4. ADCA** 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-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.

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** - SZLENDK, T. - TIMMERMAN, 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. (3.862 - IF2003). ISSN 0022-3514.

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	22
Citations in SCOPUS (1.2, 2.2)	8
Count	30

5. **AAA** 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. ISBN 978-80-7419-113-8 (VEGA 1/0091/12 : Kultúra performativity a akontability v súčasných vlnách vzdelávacích reforiem).

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	1
Citations in SCOPUS (1.2, 2.2)	3
Other citations (not listed above) (3, 4, 3.1, 4.1)	20
Reviews (5, 6)	3
Count	27

6. **ADCA** 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. - EREMISOY, 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** - SZLENDK, T. - TAYLOR, R. - TIMMERMAN, 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. (1.000 - IF2002). (2003 - Current Contents). ISSN 1350-4126.

Citations, reviews	
Citations in Web of Science Core Collection (1.1, 2.1)	21
Citations in SCOPUS (1.2, 2.2)	5
Count	26
7. AAB ČERNÍK, Václav - VICENÍK, Jozef - VIŠŇOVSKÝ, Emil. <i>Historické typy racionality</i> [Historical Types of Rationality] 1. vyd. Bratislava : Iris, 1997. 324 s. ISBN 80-88778-45-X.	
Citations, reviews	
Citations in Web of Science Core Collection (1.1, 2.1)	4
Other citations (not listed above) (3, 4, 3.1, 4.1)	5
Count	9
8. AAB POPPER, Miroslav - SZEGHYOVÁ, Petra - ŠARKOZY, Štefan. <i>Rómska populácia a zdravie: Analýza situácie na Slovensku</i> [Health and the Roma community: Analysis of the situation in Slovakia]. Bratislava : Partners for Democratic Change Slovakia, 2009. 95 s. ISBN 978-84-692-5485-1.	
Citations, reviews	
Citations in Web of Science Core Collection (1.1, 2.1)	6
Other citations (not listed above) (3, 4, 3.1, 4.1)	3
Count	9
9. ABC SCHWARTZ, Shalom H. - BARDI, Anat - BIANCHI, Gabriel. Value Adaptation to the Imposition and Collapse of Communist Regimes in East-Central Europe. In <i>Political Psychology: Cultural and Crosscultural Foundations</i> . - London : Macmillan Press Ltd., 2000, s. 217-237. ISBN 0-333-75103-5.	
Citations, reviews	
Citations in Web of Science Core Collection (1.1, 2.1)	9
Count	9
10. ADCA 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 <i>European Journal of Social Psychology</i> , 1998, vol. 28, no. 5, p. 797-829. ISSN 0046-2772.	
Citations, reviews	
Citations in Web of Science Core Collection (1.1, 2.1)	8
Citations in SCOPUS (1.2, 2.2)	1
Count	9
11. ADCA ŠPAJDEL, Marián - JARIABKOVÁ, Katarína - RIEČANSKÝ, Igor. The influence of musical experience on lateralisation of auditory processing. In <i>Laterality : Asymmetries of Body, Brain and Cognition</i> , 2007, vol. 12, no. 6, pp. 487-499. (1.364 - IF2006). ISSN 1357-650X. Dostupné na internete: <URL:http://dx.doi.org/10.1080/13576500701576726>.	
Citations, reviews	
Citations in Web of Science Core Collection (1.1, 2.1)	4
Citations in SCOPUS (1.2, 2.2)	1
Other citations (not listed above) (3, 4, 3.1, 4.1)	4
Count	9

2.2.3. List of most-cited authors from the Institute (at most 10 % of the research employees with university degree engaged in research projects) and their number of citations in the assessment period (2011– 2014).

Bianchi Gabriel

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	236
Citations in SCOPUS (1.2, 2.2)	53
Other citations (not listed above) (3, 4, 3.1, 4.1)	19

Count	308
--------------	------------

Popper Miroslav

Citations, reviews

Citations in Web of Science Core Collection (1.1, 2.1)	230
Citations in SCOPUS (1.2, 2.2)	53
Other citations (not listed above) (3, 4, 3.1, 4.1)	11

Count	294
--------------	------------

- **Supplementary information and/or comments on responses to the scientific output of the institute**

Good responses to the scientific output in spite of the regional focus of research and small size of the institute.

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

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

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.

Experts invited into assessment procedures - 7FP EU, ESF and similar:

Expert	Type of programme/project/year	No. of units assessed
Emil Višňovský	Times Higher Education World Reputation Ranking Survey (Thomson)/2012	10 Departments of Philosophy world-wide
Emil Višňovský	Member of team of experts for 7FP (since 2012)	-
Gabriel Bianchi	Fulbright Program for research and lecturing/2015	1
Barbara Lášticová	ERASMUS+/akcia K2 Strategic partnerships/2015	3
Barbara Lášticová	Czech Academy of Sciences: Evaluation of the Research and Professional Activities of the Institutes for 2010-2014- Phase 1 /2015	2
Barbara Lášticová	HORIZON 2020/ Young 4 /2015	9
Magda Petrjánošová	Czech Academy of Sciences: Evaluation of the Research and Professional Activities of the Institutes for 2010-2014- Phase 1 /2015	3

Experts in H2020 projects:

Gabriel Bianchi

Member of the International Advisory Board for the H2020 project "Constructing Active Citizenship with European Youth: Policies, Practices, Challenges and Solutions" - CATCH-EyoU, Research and Innovation Action funded by the European Commission under the H2020 Programme, SC6, topic Young 5-2014, Grant Agreement nr 649538 (start 1.9.2015, 36 months)

<http://www.catcheyou.eu/the-project/advisory-board/>

There are several international long-lasting cooperations not covered by financial benefits, but still with a fruitful scientific agenda and publication profile. Mainly:

Gabriel Bianchi:

1. Young people's sexual aggression and violence (with Barbara Krahé, Ine Vanwesenbeeck et al., Potsdam University (Germany), Ruggers Institute (The Netherlands):

KRAHÉ, Barbara - BERGER, Anja - VANWESENBECK, I. - BIANCHI, Gabriel et al:

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. (1.784 - IF2014). (2015 - Current Contents). ISSN 1369-1058. Dostupné na internete: <<http://dx.doi.org/10.1080/13691058.2014.989265>>. Typ: ADCA

2. Structure of human values – crosscultural research (with Shalom Schwartz, Hebrew University, Jerusalem):

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. (1.097 - IF2013). (2014 - Current Contents). ISSN 0190-9320 (Print) 1573-6687 (Online). Dostupné na internete: <<http://link.springer.com/article/10.1007/s11109-013-9255-z>>. Typ: ADCA

VECCHIONE, Michele - SCHWARTZ, Shalom H. - CAPRARA, Gian Vittorio - SCHOEN, Harald - CIECIUCH, Jan - SILVESTER, Jo - BAIN, Paul - BIANCHI, Gabriel et al. Personal values and political activism : a cross-national study. In *British Journal of Psychology*, 2015, vol. 106, iss. 1, p. 84-106. (2.254 - IF2014). (2015 - Current Contents). ISSN 0007-1269. Typ: ADCA

Gabriel Bianchi, Miroslav Popper:

3. ESF Exploratory Workshop: Affectivity and Liminality: Conceptualising the dynamics of suspended transition, *Brighton (United Kingdom), 17-19 November 2013*

Project held by Paul Stenner, (*Open University, UK*), Megan Clinch (*Open University, UK*), Monica Greco (*Goldsmiths, UK*) a Johanna Motzkau (*Open University, UK*)

Ondrej Kaščák

4. Project in the EU scheme " Danube Strategy"— Priority Area 7/Call 1/:

In cooperation with Ministry of Education, Science, Research and Sport an international project "Educational and Social Potential of Children from Marginalized Roma Communities for the Improvement of their Educational Path (MRC Project) was submitted and evaluated a pilot project for the call. (2014)

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

1. SEXUALITIES

The Institute is the leading organizer of the yearly international scientific conference SEXUALITIES – a trans-disciplinary platform open to a diversity of approaches to sexuality – psychology, sociology, gender studies, anthropology, medicine..., and responding the important questions around sexuality – sexual health, human rights, sexuality education, etc. The Conference is taking place in different locations (Slovakia, Czech Republic) and accordingly to that the local University takes over the role of the main organizer and our Institute is a co-organizer. During the assessed period 4 conferences were held:

SEXUALITIES VI, Bratislava, 10. 10. – 11. 10. 2012, 45 participants

SEXUALITIES VII, focus on Gender, parenthood and sustainable reproduction, Bratislava, 08.10.-09.10.2013.

SEXUALITIES 8, focus on Sexuality in media and critical theory approaches to sexuality Olomouc, Czech Republic, 09.10.-11.10.2014

SEXUALITIES IX, Sexuality in late modernity, Brno, 01.10 – 02. 10 2015

2. QUALITATIVE APPROACH AND METHODS IN SOCIAL SCIENCES (“QASS”)

The Institute is co-organizer of a series of annual international scientific transdisciplinary conferences focusing on the qualitative paradigm in social sciences. In the assessed period 4 conferences took place, one of them in Bratislava with our Institute as leading organizer:

VOLUME 11: main topic "Diversity in Social Sciences", 23. 01. – 24. 01. 2012, Bratislava, Slovakia, 80 participants

VOLUME 12: main topic "Limits of normality", 21. – 22. 1. 2013, Olomouc, Czech Republic, cca 100 participants

VOLUME 13: main topic "Pencil and paper or computer?", 20. – 21. 1. 2014, České Budějovice, Czech Republic, cca 100 participants

VOLUME 14: main topic "How we do it. The process of qualitative analysis as seen by experienced researchers." 2. – 3. 2. 2015, Olomouc, Czech Republic, cca 100 participants

2.3.3. List of edited proceedings from international scientific conferences.

Sexualities VII, Proceedings of the International conference Gender – Family – Parenthood - sustainable Reproduction Scenarios, D.Marková - L.Rovňanová (Eds.) Institute for Research in Social Communication Research SAS, APVV, Bratislava 2013, CD ROM ISBN 978-80-970234-4-7

Diverzita v spoločenských vedách: príspevky z 11. česko-slovenskej konferencie s medzinárodnou účasťou Kvalitatívny prístup a metódy vo vedách o človeku [Diversity in Social Sciences: Proceedings from the 11th Czech and Slovak conference with international participation "Qualitative research and methods in social sciences"], Bratislava, 23.-24. január 2012. Eds. Radomír Masaryk, Magda Petráňová, Barbara Lášticová; recenzenti: Ol'ga Zápotočná, Matúš Šucha. Bratislava: Ústav výskumu sociálnej komunikácie SAV, 2012. 342 s. Human Communication Studies, vol. 11 (2012). Dostupné na internete: <http://www.kvsbk.sav.sk/ZbornikQAK2012_Diverzita_v_spolocenskyh_vedach.pdf>. ISBN 978-80-970234-2-3.

2.3.4. List of journals edited/published by the institute:

2.3.4.1. WOS (IF of journals in each year of the assessment period)

2.3.4.2. SCOPUS

1. Journal HUMAN AFFAIRES, since 2011 published by Springer, since 2015 by DeGruyter

<http://www.humanaffairs.sk/>

<http://www.degruyter.com/view/j/humaff.2015.25.issue-1/issue-files/humaff.2015.25.issue-1.xml>

Since 2012 indexed in SCOPUS, EBSCO, registered in Philosophers' Index, OCLC, SCImago
4 issues per year.

Emil Višňovský, editor in chief

2012

Issue 1: „Critical issues in contemporary education“, B. Pupala, O. Kaščák, eds. (SR), 6 papers (SK, Czech Republic, USA, Germany, plus 3 independent papers (SK, Nigeria) Issue 2: 11 papers, authors from (Slovakia, USA, UK, Canada, Italy, Nigeria, Poland, Hungary

Issue 3: „Engaged citizens? Political participation and social engagement among youth, women, minorities, and migrants“, hostujúci editori B. Zani, (Italy), Martyn Barrett (V. Británia) ed.. 13 papers (Italy, UK, Italy/Portugal, Sweden, Belgium, Netherlands/USA, USA/Turkey

Issue 4 „The qualitative approach and diversity in social sciences“, M. Petrjánošová, R. Masaryk B. Lášticová, eds. 10 papers (Slovakia, Czech Republic) + 4 independent papers (Slovakia, Italy, Spain, USA)

2013

Issue 1: „Image in film and theatre“, A. Hlaváčová (SR), ed., 9 papers (Slovakia, Russia, Macedonia, Germany + 1 independent paper (USA)

Issue 2 „Corruption versus transparency, integrity, rationalities“, D. Torsello (Italy) ed., 9 papers (Italy, Japan, UK, Sweden.

