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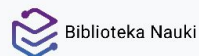
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## ARTICLE

### A Bayes algorithm for model compatibility and comparison of ARMA(p; q) models

[Praveen Kumar Tripathi](#) [Rijji Sen](#) [S.K. Upadhyay](#)

## ABSTRACT

The paper presents a Bayes analysis of an autoregressive-moving average model and its components based on exact likelihood and weak priors for the parameters where the priors are defined so that they incorporate stationarity and invertibility restrictions naturally. A Gibbs- Metropolis hybrid scheme is used to draw posterior-based inferences for the models under consideration. The compatibility of the models with the data is examined using the Ljung- Box-Pierce chi-square-based statistic. The paper also compares different compatible models through the posterior predictive loss criterion in order to recommend the most appropriate one. For a numerical illustration of the above, data on the Indian gross domestic product growth rate at constant prices are...

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### Interviewer allocation through interview-reinterview nested design for response error estimation in sample surveys

[Fidan Mahmut Fahmi](#) [H. Öztaş Ayhan](#) [İnci Batmaz](#)

## ABSTRACT

In surveys, non-sampling errors, due to their complex nature, are more challenging to quantify compared to sampling errors. Avoiding the release of these errors, however, results in biased survey estimates. In our previous paper, we devised the best interviewer allocation technique by using a nested experimental design to study response error estimation. In this study, in order to illustrate the effectiveness of this methodology in a different context, we apply it in interview-reinterview surveys relating to the time use and life satisfaction of academicians at Middle East Technical University, Turkey. An analysis of the pilot survey data showed that only half of the data was reliable, while the other half revealed interviewer effects. Prior to the main survey,...

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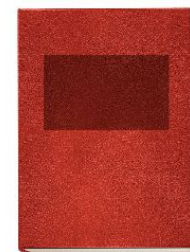
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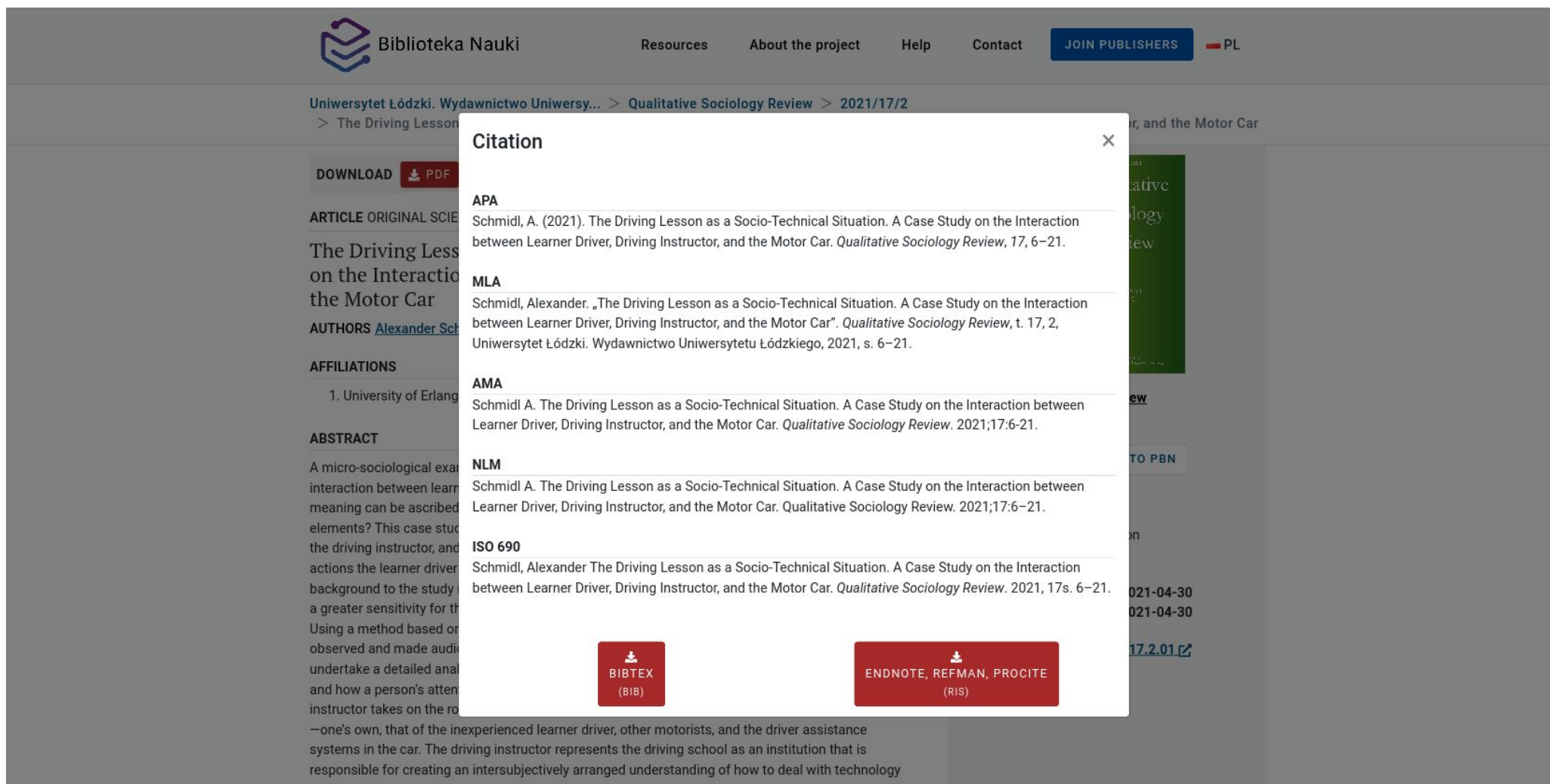


