

Doc. RNDr. PhDr. Hana Voňková, Ph.D. et Ph.D.

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Scopus ID: 42262790700

Researcher ID (WoS): F-6421-2017

Main research interest

Methodology and statistics in the areas of education and health, comparative education

Education and Academic Qualification

2018 Doc. in *Educational Sciences* (an associate professor degree), Faculty of Education, Charles University, Prague, Czech Republic

2012 RNDr. in *Mathematics* (second postgraduate non-doctoral degree), Faculty of Mathematics and Physics, Charles University

2011 Ph.D. in *Econometrics* (second Ph.D.), Department of Econometrics and Operation Research, Tilburg University, **Netherlands**

2008 Ph.D. in *Educational Sciences* (first Ph.D.), Faculty of Education, Charles University

2006 PhDr. in *Educational Sciences* (first postgraduate non-doctoral degree), Faculty of Education, Charles University

2005 Mgr. in *Educational Science and Teaching Mathematics* (second master degree), Faculty of Education, Charles University

2003 Mgr. in *Mathematics and Mathematical Statistics* (first master degree), Faculty of Mathematics and Physics, Charles University

Main Employment

2010 – present Associate professor (2018–present), Assistant professor (2010– 2018)

Department of Education, Faculty of Education, Charles University

2010 – 2018 Researcher

Institute for Research and Development of Education, Faculty of Education, Charles University

2011 – 2015 Researcher

Department of Addictology, First Faculty of Medicine, Charles University and General Faculty Hospital in Prague

2006 – 2007 Research Assistant

Tilburg University, **The Netherlands**

2004 – 2006 Research Assistant

Department of Education, Faculty of Education, Charles University

Research Positions at Universities Abroad

2015 – present Affiliated researcher

Department of Education Reform, University of Arkansas, **USA**

Activity: the measurement and development of non-cognitive skills among children

2013 – present Fellow researcher

Center for Economic and Social Research, University of Southern California, Los Angeles, **USA**

Activity: 1 month stage each year (except Covid-period in 2020), analyzing subjective well-being measurements, designing vignettes for "experienced well-being" measurements

2010 – 2013 Visiting researcher

research institution RAND Corporation, Santa Monica, **USA**

Activity: 2 month stage each year, validating the anchoring vignette method, cooperation on project Measurement of International Differences in Well-Being

2006 – 2007 Research Assistant

Tilburg University, **The Netherlands**

Activity: programming the parameters estimation in censored regression model with fixed effects for R software

(International) Research Projects (selected)

2021 – 2023 Principal Investigator: *Heterogeneity in reporting behavior on surveys among different countries, schools and groups of students* (21-09064S), The Czech Science Foundation

2020 – 2022 Principal Investigator: *Analyzing the Determinants of Self-Reported English Language Knowledge and Motivation for English Language Learning in Czech Lower Secondary Students* (20-05484S), The Czech Science Foundation

2017 – 2019 Principal investigator: *Factors Influencing the ICT Skill Self-Assessments of Upper-Secondary School Students* (17-02993S), The Czech Science Foundation

2012 – 2018 Team member: *The Relationships Between Skills, Schooling and Labor Market Outcomes: A Longitudinal Study* (P402/12/G130), The Czech Science Foundation

1997 – 2018 Team member: *Health and Economic Status In Older Populations* (P01AG008291), National Institutes of Health, **USA**

2011 – 2016 Team member: *Measurement of International Differences in Well-Being* (1R01AG040716-01), National Institutes of Health, **USA**

2013 – 2015 Team member: *Randomized Prevention Trial of the Universal Drug Prevention Intervention Unplugged with Booster Sessions Targeted on Alcohol, Tobacco, and Marijuana* (GAČR 13-23290S), The Czech Science Foundation

2007 – 2010 Team member: *Pensions, Savings, and Retirement Decisions*, Netspar Theme Grant, **The Netherlands**