„Slavistic studies (research reviews & communications)“, P. Žeňuch (SR) ed., 7 papers (5 Slovakia, 2 Russia) + 1 independent paper (Slovakia)

Issue 3: „The world of the printed word“ M. Zavacká (Slovakia), ed., 5 papers (4 Slovakia, 1 Poland) + 5 independent papers (2 Slovakia, 1 Russia, 1 USA, 1 Austria)

Issue 4: „Metaphysics/Ontology of Culture“ – 7 papers (5 Czech Rep., 1 USA, 2 Slovakia); „Neuropragmatism“ – 6 papers (5 USA, 1 Czech. Rep.) + 3 independent papers (2 Slovakia, 1 foreign)

2014

Issue 1: Contemporary Academic Culture Marek Kwiek, (Poland) ed., 8 international papers

Issue 2: Contemporary Science studies: qualitative or/ vs. quantitative, Hana Konečná (Czech Rep.), ed, 4 international papers + 6 independent international papers

Issue 3: Evidence Based Policy Making: Utopia or Reality? K. Staroňová (Slovakia), ed. 4 papers Reproduction, Gender, Parenthood, M. Petrjánošová (Slovakia) ed., 6 papers

Issue 4: New Media and Civic Participation, Magda Petrjánošová (Slovakia) ed., 5 international papers + 6 independent international papers

2015

Issue 1: „Issues in Economic Anthropology“, D. Torsello (Italy), ed., 7 papers (Italy), + 2 independent international papers (1 Israel, 1 Sweden)

Issue 2: „Radical Democracy and Representation“, L. Kobová, J. Bíba (ČR), eds., 5 papers (Czech Rep.) + 4 independent international papers (Italy, Czech Rep., Slovakia, Germany)

Issue 3: 8 independent papers (1 South Africa, 1 Israel, 3 Czech Rep., 3 Slovakia)

Issue 4: 11 independent papers (1 USA, 1 Czech Rep., 9 Slovakia)

2. Journal of Pedagogy (co-published with Faculty of Pedagogy, Trnava University), SCOPUS (since 2015)

Journal of Pedagogy (Pedagogický časopis), published in DeGruyter (via DeGruyter Online). Indexed in SCOPUS, registered in: Education Research Complete (EBSCO), ERA - Educational Research Abstracts (Routledge), Cabell's Directories - Educational Psychology & Administration, CEJSH - The Central European Journal of Social Sciences and Humanities, Higher Education

Abstracts (Wiley-Blackwell), The Summon (ProQuest), DOAJ – Directory of Open Access Journals, ULRICHSWEB Global Serials Directory
Publishing two issues per year.
O. Kaščák, editor in chief

2012:

Issue 1: Authors from USA, 1x China/USA, Australia, UK, Slovakia

Issue 2: „Neoliberalism, Pedagogy and the Curriculum: A Global Perspective I.“, editor Andrew Wilkins (UK). Authors from UK, USA, USA/Canada, Canada, Sweden, Saudi Arabia, Australia, USA/Greece)

2013

Issue 1: „Neoliberalism, Pedagogy and the Curriculum: A Global Perspective“ (continued), Authors from USA, Australia, England, Mexico.

Issue 2: Authors from Sweden, Slovenia, China, USA, Slovakia.

2014

Issue 1: Curriculum Perspectives and Shaping the Lived Body (international authors)

Issue 2: Body and Education II: Embodied Meaning, Emotions, Race and Communication (international authors)

2015

Issue 1: "Trends in Cognitive Education"

Issue 2: "New Zealand's Perspectives on Early Childhood Education".

Authors from: England, USA, China, New Zealand, Scotland, Ireland, Czech Republic, Slovakia.

2.3.4.3. other databases

2.3.4.4. not included in databases

- **National position of the institute**

2.3.5. List of selected projects of national importance

All projects listed below (2.3.6 and 2.3.7) have equal importance for the scientific production of the Institute. In spite of their apparent diversity, they feed the research structure of the Institute - 3 perspectives with 9 areas focusing on the society, the individuals and their development.

2.3.6. Projects of the Slovak Research and Development Agency (APVV)

1. Udržateľná reprodukcia na Slovensku: psycho-sociálne skúmanie (*Sustainable reproduction in Slovakia: a psycho-social inquiry*)

Main investigator:	Gabriel Bianchi
Project lasting:	1.5.2011 / 30.4.2014
Registration No:	APVV-0604-10
Our Institute as main coordinator:	Yes
Coordinator institution:	Ústav výskumu sociálnej komunikácie SAV
Cooperating institutions	0
Budget:	2012-2014: 196 714 EUR

2. Analýza filozoficko-etických dimenzií NBIC-technológií vo vzťahu k vylepšovaniu človeka (Analysis of philosophical and ethical dimensions of NBIC technologies as related to human enhancement)

Main investigator:	Miroslav Popper
Project lasting:	1.10.2013 / 30.9.2017
Registration No:	APVV-0379-12
Our Institute as main coordinator:	No
Coordinator institution:	Filozofická fakulta UCM
Cooperating institutions	0
Budget:	2013-2015: 54622 €

3. Intervencie na zmierňovanie predsudkov voči stigmatizovaným minoritám. Vývoj meracích nástrojov a experimentálne testovanie kontaktnej hypotézy v terénnych podmienkach. (*Interventions for prejudice reduction against stigmatized minorities. Developing a measure and experimental testing of the contact hypothesis under the field conditions.*)

Main investigator: Barbara Lášticová
Project lasting: 1.7.2015 / 30.6.2019
Registration No: APVV-14-0531
Our Institute as main coordinator: Yes
Coordinator institution: Ústav výskumu sociálnej komunikácie SAV
Cooperating institutions 2 - Slovakia: 2
Budget: 2015: 14456 €

2.3.7. Projects of the Scientific Grant Agency of the Slovak Academy of Sciences and the Ministry of Education (VEGA)

1.) Kognitívne verzus sociálne predpoklady úspešnosti u ľudí s postihnutím (*Cognitive versus social preconditions of successfulness among people with disability*)

Main investigator: Katarína Jariabková
Project lasting: 1.1.2009 / 31.12.2012
Registration No: 1/0253/09
Our Institute as main coordinator: No
Coordinator institution: Faculty of Pedagogy, Comenius University, Bratislava
Cooperating institutions 0
Budget: 2012: 1412 €

2.) Nové médiá ako nástroj rozvoja demokracie? Zmapovanie súčasného stavu a potenciálu občianskej participácie online na Slovensku (*New media as a democracy development tool? Mapping the current situation and assessing the potential of civic participation online in Slovakia*)

Main investigator: Magda Petrjánošová
Project lasting: 1.1.2012 / 31.12.2014
Registration No: 2/0144/12
Our Institute as main coordinator: Yes
Coordinator institution: Ústav výskumu sociálnej komunikácie SAV
Cooperating institutions 0
Budget: 2012-2014: 13.941 €

3.) Životné štýly, normy a ich prekračovanie: cesty k osobnej spokojnosti a spoločenskej prosperite (*Lifestyles, norms and their transgression: pathways to personal satisfaction and societal prosperity*)

Main investigator: Miroslav Popper
Project lasting: 1.1.2012 / 31.12.2015
Registration No: 2/0015/12
Our Institute as main coordinator: Yes
Coordinator institution: Ústav výskumu sociálnej komunikácie SAV
Cooperating institutions 0
Budget: 2012-2015: 29.797 €

4.) Filozofické poradenstvo ako forma aplikovanej filozofie. (*Philosophical counseling as a form of applied philosophy*)

Main investigator: Blanka Šulavíková
Project lasting: 1.1.2012 / 31.12.2014
Registration No: 2/0053/12
Our Institute as main coordinator: Yes
Coordinator institution: Ústav výskumu sociálnej komunikácie SAV
Cooperating institutions 0
Budget: 2012-2014: 6447 €

5.) Multifokálny výskum dejín slovenského filozofického myslenia v 19. a 20. storočí

(Multifocal Research in the History of 19- and 20th-century Philosophical Thought in Slovakia)

Main investigator: Blanka Šulavíková
Project lasting: 1.1.2010 / 31.12.2013
Registration No: 2/0066/10
Our Institute as main coordinator: No
Coordinator institution: Filozofický ústav SAV
Cooperating institutions 0
Budget: 0

7.) Psychologické determinanty aktivity a participácie ľudí s postihnutím v starostlivosti o zdravie *(Psychological determinants of activity and participation of the people with disabilities in health care)*

Main investigator: Katarína Jariabková
Project lasting: 1.1.2013 / 31.12.2015
Registration No: 1/0829/13
Our Institute as main coordinator: No
Coordinator institution: Pedagogická fakulta UK
Cooperating institutions 0
Budget: 2013-2015: 4.001 €

8.) Predstavovaný kontakt ako nástroj zmierňovania predsudkov? Overenie metodiky v slovenskom kontexte. *(Imagined contact as a tool for prejudice reduction? Testing the method in Slovak context.)*

Main investigator: Barbara Lášticová
Project lasting: 1.1.2015 / 31.12.2017
Registration No: 2/0079/15
Our Institute as main coordinator: Yes
Coordinator institution: Ústav výskumu sociálnej komunikácie SAV
Cooperating institutions 2 - Slovensko: 2
Budget: 2015: 4990 €

9.) Problém "umenia žit'" v kontexte poradenskej filozofie *(Problem of the Art of Living in the Context of Philosophical Counseling)*

Main investigator: Blanka Šulavíková
Project lasting: 1.1.2015 / 31.12.2018
Registration No: 2/0048/15
Our Institute as main coordinator: Yes
Coordinator institution: Ústav výskumu sociálnej komunikácie SAV
Cooperating institutions 0
Budget: 2015: 2020 €

10.) Gramotnosť ako nástroj sociálnej inklúzie detí zo sociálne znevýhodneného prostredia a marginalizovaných komunít *(Literacy as a tool of social inclusion of children from low socioeconomic background and marginalized)*

Main investigator: Oľga Zápotočná
Project lasting: 1.1.2015 / 31.12.2017
Registration No: 2/0140/15
Our Institute as main coordinator: Yes
Coordinator institution: Ústav výskumu sociálnej komunikácie SAV
Cooperating institutions 0
Budget: 2015: 8095 €

11.) Kultúra performativity a akontability v súčasných vlnách vzdelávacích reforiem *(“Culture of Performativity and Accountability in Current Waves of Educational Reforms”)*

Main investigator: Oľga Zápotočná
Project lasting: 1.1.2012 / 31.12.2014
Registration No: 1/0091/12
Our Institute as main coordinator: No
Coordinator institution: Ústav výskumu sociálnej komunikácie SAV
Cooperating institutions 0
Budget: 2012-2014: 5.550 €

2.3.8. Projects of SAS Centres of Excellence

Submitted, did not receive funding:

Emil Višňovský

Centre of excellence SAV CEVES (Centre of excellence for research on education-society) (spring 2013)

2.3.9. National projects supported by EU Structural Funds

2.3.10. List of journals (published only in the Slovak language) edited/published by the institute:

2.3.10.1. WOS (IF of journals in each year of the assessment period)

2.3.10.2. SCOPUS

2.3.10.3. Other databases

2.3.10.4. Not included in databases

- **Position of individual researchers in an international context**

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

2012

GRAF, Sylvie - PETRJÁNOŠOVÁ, Magda. Ako spolu komunikujú Česi a Rakúšania: používaní jazyka v prúběhu meziskupinového kontaktu (How Czech and Austrians communicate together: language use in intergroup contact). Príspevok na z 11. česko-slovenskej konferencie s medzinárodnou účasťou Kvalitatívny prístup a metódy vo vedách o človeku, Bratislava, 23.-24. január 2012.

PUPALA, Branislav. Waldorfská škola na Slovensku: otvorené otázky (*Waldorf school in Slovakia – open questions*). Seminár Waldorf otvoreně, Praha, PdF UK, Czech Republik, February 2012

VIŠŇOVSKÝ, Emil. Situating Pragmatism Today (Pragmatism and Modern Philosophy). First European Pragmatism Conference. Roma University 3, 19-21 September 2012, Roma, Italy.

2013

BIANCHI, Gabriel. The Liquidity of the Borders Between Wanted and Unwanted Sex. Vyžiadany príspevok na ESF Exploratory Workshop on „Affectivity and Liminality“, Brighton, UK, 22-23 November 2013

POPPER, Miroslav. Partnership, Social Status and Related Social Norms. Vyžiadany príspevok na ESF Exploratory Workshop on „Affectivity and Liminality“, Brighton, UK, 22-23 November 2013

VIŠŇOVSKÝ, Emil. „Rorty's Conception of the Intellectual“ – vyžiadaná prednáška na konferencii „Richard Rorty and the Future of Philosophy“, Buenos Aires, Argentina – 6.-10.5.2013

VIŠŇOVSKÝ, Emil. „Making the Pragmatist Art of Living Explicit – vyžiadaná prednáška na XXIII. Svetovom filozofickom kongrese, Atény, Greece, 4.-10.. 8. 2013

2014

KAŠČÁK, Ondrej. Slowakische Schulsystem, Spezifika, Probleme, Pädagogische Hochschule Wien, Austria, 23.10. 2014

POPPER, Miroslav. Sociálne normy, prvopočiatky morálky a vzájomná dôvera (*Social norms. Origins of morals, and mutual trust*). Invited paper at the conference Hradecké Filozofické Dny – Determinanty lidského jednání, Hradec Králové, Czech Republik, 3.10. – 4.10.2014.

PUPALA, Branislav, KAŠČÁK, Ondrej. Doctoral Studies in the EU, Štátna pedagogická univerzita A. N. Herzena, (State University on Pedagogy A. N. Herzena) Petrohrad Russia, 13. 2. 2014

PUPALA, Branislav. European educational system, Mumbai university, Department of Education, Mumbai, India, March 2014

PUPALA, Branislav. Preschool teacher training in Slovakia and EU, MS University, Baroda, India, March 2014

PUPALA, Branislav. ECEC in postcommunitic countries, Mumbai university, College of Education, Mumbai, India, March 2014

VIŠŇOVSKÝ, Emil. On the Relation between Pragmatism and Semiotics in Peirce. „100 Years of Modern Semiotics: Limits and Perspectives on Peirce's Theory of Signs.“ The International Peirce Prague Conference, Prague, Czech Republic, November, 1-2, 2014.

2015

BIANCHI, Gabriel. Sexualita ako politikum (Politics of Sexuality): Filozofická fakulta Univerzita Palackého v Olomouci, Czech Republik 2. 12. 2015.

KAŠČÁK, Ondrej. Produkovanie novej akademickej subjektivity v "snažiacich sa univerzitách". Vzdělávání a dnešek. (Creating a New Academic Subjectivity in "Striving" Universities) Katedra pedagogiky FF UK Praha, Czech Republik, 31. 3. 2015.

KAŠČÁK, Ondrej. Pläne der fruehkindlichen Bildung im (inter)nationalen Vergleich. Martin Luther Universität Halle – Wittenberg, Deutschland, 29. 10. 2015.

LÁŠTICOVÁ, Barbara, KOČIŠOVÁ, Monika. Imagined contact can improve attitudes towards Roma: first insights from Slovakia. Invited presentation at Intercultural Psychology Group meeting (Czech-Moravian Psychology Society), Brno, Czech Republic, 22. 4. 2015.

PETRJÁNOŠOVÁ, Magda. Understanding stereotypes and prejudice in intergroup contact: The qualitative approach. Invited presentation at Intercultural Psychology Group meeting (Czech-Moravian Psychology Society), Brno, Czech Republic, 22. 4. 2015.