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**ARTICLE ORIGINAL SCIENCE**

The Driving Lesson as a Socio-Technical Situation. A Case Study on the Interaction between Learner Driver, Driving Instructor, and the Motor Car

**AUTHORS** Alexander Schmid

**AFFILIATIONS**

1. University of Erlangen-Nuremberg

**ABSTRACT**

A micro-sociological examination of the interaction between learner driver and driving instructor. What meaning can be ascribed to the driving instructor's actions? This case study examines the driving instructor, and the actions the learner driver takes on the road. The background to the study is a greater sensitivity for the road. Using a method based on observation and made audio recordings, we undertook a detailed analysis of how a person's attention is directed and how the instructor takes on the role of the learner driver's own, that of the inexperienced learner driver, other motorists, and the driver assistance systems in the car. The driving instructor represents the driving school as an institution that is responsible for creating an intersubjectively arranged understanding of how to deal with technology in a socio-technical situation.

**Citation**

**APA**  
Schmid, A. (2021). The Driving Lesson as a Socio-Technical Situation. A Case Study on the Interaction between Learner Driver, Driving Instructor, and the Motor Car. *Qualitative Sociology Review*, 17, 6–21.

**MLA**  
Schmid, Alexander. „The Driving Lesson as a Socio-Technical Situation. A Case Study on the Interaction between Learner Driver, Driving Instructor, and the Motor Car”. *Qualitative Sociology Review*, t. 17, 2, Uniwersytet Łódzki. Wydawnictwo Uniwersytetu Łódzkiego, 2021, s. 6–21.

**AMA**  
Schmid A. The Driving Lesson as a Socio-Technical Situation. A Case Study on the Interaction between Learner Driver, Driving Instructor, and the Motor Car. *Qualitative Sociology Review*. 2021;17:6-21.

**NLM**  
Schmidl A. The Driving Lesson as a Socio-Technical Situation. A Case Study on the Interaction between Learner Driver, Driving Instructor, and the Motor Car. *Qualitative Sociology Review*. 2021;17:6–21.

