

-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

<https://www.tandfonline.com/doi/full/10.1080/21606544.2021.1966516>

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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

Richard J. Altenbaugh



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, 1993-01-01 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 Resources in Education ,2000 **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 **Community Planning to Foster Resilience in Children** Caroline S. Clauss-Ehlers, Mark D. Weist, 2010-02-23 Children live in a world of ever increasing stress factors including global terrorism pervasive exposure to violence increasing substance use and economic and social instability To help them maneuver successfully through such a challenging world to adulthood community based resilience interventions are becoming more important than ever Currently resilience based interventions are expanding to examine not only the internal strengths children and adolescents bring to a variety of situations but also to explore how to leverage community and family resources in the context of a culturally diverse world Community Planning to Foster Resilience in Children reviews a variety of innovative approaches and actions that can be used at the community level to promote resilience in children and adolescents Key themes throughout the book focus on how to Shift the paradigm from illness to strengths and health Assess and improve environments to minimize harmful influences and increase protection Adapt to and build on strengths of cultural and linguistic variation in an increasingly diverse society Move toward collaborative approaches that involve youth families schools and community members who partner at all levels of program conception implementation evaluation and improvement For researchers clinicians and students Community Planning to Foster Resilience in Children will be an essential tool in their efforts to promote the health and success of youth **Towards Coherence Between Classroom Assessment and Accountability** National Society for the Study of Education, 2004-04-15 In analyses of the role of national educational assessment insufficient attention has been paid to the central place of the

classroom Rather than encouraging a two way flow of information today s standards based frameworks tend to direct the flow of accountability from the outside into the classroom The authors of this volume emphasize that assessment as it exists in schools today consists mainly of the measurements that teachers themselves design evaluate and act upon every day Improving the usefulness of assessment in schools primarily requires assisting and harnessing this flood of assessment information both as a means of learning within the classroom and as the source of crucial information flowing out of classrooms This volume aims to encourage debate and reflection among educational researchers professionals and policymakers Five source chapters describe successful classroom assessment models developed in partnership with teachers while additional commentaries give a range of perspectives on the issues of classroom assessment standardized testing and accountability

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 Zecha,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

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

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

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

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

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

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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 Community Sanctions* Julie Stubbs, Sophie Russell, Eileen Baldry, David Brown, Chris

Cunneen, Melanie Schwartz, 2023-08-01 Based on insights from interviews with key participants in 3 Australian jurisdictions this book demonstrates the importance of connecting criminal legal system struggles with broader movements for community control self determination and sovereignty *Challenges to the Human Rights of People with Intellectual Disabilities*

Frances Owen, Dorothy Griffiths, 2008-12-15 This book provides a multidisciplinary examination of human rights and the lives of people with intellectual disabilities It combines historical psychological philosophical social educational medical and legal perspectives to form a unique and insightful account of the subject *Violations of Trust* Richard Hil, 2017-05-15 The past

few decades have brought to light increasing evidence of systemic and repeated institutional abuse of children and young people in many western nations Government enquiries research studies and media reports have begun to highlight the widespread nature of sexual physical and emotional abuse of vulnerable children and young people However while public attention has focused on episodic dramatic representations of institutional abuse comparatively little emphasis has been

given to the more mundane routinized and systemic nature of abuse that has occurred This book documents comprehensively a full range of abuse occurring in caring and protective institutions with particular reference to the Australian case The dominant theme is betrayal and in particular the ways in which agencies charged with the care and protection of children and young people become the sites of abusive practices The authors draw on a range of theoretical frameworks to explore issues of trust and betrayal in the context of the professional and ethical obligations which workers have to those in their charge The authors argue that it is not sufficient merely to report on accounts of institutional abuse or the consequences of particular practices rather it is necessary to locate the prevalence of institutional abuse in the wider context of institutional practices as they relate to the governance of particular sections of the population

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