

PHysical activity InTerventions to enhance LEARNing in vocational education and training - Observational study (study 2)

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Standing leads to better performance on cognitive tasks regarding executive functioning.

Ethische beoordeling	Niet van toepassing
Status	Werving gestart
Type aandoening	-
Onderzoekstype	Interventie onderzoek

Samenvatting

ID

NL-OMON26206

Bron

Nationaal Trial Register

Verkorte titel

PHIT2LEARN - intervention study (study 2)

Aandoening

Physical activity, Seating posture, Cognitive functioning, Schoolperformance

Ondersteuning

Primaire sponsor: Open University the Netherlands, Maastricht University, VU University Medical Center, ECBO, Kenniscentrum Sport, ROC Leeuwenborgh, Koning Willem I college

Overige ondersteuning: NRO (Nationaal Regieorgaan Onderwijsonderzoek)

Onderzoeksproduct en/of interventie

Uitkomstmaten

Primaire uitkomstmaten

- Cognitive performance on the letter-memory test and the color-shape test

Toelichting onderzoek

Achtergrond van het onderzoek

People who are more physically active show better academic and cognitive performances, this has mainly been studied in elementary and secondary schools. At the same time, we know that adolescents spend most of their day sedentary, especially within the school setting. Adolescents with a low socio-economic status, among which many VET students, are even more sedentary than their peers. VET students' brain is still developing and they are being educated at a relatively low level, which yields room for improvements in academic and cognitive performance. PHIT2LEARN aims to investigate the effects of physical activity and sedentary behavior on academic and cognitive performance of VET students. In this study, we specifically focus on reducing sedentary behavior, by replacing it by standing. The study has been approved by the Ethical Research Board of the OU (U2017/00519/FRO).

Doel van het onderzoek

Standing leads to better performance on cognitive tasks regarding executive functioning.

Onderzoeksopzet

Baseline session: all participants get verbal explanation regarding the 2 cognitive tests, and they will complete these tests for the first time.

Test session 1 & 2: these sessions are identical, with the only difference for the participants that they will be standing a certain part during one of the sessions, and they will be seated during the other session. Both sessions start with 15 minutes of regular lesson, taught by their teacher. Then all students will make both cognitive tests. Then the group will be split in a sitting group and a standing group (this division is made at random, beforehand). The sitting group remains seated the rest of the session, the standing group will be standing the rest of the lesson. Then the teacher will teach for another 15 minutes. And at last, all students will again make the 2 cognitive tests (sitting group makes these tests seated, standing group makes these tests while standing). After completion of the tests, the participants will fill out a short questionnaire regarding their experience with the lesson; to what extent are you feeling tired? Do you feel you have been standing for too long? etc.

Onderzoeksproduct en/of interventie

Standing (about 40 minutes, during both a lesson and the cognitive tests)

Contactpersonen

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Wetenschappelijk

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Deelname eisen

Belangrijkste voorwaarden om deel te mogen nemen (Inclusiecriteria)

- VET (mbo) level 2 or 4 student
- Signed the informed consent

Belangrijkste redenen om niet deel te kunnen nemen (Exclusiecriteria)

Any disability which makes standing for approximately 45 minutes impossible.

Onderzoeksopzet

Opzet

Type:	Interventie onderzoek
Onderzoeksmodel:	Cross-over
Toewijzing:	Gerandomiseerd
Blinding:	Open / niet geblindeerd
Controle:	Actieve controle groep

Deelname

Nederland	
Status:	Werving gestart
(Verwachte) startdatum:	08-01-2018
Aantal proefpersonen:	216
Type:	Verwachte startdatum

Ethische beoordeling

Niet van toepassing	
Soort:	Niet van toepassing

Registraties

Opgevolgd door onderstaande (mogelijk meer actuele) registratie

Geen registraties gevonden.

Andere (mogelijk minder actuele) registraties in dit register

Geen registraties gevonden.

In overige registers

Register	ID
NTR-new	NL6573
NTR-old	NTR6959

Register

Ander register

ID

: U2017/00519/FRO

Resultaten