Activities in Research Associations and Boards

2021 – present Member of **Executive Board** of the *Czech Educational Research Association*

2020 – present Member of the *PhD. Study Board for English Language and Literature*, Faculty of Education, Charles University, Prague

2019 – present Member of the National Evaluation Panel *P407 Psychology, Education* of the Czech Science Foundation (the only institution in the Czech Republic that provides public funding exclusively for basic research projects)

since 2021: **Chairman** of the National Evaluation Panel *P407 Psychology, Education*

2018 – present Member of the *PhD. Study Board for Mathematics and Didactics of Mathematics*, Faculty of Education, Charles University, Prague

2018 – 2020 Member of the *Commission for Ethics in Research*, Faculty of Education, Charles University, Prague

2016 – present Member of Editorial Board, *Journal of the Czech Pedagogical Society*

2015 – present Member of The Character Assessment Initiative (Charassein) research group, University of Arkansas, **USA**

2015 – present **Founder** of *The Anchoring Center for Educational Measurement (AnCER)*, Faculty of Education, Charles University, Prague (research center focusing on educational research methodology and comparative education)

since 2020: **Director** of the Center, Officially established by the Dean of the Faculty of Education

2012 – present Member of the *Czech Educational Research Association*

Invited Key Speaker at International Scientific Meetings

2020 University: Department of Education Reform, The University of Arkansas, **USA**
Presentation: Identifying Culturally Preferred Response Patterns Using the Anchoring Vignette Method and the Overclaiming Technique

2019 University: Department of Educational Sciences, The Middle East Technical University, Ankara, Turkey

2017 Conference: Conference of Association for Educational Assessment – Europe: Assessment cultures in a globalized world
Presentation: Do we compare comparable? A potential solution with the anchoring vignette method

2015 University: Department of Education Reform, The University of Arkansas, **USA**
Presentation: Anchoring vignette method and (possibilities of) its use in educational research

2015 University: Tinbergen Institute, Erasmus University Rotterdam, **Netherlands**
Presentation: Testing the assumptions of the anchoring vignette method

2013 University: Center for Economic and Social Research, University of Southern California, **USA**
Presentation: Anchoring vignettes and response consistency

Reviewer for Impact Factor Journals

2014 – present Psychological Methods (IF 11.302, Q1)
Journal of Gerontology – Social Sciences (IF 4.077, Q1)
Journal of the Royal Statistical Society – Series A (IF 2.483, Q1)
Journal of the American Statistical Association (IF 5.033, Q1)
Health and Quality of Life Outcomes (IF 3.186, Q2)
Journal of Computer Assisted Learning (IF 3.862, Q1)
Empirical Economics (IF 1.713, Q3)
Sociological Methods & Research (IF 6.933, Q1)
Computer Assisted Language Learning (IF 4.789, Q1), Award: Top 100 Reviewers
Child Indicators Research (IF 2.420, Q1)
Journal of Cross-Cultural Psychology (IF 2.618, Q3)
Educational Measurement – Issues and Practice (IF 1.702, Q3)
Studies in Educational Evaluation (IF 1.953, Q3)

International Conferences (selected)

2021 Comparative and International Education Society (CIES) Conference: Social Responsibility within changing contexts, Seattle, USA, on-line
contribution: Investigating the differences in student reporting behavior across different world regions: A synthesis of different reporting behavior measures

2021 Bulgarian Comparative Education Society (BCES) Conference, Sofia, Bulgaria, on-line
three contributions: English as a Foreign Language and Motivation for Learning: A Comparative Perspective, Motivation of students for English as a Medium of Instruction (EMI) and Content and Language Integrated Learning (CLIL): Current Research Foci in Different Countries, Examining the differences in student self-assessment of their skills in English as a foreign language: A pilot study Comparing Male and Female Lower Secondary Students