PUPALA, Branislav, Preschool education in Slovak Republic: European and postcommunist reality. Ambedkar University Delhi, Delhi, India, 20. 10. 2015.

ŠPAJDEL, Marian, JARIABKOVÁ, Katarína. Metodika dichotickej stimulácie v neuropsychologickej diagnostike (Dichotic Stimulation Method in Neuropsychological Diagnostics). 3rd Psychological Diagnostics Conference, Brno, Czech Republic, 23. 10. 2015.

VIŠŇOVSKÝ, Emil. Peirce and/or Rorty? (Two Versions of Pragmatism: An Attempt at their Creative Reconciliation). Ch. S. Peirce: Pragmatic Challenges for the Contemporary Scientific Thought, Prešov, Slovak Republik, 20. -21. 3. 2015.

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

2012

Jariabková, K.

Organising Committee member: The International C.I.A.N.S. Conference, Stará Lesná ,Slovakia, Petrjánošová Magda

Programme committee member + head of organizing committee: Qualitative approach and methods in social sciences – “Diversity in social sciences”. Bratislava, January 2012

Lášticová Barbara

Programme committee and organizing committee member: Qualitative approach and methods in social sciences – “Diversity in social sciences”. Bratislava January 2012

2013

Bianchi, G.

Programme committee – member: XII. česko-slovenská konference s mezinárodní účastí Kvalitativní přístup a metody ve vědách o člověku "Hranice normality" (Qualitative approach and methods in social sciences – “Limits of normality”) 21.- 22. 1. 2013, Olomouc, Czech Republic

Bianchi, G.

Programme committee – Head: conference Sexualities VII, Bratislava, Slovakia, 2013.

Petrjánošová, M.

Programme committee – member XII. česko-slovenská konference s mezinárodní účastí Kvalitativní přístup a metody ve vědách o člověku "Hranice normality" (Qualitative approach and methods in social sciences – “Limits of normality”) 21.- 22. 1. 2013, Olomouc, Czech Republic

Lášticová, B.

Programme committee – member XII. česko-slovenská konference s mezinárodní účastí Kvalitativní přístup a metody ve vědách o člověku s podtitulem „Hranice normality“ (Qualitative approach and methods in social sciences – “Limits of normality”). 21. a 22. 1. 2013 Olomouc, Czech Republic

Popper, M.

Programme committee – conference Sexualities VII, Bratislava, Slovakia, 2013.

Lukšík, I.

Programme committee – conference Sexualities VII, Bratislava, Slovakia, 2013.

Hargašová, L.

Organizing committee – member - conference Sexualities VII, Bratislava, Slovakia, 2013.

2014:

Bianchi, G.

Programme committee: conference Sexualities VIII, Olomouc, Czech Republic, 2014.

Petrjánošová, M.

Programme committee – member: XIII. česko-slovenská konference s mezinárodní účastí Kvalitativní přístup a metody ve vědách o člověku "Tužka a papír nebo počítač?" (Qualitative approach and methods in social sciences - "Pencil and paper or computer?"), 20. – 21. 1. 2014, České Budějovice, Czech Republic

Lášticová, B.

Programme committee – member: XIII. česko-slovenská konference s mezinárodní účastí Kvalitativní přístup a metody ve vědách o člověku, s podtitulem „Tužka a papír nebo počítač?“ (Qualitative approach and methods in social sciences - "Pencil and paper or computer?"). 20. – 21. 1. 2014, České Budějovice, Czech Republic

2015:

Bianchi, G.

Programme committee – Head: conference Sexualities IX, Brno, Czech Republic, 2015.

Petrjánošová, M.

Programme committee – member: XIV. česko-slovenská konference s mezinárodní účastí Kvalitativní přístup a metody ve vědách o člověku, s podtitulem “Jak to děláme? Proces kvalitativní analýzy očima zkušených výzkumníků”. (Qualitative approach and methods in social sciences – “How we do it. The process of qualitative analysis as seen by experienced researchers.”), 2. – 3. 2. 2015, Olomouc, Czech Republic

Lášticová, B.

Programme committee – member: XIV. česko-slovenská konference s mezinárodní účastí Kvalitativní přístup a metody ve vědách o člověku, s podtitulem “Jak to děláme? Proces kvalitativní analýzy očima zkušených výzkumníků”. (Qualitative approach and methods in social sciences – “How we do it. The process of qualitative analysis as seen by experienced researchers.”), 2. – 3. 2. 2015, Olomouc, Czech Republic

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

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

2012

KAŠČÁK, Ondrej. „Príbehy detských tel medzi anatómiou a geografiou školy“ (*“Stories of children’s bodies – from anatomy to the geography of the school”*) pre Slovenskú asociáciu sociálnych antropológov na pôde FSEV UK, 24.4.2012

ZÁPOTOČNÁ, Oľga. TREND CSR Fórum, 17.4.2012, Seminár s pedagogickými expertmi (člen panelovej diskusie) (*panel discussion with experts on pedagogy*).

2013

BIANCHI, Gabriel. Alternatívne metódy výskumu sexuality. (*“Alternative methods in research of sexuality”*). Vyžiadaná prednáška (dvojhodinová) FSEV UK, Bratislava – jeseň 2013:

KAŠČÁK, Ondrej. 2013. Materská škola v komparatívnej perspektíve ako zdroj sebazpoznania. In Gašparová, E. (ed.). Súčasnosť a perspektívy predprimárnej edukácie na Slovensku. (*“Current and future perspectives of the pre-primary education in Slovakia”*). Košice: Spoločnosť pre predškolskú výchovu, s. 20-27. ISBN 978-80-8139-030-2

LÁŠTICOVÁ, Barbara. Sociálne reprezentácie a sociálne identity: identifikácia so Slovenskom a Európou po vstupe do EÚ (*“Social representations and social identities: identification with Slovakia and Europe after the EU accession”*). Vyžiadaná prednáška (dvojhodinová) FSEV UK, Bratislava – jeseň 2013.

PETRJÁNOŠOVÁ, Magda. Medziskupinový kontakt a medziskupinové postoje v 5 stredoeurópskych krajinách (*“Intergroup contact and intergroup attitudes in 5 European countries”*). Vyžiadaná prednáška (dvojhodinová) FSEV UK, Bratislava – jeseň 2013:

PLICHTOVÁ, Jana. Diskusia ako nástroj vyjasňovania názorových rozdielov z interkultúrnej perspektívy. (*“Discussion as a medium for elucidating opinion differences from intercultural perspective”*). Vyžiadaná prednáška (dvojhodinová) FSEV UK, Bratislava – jeseň 2013:

PLICHTOVÁ, Jana. Nezávislosť alebo vzájomná závislosť individuálnych hráčov v experimentálnej hre. Strategické rozhodovanie v podmienkach neistoty a komplexnej voľby (*“Independence or joint dependence of individual players in an experimental game. Strategic decision-making in the conditions of uncertainty and complex choice”*). 2012. Prognostický ústav SAV Bratislava.

PLICHTOVÁ, Jana. Participácia, politický liberalizmus a samorganizácia. (*“Participationm political liberalism and self-organization”*). Konferencia Prešporské dialógy, 13. 6. 2012, Bratislava, OZ Ad Hoc v spolupráci s Katedrou politológie FF UK a Komunitnou nadáciou Bratislavy.

PUPALA, Branislav, KAŠČÁK, Ondrej, Kratochvíl, V. Revízia a inovácia štátneho vzdelávacieho programu pre predprimárne vzdelávanie. In Miňová, M. (ed.). *Predprimárne vzdelávanie v súčasnosti*. (*“Revision and innovation of the State education program for pre-primary education”*). Prešov: PdF PU 2012, s. 71-85. ISBN 978-80-555-0703-3.

PUPALA, Branislav. Kvalitné vzdelávanie - Vízia moderného učiteľa, (*“Quality education – a vision of modern teacher”*). MPC Bratislava, 15.-16.11.2013 (Pozvaný hlavný referát – Zahraničná skúsenosť v profesijnej identite učiteľky MŠ)

PUPALA, Branislav. Kvalitné vzdelávanie - Vízia moderného učiteľa. (*“Quality education – a vision of modern teacher”*). MPC Bratislava, 15.-16.11.2013 (Workshop – Predškolská výchova v EÚ)

PUPALA, Branislav. ("Inkluzívny model vzdelávania na predprimárnom stupni školskej sústavy. (*"Inclusive model of education on the pre-primary grade of the school system"*). Záverečná konferencia a verejná oponentúra Národného projektu MPC. Pozvaný hlavný referát – Inklúzia v súčasnej školskej legislatíve) Štrbské Pleso, 12.9.2013

PUPALA, Branislav. Revízia a inovácia štátneho vzdelávacieho programu pre predprimárne vzdelávanie - východiská, štruktúra a medzinárodné porovnania. (*"Revision and innovation of the State education program for pre-primary education – backgrounds, structure and international confrontations"*). 31.01.2013, MPC, MTF STU, Trnava (pozvaný hlavný referát Súčasný ŠVP pre MŠ – kritická analýza – perspektívy)

PUPALA, Branislav. Súčasnosť a perspektívy predprimárnej edukácie na Slovensku. (*"Current and future perspectives of the pre-primary education in Slovakia"*). Košice, Spoločnosť pre predškolskú výchovu, 26.-27.4.2013 (pozvaný plenárny referát)

PUPALA, Branislav. Inovácie vzdelávacieho obsahu pre materské školy (*"Innovations of the education content for kindergartens"*). Horný Smokovec, Prosolutions – Education Academy – Spoločnosť pre predškolskú výchovu, 10.-11.10.2013 (pozvaný hlavný referát – Súčasný stav v tvorbe ŠVP pre MŠ)

PUPALA, Branislav. Predprimárne vzdelávanie v kontexte súčasných zmien. (*"Pre-primary education in the context of current changes"*). Slovenský výbor Svetovej organizácie pre predškolskú výchovu Košice, 11.-12.10.2013 (pozvaný hlavný referát – Materská škola v spleti súčasnej kurikulárnej politiky) Doma so zahraničnou účasťou

VIŠŇOVSKÝ, Emil. „Prolegomena k pragmatistickej koncepcii umenia žiť“ (*"Prolegomena to the pragmatist conception of the art of living"*). Výročná konferencia Slovenského filozofického združenia, Smolenice, 13. -14. november 2013

2014

KAŠČÁK, Ondrej., PUPALA, Branislav. Výchova a vzdelávanie 2014: Kontexty vzdelávania a výchovy v súčasnej perspektíve (*"Education and schooling 2014: Contexts of education from the current perspective"*). 5. - 6. február 2014, Košice, UPJŠ

KAŠČÁK, Ondrej. Sociálne nerovnosti v našej škole? Učiteľ nie je google – nemôže a nemusí vedieť všetko (*"Social differences in our schools? Teachers are not google – they cannot and do not have to know everything"*). 5.6.-6.6. 2014, Raabe Bratislava

KAŠČÁK, Ondrej. Môžu sa materské školy oprieť o vedecké poznanie? Postavenie slovenskej predškolskej pedagogiky v akademickom a medzinárodnom meradle. (*"Can kindergartens rely on scientific knowledge? The position of the Slovak pre-school education in academic and international perspective"*). Slovenská materská škola a súčasné výzvy pre vzdelávanie detí v ranom detstve, 10. – 11. 10. 2014, Trnava, OMEP

KAŠČÁK, Ondrej. Riziká externých testovaní. (*"Risks of external testings"*). Euroedu, Komenium fórum 2014, 1.-2.4.2014, Nový Smokovec, Slovak Republic.

LÁŠTICOVÁ, Barbara. Nové médiá, sociálne identity a sociálny kapitál. Niekoľko príkladov z výskumu organizácií slovenských migrantov a migrantiek v Írsku a vo Veľkej Británii (*"New media, social identities and social capital. Research on organizations of Slovak migrants in the Republic of Ireland and in the UK"*). Vyžiadaná prednáška na, 6. máj 2014. Katedra humánnej geografie Prírodovedeckej fakulty (Department of Human Geography and Demogeography, Faculty of Natural Sciences) Comenius University Bratislava.

PUPALA, Branislav. Konferencia Slovenského výboru OMEP Trnava, pozvaná prednáška: Naozaj nie sú známe medzinárodné kritériá kvality predškolského vzdelávania? (*"Are the international criteria on the quality of pre-school education really not known?"*) 10.-11. Október 2014

PUPALA, Branislav. Štátny vzdelávací program pre materské školy. Učiteľ nie je google. (*"State education program for kindergartens. Teachers are not google"*). Celoslovenská konferencia RAABE, 5.- 6. 6.2014

PUPALA, Branislav. Vývoj vzdelávacej politiky v SR. (*"Development of education policy in Slovakia"*). Comenium forum. Nový Smokovec (1.-2. Apríl)

ZÁPOTOČNÁ, Oľga. Gramotnosť v labyrinte kompetencií (*"Competencies labyrinth of the literacy"*). Vyžiadaná prednáška na konferencii „Informačné kompetencie pre znalostnú spoločnosť“, FFUK : Katedra knižničnej a informačnej vedy, Bratislava, 14.10.2014.

2015

PUPALA, Branislav. Koncepce vzdelávania: kurikulárne dokumenty na rôznych stupňoch a ich porovnanie. (*"Conception of education: curricular documents on different stages and their comparison"*). Hlavný referát na konferencii Učiteľ nie je google 2, Raabe Slovensko a PdF TU v Trnave, Bratislava, 4.6.2015.

PUPALA, Branislav. Kvalifikácia učiteľov a pedagogických asistentov pri vzdelávaní detí zo sociálne znevýhodneného prostredia (*"Qualification of teachers and teachers' assistants in the education of children from disadvantaged backgrounds"*). Hlavný referát. Okrúhly stôl o skvalitňovaní a sprehľadnení profesie pedagogického asistenta. Romano kher a MŠVV a Š SR, Bratislava, 29. 9. 2015.

ZÁPOTOČNÁ, Oľga. Čitateľská gramotnosť a jej premeny v prostredí digitálnych technológií. (*"Reading literacy and its changes in digital technologies"*). Seminár dekanov pedagogických fakúlt ČR a SR, KC Smolenice SAV, 1. 10. 2015.

