

Proposal Articles
15 points

Instructions: For your top research topic/question, find 5 relevant peer-reviewed articles and submit the APA reference and abstract for each.

- State your research question
- Identify the independent and dependent variable
- List the 5 articles (using APA formatting) and abstracts

Formatting: (same as previous assignment) Type this assignment: 12 point, Times New Roman font. Use APA formatting for the references. The references should be double spaced, but the abstracts should be single spaced. Include your name and section number.
(The articles do not have to match your topic exactly, but should be relevant and related).

Submission: Submit your work to CatCourses by **09:00 AM** on **September 13.**
Pdf format only

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Section 01

Proposal Articles (Example Assignment)

Research question: what type of recess activity and environment best helps elementary school students in school (academic and behavioral)?

Independent Variable: Recess activity and environment

Dependent Variable: Academic performance and behavior

Berman, M. G., Jonides, J., & Kaplan, S. (2008). The cognitive benefits of interacting with nature. *Psychological Science*, 19(12), 1207-1212. <http://dx.doi.org/10.1111/j.1467-9280.2008.02225.x>

Abstract: We compare the restorative effects on cognitive functioning of interactions with natural versus urban environments. Attention restoration theory (ART) provides an analysis of the kinds of environments that lead to improvements in directed-attention abilities. Nature, which is filled with intriguing stimuli, modestly grabs attention in a bottom-up fashion, allowing top-down directed-attention abilities a chance to replenish. Unlike natural environments, urban environments are filled with stimulation that captures attention dramatically and additionally requires directed attention (e.g., to avoid being hit by a car), making them less restorative. We present two experiments that show that walking in nature or viewing pictures of nature can improve directed-attention abilities as measured with a backwards digit-span task and the Attention Network Task, thus validating attention restoration theory.

Bagot, K. L., Allen, F. L., & Toukhsati, S. (2015). Perceived restorativeness of children's school playground environments: Nature, playground features and play period experiences. *Journal of Environmental Psychology*, 41,1-9. <http://dx.doi.org/10.1016/j.jenvp.2014.11.005>

Abstract: With little research examining children's restorative environments, the design of environments supportive of children's functioning is limited. The aim of this study was to examine the predictors of perceived restorativeness of children's school playgrounds, using Attention Restoration Theory. Children (N = 550, 46% boys, Mage = 9.73 years, SD = 1.21) from 14 schools reported playground perceived restorativeness and play period experiences (affect, physical activity, social activity, perceived affordances). Playground characteristics of nature, size, play areas, play equipment and ratio of total grounds were assessed. After controlling for gender, age and playground size, vegetation volume was the only significant naturalness measure predicting perceived restorativeness. Play period experiences explained more variance than physical characteristics. With only moderate levels of perceived restorativeness revealed, the potential for school grounds to enhance children's functioning

remains. Factors contributing to children's restorative environments may differ from adults, requiring children's inclusion in the research and design of their environments.

Collado, S., & Corraliza, J. A. (2015). Children's restorative experiences and self-reported environmental behaviors. *Environment and Behavior*, 47(1), 38-56.

<http://dx.doi.org/10.1177/0013916513492417>

Abstract: Positive experiences in nature relate to children's environmental behaviors. The reasons for this link remain unknown. One possibility is that children behave more ecologically because they obtain benefits from spending time in nature. In the present study, we looked at positive experiences in nature, specifically restoration, as a motivational factor enhancing children's proenvironmental behavior. Children (N = 832) rated their school yards in terms of restoration and reported their frequency of proenvironmental behaviors as well as their environmental attitudes. Perceived restoration predicted 37% of the variance in reported proenvironmental behavior. Moreover, this relationship was completely mediated by environmental attitudes. In addition, fascination, a component of restoration, was the only direct predictor of proenvironmental behavior.

Durán-Narucki, V. (2008). School building condition, school attendance, and academic achievement in New York City public schools: A mediation model. *Journal of Environmental Psychology*, 28(3), 278-286.

<http://dx.doi.org/10.1016/j.jenvp.2008.02.008>

Abstract: Little is known about how the condition of school facilities affects academic outcomes. This study examines the role of school attendance as a mediator in the relationship between facilities in disrepair and student grades in city and state tests. Data on building condition and results from English Language Arts (ELA) and Mathematics (Math) standardized tests were analyzed using a sample of 95 elementary schools in New York City. Variables relevant to academic achievement such as ethnicity, socioeconomic status, teacher quality, and school size were used as covariates. In run-down school facilities students attended less days on average and therefore had lower grades in ELA and Math standardized tests. Attendance was found to be a full mediator for grades in ELA and a partial mediator for grades in Math. This study provides empirical evidence of the effects of building quality on academic outcomes and considers the social justice issues related to this phenomenon.

Holmes, R. M., Pellegrini, A. D., & Schmidt, S. L. (2006). The effects of different recess timing regimens on preschoolers' classroom attention. *Early Child Development and Care*, 176, 735-743. <http://dx.doi.org/10.1016/2008.02.008>

Abstract: This study examined the effects of different recess timing regimens on preschoolers classroom attention. Using cognitive immaturity theory, we predicted that attention to a classroom task would be greater after a recess break. We also examined the extent to which different recess timing regimens related to post-recess attention. Participants were 27 European American children (18 girls and nine boys; mean = 55.56 months, standard deviation = 4.01) from a northeastern US preschool. Observations were made in the classroom before and after recess and outdoors on the playground during recess. Findings revealed that post-recess attention was greater following sustained outdoor play periods. Gender differences emerged. Girls were more attentive to classroom tasks than boys were. Our findings support and parallel empirical findings with primary school children on the role of recess in children's cognitive performance. It seems reasonable that outdoor recess breaks rejuvenate young children and help them attend to classroom tasks.