

Learning Contract for the Mobility Semester

Home University: Comenius University in Bratislava

Student Name: Vladimír Barus

Immatriculation Nr.: 70075807

Study Programme ID: Cognitive science (99)

Host University: University of Ljubljana

This learning contract ensures that the ECTS credits the MEi:CogSci student acquires at the host university will be accredited at the home university.

In order to make this contract valid, please follow the procedure/steps listed below:

A Preparation Phase at the home university

- 1.) **Negotiation of Special Topic of Interest Module(s):** The student negotiates the *special topic of interest/phenomenon* (i.e., a cognitive phenomenon) he/she wants study and the way how he/she wants to study it (i.e., a combination of courses, lab work, self-study, literature used) with the supervisor and/or local coordinator at the *host* university.
- 2.) **Concrete plan of the project:** The student fills in the subject specific learning outcomes which he/she will have acquired after completing the module and specifies the work-plan for the module (elements of module, milestones, deliverables, dates,...) according to the negotiations with the supervisor at the host university.
- 3.) **Acknowledgement of the supervisor and student:** The supervisor checks the contract and gives his/her OK;
 - a. The student sends the LC (in digital version) to the local coordinators at the *home* and *host* university (+ cc to the supervisor) with the agreement sentence: "I agree to this learning contract".
 - b. The supervisor acknowledges that he/she accepts the proposal by just replying to the email.
- 4.) **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 at the host university

- 5.) **Planning of studies and courses at the host university:** Student fills out the semester contract in negotiation with local coordinator
- 6.) Grade for the project, signature & stamp of supervisor at host university (at end of semester at host university)

C Grading & acknowledgement phase at home university

- 7.) **Final grading & acknowledging:** Signed contract & certificates/transcripts are returned to local coordinator at *home* university, who accredits the contract.

SEMESTER CONTRACT**S-I-CS New Trends in Cognitive Science Module****10 ECTS**

Course Title	Course Type (e.g. lecture, seminar,...)	ECTS	Grade (host)	Grade (home)
Trends in Cognitive science	Lecture + seminar	10	9	
Module Grade				

S-I-PJ Special Topic of Interest (Project) Module**10 ECTS**

Project Title	Supervisor	ECTS	Grade (host)	Grade (home)
Proposal for a tool to measure the scepticism-credulity spectrum	Jurij Dreo	10	9	
Course Title	Course Type (e.g. lecture, seminar,...)	ECTS	Grade (host)	Grade (home)
- none -		0		
Module Grade				

S-I Special Topic of Interest Module**10 ECTS**

Course Title	Course Type (e.g. lecture, seminar,...)	ECTS	Grade (host)	Grade (home)
Seminars in clinical neuroscience	seminar	5	9	
Reflections on current cognitive and neuroscientific research on religion and religious experience	seminar	5	8	
Module Grade				

W-D-C Elective Module**0 ECTS**

Course Title	Course Type (e.g. lecture, seminar,...)	ECTS	Grade (host)	Grade (home)
- none -		0		
Module Grade				

12.6.15
 Date, Stamp & Signature of Local Coordinator
 at Host University



 Date, Stamp & Signature of Local Coordinator
 at Home University

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 (e.g. lecture, seminar,...)	ECTS	Grade (host)	Grade (home)
- none -				
Module Grade				

Module: _____ **ECTS**

Course Title	Course Type (e.g. lecture, seminar,...)	ECTS	Grade (host)	Grade (home)
- none -				
Module Grade				

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

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

1.) SPECIAL TOPIC OF INTEREST

ECTS

Your first special topic of interest must include project work (to be specified in box 1.c). Beyond that it can include courses (to be specified in box 1.b).

(Everything written in italics has to be replaced by text specified by the student and supervisor.)

Name of Supervisor, Host University:

Tatjana Hodnik Čadež, University o Ljubljana

1.a

TOPIC OF SPECIALISATION

PHENOMENON & (PERSONAL) GOALS
 The topic of my choice is the scepticism-credulity spectrum of epistemic trust. I think it is important to study this phenomenon to give people the option of training themselves not to be easily misled, and also to develop strategies for combating misinforming of the public and spreading pseudoscience.

LEARNING OUTCOMES

Subject specific

- propose a scale design, a methodological tool for measuring scepticism-credulity and gain a better understanding

Methodological

- learn how to create a scale

Generic Instrumental

- methodology-creating skills, measurement techniques

Interpersonal

- observing various credulous groups and their thinking as well as communication dynamics

Systemic

- researching literature, proposing a particular tool, designing it and a measurement system

1.b

LECTURE & COURSES
Please fill in the courses that are part of the module (in case there are some).

