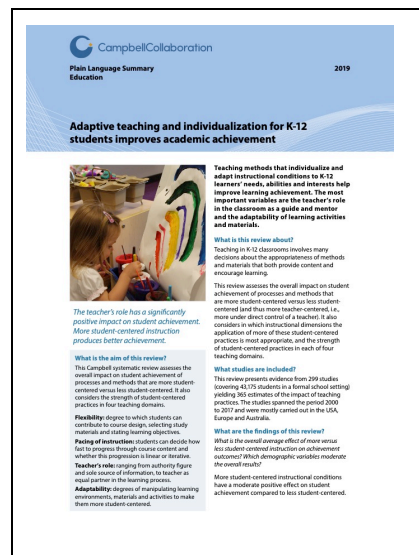


Systematic reviews

Areas of research and related projects

Measuring the Relative Effectiveness of Instructional Models across the Student-Centered – Teacher-Centered Continuum of Educational Practices (*Selected related publication*):

Bernard, R. M., Borokhovski, E., Schmid, R. F., Waddington, D. I., & Pickup, D. (2019). Adaptive teaching and individualization for k-12 students improves academic achievement: A meta-analysis of classroom studies, *Campbell Systematic Reviews*. 15:e1017. <https://doi.org/10.1002/c12.1017>



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(2019): Plain Language Summary

Bernard, R. M., Borokhovski, E., Tamim, R. M., & Abrami, P.C. (2013, April). *Teacher-centered and Student-centered pedagogy: A meta-analysis of classroom practices and processes*. Poster presented at the 2013 meeting of the American Educational Research Association, San Francisco, CA.

Developing Methodology and Assessing Quality of Meta-Analytical Research (*Selected related publications*):

Bernard, R. M. & Borokhovski, E. F. (2015). Detecting and preventing bias in meta-analysis: What could you learn by systematically conducting systematic reviews? *Psychology-Economics-Law* (1), 6-28. [Бернард Р.М. & Бороховский Е.Ф. (2015). Возможные искажения в мета-аналитических исследованиях. *Психология. Экономика. Право*. (1), 6-28.]

Bernard, R. M., Borokhovski, E., Schmid, R. F., & Tamim, R. M. (2014). An exploration of bias in meta-analysis: The case of technology integration research in higher education.

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Bernard, R. M., Borokhovski, E., & Tamim, R. M. (2014). Big pictures we can rely on: Detecting bias in meta-analyses of distance education research. *Distance Education*, 35(3), 271-293. <http://dx.doi.org/10.1080/01587919.2015.957433>

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How Education Can Promote Critical Thinking Skills and Affect Critical Thinking Dispositions (Selected related publications):

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Abrami, P. C., Bernard, R. M., Borokhovski, E., Wade, A., Surkes, M. A., Tamim, R., & Zhang, D. A. (2008). Instructional interventions affecting critical thinking skills and dispositions: A stage one meta-analysis. *Review of Educational Research*, 78(4), 1102-1134.
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Bernard, R.M., Zhang, D., Abrami, P.C., Sicol, F., Borokhovski, E., & Surkes, M. (2008). Exploring the structure of the Watson-Glaser Critical Thinking Appraisal: One scale or many subscales? *Thinking Skills and Creativity*, 3 (1), 15-22.
<http://dx.doi.org/10.1016/j.tsc.2007.11.001>

What Works in Distance Education (Selected related publications):

Bernard, R. M., Borokhovski, E., & Tamim, R. M. (2019). The state of research on distance, online, and blended learning from the perspectives of meta-analyses and qualitative systematic reviews. In M. G. Moore & W. C. Diehl (Eds.). *Distance Education Research Handbook* (4th Ed., pp. 92-104). New York, NY: Routledge.

Borokhovski, E., Tamim, R. M., Bernard, R. M., Abrami, P. C., & Sokolovskaya, A. (2012). Are contextual and design student-student interaction treatments equally effective in distance education? A follow-up meta-analysis of comparative empirical studies. *Distance Education*, 33(3), 311-329.
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instruction? A Meta-analysis of the empirical literature. *Review of Educational Research*, 74(3), 379-439. <http://dx.doi.org/10.3102/00346543074003379>

Technology Integration in Education: Promises and Prospects (Selected related publications):

- Bernard, R. M., Borokhovski, E., Schmid, R. F. & Tamim, R. M. (2018). Gauging the effectiveness of technology in education: What the best-quality meta-analyses tell us. In: *Learning, Design, and Technology. An International Compendium of Theory, Research, Practice, and Policy*. J. M. Spector, B. B. Lockee, & M. D. Childress (Eds.). Heidelberg, DE: Springer.
- Borokhovski, E., Bernard, R.M., Tamim, R.M., & Schmid, R.F. (2016). Technology Integration in postsecondary education: A summary of findings from a set of related meta-analyses. *Russian Psychological Journal*, 13(4), 284-302.
- Tamim, R. M., Borokhovski, E., Pickup, D., Bernard, R. M., & El Saadi, L. (2015). *Tablets for teaching and learning: A systematic review and meta-analysis*. Commonwealth of Learning: http://oasis.col.org/bitstream/handle/11599/1012/2015_Tamim-et-al_Tablets-for-Teaching-and-Learning.pdf?sequence=1&isAllowed=y
- Borokhovski, E., Bernard, R. M., Tamim, R. M., & Schmid, R. S., & Sokolovskaya, A. (2016). Technology supported student interaction in higher education: A meta-analysis of designed versus contextual treatments. *Computers & Education*, 96, 15-28. [.http://dx.doi.org/10.1016/j.compedu.2015.11.004](http://dx.doi.org/10.1016/j.compedu.2015.11.004).
- Schmid, R. F., Bernard, R. M., Borokhovski, E., Tamim, R., Abrami, P. C., Wade, A., & Woods, J. (2014). The effects of technology use in postsecondary education: A meta-analysis of classroom applications. *Computers & Education*, 72(2014), 271-291. <http://dx.doi.org/10.1016/j.compedu.2013.11.002>
- Bernard, R. M., Borokhovski, E., Schmid, R. F., Tamim, R. M. & Abrami, P. C. (2014). A meta-analysis of blended learning and technology use in higher education: From the general to the applied. *Journal of Computing in Higher Education*. 26(1), 87-122. [.http://dx.doi.org/10.1007/s12528-013-9077-3](http://dx.doi.org/10.1007/s12528-013-9077-3)
- Tamim, R. M., Bernard, R. M., Borokhovski, E., Abrami, P. C., & Schmid, R. F. (2011). What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study. *Review of Educational Research*. 81(3), 4-28. <http://dx.doi.org/10.3102/0034654310393361>.

State of eLearning in Canada: Policies and Practice (Selected related publications):

- Borokhovski, E., Bernard, R. M., Mills, E., Abrami, P. C., Wade, C. A., Pickup, D., Bethel, E. C., Lowrison, G., Tamim, R., & Surkes, M. A. (2011). An Extended Systematic Review of Canadian Policy Documents on e-Learning: What We're Doing and Not Doing. *Canadian*

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