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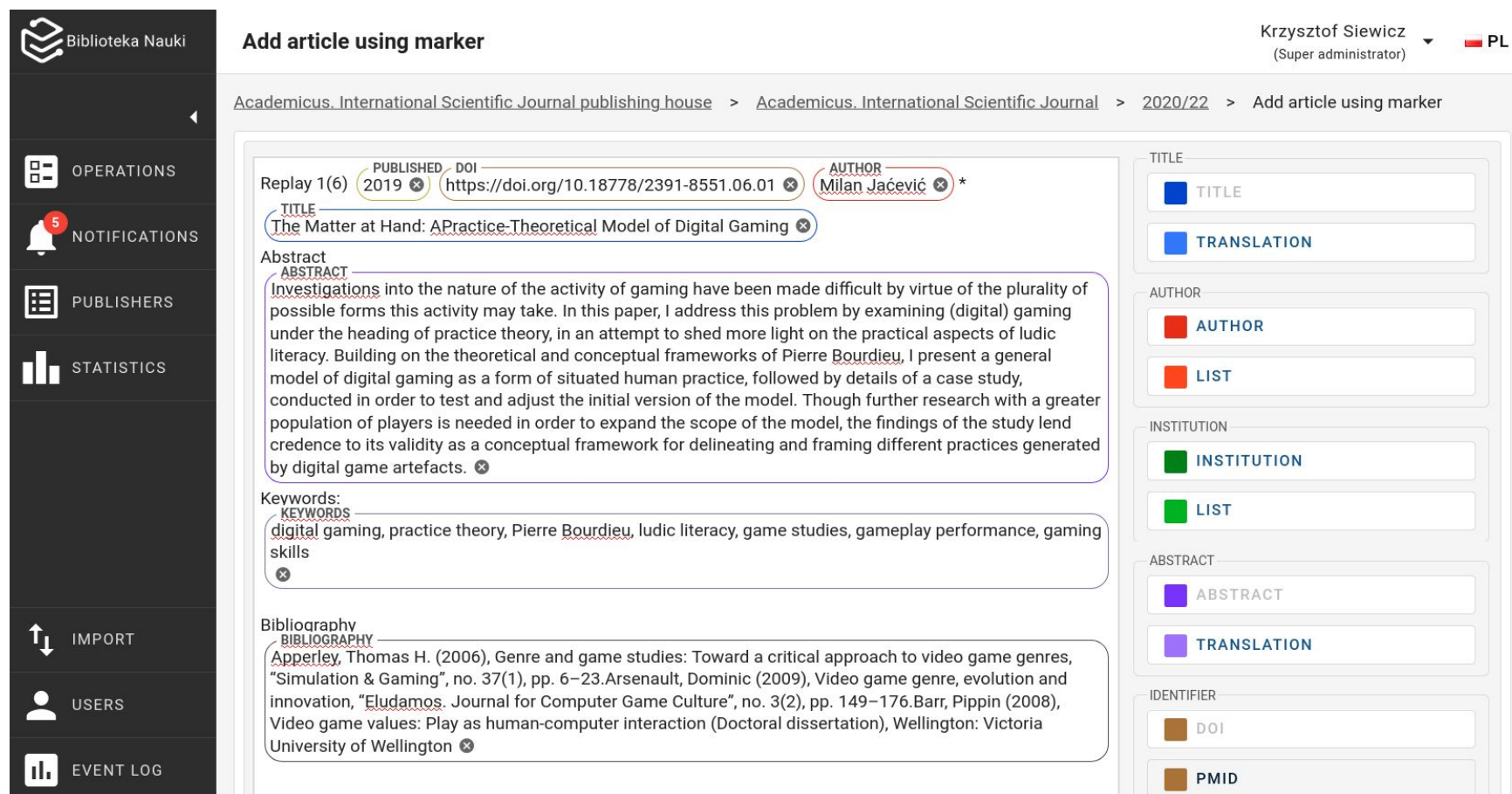
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Replay 1(6) PUBLISHED 2019 DOI https://doi.org/10.18778/2391-8551.06.01 AUTHOR Milan Jačević \*

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Abstract

Investigations into the nature of the activity of gaming have been made difficult by virtue of the plurality of possible forms this activity may take. In this paper, I address this problem by examining (digital) gaming under the heading of practice theory, in an attempt to shed more light on the practical aspects of ludic literacy. Building on the theoretical and conceptual frameworks of Pierre Bourdieu, I present a general model of digital gaming as a form of situated human practice, followed by details of a case study, conducted in order to test and adjust the initial version of the model. Though further research with a greater population of players is needed in order to expand the scope of the model, the findings of the study lend credence to its validity as a conceptual framework for delineating and framing different practices generated by digital game artefacts.

Keywords: digital gaming, practice theory, Pierre Bourdieu, ludic literacy, game studies, gameplay performance, gaming skills

Bibliography

Apperley, Thomas H. (2006), Genre and game studies: Toward a critical approach to video game genres, "Simulation & Gaming", no. 37(1), pp. 6–23. Arsenault, Dominic (2009), Video game genre, evolution and innovation, "Eludamos. Journal for Computer Game Culture", no. 3(2), pp. 149–176. Barr, Pippin (2008), Video game values: Play as human-computer interaction (Doctoral dissertation), Wellington: Victoria University of Wellington

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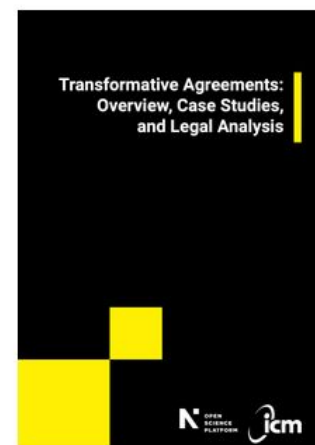
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