PUPALA, Branislav. Kurikulum v cestopisnej skúsenosti (*"Curriculum in travel experience"*). Hlavný referát. Konferencia so zahraničnou účasťou: Teória a prax trvalo udržateľného rozvoja v materských školách, Prešov, 5. 10. 2015.

PUPALA, Branislav. Fázy implementácie nového ŠVP do praxe materských škôl. (*"Phases of implementation of the new State education program into kindergartens"*). Hlavný referát. Konferencia OMEP Košice, 17. 11. 2015.

PUPALA, Branislav. Implementácia inovovaného ŠPV pre materské školy (*"Implementation of innovated State education program for kindergartens"*). Pozvaný hlavný referát. Konferencia Svet dieťaťa v materskej škole, Spoločnosť pre predškolskú výchovu. Šaľa, 20. 11. 2015.

ZÁPOTOČNÁ, Oľga, Petrová, Z. Jazyk a komunikácia v inovovanom ŠVP pre predprimárne vzdelávanie v materských školách. (*"Language and communication in the innovated State education program for pre-primary education in kindergartens"*.) Pozvaná prednáška na seminári „Svet dieťaťa v materskej škole“, Spoločnosť pre predškolskú výchovu, Šaľa, 21. 11. 2015.

2.3.14. List of researchers who served as members of organising and programme committees of national conferences

- **Supplementary information and/or comments documenting the international and national status of the Institute**

International status: international collaboration mainly in the domains of values and citizenship (with world-leading scholars in the domain), pedagogy (New Zealand, India, Russia, Kenya), sexual health (Europe-wide collaboration), interface between the technical and the social sciences and humanities in the domain of nuclear energy (Europe-wide collaboration) and intergroup relations (regional collaboration with scholars from the Czech republic).

Collaboration with Czech experts in organizing two international conferences.

National status: leading experts in Slovakia in specific domains of research in social psychology (intergroup relations, social identity, new media, social norms), cognitive and educational psychology (neuropsychology, Williams syndrome, literacy, metacognitive regulation of learning processes), psychology of sexuality and reproduction, school pedagogy.

Regular collaboration with Slovak universities.

Frequent collaboration of the experts from the Institute with different State bodies and NGOs.

Branislav Pupala

Submitted project to the scheme APVV -0741-12 (call 2012, deadline 31. 1. 2013): Vývoj, aplikácia a evaluácia Štátneho vzdelávacieho programu pre materské školy (*Development, application and evaluation of the State Educational Programme for Kindergartens*)

Result: no financing

2.4. Tables of project structure, research grants and other funding resources

• International projects and funding

2.4.1. Major projects within the European Research Area and other important project – Framework Programmes of the EU, ERA-NET, European Science Foundation, NATO, COST, INTAS, etc. (here and in items below please specify: 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”),

	Project title	Typ / Project number	Duration in months	Funding for the Institute (EUR)	Role of the Institute / Responsible person
2012					
2013	Building a platform for enhanced societal research related to nuclear energy in Central and Eastern Europe PLATENSO	FP7-Fission-2013- 605140	09/2013-08/2016	21.000,00	Investigator + National Contact/G. Bianchi
2014					
2015	Citizen and Multi-Actor Consultation on Horizon 2020 (CIMULACT)	H2020/665948	06/2015-03/2018	532,95	Investigator/Bianchi, Popper

2.4.2. Other international projects, incl. total funding and funding for the institute

Project title: **Understanding and addressing youth sexual coercion and violence as a threat to young people's sexual health in Europe"- Acronym YSAV**
(Sexuálny nátlak a násilie mládeže ako ohrozenie sexuálneho zdravia mladých ľudí v Európe – poznanie a intervencia)
Project number: 2009 12 22
Duration in months: 24 (1.7.2010 / 30.6.2013)
Funding for the Organisation: 5.000 EUR
Total Funding DG SANCO, not available
Role of the Organisation: associate investigator
Coordinator: Rutgers Nisso Groep, Expert centre on sexuality

2.4.3. Other important, international projects and collaborations without direct funding (max. 10 projects)

Project title: **EU Kids Online: Enhancing Knowledge Regarding European Children's Use, Risk and Safety Online**
Project number: SIP-2010-TN-4201001
Duration in months: 32 (1.1.2012 / 31.8.2014)
Funding for the Organisation: 0
Total Funding not available
Role of the Organisation: Magda Petrjánošová - Investigator
Coordinator: London School of Economics

Project title: **Intergroup attitudes and Intergroup contact in five Central European countries** (Meziskupinové postoje a meziskupinový kontakt v pěti středoevropských zemích)
Project number : P407/10/2394
Duration in months : 24 (1.1.2010 / 31.12.2012)
Funding for the Organisation: 0
Total Funding not available
Role of the Organisation : Magda Petrjánošová - Investigator
Coordinator: Institute of Psychology, Czech Academy of Sciences, CZ

- National projects and their funding**

2.4.4. Projects supported by the Slovak Research and Development Agency (APVV)

Role of the Institute e.g. coordinator "C", investigator "I".

	Project title	Typ / Project number	Duration in months	Funding for the Institute (EUR)	Role of the Institute / Responsible person
2012	<i>Sustainable reproduction in Slovakia: a psych</i>	APVV-0604-10	05/2011-04/2014	196,714	Coordinator/Gabriel Bianchi
2013	<i>Analysis of philosophical and ethical dimensions of NBIC technologies as related</i>	APVV-0379-12	10/2013-09/2017	54,622	Investigator/Miroslav Popper
2014					
2015	<i>Interventions for prejudice reduction against stigmatized minorities. Metrics¹</i>	APVV-14-0531	07/2015-06/2019	14,456	Coordinator/Barbara Láštiová

2.4.5. Projects supported by the Scientific Grant Agency of the Slovak Academy of Sciences and the Ministry of Education (VEGA) for each year, and their funding

VEGA	2012	2013	2014	2015
Number	6	6	5	5
Funding in the year (EUR)	15,281	18,983	16,677	25,312 ¹

- Summary of funding from external resources**

2.4.6. List of projects supported by EU Structural Funds

2.4.7. Summary of external resources of the EU Structural Funds (ERDF/ESF)

NONE

- Supplementary information and/or comments on research projects and funding sources**

In spite of the fact that we are a small Institute we regularly participate in EU funded as well as major national agencies (APVV) funded projects. The institute also participated in project application within the H2020 calls and DG Justice Grant scheme, but the applications were not successful.

Several international long-lasting scientific cooperations run without direct funding from grants (see 2.3.1), however with important scientific output.

¹ Excluding projects for the popularisation of science

2.5. PhD studies and educational activities

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

Minister of education, science, research and sport Slovak Republik, according to law §102, ods. 3, písm. e) zákona č.131/2002 Z. z. SR, decisions from November 9, 2015 and April 19 2016:

Granting rights to participate in internal and external form of study in the doctoral programme: SCHOOL PEDAGOGY within the study direction 1.1.4 PEDAGOGY in cooperation with Faculty of Pedagogy Trnava University in Trnava

Valid for: Internal form of study without time limit; External form: till August 31, 2020.

2.5.2. Summary table on doctoral studies (number of internal/external PhD students; number of foreign PhD students, number of students who successfully completed their theses, number of PhD students who quit the programme)

PhD study	31.12.2012			31.12.2013			31.12.2014			31.12.2015		
Number of potential PhD supervisors	11			12			12			12		
PhD students	number	defended thesis	students quitted	number	defended thesis	students quitted	number	defended thesis	students quitted	number	defended thesis	students quitted
Internal	4,0	0,0	0,0	6,0	0,0	0,0	8,0	0,0	0,0	7,0	3,0	3,0
External	2,0	0,0	0,0	2,0	0,0	0,0	2,0	0,0	1,0	2,0	0,0	0,0
Other supervised by the research employees of the institute	13,0	4,0	1,0	19,0	3,0	1,0	17,0	2,0	2,0	10,0	1,0	0,0

2.5.3. Summary table on educational activities

Teaching	2012	2013	2014	2015
Lectures (hours/year) ²	451	387	514	470
Practicum courses (hours/year) ²	40	31	108	256
Supervised bachelor theses (in total)	NA	NA	NA	NA
Supervised diploma theses (in total)	missing	20	34	41
Supervised PhD theses (in total)	19	27	27	19
Members in PhD committees (in total)	8	13	10	10
Members in DrSc. committees (in total)	0	0	0	0
Members in university/faculty councils (in total)	7	10	9	8
Members in habilitation/inauguration committees (in total)	0	2	2	2

²

² Do not include time spent with bachelor, diploma or PhD students during their supervising

2.5.4. List of published university textbooks

ACB Academic/university textbooks published in Slovak publishing houses

- 1 KASČÁK, Ondrej. *Kompendium sociológie výchovy* [Compendium of sociology of education] [elektronický zdroj]. Recenzenti: Branislav Pupala, Oľga Zápotočná. Trnava : Pedagogická fakulta Trnavskej univerzity, 2013. nestr. Dostupné na internete: <<http://pdf.truni.sk/e-ucebnice/kompedium-sociologie-vychovy/>>. ISBN 978-80-8082-606-2.
- 2 PETROVÁ, Zuzana - ZÁPOTOČNÁ, Oľga. *Rozvoj jazykovej gramotnosti v ZŠ* [Language literacy development in primary school] [elektronický zdroj]. Recenzenti: Ľudmila Belášová, Jaroslava Magulová. Trnava : Trnavská univerzita v Trnave, 2013. online, 64 s. Dostupné na internete: <<http://pdf.truni.sk/e-ucebnice/rjgz/>>. ISBN 978-80-8082-609-3.
- 3 PUPALA, Branislav. *Teória a prax primárneho vzdelávania* [Theory and practice of primary education] [elektronický zdroj]. Recenzenti: Ondrej Kaščák, Oľga Zápotočná. Trnava : Pedagogická fakulta Trnavskej Univerzity, 2013. nestr. Dostupné na internete: <<http://pdf.truni.sk/e-ucebnice/tppv/>>. ISBN 978-80-8082-607-9.
- 4 ZÁPOTOČNÁ, Oľga. *Čitateľská gramotnosť a jej rozvoj v primárnom vzdelávaní : teoretické východiská a didaktické realizácie* [Reading literacy and its development in primary education: theory into practice]. Recenzenti: Branislav Pupala, Zuzana Kolláriková, Ľudmila Belášová. 1. vyd. Bratislava : Veda, vydavateľstvo SAV, 2012. 142 s. ISBN 978-80-224-1281-0.

2.5.5. Number of published academic course books

ONE: BCI University course materials and instructional texts

KASČÁK, Ondrej - PUPALA, Branislav - MARCHEVSKÝ, Pavol. *Vybrané aspekty školskej politiky v optike slovenskej verejnosti* [Selected aspects of education policy from Slovak public's point of view]. Recenzenti Ivan Lukšík, Ivan Pavlov. Bratislava: Centrum pedagogického výskumu v ÚVSK SAV : Metodicko-pedagogické centrum, 2012. 68 s. ISBN 978-80-8052-445-6.

2.5.6. List of joint research laboratories/facilities with universities

No formalized facility, but several intensive research cooperations including participation of doctoral students with:

Bianchi, Gabriel

Comenius University, Faculty of Arts, Bratislava:

Cooperation on the implementation of the EU 7th FP IMPROFOOD – preparation and performing an expert-workshop, 9. november, 2012

Jariabková, Katarína

Comenius University, Faculty of Pedagogy, Bratislava:

Cooperation on the implementation of the joint research project VEGA 1/0253/09

„Kognitívne versus sociálne predpoklady úspešnosti u ľudí s postihnutím“ (“*Cognitive versus social preconditions of success in people with handicap*”)

Šulavíková, Blanka

Comenius University, Faculty of Arts, Bratislava:

Cooperation on the implementation of the joint research project VEGA č. 2/0053/12
„Filozofické poradenstvo ako forma aplikovanej filozofie“ (*“Philosophical Counseling as From of Applied Philosophy”*)

Zápotočná, Oľga

Trnavská Univerzita, Faculty of Pedagogy, Trnava

Cooperation on the implementation of the joint research project VEGA č. 1/0091/12 Kultúra performativity a akontability v súčasných vlnách vzdelávacích reforiem (*“Culture of Performativity and Accountability in Current Waves of Educational Reforms”*) .

Popper, Miroslav:

University of Saint Cyril and Method, Faculty of Arts, Trnava

Cooperation on the implementation of the joint research project: APVV 0379-12 “Analýza filozoficko-etických dimenzií NBIC technológií vo vzťahu k vylepšovaniu človeka” (*“Analysis of philosophico-ethical dimensions of NBIC technologies in relation to human enhancement”*)

Lášticová, Barbara:

Comenius University, Faculty of Social and Economy Sciences, Bratislava:

Cooperation on the implementation of the joint research project: APVV -14-0531 “Intervencie na zmierňovanie predsudkov voči stigmatizovaným minoritám. Vývoj meracích nástrojov a experimentálne testovanie kontaktnej hypotézy v terénnych podmienkach” (*“Intervention for prejudice reduction against stigmatized minorities. Developing a measure and experimental testing of the contact hypothesis under the field conditions”*) and the project **Predstavovaný kontakt ako nástroj zmierňovania predsudkov? Overenie metodiky v slovenskom kontexte.** (*Imagined contact as a tool for prejudice reduction? Testing the method in Slovak context.*)

- **Supplementary information and/or comments on doctoral studies and educational activities**

In the last assessment process, the absence of doctoral programme at the Institute was criticised. Therefore we have since developed a doctoral programme in “School pedagogy”, in collaboration with the Faculty of Pedagogy of the Trnava University in Trnava. First three PhD students graduated in August 2015. The programme was re-accredited by the Accreditation Committee and confirmed by the Minister of Education in 2015 (internal study) and 2016 (external study).

Our PhD. students participate in our research projects, attend actively international and national scientific conferences, their research projects are discussed with the scientific community of the Institute. They also are engaged in outreach scientific activities of the Institute – e.g. The European Researchers’ Night.