2020 Comparative and International Education Society (CIES) Conference: Education Beyond the Human, Miami, USA, on-line
contribution: Gender differences in reporting behavior across different cultures: An analysis of PISA 2015 anchoring vignette data on motivation for learning

2019 European Conference on Educational Research (ECER) Conference, Hamburg, Germany
contribution: Enhancing the comparability of self-reported ICT knowledge among different groups of students using the overclaiming technique

2019 Bulgarian Comparative Education Society (BCES) Conference, Pomorie, Bulgaria
contribution: Examining the assessment of anchoring vignettes in different ICT competence domains: The results of a pilot study among upper-secondary students

2019 Comparative and International Education Society (CIES) Conference: “Education for Sustainability”, San Francisco, USA
contribution: Analyzing heterogeneity in students’ reporting behavior across cultures

2018 Frontiers in Educational Measurement Conference (FREMO), Oslo, Norway
contribution: Enhancing the comparability of self-reported knowledge using the overclaiming technique

2018 European Conference on Educational Research (ECER) 2018 – Inclusion and Exclusion, Resources for Educational Research?, Bolzano, Italy
contribution: Enhancing the Cross-Cultural Comparability of Self-Reports Using the Overclaiming Technique: An Analysis of Accuracy and Exaggeration in 64 Cultures

2017 Conference of Association for Educational Assessment – Europe: Assessment cultures in a globalised world, Prague, The Czech Republic
contribution: Do we compare comparable? A potential solution with the anchoring vignette method

2016 European Conference on Educational Research (ECER) 2016 – Leading Education: The Distinct Contributions of Educational Research and Researchers, Dublin
contribution: The influence of the selected school characteristics on teacher's classroom management in European countries: student's assessments and anchoring vignettes

2015 European Conference on Educational Research (ECER) 2015 – Education and Transition: Contributions from Educational Research, Budapest
contribution: International comparisons of student perceptions on teacher's classroom management: improving comparability with the anchoring vignettes method

- 2015 School Tracking: Diverse Mechanisms, Effects and Policy Responses, Prague, The Czech Republic
contribution: The (in) comparability of ICT knowledge and skill self-assessments among upper secondary school students: The use of the anchoring vignette method
- 2015 Comparative and International Education Society (CIES) 59th Annual Conference: Ubuntu! Imagining a Humanist Education Globally, Washington, USA
contribution: International comparisons of student perceptions on teacher's classroom management: improving comparability with the anchoring vignettes method
- 2014 European Society for Prevention Research (EUSPR) conference – Is an ounce of prevention still worth a pound of cure? The economics and value of prevention, Palma de Mallorca, Spain
contribution: Cannabis use in different risk groups of Czech adolescents: possibilities and limits of universal prevention intervention
- 2013 Congress of the European Society for Biomedical Research on Alcoholism (ESBRA), Varsava
contribution: Universal School-Based Prevention Intervention and Alcohol Use
- 2013 Measurement and Experimentation in the Social Sciences (MESS) workshop, Den Haag
contribution: Anchoring vignettes and response consistency
- 2013 International Association for the Evaluation of Educational Achievement (IEA) Conference, Singapore
contribution: Tracking Effects on Mathematics Achievement in the Czech Republic
- 2012 Measurement and Experimentation in the Social Sciences (MESS) workshop, Amsterdam
contribution: Are HWB Measures Practical and Does the Participant Burden Associated with Different Measures Justify One or Another Measure?
- 2011 European Society for Prevention Research (EUSPR) conference - Synergy in prevention and health promotion: individual, community, and environmental approaches, Lisbon
contribution: The Unplugged School-Based Preventive Intervention: Evaluation of its Effects on Cannabis Use in Czech Adolescents with Different Individual Profiles
- 2011 Innovations in Internet Interviewing, 5th CentERdata conference, Oisterwijk
contribution: Anchoring vignettes: response consistency and order effects
- 2010 Conference of the Royal Statistical Society - Anchoring Vignettes in Social Science Research, London, UK
contribution: Is the anchoring vignettes method sensitive to the domain and choice of the vignette
- 2010 Workshop on Comparative International Research Based on HRS, ELSA and SHARE, Santa Monica, USA
contribution: Is the anchoring vignettes method sensitive to the domain and choice of the vignette
- 2010 European Conference on Health Economics, Helsinki
contribution: Is the anchoring vignettes method sensitive to the domain and choice of the vignette
- 2009 Netspar Pension Day Conference, Gilze Rijen, The Netherlands
contribution: Do anchoring vignettes make self-assessments more comparable? Validating the anchoring vignettes method for different domains with different vignettes
- 2009 A teacher in post-socialist countries, Lodz, Poland
contribution: What is the relationship between the manipulative behavior of the teacher and his personal characteristics: empirical analysis
- 2009 Labour Force Participation and Well-being of the 50+ Population, Utrecht, The Netherlands
contribution: How sensitive are retirement decisions to financial incentives: a stated preference analysis

