

Engineering Economic Analysis

Evaluation Comparison of Online and Classroom Instruction for HEPE 129--Fitness and Lifestyle Management Course. ERIC Educational Resources Information Center Davies, Randall S.; Mendenhall, Robert This evaluation compared online (i.e., World Wide Web-based) and classroom instructional delivery methods for the Health Education/Physical Education course, "Fitness and Lifestyle Management," at Brigham Young University (Utah). The results of the study were intended to add to the discussion on the value of web-based courses as a means

Utilizing the PPET Mnemonic to Guide Classroom-Level PBIS for Students with or At Risk for EBD across Classroom Settings ERIC Educational Resources Information Center Hunter, William C.; Barton-Arwood, Sally; Jasper, Andrea; Murley, Renee; Clements, Tarol 2017-01-01 In this article, the authors discuss how the emphasis on classroom-level Positive Behavior Interventions and Supports strategies can establish a foundation for an efficient classroom management program and be utilized as a resource. The strategies described are physical classroom, procedures and rules, explicit timing, and transition (PETT)

Does Motivation Matter? Analysis of a Randomized Trial of Proactive Outreach to VA Smokers. PubMed Danan, Elisheva R; Joseph, Anne M; Sherman, Scott E; Burgess, Diana J; Noorbaloochi, Siamak; Clothier, Barbara; Japuntich, Sandra J; Taylor, Brent C; Fu, Steven S 2016-08-01 Current guidelines advise providers to assess smokers' readiness to quit, then offer cessation therapies to smokers planning to quit and motivational interventions to smokers not planning to quit. We examined the relationship between baseline stage of change (SOC), treatment utilization, and smoking cessation to determine whether the effect of a proactive smoking cessation intervention was dependent on smokers' level of motivation to quit. Secondary analysis of a multicenter randomized controlled trial. A total of 3006 current smokers, aged 18-80 years, at four Veterans Affairs (VA) medical centers. Proactive care included proactive outreach (mailed invitation followed by telephone outreach), offer of smoking cessation services (telephone or face-to-face), and access to pharmacotherapy. Usual care participants had access to VA smoking cessation services and state telephone quitlines. Baseline SOC measured with Readiness to Quit Ladder, and 6-month prolonged abstinence self-reported at 1 year. At baseline, 35.8%, of smokers were in preparation, 38.2%, in contemplation, and 26.0%, in precontemplation. The overall interaction between SOC and treatment arm was not statistically significant ($p=0.30$). Among smokers in preparation, 21.1%, of proactive care participants achieved 6-month prolonged abstinence, compared to 13.1%, of usual care participants (OR, 1.8 [95% CI, 1.2-2.6]). Similarly, proactive care increased abstinence among smokers in contemplation (11.0% vs. 6.5%; OR, 1.8 [95% CI, 1.1-2.8]). Smokers in precontemplation quit smoking at similar rates (5.3% vs. 5.6%; OR, 0.9 [95% CI, 0.5-1.9]). Within each stage, uptake of smoking cessation treatments increased with higher SOC and with proactive care as compared with usual care. Mostly male participants limits generalizability. Randomization was not stratified by SOC. Proactive care increased treatment uptake compared to usual care across all SOC. Proactive care increased smoking cessation

How to be proactive about interference: lessons from animal memory. PubMed

Wright, Anthony A; Katz, Jeffrey S; Ma, Wei Ji 2012-05-01 Processes of proactive interference were explored using the pigeon as a model system of memory. This study shows that proactive interference extends back in time at least 16 trials (and as many minutes), revealing a continuum of interference and providing a framework for studying memory. Pigeons were tested in a delayed same/different task containing trial-unique pictures. On interference trials, sample pictures from previous trials reappeared as test pictures on different trials. Proactive-interference functions showed greatest interference from the most recent trial and with the longer of two delays (10 s vs. 1 s). These interference functions are accounted for by a time-estimation model based on signal detection theory. The model predicts that accuracy at test is determined solely by the ratio of the elapsed time since the offset of the current-trial sample to the elapsed time since the offset of the interfering sample. Implications for comparing memory of different species and different types of memory (e.g., familiarity vs. recollection) are discussed.