All the researchers are involved in regular or occasional educational activities at Slovak Universities (mainly Faculty of Pedagogy of the Trnava University in Trnava, Faculty of Social and Economic Sciences & Faculty of Arts, Comenius University in Bratislava, etc.)

2.6. Social impact

2.6.1. List of the most important results of applied research projects. Max. 10 items

1. State Educational Programme for Pre-primary (Kindergarten) Education (Ondrej Kaščák, Branislav Pupala)

In coordination with the Ministry of Education, Science, Research and Sport, the authors have created a new State Educational Programme (2014) with all required documents and methodical instruments. Subsequently, they are monitoring the implementation of the Programme and providing assistance to teachers and school for its implementation (within the project Metodická podpora inovovaného vzdelávacieho programu pre materské školy (ÚVSK SAV, B. Pupala, O.

Kaščák, O. Zápotočná, VEGA č. 2/0140/15)

Outputs:

National Curriculum for Preschool Education in Kindergarten

Pupala, B., Kaščák, O. 2014. Neposedné predškolské kurikulum: Od komparatívnej analýzy k učiteľským emóciám ("Lively" pre-school curriculum. From a comparative analysis to teachers' emotions).. Bratislava: Wolters Kluwer. 115 s. ISBN 978-80-8168-026-7.

Pupala, B., Kaščák, O. 2013. Analýza štátneho vzdelávacieho programu pre predprimárne vzdelávanie a legislatívy v SR z aspektu inkluzívneho vzdelávania (Analysis of the state educational programme for pre-primary education and of the legislation in Slovakia from the perspective of inclusive education). In Podpora inkluzívneho modelu vzdelávania pre potreby predprimárneho stupňa školskej sústavy. Prešov: MPC, 21-24. ISBN 978-80-8052-557-6.

Kaščák, O., Pupala, B. 2013. Princípy tvorby inkluzívneho kurikula na predprimárnom stupni školskej sústavy (Principles of creation of an inclusive curriculum in pre-primary education). In Podpora inkluzívneho modelu vzdelávania pre potreby predprimárneho stupňa školskej sústavy. Prešov: MPC, 24-28. ISBN 978-80-8052-557-6.

Kaščák, O., Pupala, B. (eds.). 2015. Svet škôlkara. Človek a príroda - Človek a spoločnosť - Človek a svet práce (The world of a kindergarten child. People and Nature – People and Society, People and the world of labour).. Bratislava: Raabe. ISBN 978-80-8140-182-4. Typ: BAB

Kaščák, O., Pupala, B. (eds.). 2015. Svet škôlkara. Jazyk a komunikácia - Matematika a práca s informáciami (The world of a kindergarten child. Language and Communication – Mathematics and Working with Information).. Bratislava: Raabe. ISBN 978-80-8140-181-7. Typ: BAB

Kaščák, O., Pupala, B. (eds.). 2015. Svet škôlkara. Umenie a kultúra - Zdravie a pohyb. (The world of a kindergarten child. Art and Culture – Health and Physical Activity). Bratislava: Raabe. ISBN 978-80-8140-183-1. Typ: BAB

Kaščák, O., Pupala, B. 2015. iŠVP a evalvácia v materských školách (State educational programme and assessment in kindergartens).. Bratislava: ŠPÚ (2016) ISBN:978 –80 –8118 –179 -5 Typ: BAB

Zápotočná, O. – Petrová, Z. Jazyk a komunikácia (Language and Communication). In B. Pupala, O. Kaščák (Eds.): Svet škôlkara 1: Bratislava, RAABE, 2015, ISBN 978-80-8140-181-7 Typ: BAB

Zápotočná, O. – Petrová, Z. Vzdelávacia oblasť Jazyk a komunikácia (Educational area Language and Communication). Bratislava: MPC, 2015, 34. s. ISBN 978-80-565-1411-5. Typ: BAB

Zápotočná, O. – Petrová, Z. Vzdelávacia oblasť „Jazyk a komunikácia“ - odporúčania pre plánovanie výučby v MŠ (Language and communication – recommendations for planning lessons in Kindergarten).. Bratislava: ŠPU, 2016. ISBN: 978 – 80 – 8118 – 175 – 7. Typ: BAB

2. Analysis of low effectivity of ethics education in primary schools (ÚVSK SAV, O. Zápotočná, KEGA 012TTU-4/2013).

Output:

Zápotočná, O. Občianska gramotnosť a možnosti jej rozvíjania na etickej, jazykovej a literárnej výchove (Civic literacy and possibilities for its development within ethics-, language- and literature-education).. In: Z. Danišková a kol. Výchova občana na prvom stupni. Bratislava: TYPI Universitatis Tyrnaviensis – Veda, 2015. ISBN 978-80-8082-926-1 Typ: ABD

3. Social norms of young people related to human reproduction in a historical period of extremely low fertility rate – possibilities and limits to challenge them (ÚVSK SAV, Lukšík, I., Bianchi, G., Popper, M. VEGA, č. 2/0179/09)

Output:

Lukšík I. 2015. Normy v oblasti reprodukcie a rodičovstva a ich prekračovanie (Norms in reproduction and parenthood and their transgression). In: M. Popper (Ed.) Dynamika a prekračovanie noriem v spoločnosti. Bratislava: Ústav výskumu sociálnej komunikácie SAV, s. 28-49.

4. Analysis of possibilities to increase public participation in the processes of introducing new legislation (Bianchi, G., Láštiová, B.)

Within the initiative "open governance" of the Government of the Slovak Republic an analysis of 4 processes was conducted, pointing to (a) crucial role of independent experts being available during the legislative process, (2) systematic planning of activities to involve public participation and (3) transparent sharing of information from central offices down to the general public.

Output expertise for the Ministry of home affairs:

Bianchi, Láštiová, Expertíza pre Ministerstvo vnútra SR, názov „Analýza a/alebo evaluácia 4 dialógov o verejných politikách“. (Introducing civic participation into the processes of creating new policies requires implementation of a demanding thorough procedure)

5. Analysis of possible stimuli for metacognition in the State Educational Programme (ÚVSK SAV, K. Urban, VEGA č. 2/0140/15)

The standards of the innovated State Educational Programme were assessed in order to highlight possible stimuli for metacognitive processes. Results show, in spite of numerous declarations in the Programme, a factual absence of any metacognitive goals and procedures.

Output:

Urban, K. Metakognitívne regulované učenie v inovovanom štátnom vzdelávacom programe pre základné školy? (Metacognitive regulated learning in the innovated state-educational-programme for primary schools). In MMK 2015: Mezinárodní Masarykova konference pro doktorandy a mladé vědecké pracovníky: sborník příspěvků z mezinárodní vědecké konference (Hradec Králové, 14.-18. prosince 2015). Hradec Králové : Magnanimitas, 2015, s. 1263-1272. ISBN 978-80-87952-12-2. Dostupné na internete: <http://www.vedeckekonference.cz/library/proceedings/mmk_2015.pdf>. Typ: AECA

6. A series of works with possible practical application in therapy and counseling (B. Šulavíková, E. Višňovský)

Outputs:

ŠULAVÍKOVÁ, Blanka. Questions for philosophical counselling. In Human Affairs : Postdisciplinary Humanities and Social Sciences Quarterly, 2012, vol. 22, no. 2, p. 131-140. (2012 - Scopus, The Philosopher's Index, SpringerLink). ISSN 1337-401X. Dostupné na internete: <<http://www.springerlink.com/content/1210-3055/>>. Typ: ADFB

Višňovský, E. 2014a: *Nové štúdie o pragmatizme & neopragmatizme*. Bratislava: Veda, 2014, 274 s., ISBN 978-80-224-1401-2.

Višňovský, E. 2014b: Making the Pragmatist Art of Living Explicit. In Koczanowicz, Leszek and Liszka Katarzyna, eds.: *Beauty, Responsibility, and Power. Ethical and Political Consequences of Pragmatist Aesthetics*. Amsterdam and New York: Rodopi 2014, 139-154.

Višňovský, E. 2014c: Prolegomena k pragmatistickej koncepcii umenia žiť (*Prolegomena to the pragmatic conception of the art of living*). In: P. Suchárek, R. Sťahel, ed.: *Filozofia a umenie žiť*. Bratislava: Iris, 162-168.

Višňovský, E.: Prolegomena to Pragmatist Conception of the Good Life. In: Krzysztof Piotr Skowronski, ed.: *Practicing Philosophy as Experiencing Life: Essays on American Pragmatism*. Leiden and Boston: Brill/Rodopi 2015, 13-33.

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

Expertises: Topical problems addressed in cooperation with the National government, EU Commission, and other bodies:

INTERNATIONAL:

1. Youth Sexual Aggression and Victimization in Slovakia - Recommendations for policy and practice resulting from discussion with key stakeholders in Slovakia, 10 pages

Authors: Joannes El. Chliaoutakis, Maria Papadakaki, Gabriel Bianchi;

2. Prostitution in Slovakia (Gabriel Bianchi)

Receiver: European Commission, Brussels

Assessment of legislation development on sex work and trafficking in people, criminal acts, as well as the media environment reflecting issues of sex business.

Results were also presented at the conference „Obchodovanie s ľuďmi“ (“Trafficking in people”), Nitra, 23. 10. 2013:

Bianchi, G.: *Obráz prostitúcie s slovenských novinách*

Bianchi, G.: Kuriózna „epizodická analýza“ postoja vybraných reprezentantov právnickej obce k nárokovateľnosti odmeny za sexuálnu prácu v SR.

3. Expertise on inclusion in EU member states:

Title: Pupils at high risk in mainstream education: Comparative European perspectives
Receiver: European Commission, Brussels
National expert: Gabriel Bianchi
Data collected originally in 2009 were updated for a final report (2015)

NATIONAL:

1. „Innovation of State Educational Programs” – on request from Ministry of Education, Science, Research and Sports SR.

Activities were focused primarily onto analysing curricular policies, followed by creation of the Programme and subsequently conducting experimental testing.
Pupala, B., Kaščák, O., Zápotočná, O.

2. Analysis and/or evaluation of 4 dialogues about public policies

Addressee: Ministry of Interior of the SR + Office of Plenipotentiary of the Slovak Government for Development of Civic Society

The aim of the expertise was to evaluate 4 participative processes of public policy- making that took part within the Open Government Partnership Initiative. The expertise focused on the preparation of the novelization of the Law on the Participation of Public in Legislative Process (Ministry of Justice of the Slovak Republic), the novelization of the Law on Social Services (Ministry of Work, Social Affairs and Family), the novelization of the Law on the Protection of the Nature (Ministry of Environment) and the State Strategy on Protection and Support of Human Rights (Ministry of Foreign and European Affairs). The participative processes were evaluated from the point of view of the variety of stakeholders involved and the variety of participative methods and instruments used. As a part of the evaluation, a manual for public servants was prepared, presenting rules and forms of involvement of the public in public-policy making.

Gabriel Bianchi, Barbara Lášticová, Karolína Miková

3. Cesty k udržateľnosti reprodukcie na Slovensku: Operatívny sumár pre decíznu sféru, 17 strán (Pathways to sustainable Reproduction in Slovakia – Executive Summary for Decision Bodies, 17pp), 2015

Authors: Bianchi, Lukšík, Popper, Petrjánošová

Receivers: MZ SR, MŠ SR, MF SR, MPSVaR SR a ďalšie ústredné orgány v MVO (4 Ministries and further Central Offices and NGOs in Slovakia)

Content is based on the outcomes from the research project APVV.

Presented and discussed with stakeholders from all institutions addressed at a dissemination workshop 24. 11. 2015

4. Šesť expertov o týrajúcich policajtoch: Ak moc nekontrolujeme, zvrhne sa. (Six experts on police torturing (Roma children). When Power Gets out of PublicControl). Denník N, 11. 3. 2015

Receiver: General Public, o.z. eduRoma NGO;

Authors: Gabriel Bianchi, Ivan Lukšík a Jana Plichtová

5. Výročná správa z experimentálneho overovania siete multilingválnych škôl Espania (Annual Report from experimental testing of the network of multilingual schools in Spain)

Receiver: State Pedagogy Institute and Ministry of Education SR

Author: doc. PaedDr. Ondrej Kaščák, PhD.

6. Vyhodnotenie elektronického dotazníkového prieskumu k aktivite 1.3 Vyhodnotenie implementácie inovovaného ŠVP pre predprimárne vzdelávanie. (Assessment of online survey for evaluation of imple,mentation of the new State Educational Programme in pre-primary education)

Receiver: State Pedagogy Institute

Author: doc. PaedDr. Ondrej Kaščák, PhD.

7. Okrúhly stôl o skvalitnení a sprehľadnení profesie pedagogického asistenta (Round table on improving the profession of a “pedagogy assistant”)

Receivers: Ministry of Education SR and Romano Kher (NGO)

Author: prof. PhDr. Branislav Pupala, CSc.

Bratislava 29.9.2015

8. Series of activities to support pre-primary education – consultancy, implementation pilot programs, writing methods-manuals, and lectures

Receivers: kindergarten Bratislava-Dubravka, municipalities of Bratislava-Dubravka and Trnava, State Pedagogy Institute,

Author: Branislav Pupala

Period: During 2015

9. KOMPRAX 2012-2013, Project: Životné dráhy mladých ľudí po odchode z reedukačných centier – stratégie zvládania ťažkých životných situácií (Life trajectories of young people after leaving reeducation centres).

Mapping and analysis of coping of young people with difficult life circumstances after leaving reeducation facilities. Creation of training programs and implementation.

Receiver: IUVENTA (Ministry of Education SR)

Authors: Hargašová Lucia, Lukšík, Ivan

COOPERATION WITH NGOs:

1. OZ Mládež ulice (Street Youth) – terrain social work – Simona Andraščíková, 2015.

2. OZ Spoločnosť Williamsovho syndrómu (Societys for Williams Syndrome) - expert volunteering work – lecturing and consultancy, Katarína Jariabková

3. OZ Prevencia AD - field social work aimed at overcoming social exclusion of Romas in segregated settlements in Pezinok. Lucia Hargašová, Ivan Lukšík.

