

Habilitation Board Decision on the Nomination for Appointment to Associate Professor

Masaryk University	
Faculty	Faculty of Social Studies
Procedure field	Social Psychology
Applicant	Mgr. Lenka Dědková, Ph.D.
Applicant's home unit, institution	Interdisciplinary Research Team on Internet and Society, Faculty of Social Studies, Masaryk University
Habilitation thesis	Parenting practices in digital era

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prof. PhDr. Matúš Šucha, Ph.D., Faculty of Arts, Palacky University Olomouc

prof. Bieke Zaman, PhD, Institute for Media Studies, Faculty of Social Sciences, KU Leuven

Evaluation of the applicant's scholarly/artistic qualifications

Mgr. Lenka Dědková, Ph.D., has long been engaged in research on the psychological effects of internet use on children, adolescents, and parents. This thematic focus is consistently reflected in her research outcomes. The scope and quality of her scientific work, as evidenced by the number of publications in leading peer-reviewed journals, citation impact, and the breadth of her international collaborations, are outstanding.

Mgr. Lenka Dědková, Ph.D., has published a total of 39 research articles in journals indexed in the Web of Science (WoS). Of her ten most recent publications, nine are classified in the Q1/Q2 categories. Her work has received 569 citations in WoS, and her H-index is 12 (as of 23 January 2026). Her most cited publication, *"Bystanders' Support of Cyberbullied Schoolmates"* (Macháčková, H.; Dědková, L.; Ševčíková, A.; Černá, A., *Journal of Community & Applied Social Psychology*, 2013), has received 100 citations. She is also the co-author of two scholarly books that address the risks associated with internet use and cyberbullying, presenting these topics in an accessible manner to both professional and general audiences.

Her work provides valuable insights for both researchers and parents. Her research on digital parenting examines the broader impact of digital parenting practices on children's online behaviour. She has shown that although certain practices (e.g. the use of parenting apps and monitoring) are associated with higher parental perceptions of knowing what children do online, they are not linked to parents' actual knowledge of risky experiences

reported by children. This has important practical and methodological implications, as it highlights the limitations of using parental perceptions as a proxy for actual knowledge and suggests that some practices may create a false sense of safety. Furthermore, her research indicates that parental restrictions can increase adolescents' perceived online risk, potentially reducing their engagement in online activities; however, this effect may be problematic in the long term, as it can foster exaggerated fear without equipping children with effective coping strategies.

Mgr. Lenka Dědková, Ph.D., is fully integrated into the international research community. She has maintained long-term collaborations with colleagues from various regions worldwide. Her international visibility is further demonstrated by the fact that seven of her last ten publications were co-authored with international researchers, as well as by her participation in numerous invited lectures. Among these was an invited lecture at the 9th European Communication Conference in 2022, one of the most prestigious conferences of the European Communication Research and Education Association.

Mgr. Lenka Dědková, Ph.D., plays a key role in the development and professionalisation of the journal *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, where she has served since 2011 (as Editor Assistant, and since 2016 as Managing & Associate Editor). Her sustained efforts have been instrumental in the journal's inclusion in the Web of Science database, and it is currently ranked among Q1 journals. She consistently transfers the expertise gained in this role into her teaching activities and into the mentoring and development of early-career researchers.

She has also made a substantial contribution in terms of social relevance. She is the co-author of ten research reports focusing on internet use and its associated risks and benefits for the development and education of children and adolescents. These reports provide valuable insights into current research findings and serve as an important resource for professionals working with this population.

Mgr. Lenka Dědková, Ph.D., is a two-time recipient of the MUNI Scientist Award (2020, for the impact of her research within the EU Kids Online project, and 2023, for a book chapter published in the *Routledge International Handbook of Children, Adolescents and Media* and for a first-authored article in the Q1 journal *Information, Communication & Society*). In 2025, she was also included in the prestigious *Forbes Top Women in Science* ranking. These distinctions attest to the high quality, international recognition, and societal relevance of her scientific work.