Enhanced conditioned eyeblink response acquisition and proactive interference in anxiety vulnerable individuals PubMed Central Holloway, Jacqueline L.; Trivedi, Payal; Myers, Catherine E.; Servatius, Richard J. 2012-01-01 In classical conditioning, proactive interference may arise from experience with the conditioned stimulus (CS), the unconditional stimulus (US), or both, prior to their paired presentations. Interest in the application of proactive interference has extended to clinical populations as either a risk factor for disorders or as a secondary sign. Although the current literature is dense with comparisons of stimulus pre-exposure effects in animals, such comparisons are lacking in human subjects. As such, interpretation of proactive interference over studies as well as its generalization and utility in clinical research is limited. The present study was designed to assess eyeblink response acquisition after equal numbers of CS, US, and explicitly unpaired CS and US pre-exposures, as well as to evaluate how anxiety vulnerability might modulate proactive interference. In the current study, anxiety vulnerability was assessed using the State/Trait Anxiety Inventories as well as the adult and retrospective measures of behavioral inhibition (AMBI and RMBI, respectively). Participants were exposed to 1 of 4 possible pre-exposure contingencies: 30 CS, 30 US, 30 CS, and 30 US explicitly unpaired pre-exposures, or Context pre-exposure, immediately prior to standard delay training. Robust proactive interference was evident in all pre-exposure groups relative to Context pre-exposure, independent of anxiety classification, with CR acquisition attenuated at similar rates. In addition, trait anxious individuals were found to

have enhanced overall acquisition as well as greater proactive interference relative to non-vulnerable individuals. The findings suggest that anxiety vulnerable individuals learn implicit associations faster, an effect which persists after the introduction of new stimulus contingencies. This effect is not due to enhanced sensitivity to the US. Such differences would have implications for the development of anxiety psychopathology within a learning framework. PMID

Enhanced conditioned eyeblink response acquisition and proactive interference in anxiety vulnerable individuals. PubMed Holloway, Jacqueline L; Trivedi, Payal; Myers, Catherine E; Servatius, Richard J 2012-01-01 In classical conditioning, proactive interference may arise from experience with the conditioned stimulus (CS), the unconditional stimulus (US), or both, prior to their paired presentations. Interest in the application of proactive interference has extended to clinical populations as either a risk factor for disorders or as a secondary sign. Although the current literature is dense with comparisons of stimulus pre-exposure effects in animals, such comparisons are lacking in human subjects. As such, interpretation of proactive interference over studies as well as its generalization and utility in clinical research is limited. The present study was designed to assess eyeblink response acquisition after equal numbers of CS, US, and explicitly unpaired CS and US pre-exposures, as well as to evaluate how anxiety vulnerability might modulate proactive interference. In the current study, anxiety vulnerability was assessed using the State/Trait Anxiety Inventories as well as the adult and retrospective measures of behavioral inhibition (AMBI and RMBI, respectively). Participants were exposed to 1 of 4 possible pre-exposure contingencies: 30 CS, 30 US, 30 CS, and 30 US explicitly unpaired pre-exposures, or Context pre-exposure, immediately prior to standard delay training. Robust proactive interference was evident in all pre-exposure groups relative to Context pre-exposure, independent of anxiety classification, with CR acquisition attenuated at similar rates. In addition, trait anxious individuals were found to have enhanced overall acquisition as well as greater proactive interference relative to non-vulnerable individuals. The findings suggest that anxiety vulnerable individuals learn implicit associations faster, an effect which persists after the introduction of new stimulus contingencies. This effect is not due to enhanced sensitivity to the US. Such differences would have implications for the development of anxiety psychopathology within a learning framework.