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

1. Contract Partner: Metodicko-pedagogickým centrom (Methodical-Pedagogical Centre of the Slovak Republic)

Subject: Application of research findings into school-practice via training teachers
2012

Reference: KAŠČÁK, Ondrej - PUPALA, Branislav - MARCHEVSKÝ, Pavol. Vybrané aspekty školskej politiky v optike slovenskej verejnosti. Recenzenti Ivan Lukšík, Ivan Pavlov. Bratislava : Centrum pedagogického výskumu v ÚVSK SAV : Metodicko-pedagogické centrum, 2012. 68 s. ISBN 978-80-8052-445-6.

2. Contract Partner: Úrad splnomocnenca vlády SR pre rozvoj občianskej spoločnosti (Ministry of Interior, Slovak Republic)

Subject: Analýza a/alebo evaluácia 4 dialógov o verejných politikách zrealizovaných v rámci plnenia Akčného plánu Iniciatívy pre otvorené vládnutie v Slovenskej republike a podklady pre pravidlá zapájania verejnosti do tvorby verejných politik (Analysis of 4 Dialogues on Public Policies implemented within the governmental initiative „Open Governance“)

The collaboration was evaluated as effective by the Office of the Plenipotentiary. It resulted in the publication of a Manual with rules of participation of public in public-policy making, that will be used in further education of public servants.

2013

Output: The aim of the expertise was to evaluate 4 participative processes of public policy-making that took part within the Open Government Partnership Initiative. The expertise focused on the preparation of the novelization of the Law on the Participation of Public in Legislative Process (Ministry of Justice of the Slovak Republic), the novelization of the Law on Social Services (Ministry of Work, Social Affairs and Family), the novelization of the Law on the Protection of the Nature (Ministry of Environment) and the State Strategy on Protection and Support of Human Rights (Ministry of Foreign and European Affairs). The participative processes were evaluated from the point of view of the variety of stakeholders involved and the variety of participative methods and instruments used. As a part of the evaluation, a manual for public servants was prepared,

presenting rules and forms of involvement of the public in public-policy making. The report states that there are serious limits in the participation of public in all 4 evaluated processes, mainly as far as information sharing between the process participants, and systematic mapping of stakeholders and conflictual topics are concerned.

2.6.4. List of licences sold abroad and in Slovakia, incl. revenues

NONE

2.6.5. List of most important social discourses under the leadership or with significant participation of the institute (max. 10 items)

Experts from the Institute are frequently being invited and do participate in public and media discussions around mainly:

- **Democracy and participation**
- **Education policies**
- **Social inclusion**
- **Sexual health and reproduction**
- **NBIC technologies and ethical issues as related to the nuclear**

2.6.6. Summary of relevant activities, max. 300 words

Along with particular concrete Expertises, applied activities and contracts, numerous researchers from our Institute serve continuously in various public-administration and expert-committee positions:

Advisory Board for Open Governance (Ministry of Interior)	Member	Gabriel Bianchi	2012-2013
Board for System-Changes in the School-System/Ministry of Education...	Member	Ondrej Kaščák	2012-2015
Accreditation Committee of the Government of SR	Member of Working group	Branislav Pupala	2012-2015
State Pedagogy Institute	Vice-chair of Scientific Board	Ondrej Kaščák	2013-5
State Pedagogy Institute	Chair of Scientific Board	Branislav Pupala	2013-5
Ethical Commission of the Ministry of Health of the SR	member	Peter Sýkora	2013
Curricular Board of the Ministry of Education...	Member	Oľga Zápotočná	2013-4
Curricular Board of the Ministry of Education...	Member	Branislav Pupala	2014-2015
Board for Priorities in Research and Innovations Strategy	Chair of Working Group Soc. Sci. and Humanities	Viera Rosová	2012-2013
Board of the Head Architect of City of Bratislava	member	Jana Plichtová	2014
NGO Citizen, Democracy, and Responsibility Board of Trustees	Member	Jana Plichtová	2014
Kenya-Slovakia board for Ministry of Foreign Affairs SR	Invited expert	Branislav Pupala	2015
Committee for pre-primary education in State Pedagogy Institute	Chair	Branislav Pupala	2015
Committee for Assessment of Activities oriented towards Social Sciences and Humanities within ESFRI	member	Viera Rosová	2015
Working Group For Assessment of Participatory Legislative Procedures Ministry of Interior SR	Member	Barbara Láštiová	2015

Committee for RIS3 Priorities in Biotechnologies and Biomedicine (Ministry of Education...)	Consultant	Gabriel Bianchi	2015-
KEGA – Cultural and Educational Research Agency	Member	Ondrej Kaščák	2015-
KEGA – Cultural and Educational Research Agency	member	Branislav Pupala	2015-

2.7. Popularisation of Science (outreach activities)

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

Following is an overview of most important media presentations from our research projects:

Activity	Main author/s	With participation from	Type of activity (see legend below)	Location	Date
Legislatívna regulácia prostitúcie (Regulation of Prostitution in Legislation)	doc. PhDr. Gabriel Bianchi, CSc.		R	Rádio Slovensko	15.3.2013
Diskusia o reprodukciu na Slovensku (Discussion about Reproduction in Slovakia)	prof. PhDr. Ivan Lukšík, CSc.	Bianchi, Popper	R	RTVS	22.11.2013
K rodovo citlivej výchove a jej psychologické neškodnosti (Gender sensitive education and its psychological harmlessnes)	doc. PhDr. Gabriel Bianchi, CSc.		TV	TV Markiza	2.6.2014
Analýza a/alebo evaluácia štyroch Dialógov o verejných politikách. (Analysis and/or evaluation of four Dialogues about public poli)	Mgr. Barbara Láštiová, PhD.		P	Office of Plenipotentiary of the Slovak Government for Development of Civic Society -Presentation during the lunchseminars Partners for Democratic Change Slovakia	16.5.2014
ianskych cnostiach About civic virtues.	prof. PhDr. Jana Plichtová, CSc.	Ivica Ruttkayová	R	Rádio Devín,	2014
Úradnícke nitky školskej reformy. (Bureaucratic yarns in school reform)	prof. PhDr. Branislav Pupala, CSc.		PR	SME, 22, č.147, s. 13.	6.5.2014
Hlúpne kvôli internetu? (Do we get more stupid because of the internet?)	doc. PhDr. Olga Zápotočná, CSc.		TV	RTVS 2	2.12.2014
Nežijeme v Masarykových časoch – rozhovor s Ondrejom Kaščákom a Branislavom Pupalom, autormi knihy Škola zlatých golierov (Praha: Slon, 2012) o transformácii vzdelávania. (We don't live in Masaryk times- talk with authors of the book <i>School of golden colars</i> about education transformation)	prof. PhDr. Branislav Pupala, CSc.		PR	Romboid, 2014, roč. 49, č. 5-6, s. 49-53.	2014
Tlačová konferencia k diseminácii výsledkov a odporúčaní z projektu APVV o udržateľnosti reprodukcie na Slovensku (Press conference about dissemination of outputs and recommendations of research project Sustainable reproduction in Slovakia)	doc. PhDr. Gabriel Bianchi, CSc.	I. Lukšík, M. Popper	PC	Press Conference / Goethe Institut, Bratislava	24.11.2015
Tlačová konferencia k projektu APVV o filozoficko-etických dimenziách NBIC technológiách vo vzťahu k vylepšovaniu človeka	doc. PhDr. Gabriel Bianchi, CSc.	Peter Sýkora, Miroslav Popper, Emil Višňovský, Magda	PC	Press Conference / Goethe Institut, Bratislava	27.11.2015

(Press conference about research project Philosophical and ethical dimensions of NBIC Technologies related to the human enhancement)		Petrjánošová, Pavol Baboš			
Tlačová konferencia k Zásadnému odmietnutiu iniciatívy „Vyjadrenie a výzva lekárov, psychológov a iných odborníkov ku vplyvu rodovej ideológie na duševné zdravie detí“. Press Conference on Radical Disapproving of the initiative“Statement of physicians, psychologists and other specialists about the influence of gender ideology on mental health of Children)	doc. PhDr. Gabriel Bianchi, CSc.	Zuzana Kiczková, Marianna Szapuová	PC	Press conference, Presidium of SAS Bratislava	29.1.2015
Súčasné trendy výskumu Williamsovho syndrómu (Current trends in Williams syndrome research)	PhDr. Katarína Jariabková, PhD.		P	Williams syndrome Society and Willík (CZ), Dudince	5.8.2015
Úspech očami ľudí so zrakovým, sluchovým, telesným a mentálnym postihnutím (Success as seen by sight-, hearing-, physically- and mentally handicapped people)	PhDr. Katarína Jariabková, PhD.	Hóková T., Groma M.	P	MOSTY INKLÚZIE Inclusion Bridges : internet journal, 2014, č.5, s.41-45	2015
Predstavovaný kontakt môže zlepšiť postoje voči Rómom. (Imagined contact may improve attitudes towards Roma people)	Mgr. Barbara Láštiová, PhD.		P	Gymnázium Metodova, Bratislava - 2 besedy v 4.AF a 4.BF (Discussions with high-schools students)	15.5.2015
Predsudky a stereotypy (Discussion: Prejudices and Stereotypes)	Mgr. Barbara Láštiová, PhD.	Andrej Findor	R	SRO - Rádio Slovensko	7.9.2015
Identita v tekutých časoch (Identity in fluid times)	Mgr. Barbara Láštiová, PhD.		R	Filozofická knižnica (Philosophical library) SRO - Rádio Slovensko	3.11.2015
Nové médiá, mimovládka a zapájanie verejnosti (New media,NGOs and public participation)	Mgr. Barbara Láštiová, PhD.	Magda Petrjánošová	P	Partners for Democratic Change Slovakia - Bratislava	26.1.2015
Prednáška Češi a jejich sousedé: vzájemný pohled lidí z pěti středoevropských zemí (Presentation: Czechs and their neighbours:Mutual insight people from five middle European countries)	Mgr. Magda Petrjánošová, PhD.	Mgr. Sylvie Graf, Ph.D., doc. PhDr. Martina Hřebíčková, DSc., Mgr. et Mgr. Alicja Leix, Ph.D.	P	Vydavatelstvo Academia, Brno Publishing house Academia Brno, Czech Republic	6.11.2015
Vzdelávacia oblasť Jazyk a komunikácia (Educational sphere: Language and Communication, Center for methods and education)	doc. PhDr. Oľga Zápotočná, CSc.	Petrová, Z.	P	MPC, 2015, http://www.mpc-edu.sk/library/files/	30.9.2015
At the 2015 European Researchers' Night (September 25) we presented the Institute's activities under the title "Komunikácia a inovatívne vzdelávanie bez bariér" (Communication and innovative education without barriers). We organized interactive workshops focusing on: (1) multiculturalism and tolerance, (2) the presentation of the new State Educational Programme for Pre-Primary Education. The workshops were attended by several kindergarten and school-classes and by hundreds of individual children and parents	Mgr. Barbara Láštiová, PhD.	Oľga Zápotočná, Ivan Lukšík, Jana Fúsková, Lucia Hargašová, Romana Medveďová, Kamila Urban, Pupala, B., Kaščák, O	P	Researchers Night – Slovakia V- klub Bratislava	25.9.2015

R = Radio, TV=Television, P=Presentation, PC= Press Conference, PR= Paper

2.7.2. Table of outreach activities according to institute annual reports

Outreach activities	2012	2013	2014	2015	total
Articles in press media/internet popularising results of science, in particular those achieved by the Institute	14	1	6	9	30
Appearances in telecommunication media popularising results of science, in particular those achieved by the Institute	13	10	8	6	37
Public popularisation lectures	6	2	2	8	18

- **Supplementary information and/or comments on popularisation activities, max. 300 words**

We regularly organize press conferences on research outputs and experts from the Institute are actively sought by journalists to give their stance on various societal issues.

Since October 2015, the Institute has started a Facebook page, communicating the main research findings, events and outputs by our Institute, as well as by collaborating institutions from SAS.

In 2015, we started participating in the European Researcher's night that is an important popularization event.

2.8. Background and management. Human resources and implementation of recommendations from previous assessment

2.8.1. Summary table of personnel

Personnel	2012	2013	2014	2015
All personnel	19,0	18,0	17,0	17,0
Research employees from Tab. Research staff	12,0	13,0	13,0	13,0
FTE from Tab. Research staff	10,330	10,210	10,710	10,080
Average age of research employees with university degree	51,9	52,6	53,6	54,6

2.8.1.1. Professional qualification structure (as of 31.12. 2015) FEMALE

FEMALE	AGE								
Number of	< 30	31 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	> 65
DrSc. / prof.									1
II.a / Assoc. prof.				1				1	2
Other researchers PhD./CSc.			1						
doc. / Assoc. prof.							1		

2.8.1.2. Professional qualification structure (as of 31.12. 2015) MALE

MALE	AGE								
Number of	< 30	31 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	> 65
DrSc. / prof.						2	1		
II.a / Assoc. prof.						1			
Other researchers PhD./CSc.									
doc. / Assoc. prof.			1					1	

2.8.2. Postdoctoral and mobility scheme

2.8.2.1. Postdoctoral positions supported by national and international resources

2.8.2.2. Postdoctoral positions supported by external funding

2.8.2.3. SAS stipends and SASPRO stipends

1 application for SASPRO – failed

1 application for SAS stipend - failed

2.8.2.4. Internal funding - the Slovak Academy of Sciences Supporting Fund of Stefan Schwarz

Magda Petrjánošová, PhD. 1.5.2011 – 30.4.2015

2.8.3. Important research infrastructure (max. 2 pages)

Due to the nature of the research in our research areas there are no research laboratories required. Actually, our research laboratory is the real world with its legal, normative, cultural, institutional and discursive textures.

Densy spaces for the Institute in the outdated building were increased this year. The new premises need further investments, requiring financial resources currently unavailable.

For quantitative as well as qualitative analyses of empirical data we operate legal copies of special software SPSS and Atlas-ti.

2.8.4. Description of how the results and suggestions of the previous assessment were taken into account

Previous assessments brought two recommendations:

1. The production of the Institute exceeds the “academic average” and therefore it is necessary to focus on keeping existing productivity
2. The personnel of the Institute is – according to the structure of the projects – significantly sub-standard. I would be needed to either consider a reduction of research programs or to increase research capacity.