Pedagogical activities

2021 – present A **guarantor** of the bachelor's and master's programs in Educational Sciences, Faculty of Education, Charles University

2010 – present **Supervision of postdoc researchers, PhD candidates, and master and bachelor students**, Faculty of Education, Charles University

- Supervision of international postdoctoral researchers (graduates from King's College London)
- dr. Hasan Selcuk, project: The anchoring vignette method in educational research
- dr. Arash Shahriari-Rad, project: The anchoring vignette method in educational research

dr. Jo-Yu Lee, project: Measurement of non-cognitive skills among students: the use of the anchoring vignette method

- Mentor of beginning academic researchers
dr. Ondřej Papajoanu

- Supervision of Ph.D. candidates

dr. Jan Hrabák, thesis: The Anchoring Vignette Method and its use for increasing the comparability of self-assessments of ICT knowledge and skills

Mgr. et Mgr. Eva Vaňkátová, thesis: The phenomenon of school behavior and misbehavior from the lower secondary students' and teachers' perspective

Mgr. Kateřina Králová, thesis: Students' self-assessment of English as a foreign language skills

Angie Moore, M.A., thesis: Examining the impact of the perception of L1 and L2 English teachers on student motivation and anxiety in Czech secondary schools

Mgr. Irem Altinkalp, thesis: Every Child Deserves a Future: Understanding Syrian Refugee Children's Perceptions on Inclusive Education in Turkey

- Supervision of master theses - 26 defended master theses

- Supervision of bachelor theses - 2 defended bachelor theses

2010 – present **Teaching PhD and master's courses**, Faculty of Education, Charles University
A Methodology of Educational Research (for both PhD and master students)
Evaluation in Education
The Development and Use of Achievement Tests
General Education and Didactics
Logic for Students of Social Sciences

2008 – 2011 **Teaching master's courses**, Tilburg University, **The Netherlands**
Mathematics I (in English)
Quantitative Methods II (in English)
Orientatie Econometrie (in Dutch)

2003 – 2006 **Teaching bachelor's and master's courses**, Faculty of Education, Charles University
Methodology of Educational Research
Mathematics for Chemistry Student Teachers
General Education and History of Educational Sciences

