

*-Preprint-*

*Rethinking how risk aversion and impatience are linked with cognitive ability:  
Experimental findings from agricultural students and farmers*

Journal of Environmental Economics and Policy

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Abstract

Dohmen et al. (2010) describe in their paper, which has been published in the American Economic Review, that risk aversion and impatience are negatively related to cognitive ability. This topic is important because controlling for cognitive ability might be necessary if someone is interested in the link of risk preferences or time preferences to real-world outcomes. We re-examine their key results by conducting an experimental study using two subject pools (agricultural students and farmers) and three levels of monetary incentives. Similar to Dohmen et al. (2010), our study finds the above-described negative correlations. However, the strength of the association is relatively small in the realm of risk aversion and negligible with impatience.

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Keywords

Risk aversion; impatience; cognitive abilities; scientific replication

# Rethinking Policy For At Risk Students

**Robert Donmoyer, Raylene Kos**



## **Rethinking Policy For At Risk Students:**

Rethinking Policy for At-risk Students Kenneth K. Wong, Margaret C. Wang, 1994      At-Risk Students Robert Donmoyer, Raylene Kos, 1993-07-01 This book explores the circumstances of at risk students and argues that well intentioned policymakers and educators run the risk of making matters worse rather than better for these students even if their actions are based on the best social science evidence available The book demonstrates the diverse idiosyncratic nature of these students argues that traditional social science methods cannot capture this idiosyncrasy and diversity and presents research methods policies and programs that can accommodate student diversity      A Nation at Risk Kenneth K. Wong, James W. Guthrie, Douglas N. Harris, 2014-06-03 This special issue examines the underlying assumptions of the A Nation At Risk report the context within which the Commission's work was situated and the effects of the report in improving teaching and learning as well as the performance of the public educational system The purpose is to address three broad questions Was America's education system really putting the nation at risk in the early 1980s What is the legacy of A Nation At Risk Given our current knowledge on education and human development the report's overall concern is restated What risks and opportunities lay before the nation today and how will they affect the notion of a learning society and our public education system Taken as a whole the seven articles address the three broad issues identified regarding the past current and future of educational reform in the United States      **Leaders in Educational Research** María de Ibarrola, D.C. Phillips, 2014-11-04 In this volume fourteen fellows of the International Academy of Education whose research work is known internationally reflect upon the ways in which their careers have been shaped by early family influences by random events and surprise opportunities and by nascent intellectual interests and academic mentoring The authors come from many different countries Australia Belgium Cyprus Germany Greece Israel Mexico South Africa and the USA and from a number of disciplinary or intellectual orientations including curriculum development economics educational measurement and statistical analysis history philosophy policy analysis program evaluation psychology and sociology They come from diverse social and cultural backgrounds and in many cases rose above the travails presented by wars social unrest and social injustice to attain an education that launched them eventually into a research career On this path many were unexpectedly assisted by established researchers who served as mentors or enablers Their personal stories then are of broad interest and may even be a source of comfort and inspiration to younger colleagues who are commencing their careers in the international educational research community      **Resources in Education**, 2000      Historical Dictionary of American Education Richard J. Altenbaugh, 1999-10-30 The history of American education is a vital and productive field of study This reference book provides factual information about eminent people and important topics related to the development of American public private and parochial schools covering elementary and secondary levels In addition to major state and regional leaders and reformers it includes biographies of significant national educators philosophers psychologists and writers Subjects embrace

important ideas events institutions agencies and pedagogical trends that profoundly shaped American policies and perceptions regarding education The more than 350 entries are arranged alphabetically and written by expert contributors Each entry closes with a brief bibliography and the volume ends with a list of works for further reading Entries were drawn from a review of leading history of education textbooks and the History of Education Quarterly These topics were further refined by comments from leading authorities and the contributors Most of the contributors are established scholars in the history of education curriculum and instruction school law educational administration and American history a few also work as public and private school teachers and thus bring their practical experience to their entries The period covered begins in the colonial period and continues through the 1990s *Emerging Trends In Inclusive Education* K. Sharma And B.C.

Mahapatra,2007 In Indian context **Implementation of the Educational Research, Development, Dissemination, and Improvement Act** United States. Congress. House. Committee on Education and Labor. Subcommittee on Select Education and Civil Rights,1995 The House Subcommittee met to consider the progress that had been made toward the implementation of the restructuring of the Office of Educational Research and Improvement OERI and the fulfillment of its original mission the equalization of educational opportunities for disadvantaged children A report on implementation efforts was presented by Sharon P Robinson Assistant Secretary of OERI The passage of the Education Research Development Dissemination and Improvement Act Title IX of the Goals 2000 Educate America Act reaffirms the Federal government's commitment to reform through research rather than ideology Progress in making OERI a consumer driven organization is detailed with systemic change efforts listed chronologically Among the most important of the challenges facing OERI is the construction of five new institutes for research and dissemination among which are the Office of Reform Assistance and Dissemination and The National Library of Education The remarks of Sharon Robinson were followed by discussion and the supporting statements by Edmund W Gordon James McPartland and Beverly J Walker SLD **Critical Rationalism and Educational Discourse** Gerhard Zeche,1999 Critical Rationalism has become an influential philosophy in many areas including a great number of scientific disciplines Yet only few studies have been devoted to the role of the philosophy of Sir Karl Popper in the vast field of education This volume undertakes to fill this gap Leading scholars in the educational science and in the philosophy of education have critically written for this volume in an attempt to elaborate Popper's methodological and socio political views and confront them with a globally relevant spectrum of scientific objectives and cultural values Among the topics discussed are moral values education for freedom and its consequences for the student and the critical attitude in political education Attention is also paid to the historiography of this significant philosophical movement Regarding pedagogical research the empirical paradigm the falsificatory approach to educational research the complex relationship between educational theory and practice as well as the problem of value neutrality in educational science are objects of critical analysis *Risk and Harm in Youth Sexting* Emily Setty,2020-05-01 This book explores young people's

