



Middle European  
interdisciplinary  
master's programme in  
Cognitive Science

## MEi:CogSci Learning Contract

### for the Mobility Semester



Erasmus+

#### 1 Student Information

Student Name	Karin Pungartnik
Home University	University of Ljubljana
Student ID Number (Home University)	01220823
Degree Programme Code (Home University)	/
Host University	University of Vienna

This learning contract ensures that the ECTS credits the MEi:CogSci-student acquires at the host university will be recognised at the home university. In order to make this contract valid, please follow the procedure below:

##### A) Preparation phase

1. **Planning of studies and courses at the host university:** Student fills out the semester contract in negotiation with local coordinator.
2. **Negotiation of Special Topic of Interest Module(s)/Mobility Project:** The student negotiates the *special topic of interest* (i.e., a cognitive phenomenon) they want to study and how (i.e., a combination of courses, lab work, self-study, literature used) with the supervisor.
3. **Concrete plan of the project:** The student specifies the work-plan for the module (elements of module, milestones, deliverables, dates,...).
4. **Acknowledgement:** The supervisor checks the contract and gives their OK;
  - a. The student sends the LC to the local coordinators at the *home* and *host* university (+ cc to the supervisor)
    - i. with the agreement sentence: "I agree to this learning contract"
    - ii. as a **.pdf only**
    - iii. adding their name to the title of the document, e.g. **SurnameName\_LC\_Mobility**
    - iv. with an email head of this format only: LC\_ < student surname, first name> \_ <supervisor surname>
  - b. **Supervisor acknowledges that they accept the proposal by replying to the email (reply to all).**
5. **Approval by the home university:** The local coordinator at the home university approves it or requests changes (go back to step 2)

##### B) Mobility phase

6. **In case of changes in project/planned courses:** the student has to inform the coordinators at the host and home universities immediately.
7. After finishing the project, the supervisor grades, signs and stamps the document.
8. Graded, signed and stamped Learning Contract is sent to the coordinator of the host university **within the specified deadline**.

##### C) Grading & recognition phase

8. **Final grading & recognition:** Original signed contract & certificates/transcripts are returned to coordinator at *home* university for grade recognition after the project has been finished.

## 2 Semester Contract

S-I-CS New Trends in Cognitive Science Module: 10 ECTS				
Course Title	Course Type	ECTS	Grade (host)	Grade (home)
New Trends in Cognitive Science - The predictive coding approach to mind/cognition	Seminar	6		
MEi:CogSci Journal Club - Causal inference in cognitive neuroscience (neuroimaging and stimulation)	Seminar	4		
Module Grade				

S-I-PJ Special Topic of Interest (Project) Module: 15 ECTS				
Project Title	Supervisor	ECTS	Grade (host)	Grade (home)
WiseUp2Succeed	Florian Kragulj	15		
Course Title	Course Type	ECTS	Grade (host)	Grade (home)
/				
Module Grade				

S-I Special Topic of Interest Module: 5 ECTS				
Course Title	Course Type	ECTS	Grade (host)	Grade (home)
Creativity and Happiness	Lecture	2		
Creativity and Happiness	Seminar	5		
Module Grade				

W-D-C Elective Module: 0 ECTS				
Course Title	Course Type	ECTS	Grade (host)	Grade (home)
/				
/				
Module Grade				

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Date, Stamp & Signature of Local Coordinator  
at **Host** University

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Date, Stamp & Signature of Local Coordinator  
at **Home** University

## 2.1 Additional ECTS

In case a student wants to acquire more than 30 ECTS during the mobility semester, the modules and courses need to be indicated on this page.

Module: _____ ECTS: ____				
Course Title	Course Type	ECTS	Grade (host)	Grade (home)
/				
/				
/				
Module Grade				

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Date, Stamp & Signature of Local Coordinator  
at **Host** University

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Date, Stamp & Signature of Local Coordinator  
at **Home** University

### 3 S-I-PJ Special Topic of Interest (Project) Module

#### Learning Outcomes\*

##### Subject specific

- Advanced knowledge and understanding of a phenomenon from the perspective of at least two disciplines

##### Methodological

- Ability to approach a phenomenon in an interdisciplinary manner

##### Generic/Instrumental

- Ability to write and follow a project plan

##### Systemic

- Interdisciplinary work/thinking
- Project-oriented work and organisational skill
- Critical evaluation of approaches & methods
- Quick orientation & navigation in mother and/or novel complex field
- Change of viewpoint/perspectives (intellectual mobility)
- Phenomenon-oriented thinking
- Problem-solving abilities

\*as defined in the MEi:CogSci curriculum

### 3.1 S-I-PJ Special Topic of Interest (Project) Module – Project Specifications

#### 3.1.1 General Project Information

Title of Specialisation Project	Supervisor	ECTS
WiseUp2Succeed	Florian Kragulj	15
Course Title (if applicable)	Course Type	ECTS
/		
Teamwork/Co-Student (if applicable)		
/		

### 3.1.2 Summary of Topic/Phenomenon (3000-4000 characters)

The project WiseUp2Succeed: Learning Spaces for Sustainable and Responsible Decision-Making is focused on the cognitive phenomenon of decision-making. It addresses two current societal challenges: lack of entrepreneurs in Europe and shifting the way business successors think and act (OECD & European Commission, 2021). The shortage of entrepreneurs is exacerbated not only by demographic change, but also by the low attractiveness of business succession (OECD & European Commission, 2020). We will study practical wisdom and its impact on sustainable and responsible decision-making. Specifically, we seek to understand how entrepreneurs could make more practically wise decisions and how this can be facilitated through innovative educational practices.