Concerning the first recommendation there is hard to say anything – we still keep our eye on our productivity.

Concerning the second recommendation, both ways were implemented. On the one hand, in order to increase synergy among diverse research orientations, we redesigned the research programs into 3 clear perspectives (society, individual, education/development) with specific 9 varying areas. On the other hand, thanks to the post-doctoral programme, we were able to extend the research capacity by involvement of some of the PhD. students’ capacity. We are aware of the fact, that the complexity of our research programme still exceeds current human resources available in the Institute, but the changes being introduced after last assessment have generally a highly positive effect on the integration of scientific knowledge and effectivity of particular teams.

Moreover, an important dimension of our “small” research institution is intensive research-and-teaching cooperation with several external university-institutions that helps to compensate for the limited resources “in-house”.

- **Supplementary information and/or comments on management, research infrastructure, and trends in personnel development**

Due to cuts in State Budget with direct consequences for our salary-budget (centrally for the Academy of Sciences), it was necessary to reduce the number of researchers by one person (from 2014)

Currently we are handling strategic steps to (1) increase the share of young researchers (post-doc) and (2) to strengthen support positions (financial management). Both should come to operation by the end of 2016.

3. Research strategy and future development of the institute for the next five years (2016-2020) (Recommended 3 pages, max. 5 pages)

3.1. Present state of the art in both the national and the international contexts

3.2. Research strategy of the institute in the national and the international contexts, objectives and methods

3.1 and 3.2 are presented jointly for each research area!

The research strategy of the Institute is constructed on following pillars:

1. gaining **knowledge** on
2. **unknown phenomena of the individuals and societies** in the processes of their
3. **communication and interaction**, reflecting their involvement in
4. **important and/or urgent societal challenges and problems**; thus
5. **enable positive solutions**.

For the upcoming period we see good reasons to continue in the majority of the research areas covered thus far. Due to the limited personnel capacity, the research teams are intertwined and a strong synergy effect is being produced both during the research, as well as in the output area.

1.a: Democracy, Participation, and Inclusion

State of the Art

Direct and indirect interventions for reducing intergroup prejudice

Direct and indirect interpersonal contact has proven to be an effective tool for reducing intergroup prejudice (Allport, 1954; Pettigrew & Tropp, 2006; Wright et al, 1997, Miles & Crisp, 2014; Vezzali et al, 2015). Although contact interventions have also been successful in high-prejudice societal contexts (e.g. West et al, 2015), designing an intervention that would overcome strong intergroup boundaries between the non-Roma and Roma in Slovakia (Vašečka, 2002; European Commission, 2015) will present a challenge. Research on direct contact with members of other national groups shows that negative contact with outgroup members is more influential in shaping outgroup attitudes than positive contact, especially where the negativity is reported around the contact person rather than the contact situation (Graf et al, 2014). The frequency and quality of previous direct contact is therefore an important variable that should be taken into account when measuring the effect of interventions aimed at reducing anti-Roma prejudice in Slovakia.

School inclusion - Psychological determinants of activity and participation of children and adolescents with disabilities

The history of the inclusion of people with disabilities has gone from segregation to integration to the present inclusive trend. The education of children with disabilities in mainstream schools is a significant element in the creation of an inclusive society in which heterogeneity is taken as the norm (Soresi, Nota, 2004; Zászkaliczky, 2010). In Slovakia school integration has been evolving since the 1990s. At present a transition from integration to inclusion is currently taking place and the limitations placed on participation is one of the main themes of inclusive education (Lechta, 2010). Negative attitudes to people with disabilities (Badia et al., 2011), insufficient social interaction (Lamoureux et al., 2004) and social norms (Badley, 2008) may act as barriers to participation and to the inclusion of individuals with disabilities.

Research Prospects

Developing interventions for reducing anti-Roma prejudice in Slovak schools

The main objective of two ongoing national projects (VEGA 2015-2017, APVV 2015-2019) is to conduct randomized control trials under the field conditions to test the effectiveness of prejudice reducing interventions based on direct and indirect contact. While Slovak academic researchers have so far focused predominantly on measuring the content and strength of endorsements of particular stereotypes and prejudiced views without trying to change them in the field, the prejudice reduction interventions have mainly been carried out by NGOs without systematic and rigorous

assessment of the effectiveness of these interventions. Our ongoing projects aim to bridge this gap.

Psychological determinants of participation of children and adolescents with disabilities educated in integrated/inclusive education settings

The aim of a further project is to research the psychological determinants of activity and participation in various life situations encountered by children and adolescents with disabilities educated in integrated/inclusive settings compared to those affecting children and adolescents educated in special schools. It will concentrate on the barriers against and facilitators of participation from the perspective of the individuals with disabilities themselves and persons from their immediate social environment (family, carers, classmates, teachers). The research will be conducted using the conceptual framework of the International Classification of Functioning, Disability and Health: Children & Youth (ICF-CY) (WHO, 2007) and a biopsychosocial approach which emphasizes the full inclusion of the individual in society, and activity and participation as important components of the functional capacity of the individual. As the theoretical background is not explicitly defined in the ICF-CY, one of the aims will be to compound the concepts as new constructs in the psychology of people with disabilities.

1.b. Norms

State of the art

The Second Demographic Transition (SDT) is currently having a significant impact on the forms and motivations of parenthood and various barriers such as (Lesthaeghe, 2010) the increasing age at marriage, divorce rates, cohabitation, parenthood among cohabitants, individual autonomy, self-actualization, symmetry in family roles, and, at the same time, the decrease in the number of marriages, repeat marriages, fertility, social cohesion and recognition of authority. Sobotka and Toulemon (2008) report that cohabitation, “living apart together” partnerships, same-sex partnerships, single-parent families and single living are all alternatives to traditional matrimony and the family is becoming increasingly important. In Slovakia there has been a three-fold increase of cohabiting couples between 2001 and 2011 (Šprocha, Vaňo, Bleha, 2014). The number of children born outside marriage has also increased: in 2014 it was 39% (compared to 18% in 2000); nonetheless, this is lower than in the majority of EU countries (Šprocha, Vaňo, 2014). Current theories attempting to explain changes in reproductive behaviour in European and North American populations can be divided into normative theories, theories that stress a shift in values and preferences, rational choice theories, and theories on changes in structural conditions (Šprocha, Potančoková, 2010).

Research prospects

A VEGA grant application has been submitted (for research to be conducted from January 2017 to December 2020) on *Twenty-first century traditional and alternative parenthoods: motivations, dilemmas, and consequences*. There has been a shift from the concept of social norms to the concept of social representations of traditional and alternative forms of parenthood in relation to how individuals cope with parenthood and the quality of life. The project aims to ascertain the motivations behind parenthood, the barriers people face, levels of satisfaction with parenthood and identify strategies for coping and achieving quality of life.

1.c: New media and civic participation - in marginalized groups

State of the Art

The technologization of everyday life means that civic participation issues cannot simply be explored in face-to-face contexts or in relation to the mass media influence. It is assumed that the new media (Facebook, Twitter, etc.) have a positive influence on democracy, mainly due to their interactivity, multidirectional information flows and network structures, and the broader potential for gathering information and taking action. These should facilitate public engagement by NGOs (cf. Pickerill, 2003) and participation by citizens for whom traditional methods of participation may be problematic. Yet to use the new media, people need to have access to it (digital inequality, Rifkin, 2000) and special skills (digital literacy, Velšic, 2014). Research in Slovakia has confirmed digital inequality (among older people and those on limited incomes) in new media use and mastery (Velšic, 2014). As the new media are becoming increasingly important in daily life, there is a risk of further marginalization among different groups.

Research Prospects

New media and civic participation among marginalized groups will be investigated in a national

VEGA grant agency project (duration 2016-2019). The project will look at civically active and non-active individuals, focusing on groups that generally participate less, such as 1) youth and young adults (15-25); 2) socially excluded youth; and 3) seniors (over 60). Using a predominantly qualitative approach, the main objectives of the project are: (1) To analyse in detail the current situation regarding online civic participation in Slovakia from the viewpoint of individual actors. (2) Once differences in average participation rates and in successful and unsuccessful strategies for using the new media have been identified among the groups, to suggest recommendations on how to improve the new media potential to encourage the participation of all groups wishing to participate without creating new or recreating old marginalizations.

1. d: Society and Technologies

State of the Art

The critical approach to scientific and technological advancement was introduced in the late 1950s by P.C. Snow in his “Two Cultures” essay, followed by Thomas Kuhn’s revisiting of the causality of scientific revolutions and then Konrad Lorenz’s scepticism about whether the human soul is able to cope with the expansion of the human spirit (Lorenz, 1983). The current stream of critical thinking is, however, developing within a different epoch. On the one hand, in the globalized era the demand for technological advancement has acquired a substantially more powerful momentum, and on the other hand institutional platforms have been established to perform systematic research into the problems and challenges of collaboration between science, technology development and society. The first of these was the Science, Technology and Society program founded at MIT in the 1970s. Different theoretical approaches were used to operationalize the interaction between objects, knowledge, instruments, people, norms, values and ethics (Latour, 1992, Jelsma, 2006). Currently efforts are being centralised, including at the European Commission level, e.g. to stimulate research on the interface between the technical and social sciences and the humanities (SSH) in the area of energy (Euroatom; see PLATENSO) and to launch a dialogue with the citizens of Europe on their future needs that will inform the research focus of Horizon 2020 (see CIMULACT). One of the most urgent stimuli for developing a close dialogue between science/technology and SSH comes from the rapid development of nano/bio/info/cogno (NBIC) that raises ethical and legal questions, and the most fundamental unresolved philosophical questions on the future of humankind (transhumanism) in the face of human enhancement efforts.

Research Prospects

Upcoming research efforts in this area will focus on ongoing projects on societal thinking on NBIC technologies, and citizen participation in designing research proposals as part of Horizon 2020. Work will focus on the network of social science and humanities researchers identified with cultivating a Society and Technology dialogue – both in Slovakia and the EU generally. A research proposal will be drawn up for a project addressing the potential to implement a “paradigmatic shift” in the role of SSH. The main aim of the project will be to explore in detail the actor-reactor divide concerning development and innovations between science-and-technology (a majority actor), on the one hand and SSH (a majority reactor), on the other. In an era of NBIC development will ethics and values still simply respond to technological progress? Or are there sufficiently good reasons to reverse this determinism?

2. a: discontinued

2. b: Sexuality, Health, and Reproduction

State of the Art

Human sexuality is now a genuinely transdisciplinary area. Originally introduced into science via medicine (von Kraft-Ebbing, 1886), the health aspects of sexuality remain important. However, in recent decades sexuality has acquired importance in terms of human rights and hence the sociological and political dimensions have also become important. The postmodern era has led to the technologization, commodification, medicalization and destabilization of sexuality and has introduced uncertainty. These processes are intermingled with the extensive transformation of intimacy (Plummer, 2003) and lifestyles (Maffesoli, 1993, 2004) as well as rules and norms. Following the “decoupling” of sex and reproduction as a result of the mass distribution of contraception and the central importance of this issue in female emancipation, we are facing a comprehensive paradigm change in this area. Currently, health issues and the postponement of the age of reproduction mean that the opposite is occurring. The ability to conceive and give birth

is taking over from emancipation as the most important value in the arena of sexuality. Thus, policies around sexuality may become confused and counterproductive – the conservative-liberal divide being insufficient to translate the multidimensional conflict between values, interests and regulations in the post-secular era with its globalization, digitalization and acceleration of the emerging new forms of expression in sexuality.

Research Prospects

Research in this area will focus on the concept of boundaries in relation to the multiple forms of sexuality expression. Research in the previous period (Krahé et al, 2015) showed that there is a high prevalence of sexual violence/aggression among young people and a gender-imbalance affecting the dissolution of boundaries between wanted and unwanted sex (Bianchi, 2015), which may result in significant health problems. The boundary/border issue will be subjected to further, more complex analysis, seeking out transgressions in the ethics-and-policy context of sexuality, and also taking account of the “liminality hotspot” approach. The research focus will thus move from individual to group-and-societal discourses on sex, pleasure, identity, reproduction, lifestyle and politics with the aim of assessing the triggers that increase the risks presented by sexuality and to identify predictors of healthy sexual lifestyle alternatives.

2. c. Meaning in Human Life

State of the Art

The art of living has once again gained importance in philosophy as the work of P. Hadot, M. Nussbaum and W. Schmidt has shown. Hadot and Foucault were of the opinion that Western philosophy represented the original way of life. They made reference to Socrates’ teachings about the soul, Plato’s belief that philosophy is about practising dying and Aristotle’s thorough analysis of thinking as well as, and primarily, the teachings of Epicurus and the Stoics. Classical philosophy was first and foremost about healing, and the goals were to calm the mind (*ata-raxi-a*), attain self-sufficiency (*au-tar-kei-a*), an affinity with the organic whole (*sympa-theia*) and the welfare of the soul or happiness (*eu-daimo-ni-a*). Over time, philosophy lost these basic principles, but it has now returned to its original goals.

The idea of philosophical practice receives minimal attention from philosophers in Slovakia. Today philosophical counselling is a booming prospective area internationally, while it remains in its infancy in Slovakia. We should have some kind of standpoint on this, since the area of applied philosophy usually known as “philosophical practice” or “philosophical counselling” has been taking shape since as early as the mid-1980s. (G. B. Achenbach).

Research Prospects

The team of researchers have already undertaken four VEGA research projects to develop philosophical counselling since 2006. The “Problem of the Art of Living in the Context of Philosophical Counseling” (Šulavíková, B., Višňovský, E., Čikel, M.) constitutes a theoretical analysis of the problem of the art of living and the closely-related concept of philosophical counselling. The focus is on ‘how should we live?’ and ‘what gives life value?’. The research will look primarily at current interpretations of approaches to human life and the search for a model of the good life. The problem of the art of living has not been sufficiently developed within Slovak academic writing and the topic has received little attention to date. The research team will analyse this issue within the context of philosophical counselling, where issues associated with the art of living play a crucial role. The research will also focus on the concept of a “philosophy for life”, which has an important role to play in people’s lives.