Selected Publications

IF Journals

- Vonkova, H., Jones, J., Moore, A., Altinkalp, I., & Selcuk, H. (2021) A review of recent research in EFL motivation: Research trends, emerging methodologies, and diversity of researched populations. *System*, 103. Article 102622. <https://doi.org/10.1016/j.system.2021.102622>
- Vonkova, H., Papajoanu, O., & Kralova, K. (2021). Student Online Communication Skills: Enhancing the Comparability of Self-Reports Among Different Groups of Students. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-021-10685-y>
- Vonkova, H., Papajoanu, O., Stipek, J., & Kralova, K. (2021). Identifying the accuracy of and exaggeration in self-reports of ICT knowledge among different groups of students: The use of the overclaiming technique. *Computers & Education*, 164. Article 104112. <https://doi.org/10.1016/j.compedu.2020.104112>
- Vonkova, H., Hrabak, J., Kralova, K., & Papajoanu, O. (2021). Developing a framework for the examination of anchoring vignette assumptions using cognitive interviews: A demonstration in the ICT skills domain. *Field Methods*, 33(4). <https://doi.org/10.1177/1525822X21991281>
- Selcuk, H., Jones, J., & Vonkova, H. (2019). The emergence and influence of group leaders in web-based collaborative writing: self-reported accounts of EFL learners. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2019.1650781>
- Vonkova, H. (2019). Life Satisfaction Among Different Groups of Children: Self-Reports, Differential Scale Usage and Anchoring Vignettes. *Child Indicators Research*, 12(6), 2111-2136. <https://doi.org/10.1007/s12187-019-09629-3>
- Vonkova, H., Papajoanu, O., & Stipek, J. (2018). Enhancing the cross-cultural comparability of self-reports using the overclaiming technique: An analysis of accuracy and exaggeration in 64 cultures. *Journal of Cross-Cultural Psychology*, 49(8), 1247-1268. <https://doi.org/10.1177/0022022118787042>
- Vonkova, H., Zamarro, G., Hitt, C. (2018). Cross-country heterogeneity in students' reporting behavior: The use of the anchoring vignette method. *Journal of Educational Measurement*, 55(1), 3-31. <https://doi.org/10.1111/jedm.12161>
- Voňková, H., Bendl, S., & Papajoanu, O. (2017). How students report dishonest behavior in school: self-assessment and anchoring vignettes. *Journal of Experimental Education*, 85(1), 36-53. <https://doi.org/10.1080/00220973.2015.1094438>
- Vacek, J., Vonkova, H., Gabrhelik, R. (2017). A successful strategy for linking anonymous data from students' and parents' questionnaires using self-generated identification codes. *Prevention Science*, 18(4), 450-458. <https://doi.org/10.1007/s11121-017-0772-6>
- Voňková, H., & Hrabák, J. (2015). The (in)comparability of ICT knowledge and skill self-assessments among upper secondary school students: The use of the anchoring vignette method. *Computers & Education*, 85, 191-202. <https://doi.org/10.1016/j.compedu.2015.03.003>
- Kapteyn, A., Lee, J., Tassot, C., Vonkova, H., & Zamarro, G. (2015). Dimensions of subjective well-being. *Social Indicators Research*, 123(3), 625-660. <https://doi.org/10.1007/s11205-014-0753-0>
- Miovský, M., Voňková, H., Gabrhelík, R., & Čablová, L. (2015). Cannabis use in children with individualized risk profiles: Predicting the effect of universal prevention intervention. *Addictive Behaviors*, 50, 110-116. <https://doi.org/10.1016/j.addbeh.2015.06.013>

Miovský, M., Voňková, H., Gabrhelík, R., & Štastná, L. (2015). Universality properties of school-based preventive intervention targeted at cannabis use. *Prevention Science*, 16(2), 189-199. <https://doi.org/10.1007/s11121-013-0453-z>

Van Soest, A., & Voňková, H. (2014). How sensitive are retirement decisions to financial incentives: A stated preference analysis. *Journal of Applied Econometrics*, 29(2), 246-264. <https://doi.org/10.1002/jae.2313>

Van Soest, A., & Voňková, H. (2014). Testing the Specification of Parametric Models Using Anchoring Vignettes. *Journal of the Royal Statistical Society: Series A*, 177(1), 115-133. <https://doi.org/10.1111/j.1467-985X.2012.12000.x>

Voňková, H., & Hulleger, P. (2011). Is the anchoring vignette method sensitive to the domain and choice of the vignette? *Journal of the Royal Statistical Society: Series A*, 174(3), 597-620. ISSN 0964-1998. <https://doi.org/10.1111/j.1467-985X.2011.00704.x>