Does Verbal Labeling Influence Age Differences in Proactive and Reactive Cognitive Control? ERIC Educational Resources Information Center Kray, Jutta; Schmitt, Hannah; Heintz, Sonja; Blaye, Agnès 2015-01-01 The main goal of this study was to examine whether different types of verbal labeling can influence age-related changes in the dynamic control of behavior by inducing either a proactive or reactive mode of control. Proactive control is characterized by a strong engagement in maintaining task-relevant information to be optimally prepared while

Refugee-Teacher-Train-Refugee-Teacher Intervention Research in Malaysia: Promoting Classroom Management and Teacher Self-Care ERIC Educational Resources Information Center O'Neal, Colleen R.; Gosnell, Nicole M.; Ng, Wai Sheng; Ong, Edward 2018-01-01 Given the current refugee crisis, the development of sustainable postconflict refugee education systems and supports is essential. The present study reports Resilient Refugee Education (RRE) intervention effects on refugee teacher confidence and knowledge of classroom management, in addition to refugee teacher self-care in Malaysia. We compared

Developing a Course in Secondary Level Classroom Behavior Management: A Study (Part Two of a Process). ERIC Educational Resources Information Center Bergin, Joyce Williams; Walworth, Margaret This paper reports a research project designed to improve collaboration among Georgia's schools, colleges, and universities and raise educational standards for pre-K through college education. The researchers, who had developed a course in secondary-level classroom behavior management for preservice teachers, examined the opinions of secondary

Recognizing the Centrality of Emotion in Diversity Courses: Commentary on "Gender in the Management Education Classroom" ERIC Educational Resources Information Center Spelman, Duncan 2010-01-01 This commentary adds to the analysis and recommendations presented in "Gender in the Management Education Classroom" concerning a very challenging incident focused on powerful gender/diversity dynamics. It discusses the centrality of emotion in students' experiences of diversity discussions and calls for teachers to explicitly help students

Future challenges for occupational health services can be prevented by proactive collaboration with the companies using the services: a participatory and reflection project PubMed Central Lydell, Marie; Hildingh, Cathrine; Sanderbom, Arne; Ziegert, Kristina 2017-01-01 Background There is clearly a need for research in the field of occupational health service (OHS) for applying new perspectives. Proactive collaboration is needed between the OHSs and the companies. The customers of the companies using the services should be able to safeguard themselves from the health problems caused by the work environment through proactive collaboration with the OHSs. Objective The main purpose of this interdisciplinary study was to explore how the stakeholders reflected to create and agree on core values for future challenges in OHS, as seen from the perspectives of OHS professionals and customer companies. Methodology An action research process was conducted. This study was divided into three phases. In phase I, the data were collected from interviews and diaries of interdisciplinary occupational health professionals (n=12). A focus group that sampled the eight managers of the customer companies was also included. In phase II, a questionnaire was developed with 24 questions focusing on examining the future challenges for OHS. The questionnaire was sent to

customer companies (n=116). In phase III, a scoping review was undertaken. Results Three categories emerged from the analysis: "Balancing complex situations" clarified the complexity regarding senior employees; "Working with a proactive approach" indicated the need for working with a new proactive approach supporting sustainable health; and "Collaborate internally and externally" showed good relationships between the customer and the OHS, which is a mutual responsibility to both the partners. Conclusion The results outlined that it is necessary to take action to apply new proactive health promotions, with a focus on workplace health promotion. The results also indicated that interventions for senior employees are of importance. This study was done in collaboration with the stakeholders from the occupational health care service center and the managers from the customer companies