Conclusion: The applicant's scholarly/artistic capabilities **meet** the requirements expected of applicants participating in a habilitation procedure in the field of Social Psychology.

Evaluation of the applicant's pedagogical experience

Mgr. Lenka Dědková, Ph.D., has more than ten years' experience in academic teaching, covering all essential areas, including preparing compulsory and elective courses, direct teaching and supervising theses. Thematically, her work relates to areas in which she has been involved through her research activities for a long time. Her teaching is based on current scientific knowledge and her own research findings.

Her teaching specialisation focuses primarily on internet psychology, research methodology, and academic writing. These topics are of fundamental importance, as through her teaching activities, she contributes to educating the next generation of researchers and improving their publishing skills. In this area, she effectively capitalises on her many years of editorial experience gained at the *Cyberpsychology* journal.

Mgr. Lenka Dědková, Ph.D. also contributes to the education of a junior researchers by supervising doctoral students. She has successfully guided one student through their doctoral studies and is currently supervising another.

Conclusion: The applicant's pedagogical capabilities **meet** the requirements expected of applicants participating in a habilitation procedure in the field of Social Psychology.

Habilitation thesis evaluation

The habilitation thesis consists of a collection of previously published articles. All reviewers consider it to be high quality and provide a comprehensive overview of the current state of research in the field. All reviewers agree that the thesis meets the requirements for a habilitation thesis.

Professor Veronika Kalmus evaluates the habilitation thesis as a set of high-quality, internationally peer-reviewed publications that demonstrate strong empirical scholarship and analytical skills, as well as making a substantial contribution to the field of research on digital parenting and parental mediation in social psychology. She highlights the clearly defined aims and their unequivocal achievement, as well as the meta-level conclusions that show the nuanced relationships between parenting practices, parental knowledge and adolescents' risky online activities. She also points to new avenues for future research. The only limitation noted is that the conceptual model developed in Study 1 focuses primarily on the effects of ICT on well-being, failing to disentangle parental mediation from other social factors. Further elaboration on digital parenting specifically could have strengthened the thesis even more.

Doc. Dr. phil. Christine Trültzsch-Wijnen, Mag. phil., considers habilitation thesis to be an important and internationally recognised contribution to the field of research on parental mediation of children's media use. This is based on high-quality publications in highly ranked, peer-reviewed journals. She highlights the thesis's strong and well-integrated theoretical framework of digital parenting, its clearly defined aims, and the excellent linkage between theory and eight empirical studies addressing parental mediation strategies, risky online activities, and family-related factors. It would have been beneficial to discuss in more depth how the original theoretical model developed by Dědková, Macháčková and Šmahel could be further elaborated upon in order to approach parental mediation and the effects on family life.

Doc. Mgr. Kateřina Lukavská, Ph.D., evaluates the habilitation thesis as a high-quality, timely and well-grounded theoretical and methodological contribution to the study of digital socialisation and parental mediation. She highlights the coherence of the research aims and the strong empirical basis of the studies published in prestigious journals. She also acknowledges the important contribution of the work to our understanding of active parental mediation in digital contexts. She notes that some complex concepts, such as parenting and parental knowledge, are sometimes defined too narrowly to reflect their full theoretical scope.

Conclusion: The applicant's habilitation thesis **meets** the requirements expected of habilitation theses in the field of Social Psychology.

Secret ballot results

Number of board members	5
Number of votes cast	5
Number of votes in favour	5

Board decision

Based on the outcome of the secret vote and following an evaluation of the applicant's scholarly or artistic qualifications, pedagogical experience and habilitation thesis, the board hereby submits a proposal to the scientific board of the Faculty of Social Studies of Masaryk University to

appoint the applicant associate professor of Social Psychology.

Date 03. 02. 2026

prof. PhDr. Martin Vaculík, Ph.D.