Course Title	Course Type	Discipline	ECTS

1.c

As part of your special topic of interest you will have to do project work. Please specify below the concrete plan and workflow of your project.

PROJECT	ECTS	10
Project Title		
Proposal for a tool to measure the scepticismcredulity spectrum		
Short Project Description (300-500 characters)		
Credulous behaviour can significantly influence our lives in a negative way, and not only on an individual level. Groups exhibiting and even promoting credulous behaviour often have impact of societal implications, threatening well being and even health of many. To influence this, we need knowledge on processes behind it using scientific research, and research needs evaluation tools. We propose how such a tool for this purpose could look like.		
Project Plan		
In order to achieve the learning outcomes specified for the module I will take the following measures:		
1.) Project steps:		
Literature research		
The goal of my literature research is a) to acquire an insight into scientific findings and existing methodology used for this purpose (25h), and b) to study behaviour of groups exhibiting credulous behaviour for categorisation purposes (100h) - in total, 125 working hours		
Realisation of the scale construction		
Our product will be a scale-type questionnaire to measure the scepticism-credulity spectrum as a thinking/behavioural tendency using accumulated knowledge. (125h)		
Documentation of project (according to supervisor)		
An approximately 10+ pages document covering the execution and outcome of our work.		
Internal publication of project description and results (S-I-PJ report) on MEi:CogSci www-platform (3000-5000 characters; approved by supervisor)		
This project aimed at constructing a methodological tool for evaluation of an individual's position on the scepticism-credulity spectrum; a behavioural/thinking tendency of carefully rejecting or blindly accepting unsupported information. We studied appropriate literature on scale construction and credulous behaviour to see what measurement techniques are usually used for the scepticism-credulity spectrum, only to find out that apart from psychiatric scales of gullibility of older adults and professional scepticism - that is usually very rigid in its form and style of use - there seem to be no standardised means of evaluating human tendencies of information evaluation in terms of their truth value. We also stumbled upon the research of Nyhan (2015) that exposed certain affective aspects of credulous behaviour, which we also later tried to incorporate into our scale. We also made use of the Wason task to identify tendencies in resisting the confirmation bias. As part of our preparatory research we observed public online communication between defendants and critics of pseudoscience and evaluated material presented by credulous movements and groups on their websites, as well as their descriptions in scientific literature. In the introduction, we familiarised the reader with basic terms used in our work, and then proceeded to discuss three particular events/groups that display the extent of misinformation and even harmful action they have caused. We then proceeded to discuss contemporary findings on factors influencing epistemic vigilance (our set of cognitive tools with the purpose of our defence from misinformation) as well as its long term development and importance in our society. Based on our preparatory observations of credulous groups, we created an incomplete list of credulous archetypes with their characterising tendencies listed. After categorising these tendencies, we created several "big criteria":		
<ol style="list-style-type: none"> 1. valuing own judgement over expert opinion 2. inability to recognize own confirmation bias 3. illiteracy in the scientific method 4. preference in turning to untestable claims 		

2.) Resources needed:

Resources needed for my semestral project:

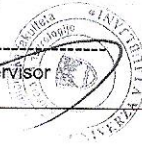
- access to internet websites of credulous groups and movements
- access to scientific literature on credulity and scale construction
- consultation time with supervisor

Final Grade for the Project

9 | B

host grade/home grade
see grade conversion matrix on last page

17.6.2015

Date, Stamp & Signature of Supervisor
at Host University

Grade Conversion Matrix

	BRAT		BUD		LJUB		VIE		ZAG	
A	výborne (excellent)	5	jales (excellent)	10	odlično (excellent)	1	sehr gut (excellent)	5	odličan (excellent)	
B	vel'ni dobre (very good)	4	jó (good)	9	prav dobro (very good)	2	gut (good)	4	vrlo dobar (very good)	
C	dobre (good)	4	jó (good)	8	prav dobro (very good)	2	gut (good)	4	vrlo dobar (very good)	
D	uspokojivo (satisfactory)	3	kózepes (fair)	7	dobro (good)	3	befriedigend (satisfactory)	3	dobar (good)	
E	dostatočne (sufficient)	2	elégsséges (satisfactory)	6	zadostno (sufficient)	4	genügend (sufficient)	2	dovoljan (satisfactory)	
F	nedostatočne (insufficient)	1	elégtelen (fail)	5	nezadostno (insufficient)	5	nicht genügend (insufficient)	1	nedovoljan (insatisfactory)	

Dieses Dokument gilt als Ansuchen zur Anerkennung von Prüfungen (gem. § 78 UG, BGBl. Nr. 120/2002).