

Abstract submission (for poster session or talk) to the online conference system

Submitting an abstract to the MEi:CogSci online conference system is part of the "MEi:CogSci Cognitive Science Student Conference Seminar" (1st year students) and the "Master Thesis Seminar in Cognitive Science & Philosophy of Science" (2nd year students).

Two steps are required for submission:

1. Prepare your abstract for submission
2. Submit your abstract to the conference system

Step 1) Prepare your abstract for submission

Abstracts must be submitted in plain text via a form field of the online conference system.

You do not need to format your abstract in a word processor. No formatting (e.g., italics) is possible in plain text format. (Therefore, you could use a plain text editor to prepare your abstract.)

However, for the print proceedings some markup language annotations for headlines, italics and lists are supported.

The following markup annotations are supported:

Markup	Meaning	Result
## My Headline	Format the text following the two hashes as headline	My Headline
Emphasize _this_ Emphasize *this*	Format the text between the two underscores or stars in italic	Emphasize <i>this</i> Emphasize <i>this</i>
- item 1 - item 2 - item 3	Replace the hyphen by a point for a list	<ul style="list-style-type: none">• item 1• item 2• item 3

Here is an example of a [structured abstract](#) in plain text including markup:

```
## Context

Epistemologically, constructivism has reached its goals, particularly by
emphasizing the idea of participatory observation, circularity, and the fact
that construction is based on experience [1]. However, rather than research,
the main occupation of constructivists and second-order cyberneticians seems to
lie in making the case for their epistemological idea, which has been exhausted
in many aspects.

## Purpose

To counteract this exhaustion and an increasingly apparent lack of energy, it
is argued that constructivism requires a dedicated field of research, a field
where it would be possible to test constructivist concepts empirically and thus
go beyond mere theoretical discourse.

## Method

Based on a review of basic constructivist premises and a critical examination
of the field of empirical phenomenological research, the article connects their
respective findings.

## Results

The article proposes that empirical research on lived experience (i.e.,
empirical phenomenology) requires a constructivist epistemological foundation
and might therefore be a logical continuation of constructivist endeavours. In
such a way, both fields might benefit considerably. Not only would
constructivism acquire an empirical tool for testing its ideas, such a
partnership might also provide empirical phenomenology with a more suitable
epistemological platform than the realism-based research framework of cognitive
science (of which it has become an integral part. The possibilities and
problems of introducing empirical research into constructivism are also
discussed.

## Implications

The article presents an opportunity to re-think the role and future of
constructivism. It suggests educating a new generation of constructivist
researchers whose principal goal would be the attempt to study lived human
experience. That could also open a path to the experimental grounding of many
constructivist insights.

## References

[1] E. von Glasersfeld, "The radical constructivist view of science,"
*Foundations of Science*, vol. 6, no. 1, pp. 31-43, 2001.
```

Notice the "##" at the beginning of the lines "Context", "Purpose", "Method", "Results", "Implications" and "References". These lines will be formatted as headlines in the print proceedings. (It works similar for `_italics_ / *italics*` or - list items.)

Here is how this plain text abstract (with the markup) will be rendered in the print proceedings:

Going Beyond Theory: Constructivism and Empirical Phenomenology

Urban Kordeš
University of Ljubljana

also pr...
me... are ep...
ism-based research framework of cognitive
science (of which it has become an integral part.
The possibilities and problems of introducing
empirical research into constructivism are also
discussed.

Context

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To counteract this exhaustion and an increasingly apparent lack of energy, it is argued that constructivism requires a dedicated field of research, a field where it would be possible to test constructivist concepts empirically and thus go beyond mere theoretical discourse.

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[1] E. von Glasersfeld, "The radical constructivist view of science," *Foundations of Science*, vol. 6, no. 1, pp. 31–43, 2001.

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The title of your abstract as well as your name and affiliation have to be filled into separate fields in the abstract submission form of the online conference system.

Here is another example of a structured abstract:

Purpose

Ernst von Glasersfeld's question concerning the relationship between scientific/rational knowledge and the domain of wisdom and how these forms of knowledge come about is the starting point [1, 2]. This article aims at developing an epistemological as well as methodological framework that is capable of explaining how profound change can be brought about in various contexts, such as in individual cultivation, in organizations, in processes of radical innovation, etc. This framework is based on the triple-loop learning strategy and the U-theory approach [2], which opens up a perspective on how the domains of scientific/rational knowledge, constructivism, and wisdom could grow together more closely.