First stage of the project will be a Structured Literature Review on practical wisdom and education, which aims to gain insights of existing literature and concepts that could help to develop a c-VET (continuous vocational education and training) curriculum on responsible and sustainable decision-making tailored to SMEs (small and medium-sized enterprises) business successors. The to be developed c-VET curriculum will focus on know-why in decision making and promote strategic thinking and entrepreneurial vision. It will equip more than 300 participants (directly and indirectly) with the skills to make sustainable and responsible decisions, so that they become "practically wise entrepreneurs". Based on the c-VET curriculum, a comprehensive training program and the Wise Up Game will equip business successors with the knowledge and skills necessary to make practically wise decisions. While the training programme will use blended learning and include individual online learning as well as local and international peer learning in workshops, the Wise Up Game will embed the learnings about sustainable and responsible decision-making in daily entrepreneurial practice. In this way, the project contributes to making sustainability and responsibility core of entrepreneurial decision-making (Rocha et al., 2022).

The project focuses on knowledge for sustainable and responsible decision-making, which goes beyond technical knowledge, aiming to cultivate strategic thinking and entrepreneurial vision. It concentrates on (prospective) successors of SMEs, as these are usually owner-run and lack formal management structures. The project will offer opportunities for learning by proposing different perspectives on decisions and for experimenting with non-rational forms of knowledge in a sheltered way. Participants will be exposed to theories and innovative methodologies from strategic management, innovation management, knowledge management, business ethics, sustainability research, etc. to develop necessary skills for strategic thinking and entrepreneurial vision. Case studies based on moral dilemmas will help participants to apply what they have learned and gain experience in decision-making. They foster individual and peer reflection in local and transnational groups. In this way, they build entrepreneurial competencies for sustainable and responsible decision-making to be considered "practically wise entrepreneurs" (Kragulj, 2023).

It is an interdisciplinary project, because it combines the field of management and cognitive science to better understand the decision-making process of entrepreneurs. There will be three main universities cooperating in this project: Wirtschaftsuniversität Wien, Universidade da Beira Interior and Haskolinn i Reykjavik Ehf. Despite high academic quality, this will also ensure different viewpoints on the topic.

I aim to further explore the field of decision-making during this project and learn more about this phenomenon in this entrepreneurial setting. I also want to learn more about the first steps of doing a project like this and how to make a methodologically sound and relevant literature review. The focus on know-why in decision making is a new approach to this topic that I am especially interested in, and I see also a lot of possibilities to later implement our findings in practice. In particular, I will look at the phenomenon of practical wisdom from a Cognitive Science perspective and will illuminate theoretical frameworks that shall help the project on the one hand to understand wise decision-making more holistically and on the other hand integrate and systematically present findings from literature.

## 3.2 Project Plan

The parties are aware that the project has to be finished by 29 February 2024.  
Information on deadlines at host and home universities is available on the MEi:CogSci websites.

### 3.2.1 Project Steps

Initial Literature Research (Overview)				Total Working Hours (WH)/ECTS: 25 / 1	
Working-package (WP)	Start – End	WH / ECTS	Activities	Resources required	Milestones (M)
WP1 - Initial	October	25 / 1	Gaining an overview of relevant theories, concepts, and paradigms, reviewing existing studies on the subject of practical wisdom and writing down the division of tasks and responsibilities in Google Drive documents. Regular meetings with the project team.	Access to literature, journals, libraries, databases, Google Drive, Microsoft Teams...	M1

Formulating Research Question and Theses				Total WH/ECTS: 20 / 0,8	
Working-package (WP)	Start – End	WH / ECTS	Activities	Resources required	Milestones (M)
WP2 - Research Question	October	5 / 0,2	Formulating guiding questions, research questions and corresponding hypotheses or assumptions.	Literature, databases, consolidation time with supervisor and the project team.	M2
WP3 - Methodological procedure	October	5 / 0,2	Choosing an appropriate methodological procedure based on Torraco, 2005; Snyder, 2019 (presumably: integrative literature review).	Literature, databases, consolidation time with supervisor and the project team.	M3
WP4 - Research protocol	November	10 / 0,4	Developing and defining the research protocol. Documenting database search strategy, inclusion/exclusion criteria (incl. rationale) and strategy for iteratively reducing the amount of data (database records).	Literature, databases, consolidation time with supervisor and the project team.	M4

