

## Bibliography of Doctoral Dissertations on Research Efficacy

### 2018

- Bryant, J. A. (2018). *A comparative study of full-admission and developmental undergraduate students' performance in online and face-to-face business courses at a historically black college and university* (Doctoral dissertation, Mississippi State University).
- Faidley, J. (2018). *Comparison of learning outcomes from online and face-to-face accounting courses* (Doctoral dissertation, East Tennessee State University).
- Montiel, K. L. (2018). *Comparing online English language learning and face-to-face English language learning at El Bosque University in Colombia* (Doctoral dissertation, Virginia Commonwealth University).
- Sproat, W. (2018) *Success rates of second semester anatomy students in online and on-ground classes at a community college in East Tennessee*. Retrieved from <https://dc.etsu.edu/cgi/viewcontent.cgi?article=4816&context=etd>

### 2017

- Hearn, Phillips Turner. (2017). *Examining the difference in student achievement between face-to-face and online computer classes*. Retrieved from <https://search.proquest.com/openview/854e46895502aba49308723d8ca0b472/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Hiett, B. (2017). *An examination of blended learning and the traditional classroom using achievement scores* (Doctoral dissertation). Retrieved from <http://scholarworks.waldenu.edu/dissertations/3104/>
- Leone, M. A. (2017). *An initial exploration into the comparative effectiveness of hybrid and traditional style teaching of microeconomics*. Retrieved from <http://thescholarship.ecu.edu/handle/10342/6269>
- Reed, K. D. (2017). *A comparative study of student achievement in remedial math courses through online and traditional delivery modes at Northwest Mississippi Community College*. Retrieved from <https://search.proquest.com/openview/6be8a8f829efa2c2b23575f40f5dc9f0/1?pq-origsite=gscholar&cbl=18750&diss=y>

### 2016

- Corgan Monto, C. (2016). *Comparing effectiveness of intensive hybrid and traditional course formats in the community college setting* (Doctoral dissertation). Retrieved from <http://pilotscholars.up.edu/etd/8/>
- Delauro, K. A. (2016). *Determining equivalence in learning outcomes for freshman-level composition courses taught online and via face-to-face delivery* (Doctoral dissertation). Retrieved from <https://uhcl-ir.tdl.org/uhcl-ir/handle/10657.1/534>
- Gregory, C. B. (2016). *Community college student success in online versus equivalent face-to-face courses* (Doctoral dissertation). Retrieved from <http://dc.etsu.edu/etd/3007/>
- Humphrey, J. Y. (2016). *A quantitative assessment and comparison of conceptual learning in online and classroom-instructed anatomy and physiology* (Doctoral dissertation). Retrieved from <http://surface.syr.edu/etd/436/>
- Jammer, V. M. (2016). *A comparison of traditional face-to-face and hybrid pediatrics and obstetrical nursing courses* (Doctoral dissertation). Retrieved from <https://utmb-ir.tdl.org/utmb-ir/handle/2152.3/691>

## **2015**

- Blissitt, A. M. (2015). *Enhancing nursing students learning experience one disease at a time: Blended learning versus traditional lecture in introductory pathophysiology courses* (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/1735801012>

## **2014**

- AlKhunaizi, M. M. (2014). *A comparative study of traditional instruction and blended learning in Saudi ARAMCO mathematics courses* (Doctoral dissertation). Retrieved from <https://search.proquest.com/openview/f0f9fe1eb615cbbc363987124734e777/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Bassett, S. J. (2014). *Cognitive dissonance and adult learner academic outcomes: The role of blended/hybrid course instruction* (Doctoral dissertation). Retrieved from <https://search.proquest.com/openview/4688c96ba2e8bc1cde0c01c203244c3c/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Medina, A. O. (2012). *Equivalency between an online and traditional course in administration of justice* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/126596/>

Overmyer, G. R. (2014). *The flipped classroom model for college algebra: Effects on student achievement* (Doctoral dissertation). Retrieved from <https://dspace.library.colostate.edu/handle/10217/83800>

### **2013**

Bantum, C. (2013). *A comparison of course delivery formats on student success of developmental English students at California community colleges* (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/1430500665>

Davis, C. V. (2013). *A comparative study of factors related to student performance in online and traditional face-to-face MBA courses that are quantitative and qualitative in nature* (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/1469000153>

### **2012**

Carter, L. W. (2012). *Determining if instructional delivery model differences exist in remedial English* (Doctoral dissertation). Retrieved from <https://eric.ed.gov/?id=ED549317>

Garman, D. E. (2012). *Student success in face-to-face and online sections of biology courses at a community college in east Tennessee* (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/1020130442>

### **2009**

Shah, S.T. (2009). *Influence of instructional technology on learning and persistence of tribal college students: A quasi-experimental study* (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/305123899>

### **2008**

Castaneda, R. (2008). *The impact of computer-based simulation within an instructional sequence on learner performance in a Web-based environment* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/123368/>

### **2007**

Evans, K. L. (2007). *Learning stoichiometry: A comparison of text and multimedia formats* (Doctoral dissertation). Retrieved from <http://d-scholarship.pitt.edu/8733/>

Lowry, A. E. (2007). *Effects of online versus face-to-face professional development with a team-based learning community approach on teachers' application of a new instructional practice* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/125069/>

Nguyen, F. (2007). *The effect of an electronic performance support system and training as performance interventions* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/120370/>

## **2006**

Caldwell, E. R. (2006). *A comparative study of three instructional modalities in a computer programming course: Traditional instruction, web-based instruction, and online instruction* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/120299/>

Smith, C. M. (2006). *Comparison of Web-based instructional design strategies in a pain management program for nursing professional development* (Doctoral dissertation). Retrieved from <https://ubir.buffalo.edu/xmlui/handle/10477/42863>

Urban, C. Q. (2006). *The effects of using computer-based distance education for supplemental instruction compared to traditional tutorial sessions to enhance learning for students at-risk for academic difficulties* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/127716/>

## **2005**

Vroeginday, B.J. (2005). *Traditional vs. online education: A comparative analysis of learner outcomes* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/127136/>

## **2002**

Shachar, M. (2002). *Differences between traditional and distance learning outcomes: A meta-analytic approach* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/122120/>

## **2000**

Alexander, L.B. (2000). *Library skills instruction: A comparison of students in a Web-based course versus a traditional instruction course* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/118994/>

Ross, J. L. (2000). *An exploratory analysis of post-secondary student achievement comparing a Web-based and a conventional course learning environment* (Doctoral dissertation). Retrieved from <https://dspace.ucalgary.ca/bitstream/1880/40655/1/49535Ross.pdf>

## **1999**

Russell, T. L. (1999). The no significant difference phenomenon: As reported in 355 research reports, summaries and papers (Doctoral dissertation). North Carolina State University.

### **1998**

Bartel, K. B. (1998). A comparison of students taught utilizing distance education and traditional education environments in beginning microcomputer applications classes at Utah State University (Doctoral dissertaion). Retrieved from <https://www.learntechlib.org/p/123777/>

### **1997**

Despain, S. (1997). *The effects of two delivery systems for listening comprehension exercises on the language performance and attitude of beginning Spanish students* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/119519/>

McAlpin, V. F. (1997). *The effects of selected factors on academic performance of on-line and face to face students* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/120731/>