Illustrating the multiple facets and levels of fidelity of implementation to a teacher classroom management intervention. PubMed Reinke, Wendy M; Herman, Keith C; Stormont, Melissa; Newcomer, Lori; David, Kimberly 2013-11-01 Many school-based interventions to promote student mental health rely on teachers as implementers. Thus, understanding the interplay between the multiple domains of fidelity to the intervention and intervention support systems such as coaching and teacher implementation of new skills is an important aspect of implementation science. This study describes a systematic process for assessing multiple domains of fidelity. Data from a larger efficacy trial of the Incredible Years Teacher Classroom Management (IY TCM) program are utilized. Data on fidelity to the IY TCM workshop training sessions and onsite weekly coaching indicate that workshop leaders and the IY TCM coach implemented the training and coaching model with adequate adherence. Further, workshop leaders' ratings of engagement were associated with teacher implementation of specific praise, following training on this content. Lastly, the IY TCM coach differentiation of teacher exposure to coaching was evaluated and found to be associated with teacher implementation of classroom management practices and student disruptive behavior.

Teacher Perceptions of the Impact of Self-Efficacy on Classroom Management Style: A Case Study ERIC Educational Resources Information Center McCain, Patty Jo 2017-01-01 The purpose of this qualitative case study was to develop an understanding of how current and former middle school teachers in a suburban school district in northeast Georgia perceive low self-efficacy impacts their classroom management style. The theory guiding this study was Bandura's (1977) self-efficacy theory as it supported the idea that

Validity and Reliability of the Reactive-Proactive Aggression Questionnaire in Turkish Adolescents ERIC Educational Resources Information Center Cenkseven-Änder, Fulya; Avci, Rasit; Äolakkadioglu, Oguzhan 2016-01-01 The aim of this study was to adapt the Reactive-Proactive Aggression Questionnaire (RPQ), developed to measure two dimensions of

aggression which are reactive and proactive, to Turkish and test the validity and reliability of the Turkish form. The study group consisted of 278 students in four junior high schools in Adana, Turkey, and 485 students

Age-Related Decrease in Stress Responsiveness and Proactive Coping in Male Mice. PubMed Oh, Hee-Jin; Song, Minah; Kim, Young Ki; Bae, Jae Ryong; Cha, Seung-Yun; Bae, Ji Young; Kim, Yeongmin; You, Minsu; Lee, Younpyo; Shim, Jieun; Maeng, Sungho 2018-01-01 Coping is a strategic approach to dealing with stressful situations. Those who use proactive coping strategies tend to accept changes and act before changes are expected. In contrast, those who use reactive coping are less flexible and more likely to act in response to changes. However, little research has assessed how coping style changes with age. This study investigated age-related changes in coping strategies and stress responsiveness and the influence of age on the processing of conditioned fear memory in 2-, 12- and 23-month-old male mice. Coping strategy was measured by comparing the escape latency in an active avoidance test and by comparing responses to a shock prod. The results showed that proactivity in coping response gradually decreased with age. Stress responsiveness, measured by stress-induced concentration of corticosterone, was also highest in 2-month-old mice and decreased with age. Consolidation of fear memory was highest in 12-month-old mice and was negatively correlated with the degree of stress responsiveness and proactivity in coping. Fear extinction did not differ among age groups and was not correlated with stress responsiveness or the proactivity of coping. However, the maintenance of extinct fear memory, which was best in 2-month-old mice and worst in 12-month-old mice, was negatively correlated with stress responsiveness but not with coping style. Age-dependent changes in the expression of glucocorticoid receptor (GR) and its regulatory co-chaperones, which are accepted mechanisms for stress hormone stimulation, were measured in the hippocampus. The expression of GR was increased at 12 months compared to other age groups. There were no differences in Hsp70 and BAG1 expression by age. These results can be summarized as follows: (1) stress responsiveness and proactivity in coping decreased with age class; (2) consolidation of fear memory was negatively correlated with both stress responsiveness and proactivity; however, maintenance of