<b>Focussed Literature Research &amp; Analysis (on Sub-Topics/Concepts)</b>					<b>Total WH/ECTS: 200 / 8</b>
<b>Working-package (WP)</b>	<b>Start – End</b>	<b>WH / ECTS</b>	<b>Activities</b>	<b>Resources required</b>	<b>Milestones (M)</b>
WP5 - Concepts	December - January	200 / 8	Focussed literature research, review and analysis of relevant concepts, theories, studies identified. Inspecting theories that could be borrowed (theory borrowing; Whetten et al, 2009) for the integrative literature review.	Literature, access to previous studies/work, access to databases, computer, consolidation with supervisor ...	M5

<b>Synthesis of Findings/Insights</b>					<b>Total WH/ECTS: 100 / 4</b>
<b>Working-package (WP)</b>	<b>Start – End</b>	<b>WH / ECTS</b>	<b>Activities</b>	<b>Resources required</b>	<b>Milestones (M)</b>
WP6 - Synthesis	January	25 / 1	Synthesis and contextualisation/integration of sub-topics/concepts regarding the topic of decision-making and practical wisdom. Open (breaking the data into discrete parts) and axial (drawing connections between codes) coding of data (concepts, definitions, theories, methods) to later develop categories for organising data.	Access to databases/libraries, computer, consolidation time with supervisor, ...	M6
WP7 - Developing categories	January - February	50 / 2	Using summarised openly and subsequently axially coded academic papers to organise resulting categories hierarchically and specify their relationships (Charmaz, 2006). Making a code frame.	Access to databases/libraries, computer, consolidation time with supervisor, ...	M7
WP8 - Drafting a publication	December - February	25 / 1	Writing a draft for publication: fragments of text that result from the in-depth analysis of academic papers (data) (M6) and the coding frame (M7), which are then integrated into the manuscript (draft) for EURAM-2024 conference (or/and other journal, or curriculum draft).	Access to databases/libraries, computer, consolidation time with supervisor, ...	M8



Project Documentation				Total WH/ECTS: 30 / 1,2	
Working-package (WP)	Start – End	WH / ECTS	Activities	Resources required	Milestones (M)
WP9 - Reporting	October-February	30 / 1,2	Short weekly meetings with supervisors, monthly meetings with the project team, writing meeting minutes on Google Drive and project report at the end of the semester.	Computer/laptop, consolidation time with supervisor, Google Drive...	M9

### 3.2.2 Project Milestones

Mile-stone	Result/"Product" and/or Deliverables
M1	Meeting minutes after each meeting (writing down the division of tasks and responsibilities until next meeting), shared continuously with project team via Google Drive
M2	Research question
M3	Methodological procedure based on Torraco, 2005; Snyder, 2019 (presumably: integrative literature review)
M4	Iterative research protocol documenting database search strategy, inclusion/exclusion criteria (incl. rationale), strategy for iteratively reducing the amount of data (database records)
M5	Iterative analysis (in spread sheet, inspecting iteratively the fit of data [database record] against the RQ)
M6	Summarised the openly and subsequently axially coded academic papers to organise resulting categories hierarchically and specify their relationships (Charmaz, 2006)
M7	Coding frame resulting from M6 for organising concepts, definitions, theories, and methods
M8	Fragments of text that result from the in-depth analysis of academic papers (data) (M6) and the coding frame (M7), which are then integrated into the manuscript (draft) for EURAM-2024 conference (or/and other journal, or curriculum draft)
M9	Short project report (2 pages in pdf format) focusing also on link between cognitive science and decision-making process and phronesis.

### 3.3 Short Project Report (~1 page, 3000-5000 characters)

#### Final Grade for the Project

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**Host Grade / Home Grade**  
(see grade conversion matrix on last page)

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Date, Stamp & Signature of Supervisor (Host University)

## Grade Conversion Matrix

BRAT		BUD		LJUB		VIE		ZAG	
<b>A</b>	výborne (excellent)	<b>5</b>	jeles (excellent)	<b>10</b>	odlično (excellent)	<b>1</b>	sehr gut (excellent)	<b>5</b>	odličan (excellent)
<b>B</b>	vel'mi dobre (very good)	<b>4</b>	jó (good)	<b>9</b>	prav dobro (very good)	<b>2</b>	gut (good)	<b>4</b>	vrlo dobar (very good)
<b>C</b>	dobre (good)	<b>4</b>	jó (good)	<b>8</b>	prav dobro (very good)	<b>2</b>	gut (good)	<b>4</b>	vrlo dobar (very good)
<b>D</b>	uspokojivo (satisfactory)	<b>3</b>	Közepes (fair)	<b>7</b>	dobro (good)	<b>3</b>	befriedigend (satisfactory)	<b>3</b>	dobar (good)
<b>E</b>	dostatočne (sufficient)	<b>2</b>	Elégséges (satisfactory)	<b>6</b>	Zadostno (sufficient)	<b>4</b>	genügend (sufficient)	<b>2</b>	dovoljan (satisfactory)
<b>F</b>	nedostatočne (insufficient)	<b>1</b>	Elégtelen (fail)	<b>5</b>	nezadostno (insufficient)	<b>5</b>	nicht genügend (insufficient)	<b>1</b>	nedovoljan (insatisfactory)

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