Peer-reviewed Journals (international, local)

Papajoanu, O., Vonkova, H., & Vlckova, K. (2021). Vztah motivace k učení se angličtině jako cizího jazyka se známkou z angličtiny, získáním vyznamenání na vysvědčení a aspirací studovat na gymnáziu u žáků základních škol [The relationship between lower secondary students' English as a foreign language learning motivation and their grade in English, receiving a final report card with honors, and aspirations to study at a grammar school]. *Studia Paedagogica*, 26(3), 29-50. <https://doi.org/10.5817/SP2021-3-2>

Králová, K., Štípek, J., Voňková, H., & Papajoanu, O. (2020). Sebehodnocení motivace k učení se informačním a komunikačním technologiím: výsledky pilotního šetření mezi středoškolskými studenty [Self-assessment of motivation for information and communication technologies learning: results of a pilot study among secondary school students]. *Slavonic Pedagogical Studies Journal*, 9(1), 70-77. http://www.pegasjournal.eu/2020_09_01_08.html

Černochová, M., Voňková, H., Štípek, J., & Černá, P. (2018). How do learners perceive and evaluate their digital skills? *International Journal of Smart Education and Urban Society*, 9(1), 37-47. <https://www.igi-global.com/article/how-do-learners-perceive-and-evaluate-their-digital-skills/193229>

Bendl, S., Vonkova, H., Papajoanu, O., & Vankatova, E. (2018). An examination of different methodological approaches in student school behavior research: The issue of the incomparability of student self-assessments. *Pedagogická orientace / Journal of the Czech Pedagogical Society*, 28(4), 627-662. <https://journals.muni.cz/pedor/article/view/11440/10225>

Voňková, H., Papajoanu, O., & Bendl, S. (2016). Aplikace metody ukotvujících vinět v pedagogickém výzkumu: přehled literatury a metodologická doporučení [Applying the anchoring vignette method in educational research: Literature review and methodological recommendations]. *Pedagogická orientace / Journal of the Czech Pedagogical Society*, 26(3), 537-559. <https://journals.muni.cz/pedor/article/view/6138/5511>

Brož, F., & Voňková, H. (2015/2016). K testu jazykových dovedností žáků 6. ročníků v projektu CloSE. *Český jazyk a literatura*, 66(1), 27-33. ISSN 0009-0786. <http://www.cjl.spn.cz/obsah-a-aktuality.php>

Voňková, H., & Hrabák, J. (2015). Řešení nesrovnatelnosti hodnocení ICT znalostí a dovedností žáků skrze ukotvující viněty [Tackling the incomparability of assessments of pupils' ICT knowledge and skills by using anchoring vignettes]. *Pedagogika*, 65(3), 274-291. <https://pages.pedf.cuni.cz/pedagogika/?p=11254&lang=en>

Gabrhelík, R., Orosová, O., Miovsý, M., Voňková, H., Berinšterová, M., & Minařík, J. (2014). Studying the Effectiveness of School-Based Universal Prevention Interventions in the Czech Republic and Slovakia. *Adiktologie*, 14(4), 403-408. <https://adiktologie-journal.eu/journal-archive/2014-2/4-2014/>

Voňková, H. (2013). Subjektivní hodnocení problémů s pohybem: Užití parametrického modelu metody ukotvujících vinět [Subjective assessments of problems with moving around: Use of the parametric model of the anchoring vignette method]. *Orbis Scholae*, 7(1), 49-66. <https://doi.org/10.14712/23363177.2015.25>

Bendl, S., Voňková, H., & Zvírotsky, M. (2013). Impact of the Bologna process two-cycle implementation on teacher education in the Czech Republic. *Pedagogická orientace*, 23(6), 767-785. <http://dx.doi.org/10.5817/PedOr2013-6-767>

