

The No Significant Difference Phenomenon As Reported In 355 Research Reports Summaries And Papers

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The No Significant Difference database was first established in 2004 as a companion piece to Thomas L. Russell's book, "The No Significant Difference Phenomenon" (2001, IDECC, fifth edition), a fully indexed, comprehensive research bibliography of 355 research reports, summaries and papers that document no significant differences (NSD) in student outcomes between alternate modes of education delivery. Redesigned in 2010 and provided as a service of WCET, (WICHE Cooperative for Educational ...

No Significant Difference - DETA Research Center Community

No Significant Difference Phenomenon (NSDP) Thomas L. Russell 1999, North Carolina State University, Raleigh, NC, USA (ISBN 0-9668936-0-3) The No Significant Difference Phenomenon (NSDP) is designed and arranged differently from other monographs or books. NSDP contains a compilation of briefly described research findings related to the

No Significant Difference Phenomenon - Semantic Scholar

The "No Significant Difference" Phenomenon: A Literature Review Thomas R. Ramage Parkland College, ramage@parkland.edu Open access to this Article is brought to you by Parkland College's institutional repository, SPARK: Scholarship at Parkland. For more information, please contactspark@parkland.edu. Recommended Citation Ramage, Thomas R.,

The 'No Significant Difference' Phenomenon: A Literature ...

The No Significant Difference Phenomenon. Raleigh, NC State University Press.

Russell, L. (1999). The No Significant ... - SCIRP Open Access

Abstract. A quick look at the "No Significant Difference Phenomenon" website might leave the casual observer to the conclusion that an overwhelming amount of data exists to support the notion that technologically-mediated instruction and/or "distance education" in nearly every form imaginable, has proven to be an effective and sometimes preferred method of educating students outside the confines of what is commonly referred to as the "traditional classroom" (Thomas Russell, 2001).

The No Significant Difference Phenomenon: A Literature Review

Abstract. A quick look at the "No Significant Difference Phenomenon" website might leave the casual observer to the conclusion that an overwhelming amount of data exists to support the notion that technologically-mediated instruction and/or "distance education" in nearly every form imaginable, has proven to be an effective and sometimes preferred method of educating students outside the confines of what is commonly referred to as the "traditional classroom" (Thomas Russell, 2001).

Dr. Thomas R. Ramage Scholarship

The "No Significant Difference" phenomenon refers to a body of literature consisting of a particular type of MCS - those comparing student outcomes between face to face and distance delivery courses. An overwhelming number of studies have shown that when the course materials and teaching methodology were held constant, there was no significant ...

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Online learning and the No Significant Difference phenomenon. By Mira Vogel, on 20 August 2015. When asked for evidence of effectiveness of digital education I often find it hard to respond, even though this is one of the best questions you can ask about it. Partly this is because digital education is not a single intervention but a portmanteau of different applications interacting with the circumstances and practices of staff and students – in other words, it's situated.

Online learning and the No Significant ... - blogs.ucl.ac.uk

The No significant difference phenomenon is the title of a famous book written by Thomas Russell (2001). According to this book, making a comparative research on technology for distance education, it seems not to be significant differences in student outcomes between alternate modes of education delivery.

OVERTAKING THE NO SIGNIFICANT ... - GUIDE Association

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The no significant difference phenomenon: A comparative research annotated bibliography on technology for distance education: As reported in 355 research reports, summaries, and papers. North Carolina State University. Excerpted from Sage On The Screen: Education, Media, And How We Learn by Bill Ferster. Johns Hopkins University Press, 2016.

Is "No Significant Difference" Bad For EdTech Research ...

bibliography by Thomas Russell entitled The No Significant Difference Phenomenon (Russell, 1999) has been something of a lightning rod, drawing fire and praise from advocates and critics of...

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