Method

This article develops a strategy which is referred to as "triple-loop learning," which is not only the basis for processes of profound change, but also brings about a new dimension in the field of learning and knowledge dynamics: the existential realm and the domain of wisdom. A concrete approach that puts into practice the triple-loop learning strategy is presented. The final section shows, how these concepts can be interpreted in the context of the constructivist approach and how they might offer some extensions to this paradigm.

Findings

The process of learning and change has to be extended to a domain that concerns existential issues as well as questions of wisdom. Profound change can only happen if these domains are taken into consideration. The triple-loop learning strategy offers a model that fulfills this criterion. It is an "epistemo-existential strategy" for profound change on various levels.

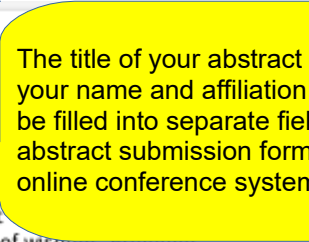
Conclusion

The (cognitive) processes and attitudes of receptivity, suspension, redirecting, openness, deep knowing, as well as "profound change/innovation from the interior" turn out to be core concepts in this process. They are compatible with constructivist concepts. Von Glasersfeld's concept of functional fitness is carried to an extreme in the suggested approach of profound change and finds an extension in the existential domain.

References

- [1] E. von Glasersfeld, "Cognition, construction of knowledge, and teaching," **Synthese**, vol. 80, no. 1, pp. 121-141, 1989.
- [2] E. von Glasersfeld, **Radical constructivism: A way of knowing and learning**. London: Falmer Press, 1995.
- [3] C. O. Scharmer, **Theory U: Leading from the Future as It Emerges**. San Francisco: Berrett-Koehler, 2009.

And here the rendering of the plain text abstract (with the markup) in the print proceedings:



Triple-Loop Learning as Foundation for Profound Change, Individual Cultivation, and Radical Innovation: Construction Processes beyond Scientific and Rational Knowledge.

Markus-Franz Peschl
University of Vienna

Purpose

Ernst von Glasersfeld's question concerning the relationship between scientific/rational knowledge and the domain of wisdom and how these forms of knowledge come about is the starting point [1, 2]. This article aims at developing an epistemological as well as methodological framework that is capable of explaining how profound change can be brought about in various contexts, such as in individual cultivation, in organizations, in processes of radical innovation, etc. This framework is based on the triple-loop learning strategy and the U-theory approach [2], which opens up a perspective on how the domains of scientific/rational knowledge, constructivism, and wisdom could grow together more closely.

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Findings

The process of learning is extended to include the issue of wisdom. Profound change can only happen if these domains are taken into consideration. The triple-loop learning strategy offers a model that fulfills this criterion. It is an "epistemo-existential strategy" for profound change on various levels.

Conclusion

The (cognitive) processes and attitudes of receptivity, suspension, redirecting, openness, deep knowing, as well as "profound change/innovation from the interior" turn out to be core concepts in this process. They are compatible with constructivist concepts. Von Glasersfeld's concept of functional fitness is carried to an extreme in the suggested approach of profound change and finds an extension in the existential domain.

References

[1] E. von Glasersfeld, "Cognition, construction of knowledge, and teaching," *Synthese*, vol. 80, no. 1, pp. 121-141, 1989.

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[3] C. O. Scharmer, *Theory U: Leading from the Future as It Emerges*. San Francisco: Berrett-Koehler, 2009.

Please prepare your abstract with the markup in case you use headlines, italics or lists.

Furthermore,

- Please take care to **put your headlines in "Title Case"**. (Most of the words in the title start with an uppercase letter.)
You can use the [Title Case](#) online tool to transform your title to title case!
- Please check if your abstract has no more than 3000 characters (including spaces) **including the references!!!** In case of doubt make it shorter! (If you have more characters your abstract does not fit on one print page anymore and gets cut off.)
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- (Notice, that it is not required to create a structured abstract. Structured abstracts are used in the examples to demonstrate markup features.)

After you have prepared your abstract according to the specification you can submit it to the online conference system. Follow the next step...

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- Where available, URLs for the references have been provided.
- The text conforms to the template offered to authors. IMPORTANT: that means headings are prefaced by two hashtags "##" (e.g. "## Introduction") and all references will be included in the "abstract" section of the metadata under a separate subheading (in Step 3 "ENTER METADATA")
- The text adheres to the stylistic and bibliographic requirements outlined in the [Author Guidelines](#), which is found in About the Journal.
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E.g., cognitive science; anthropology; artificial intelligence; economics; education science; linguistics; neuroscience; philosophy; psychology

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If you have done your project with other MEi:CogSci students, each of you has to submit the [same] abstract separately *as first author*. Each of you need to list your team members as co-authors. (This is not the case if other authors are your supervisors.)

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