Bendl, S., Voňková, H., & Zvírotsky, M. (2013). The Bologna process and teacher training in the Czech Republic: Opinions of academic staff and students about the two-cycle system implementation at the Faculty of Education of the Charles University in Prague. *The New Educational Review*, 32(2), 301-312. https://tner.polsl.pl/dok/volumes/tner_2_2013.pdf

Voňková, H. (2012). Metoda ukotvujících vinět a možnosti využití v pedagogice [Anchoring vignettes method and possibilities of its use in educational science]. *Orbis Scholae*, 6(1), 27-40. <https://doi.org/10.14712/23363177.2015.47>

Lávičková, J., Gabrhelík, R., & Voňková, H. (2012). Kombinace opiodních analgetik na lékařský předpis s alkoholem nebo jinou návykovou látkou [Combination of prescribed opioid analgesics with alcohol or another illegal drug]. *Adiktologie*, 12(2), 80-88. <https://www.addictology.cz/journal-archive/2012-2/2-2012/>

Bendl, S., & Voňková, H. (2010). Využití pojmových map ve výuce pedagogiky [Use of concept maps in teaching pedagogy]. *Pedagogická orientace*, 20(1), 16-38. <https://journals.muni.cz/pedor/article/view/1345>

Bendl, S., & Voňková, H. (2010). Vztah mezi (ne)manipulativním a viktimizačním jednáním učitele a jeho vybranými charakteristikami [Relationship between teacher (non)manipulative and victimizing behaviours and some teacher characteristics]. *Pedagogika.sk*, 1(4), 294-318. <http://www.casopispedagogika.sk/rocnik-1/cislo-4/Bendl%20-%20Vonkova%20PG.pdf>

Bendl, S., & Voňková, H. (2010). Teachers' opinions on manipulation of children in relationship adults - children. *Studia Edukacyjne*, 12, 113-130. <http://cse.amu.edu.pl/wp-content/uploads/2018/06/12.pdf>

Books

Voňková, H. (2017). *Metoda ukotvujících vinět a její využití v pedagogickém výzkumu [The anchoring vignette method and its use in educational research]*. Praha: Univerzita Karlova v Praze – Pedagogická fakulta. ISBN 978-80-7290-954-4

Bendl, S., Voňková, H., Zvírotsky, M. (2013). *Boloňský proces a jeho dopady na strukturovaná studia učitelství [Bologna process and its impact on two-cycle teacher training]*. Praha: Univerzita Karlova v Praze – Pedagogická fakulta. ISBN 978-80-7290-703-8

Chapters in books

Voňková, H. (2011). Příprava učitelů a pedagogická praxe v Nizozemsku [Student teachers preparation and their pedagogical practice in the Netherlands]. In S. Bendl, et al. (Ed.), *Klinická škola: místo pro výzkum a praktickou přípravu budoucích učitelů [Clinical School: Place for Research and Training of Prospective Teachers]* (s. 386-401). Praha: Univerzita Karlova v Praze – Pedagogická fakulta. ISBN 978-80-7290-517-1

Vonkova, H., Cernochova, M., Selcuk, H., Hrabak, J., & Kralova, K. (2019). The application of anchoring vignettes in the analysis of self-assessment of ICT skills: A pilot study among Czech secondary school students. In D. Passey, R. Bottino, C. Lewin, & E. Snachez (Eds.), *Open Conference on Computers in Education 2018: Empowering Learners for Life in the Digital Age* (pp. 243-252). Cham: Springer International Publishing. ISBN 978-3-030-23512-3

Bendl, S., Voňková, H. (2010). Działanie manipulacyjne nauczyciela a jego cechy osobiste. Analiza empiryczna. In A. Wróbel (Ed.), *Nauczyciel w krajach postsocjalistycznych jako sprawca i ofiara manipulacji* (s. 141-170). Łódź: Wydawnictwo Uniwersytetu Łódzkiego. ISBN 978-83-7525-489-1

Peer-reviewed Conference Proceedings (selected)

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