perspectives on risk and harm in youth sexting specifically privacy violations and unwanted pressured and coerced sexting This book engages with key debates academic literature and evidence as well as findings of a study into young people s perceptions of attitudes toward and experiences of sexting It challenges predominant assumptions that youth sexting is inherently risky and deviant and sets out the specific contexts in which privacy violations and unwanted sexting occur It explores the sociocultural contexts underpinning harm including gender sexism sexuality status and power and associated constructs of risk and shame as well as broader youth cultural contexts that create and giving meaning to sexters and sexting practices particularly related to victim blaming social shaming bullying harassment and abuse Finally it discusses young people s attitudes and beliefs about interventions to reduce the prevalence of youth sexting In doing so the book critically engages with young people s perspectives in order make practical recommendations for encouraging a digital sexual ethics based on rights to bodily and sexual expression autonomy and integrity positive bystander intervention and anti victim blaming and abuse messages This book will be of great interest to scholars and students of criminology education social care sociology and health It will also be a valuable resource for those working in educational and social care settings such as sex educators youth and social workers youth counsellors and mental health professionals

**Reinterpreting Urban School Reform** Louis F. Miron,Edward P. St. John,2012-02-01 Have urban schools failed or has reform failed urban schools This book examines existing urban school programs ranging from desegregation to reading improvement in light of available historical empirical and case study evidence Miron and St John and their contributors probe the underlying theoretical normative and political assumptions embedded in specific reform initiatives They explore how reforms might be reconstructed to better address the underlying challenges and they demonstrate that reforms can be constructively critiqued throughout the stages of implementation arguing that greater attention should be paid to ethnic and cultural traditions within urban educational settings Contributors include Leetta Allen Haynes Joseph Cadray Choong Geun Chung Richard Fossey Barry M Franklin David Gordon Carol Anne Hossler Siri Loescher Kim Manoil Genevieve Manset Louis F Mir n Glenda Droogsma Musoba Kathryn Nakagawa Carolyn S Ridenour Ada B Simmons Edward P St John Neil Theobald Sandra Washburn Kenneth K Wong and Kim Worthington

**Rethinking 21st Century Diversity in Teacher Preparation, K-12 Education, and School Policy** Suniti Sharma,Althier M. Lazar,2019-01-14 This book offers educators new understandings of 21st century diversity emerging from contemporary national events within the U S global movements and changes in the world political order that have long lasting impact on local education and call for rethinking traditional generalizations and empirical prescriptions for inclusivity in teaching and learning The book expands the literature on teacher preparation and intercultural education by providing the educational community with critical perspectives theoretical approaches and research methodologies for educational inquiry responsive to diversity Driven by changes in classroom diversity this book offers educators researchers and policy makers a language for articulating complex differences in educational reform policy and practice

**Handbook**

**of Early Literacy Research** Susan B. Neuman, David K. Dickinson, 2003-04-07 Current research increasingly highlights the role of early literacy in young children's development and facilitates the growth of practices and policies that promote success among diverse learners. The Handbook of Early Literacy Research presents cutting edge knowledge on all aspects of literacy learning in the preschool years. Volume 1 covers such essential topics as major theories of early literacy, writing development, understanding learning disabilities, including early intervention approaches, cultural and socioeconomic contexts of literacy development, and tutoring programs and other special intervention efforts.

**The Study Of Educational Politics** Jay D. Scribner, Donald H. Layton, 2003-08-29 This text is intended to be of use as a guide for students, scholars, and researchers of the politics of education and of educational policy studies. The comprehensive work surveys major trends between 1969 and 1994 with chapters synthesising political and policy developments at local, national, and state levels in the US as well as in the international arena. The text contains in-depth examinations of the emerging micropolitics of the field of education as well as policy analysis and cultural and feminist studies, and bibliographies are provided at the end of each chapter. Designed as both a text and a reference volume, this special yearbook was planned in conjunction with the 25th anniversary of the Politics of Education Association in 1994.

*An Introduction to the Sociology of Juvenile Delinquency* David Musick, 1995-01-01 This basic overview of juvenile delinquency in the United States emphasizes the connection between delinquency and other problems faced by at-risk children in America.

