

Topics for dissertations for admission process with beginning of study in academic year 2025/2026

doc. PhDr. Gabriel Bianchi, PhD.

- Extimacy and liminality within healthy intimacy development

Mgr. Barbara Lášticová, PhD.

- Constructing intergroup solidarity in public discourse

doc. Mgr. Miroslav Popper, PhD.

- Resiliency and well-being of single parent families in Slovakia

Mgr. Kamila Urban, PhD.

- Development of Metacognition in Complex Problem-Solving Using Generative Artificial Intelligence
- Metacognitive Strategy Instruction for Fostering Complex Problem-Solving

Topic	Extimacy and liminality within healthy intimacy development
Supervisor	doc. PhDr. Gabriel Bianchi, PhD. (bianchi@savba.sk)
Form of study	internal
Language	Slovak/English

Annotation:

The research project aims to explore the place and processes of extimation in the development of the subject's intimacy, in the context of its transformation and transmutation, as well as the general sexualization of public space.

Context: The exposure of intimacy and sexuality can be seen as a reflection of a rather strong attack on sexual norms in particular. The transgression of norms is often consensual, and thus a change or shift in social norms (determining sexual subjectivity) rather than just sporadic violations of sexual norms in the media. This statement resonates with the thesis on the need for intimate citizenship (Plummer, 2003), also with the call to understand the transmutation of intimacy (cf. Bianchi, 2010, 2020). However, it also points to the need for a broader discussion of what it means for a subject to be both intimate and public, as Georges Teyssot has recently pointed out (cf. Teyssot, 2010) in the context of the media. Teyssot develops the intimacy-extimation dualism originally proposed and developed by Jacques Lacan (Lacan, 1969, p. 179). Teyssot offers insight into the historical development of the division and later the convergence and fusion of the private and the public, which has resulted in their current apparent fusion through the Internet, where all media are present, and especially through social networking sites. Lacan's dialectic of intimacy and extimation has also been used in a modified way by Serge Tisseron (2002, 2011), who highlights two facts that are relevant to the discussion of media and intimacy: (1) the content of intimacy is not necessarily fully accessible even to the subject; the media can thus "feed" us an intimate topic and replace the content we do not know [in our subjectivity] with banal phrases. And (2) there is a subject's "controlled" opening up and testing of his/her intimate contents through a process of extimation - opening up and offering to other eyes or to the public, that is, a kind of "affirming/testing of the intimate through the 'other. 'The desire for extimation is inseparable from the desire to encounter and risk with the other." (Tisseron, 2011)

Objective: The aim of this dissertation is to explore the diverse constellations of subjective testing of intimacy through extimation, analyzing the risk, social skills and authentication of the subject in doing so; and the alternation of extimation towards different addressees and social environments. Identifying extimation as an indicator of the subject's psychological

maturity - willingness to take risks and ability to cope with risk while gaining support/affirmation of our intimate 'world'.

Method: A primarily qualitative approach is assumed, a narrative-phenomenological.

Téma	Constructing intergroup solidarity in public discourse
Supervisor	Mgr. Barbara Láštiová, PhD. (barbara.lasticova@savba.sk)
Consultant	Mgr. Xenia Daniela Poslon, PhD.
Form of study	internal
Language	Slovak/English

Annotation:

The aim of this dissertation is to explore how citizens perceive social norms communicated in political discourse in relation to solidarity with disadvantaged groups in society. The research will use qualitative approach, combining political discourse analysis and focus groups. The aim will be to identify key discursive resources shaping perceptions of solidarity, and also to explore whether and how participants reflect on the dynamics of social norms over time. The analysis of political discourse will focus on representations of refugees from Ukraine, Roma, or LGBTQ+ people in the discourses of public authorities, paying particular attention to critical events that have influenced these narratives. Focus groups will look at how individuals reflect political discourse in their constructions of disadvantaged groups and intergroup solidarity, taking into account individual factors such as the value orientations of participants. The thesis will be carried out within the project APVV 23-0119.

Téma	Resiliency and well-being of single parent families in Slovakia
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Supervisor	doc. Mgr. Miroslav Popper, PhD. (miroslav.popper@savba.sk)
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Form of study	internal
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Language	Slovak/English
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Annotation:

The aim of the dissertation will be to map and examine the living conditions of single-parent families in Slovakia. Single-parent families are at risks of inadequate resources (financial, material, time needed for family and household care and flexibility), poor employment (low income and precarious conditions) and insufficient policies (to ensure children's standard of living), which are interconnected. Qualitative in-depth interviews with single-parent mothers and fathers will focus on personal and family resilience strategies in various social and individual contexts. In addition to the empirical findings, recommendations will be developed for policy makers, non-governmental organizations, as well as single parents, in order to promote more ways of supporting this group of people.

Téma	Development of Metacognition in Complex Problem-Solving Using Generative Artificial Intelligence
Supervisor	Mgr. Kamila Urban, PhD. (kamila.urban@savba.sk)
Konzultant	PhDr. Marek Urban, PhD.
Form of study	internal
Language	Slovak/English

Annotation:

This PhD project explores how metacognitive strategy instruction, supported by large language models (LLMs) as adaptive tutors, can enhance complex problem-solving (CPS). By helping individuals become aware of and regulate their thinking processes, these AI-based tutors guide learners to reflect on their progress, adjust strategies, and strengthen essential metacognitive skills such as planning, monitoring, regulation and self-evaluation. Their personalized, real-time feedback aims to improve the transferability of metacognitive competencies across different tasks and domains. The anticipated outcomes include the development and evaluation of a metacognitive strategy intervention with LLM support, providing empirical insights into the impact of AI-driven tutoring on CPS. Additionally, the project will offer practical recommendations for educators and trainers seeking to integrate AI-based feedback into learning environments.

Téma	Metacognitive Strategy Instruction for Fostering Complex Problem-Solving
Supervisor	Mgr. Kamila Urban, PhD. (kamila.urban@savba.sk)
Form of study	internal
Language	Slovak/English

Annotation:

This PhD project explores the impact of metacognitive strategy instruction on enhancing individuals' abilities to solve complex problems, with a special focus on applications within health psychology. Complex problem-solving is a critical skill in both academic and real-world settings, necessitating not just domain-specific knowledge but also the ability to think critically, adapt, and apply strategic thought processes. Metacognition, the awareness and regulation of one's own cognitive processes, plays a pivotal role in learning and problem-solving. By fostering metacognitive skills, individuals can better manage their cognitive resources, monitor their understanding, and adjust their strategies in dynamic and complex situations. Expected contributions of this research include the development of a framework for metacognitive strategy instruction tailored to CPS, insights into the transferability of metacognitive skills, and practical guidelines for educators and trainers. Ultimately, this project seeks to enhance educational practices by integrating effective metacognitive instruction, thereby preparing individuals to tackle complex problems with greater skill and confidence.