3 a: Education form macro perspective: Contemporary school policies and administrative governance in education + 3 b: Literacy, Cognition and Metacognition

State of the Art

The main starting point and unifying framework of research conducted in this area is the critical analysis of the neoliberal education discourse established within the current education sphere, which highlights how the school sector has been penetrated by neoliberal ideology across cultures and at all levels of education governance. Under the influence of this ideology, accountability, standardized outcomes and continual quality assessment have come to the fore. The critical analyses have revealed the way in which neoliberalism is changing the ontology of the subject of education, be that in the image of a person undergoing life-long education or the competent “superchild” that overlaps with the profile of the new-era labour market leaders. They show that the neoliberal ontology of the entrepreneurial subject is now contained within everyday pedagogical

discourse and dominates the political and specialist strategy for school sector reforms today. The research undertaken on schools from this perspective enables us to gain a fuller understanding of how and why schools are becoming hostage to the economic relations of a neoliberal society and the kind of risks that are involved in harnessing education reforms to these kinds of political calculation (Kaščák, Pupala, 2012).

Research into the developmental precursors of metacognition is based on the pioneering work of J. H. Flavell, A.S. Palincsar and A.L. Brown from the late 1970s/early 1980s. Classical theories of cognitive development, particularly those of L.S. Vygotsky and J. Piaget, have exerted an important influence on the unresolved issue of the metacognitive regulation of cognition generally (see Braten, 1991). Current research interests surrounding metacognition have shifted to the younger age categories and are investigated in relation to the theory of mind (Lockl, Schneider, 2007; Feurer et al., 2015), schema theory (McVee et al., 2005), in the context of the metacognition model developed by Nelson and Naren (1994; in Urban, 2016), and so on. Our monograph (Zápotočná, 2013) analysed these issues in detail, and they are currently the subject of research undertaken as part of a PhD thesis by K. Urban (Urban, 2016) looking at metacognitive monitoring of cognitive problem-solving in preschool children. The issue of metacognitive strategies has gained prominence in relation to research on information-processing strategies, in contrasting “old” and “new” literacies (Zápotočná, 2015a) and the social and experiential regulation of cognitive activities (Zápotočná, 2015b).

Research Prospects

3 a + b: Macro and micro perspectives on education

The aims of the research projects carried out in the two streams of education research will continue to respond to shifts in pre-primary education, analysing the causes and genesis of the changes and comparing them with curricular developments in Slovakia. The contribution this research will make is the methodological elaboration of research on creating curricula via a cross-cultural analysis of the strategies used in planning, proposing and creating national curricula in selected countries. To this end, focus group research will be carried out with experts in selected countries with responsibility for drawing up curricula, which will provide a specific image of curriculum planning in those countries. This type of analysis is not commonplace across the world and the creation of national curricula often occurs on a “black-box basis”, with the academic community lacking sufficient information.

The research will also involve the theoretical and empirical analysis of two concepts that are becoming crucial in resolving key problems in education today - *literacy*, the analysis of which will allow for greater consideration of the causes, mechanisms and cultural and education stereotypes that help reproduce social exclusion directly within education, and also indicate any potential solutions; and *inclusive education*, where the research will explore current forms of this kind of education in Slovak schooling and analyse the tensions between political declarations of inclusion and actual practice with the aim of identifying the factors that determine the extent to which education is proinclusive.

The empirical studies planned as part of this research programme will also focus on preschool education – monitoring the long-term effect of new education programmes and conducting intercultural comparisons (thus far predominantly by examining documents). Apart from the case studies of exemplary practice in developing literacy in schools with a high proportion of socially and economically disadvantaged students, this will also involve an ethnographic survey of activities undertaken as part of ECEC (Early Childhood Education and Care) programmes in some developing countries (India, Kenya; responsibility: B. Pupala).

References by areas of research:

- Allport, G. W. (1954/1979). *The nature of prejudice, 25th anniversary edition*. New York: Basic Books.
- European Commission (2015). Special Eurobarometer. *Discrimination in the EU in 2015*. Retrieved from <http://dx.doi.org/10.2838/325154>
- Graf, S., Paolini, S., & Rubin, M. (2014). Negative intergroup contact is more influential, but positive intergroup contact is more common: Assessing contact prominence and contact prevalence in five Central European countries. *European Journal of Social Psychology*, 44, 536-547.
- Miles, E., & Crisp, R. (2014). A meta-analytic test of the imagined contact. *Group Processes Intergroup Relations*, 17(3), 3-26.
- Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90, 751-83.
- Vašečka, M. (2002). Vzťah majority k Rómom. [Relations between the majority and the Roma]. In M. Vašečka (Ed.) *Čačipen pal o Roma. Súhrnná správa o Rómoch na Slovensku* (pp. 335-351). Bratislava: IVO.

Vezzali, L., Stathi, S., Giovannini, D. Capozza, D., & Trifiletti, E. (2015). The greatest magic of Harry Potter: Reducing prejudice. *Journal of Applied Social Psychology*, 45, 105-121.

West, K., Husnu, S., & Lipps, G. (2015). Imagined contact works in high-prejudice contexts: Investigating imagined contact's effects on anti-gay prejudice in Cyprus and Jamaica. *Sexuality Research and Social Policy*, 12, 60-69.

Wright, S.C., Aron, A., McLaughlin-Volpe, T. & Ropp, S.A. (1997). The extended contact effect: Knowledge of cross-group friendships and prejudice. *Journal of Personality and Social Psychology*, 73, 73-90.

Badia M., Orgaz B.M., Verdugo M A., Ullan A.M., & Martinez M.M. (2011). Personal factors and perceived barriers to participation in leisure activities for young and adults with developmental disabilities. *Research in Developmental Disabilities*, 32, 2055-2063.

Badley E.M. (2008). Enhancing the conceptual clarity of the activity and participation components of the International Classification of Functioning, Disability, and Health. *Social Science & Medicine*, 66, 2335-2345.

Lamoureux E.L., Hassell J.B., Keeffe J.E. (2004). The determinants of participation in activities of daily living in people with impaired vision. *American Journal of Ophthalmology*, 137, 265-270.

Lechta V. (2010). Inkluzivní pedagogika - základní vymezení. In V. Lechta (Ed.). *Základy inkluzivní pedagogiky: dítě s postižením, narušením a ohrožením ve škole*. Praha: Portál, 20-41.

Soresi S., & Nota L. (2004). School inclusion. In Rondal J.A., Hodapp R.M., Soresi S., Dykens E.M., Nota L. *Intellectual disabilities. Genetics, behaviour and inclusion*. London: Whurr Publishers, 159-172.

Záskaliczky P. (2010). Proměny paradigmatu - od segregace k inkluzi. In V. Lechta (ed.). *Základy inkluzivní pedagogiky: dítě s postižením, narušením a ohrožením ve škole*. Praha: Portál, s. 42-55.

Lesthaeghe, R. (2010). The Unfolding Story of the Second Demographic Transition. Research Report 10-696, Population Studies Center, University of Michigan, January 2010.

Šprocha, B., Potančoková, M. (2010). *Vzdelanie ako diferenčný faktor reprodukčného správania*. Bratislava: Infostat.

Šprocha, B., Vaňo, B., Bleha, B. (2014). Prognóza vývoja rodín a domácností na Slovensku do roku 2030. Prognostický ústav SAV, Inštitút informatiky a štatistiky, Katedra humánnej geografie a demografie Prírodovedeckej fakulty Univerzity Komenského.

Šprocha, B., Vaňo, B. (Eds.). (2014). *Populačný vývoj v Slovenskej republike*. Bratislava: Infostat.

Sobotka, T., Toulemon, L. (2008). Changing Family and Partnership Behaviour: Common Trends and Persistent Diversity Across Europe. *Demographic Research*, 19, 6, 85-138.

PETRJÁNOŠOVÁ, M. (2014). New media and civic participation in Central Eastern Europe : introductory. In *Human Affairs: Postdisciplinary Humanities and Social Sciences Quarterly*, 2014, no. 4, p. 399-405.

PICKERILL, J. (2003). *Cyberprotest. Environmental activism online*. Manchester University Press: Manchester and NY.

RIFKIN, J. (2000). *Access. Das Verschwinden des Eigentums*. Frankfurt/Main: Campus.

VELŠIC, M. (2014). *Digitálna priepasť v generáčnej optike*. Inštitút pre verejné otázky: Bratislava.

BIANCHI, Gabriel. "Případ sex": problém s hranicou medzi chceným a nechceným a načo sú dobré normy ["The case of sex": The problem of the border between wanted and unwanted, and what are norms good for]. In *Dynamika a prekračovanie noriem v spoločnosti*. - Bratislava : Ústav výskumu sociálnej komunikácie SAV, 2015, s. 65-88. ISBN 978-80-970234-6-1. Projekt VEGA č. 2/0015/12.

KRAHÉ, Barbara - BERGER, Anja - VANWESENBEECK, I. - BIANCHI, Gabriel et al.. 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. (1.784 - IF2014). (2015 - Current Contents). ISSN 1369-1058. Dostupné na internete: <<http://dx.doi.org/10.1080/13691058.2014.989265>>. T

Maffesoli, Michel. *The Shadow of Dionysus. A Contribution to the sociology of orgy*. Albany: State University of New York. 1993.

Maffesoli, Michel. *Le rythme de vie - Variation sur l'imaginaire post-moderne* [The Rythm of Life]. Paris, Ed. Table Ronde, Collection Contretemps. 2004

Plummer, K.(2003) *Intimate Citizenship*. Seattle and London: University of Washington Press.

Vattimo, G. (2002). *After Christianity*. New York: Columbia University Press.

von Kraft-Ebbing, R. (1886) *Psychopathia Sexualis. Eine Klinisch-Forensische Studie*. Stuttgart, Verlag von Ferdinand Enke.

J. Jelsma: „Designing „Moralized” Products: Theory and Practice” In P. P. Verbeek A. Slob (eds.), *User Behavior and Technology Development: Shaping Sustainable Relations between Consumers and Technologies*. Dordrecht, Springer, 2006.

Latour, Bruno (1992), "Where are the missing masses? The sociology of a few mundane artifacts", in Bijker, Wiebe E.; Law, John, *Shaping technology/building society: studies in sociotechnical change*, Cambridge, Massachusetts: MIT Press, pp. 225-258

Lorenz, K. The Waning of Humaneness (1987) (Der Abbau des Menschlichen, 1983)

ACHENBACH, G. B.: Zur Weisheit der Philosophischen Praxis. Vortrag zur Eröffnung der "Thind International Conference on Philosophical Practice" 22. - 25. Juli 1997 in New York 1997.

DAVIDSON, A. I.: Introduction: Pierre Hadot and the Spiritual Phenomenon of Ancient Philosophy. Oxford: 1995.

DOHMEN, J.: Philosophers on the 'Art-of-Living.' *Journal of Happiness Studies* 4: 351-371, 2003.

LACHS, J.: A Community of Individuals. New York and London: Routledge, 2003.

Kaščák, O., Pupala, B. 2012. Škola zlatých golierov. Vzdelávanie v ére neoliberalizmu. Praha: Sociologické nakladatelství (SLON), 208 s. ISBN: 978-80-7419-113-8

Neoliberalism, Pedagogy and the Curriculum: A global perspective I. Special Issue of *Journal of Pedagogy*, 3 (2) 2012.

Neoliberalism, Pedagogy and the Curriculum: A global perspective II. Special Issue of Journal of Pedagogy, 4 (1) 2013. Critical issues in contemporary education. Special Issue of Human Affairs: *Postdisciplinary Humanities and Social Sciences Quarterly*, 22 (1), 2012.

Braten, I. 1991/a. Vygotsky as precursor to metacognitive theory: I. The concept of metacognition and its roots. In *Scandinavian Journal of Educational Research*, 35 (3), s. 179-192.

Feurer, E., Sassu, R., Cimeli, P., Roebbers, C.B. 2015. Development of Meta-Representations: Procedural Metacognition and the Relationship to Theory of Mind. In *Journal of Educational and Developmental Psychology*, 5 (1), p. 6-18. <http://dx.doi.org/10.5539/jedp.v5n1p6>

Lockl, K., Schneider, W. 2007. Knowledge about the mind: Links between theory of mind and later metamemory. In *Child Development*, 78 (1), s. 148-167.

McVee, M.B., Dunsmore, K., Gavelek, J.R. 2005. Schema theory revisited. In *Review of Educational Research*, 75 (4), s. 531-566.

Urban, K. 2016. Metakognitívne procesy pri riešení kognitívnych úloh detí predškolského veku. Projekt dizertačnej práce. Trnava: PdF TU, 39 s. (nepubl.).

Zápotočná, O. 2015a. Reading literacy in the age of digital technologies. *Human Affairs*, 2016, vol. 26, no. 3 (in press).

Zápotočná, O. 2015b. Specifické poruchy učení. In V. Lechta a kol.: *Základy inkluzivní pedagogiky*. Praha: Portál, 2. prepracované vydanie (v tlači).

Project proposals submitted to 7RP or H2020	2012	2013	2014	2015
Institute as coordinator				
Institute as participant				1

H2020 (2015):

A project proposal for the call Promoting Gender Equality in research and Innovation H2020-GERI-2015-1 , topic2: Support to Research organizations to implement gender equality plans GERI-4-2015 was submitted. COORDINATOR: Universitas de Las Palmas, Gran Canaria. PARTICIPANT – Slovak Academy of Sciences (D. Galik, G. Bianchi).

Project was not financed, but a promising international partnership was started and project may be re-submitted.

Submissions to other international schemes:

DG JUSTICE EC (2015):

A project proposal for the call DG JUSTICE (JUST/2014/Action Grants) in international cooperation was submitted:

- Department of Social Psychology (Dr. Anna Kende), ELTE, Budapest Hungary
- Institute for Research in Social Communication SAS (dr.Lášticová, B., Mgr. Hargašová, L., prof. PhDr. Lukšík, I.)

Project was not financed, but a promising international partnership was started.

4. Other information relevant for the assessment