**Rethinking Youth Wellbeing** Katie Wright, Julie McLeod, 2014-11-01 This volume offers a critical rethinking of the construct of youth wellbeing, stepping back from taken-for-granted and psychologically inflected understandings. Wellbeing has become a catchphrase in educational, health, and social care policies internationally, informing a range of school programs and social interventions and increasingly shaping everyday understandings of young people. Drawing on research by established and emerging scholars in Australia, Singapore, and the UK, the book critically examines the myriad effects of dominant discourses of wellbeing on the one hand and the social and cultural dimensions of wellbeing on the other. From diverse methodological and theoretical perspectives, it explores how notions of wellbeing have been mobilized across time and space in and out of school contexts and the different inflections and effects of wellbeing discourses are having in education transnationally and comparatively. The book offers researchers as well as practitioners new perspectives on current approaches to student wellbeing in schools and novel ways of thinking about the wellbeing of young people beyond educational settings.

**Youth at Risk** David Capuzzi, Douglas R. Gross, 2014-11-21 In the latest edition of this best-selling text, David Capuzzi and Douglas Gross, along with 24 experts in the field, provide a prevention/intervention paradigm to address contemporary issues facing today's youth. Written from a systemic perspective, this book offers guidance in helping teens who are struggling with the complex challenges that can be brought on by peers, family members, and difficult social environments. Part 1 presents information on at-risk population identification, causal factors of problematic behaviors, and promotion of resiliency in youth. Part 2 examines the development

of at risk behaviors relating to dysfunctional family dynamics low self esteem depression mood disorders and stress and trauma Part 3 explores the behaviors most often identified as placing youth at risk such as eating disorders suicidal preoccupation teen sexuality gang membership school violence substance abuse homelessness school dropout and bullying as well as the unique strengths of and stressors faced by multiracial and LGBTQ youth Case studies illustrate prevention efforts from individual family school and community perspectives and text sidebars create greater reader self awareness and enhance the understanding of the concepts skills and applications of the chapter material A complimentary test manual and PowerPoint slides for instructors use are available by written request to ACA Requests for digital versions from the ACA can be found on wiley com To request print copies please visit the ACA website here Reproduction requests for material from books published by ACA should be directed to permissions counseling org

**Transforming Schools** Peter W. Jr. Cookson, Barbara Schneider, 2014-04-23 Government policies at the state local and federal levels have always shaped the daily lives of U S schools Issues of equity and access dominate and the newer issue of global competition is also important This volume of essays by noted theorists and practitioners considers current educational policy issues Topics and contributors include Achievement and Mobility Aaron Pallas Tracking Maureen Hallinan Dropouts Gary Natriello Governing the Big City School System Kenneth Wong International and Comparative Analysis Rolland Paulston Politics of a National Curriculum Michael Apple School Leadership James Cibulka Parental and Community Involvement Mary Driscoll Advocacy Judith Cohen Reform and Policy Kathy Borman et al An index is provided

**Handbook of Early Literacy Research, Volume 1** Susan B. Neuman, David K. Dickinson, 2017-05-08 Current research increasingly highlights the role of early literacy in young children s development and facilitates the growth of practices and policies that promote success among diverse learners The Handbook of Early Literacy Research presents cutting edge knowledge on all aspects of literacy learning in the preschool years Volume 1 covers such essential topics as major theories of early literacy writing development understanding learning disabilities including early intervention approaches cultural and socioeconomic contexts of literacy development and tutoring programs and other special intervention efforts

Crespar Findings (1994-1999) A. Wade Boykin, Robert E. Slavin, 2014-10-13 This double issue presents summaries of the scholarly and practical reform accomplishments of the first five years of the Center for Research on the Education of Students Placed at Risk CRESPAR This bold five year initiative addressed several of the problems that most directly challenge the values and practical aspirations of modern democracies The included articles emphasize how CRESPAR has focused on the schools in many of America s most challenging communities It has both helped local schools improve themselves and advanced the nation s research base This issue was written in commemoration of the life and work of John Henry Hollifield Jr founding coeditor For 28 years Hollifield served as an editor and administrator at Johns Hopkins University s Center for Social Organization of Schools When JESPAR was just an idea Hollifield was one of the people who most strongly advocated its development He had a ready smile a fine

editorial touch and a relentless will to produce each excellent issue This issue summarizing much of the research from CRESPAR s first five years is presented by the full team of authors in his loving memory



## Adopting the Tune of Phrase: An Psychological Symphony within **Rethinking Policy For At Risk Students**

In a global taken by displays and the ceaseless chatter of quick transmission, the melodic splendor and emotional symphony created by the written word often diminish in to the backdrop, eclipsed by the persistent noise and distractions that permeate our lives. However, nestled within the pages of **Rethinking Policy For At Risk Students** a charming fictional prize full of raw feelings, lies an immersive symphony waiting to be embraced. Crafted by an elegant musician of language, this interesting masterpiece conducts visitors on a mental trip, well unraveling the concealed songs and profound influence resonating within each carefully crafted phrase. Within the depths of this emotional assessment, we can investigate the book is main harmonies, analyze its enthralling publishing type, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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