Age-Related Decrease in Stress Responsiveness and Proactive Coping in Male Mice PubMed Central Oh, Hee-Jin; Song, Minah; Kim, Young Ki; Bae, Jae Ryong; Cha, Seung-Yun; Bae, Ji Young; Kim, Yeongmin; You, Minsu; Lee, Younpyo; Shim, Jieun; Maeng, Sungho 2018-01-01 Coping is a strategic approach to dealing with stressful situations. Those who use proactive coping strategies tend to accept changes and act before changes are expected. In contrast, those who use reactive coping are less flexible and more likely to act in response to changes. However, little research has assessed how coping style changes with age. This study investigated age-related changes in coping strategies and stress responsiveness and the influence of age on the processing of conditioned fear memory in 2-, 12- and 23-month-old male

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Impact of ageing on problem size and proactive interference in arithmetic facts solving. PubMed Archambeau, Kim; De Visscher, Alice; Noël, Marie-Pascale; Gevers, Wim 2018-02-01 Arithmetic facts (AFs) are required when solving problems such as "3 × 4" and refer to calculations for which the correct answer is retrieved from memory. Currently, two important effects that modulate the performance in AFs have been highlighted: the problem size effect and the proactive interference effect. The aim of this study is to investigate possible age-related changes of the problem size effect and the proactive interference effect in AF solving. To this end, the performance of young and older adults was compared in a multiplication production task. Furthermore, an independent measure of proactive interference was assessed to further define the architecture underlying this effect in multiplication solving. The results indicate that both young and older adults were sensitive to the effects of interference and of the problem size. That is, both interference and problem size affected performance negatively: the time needed to solve a multiplication problem increases as the level of interference and the size of the problem increase. Regarding the effect of ageing, the problem size effect remains constant with age, indicating a preserved AF network in older adults. Interestingly, sensitivity to proactive interference in multiplication solving was less pronounced in older than in younger adults suggesting that part of the proactive interference has been overcome with age.

Comment on "Proactive quantum secret sharing" NASA Astrophysics Data System (ADS) Gao, Gan; Wang, Yue 2017-03-01 In the paper, Qin and Dai (Quantum Inf Process 14:4237-4244, 2015) proposed a proactive quantum secret sharing scheme. We

study the security of the proposed scheme and find that it is not secure. In the distribution phase of the proposed scheme, two dishonest participants may collaborate to eavesdrop the secret of the dealer without introducing any error.

Progression in Complexity: Contextualizing Sustainable Marine Resources Management in a 10th Grade Classroom NASA Astrophysics Data System (ADS) Bravo-Torija, Beatriz; Jimfnez-Aleixandre, Marfa-a-Pilar 2012-01-01 Sustainable management of marine resources raises great challenges. Working with this socio-scientific issue in the classroom requires students to apply complex models about energy flow and trophic pyramids in order to understand that food chains represent transfer of energy, to construct meanings for sustainable resources management through discourse, and to connect them to actions and decisions in a real-life context. In this paper we examine the process of elaboration of plans for resources management in a marine ecosystem by 10th grade students (15-16 year) in the context of solving an authentic task. A complete class (N = 14) worked in a sequence about ecosystems. Working in small groups, the students made models of energy flow and trophic pyramids, and used them to solve the problem of feeding a small community for a long time. Data collection included videotaping and audiotaping of all of the sessions, and collecting the students' written productions. The research objective is to examine the process of designing a plan for sustainable resources management in terms of the discursive moves of the students across stages in contextualizing practices, or different degrees of complexity (Jimfnez-Aleixandre & Reigosa International Journal of Science Education, 14(1): 51-61 2006), understood as transformations from theoretical statements to decisions about the plan. The analysis of students' discursive moves shows how the groups progressed through stages of connecting different models, between them and with the context, in order to solve the task. The challenges related to taking this sustainability issue to the classroom are discussed.

Reference

[Data Engineering with Python: Work with massive datasets to design data models and automate data pipelines using Python](#)

[The Design and Engineering of Curiosity: How the Mars Rover Performs Its Job \(Springer Praxis Books\)](#)