Publications

Books/Chapters (n=6)

Kay, R. H. (in press). Creating effective virtual classes using research and guided feedback. In F. J. Desjardins & S. M. Bullock (Eds.), *Graduate teaching in an online world*. Oshawa, Ontario: UOIT Press.

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Kay, R. H. (2009). The role of learning objects in distance learning: opportunities and challenges. *In Rogers et al. (Eds.) Encyclopedia of Distance Learning,* 2nd Edition (Volume 2) (pp. 1808-1813). Hershey, PA: Information Science Reference.

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Lauricella, S. & Kay, R. H. (2010). Assessing laptop use in higher education classrooms: The laptop effectiveness scale (LES). *Australian Journal of Educational Technology*, *26*(2), 151-163. doi: http://www.ascilite.org.au/ajet/ajet26/lauricella.pdf

Peer Reviewed Conference Papers – Ascending Order (n=62)

Kay, R. H. (2013). Best practices for developing effective online course in mathematics *OAME Annual Conference - Think Big,* Toronto, Canada.

Kay, R. H. (2013). Best practices for using classroom response systems in the mathematics classroom, *OAME Annual Conference - Think Big,* Toronto, Canada.

Kay, R. H. (2013). Choosing and using web-based learning tools for the mathematics classroom, *OAME Annual Conference - Think Big,* Toronto, Canada.

Kay, R. H. (2013). Transforming your mathematics classroom with video podcasts (Jing), *OAME Annual Conference - Think Big,* Toronto, Canada.

Kay, R. H (2012). Exploring the Use of Laptops in Higher Education: An Analysis of Benefits and Distractions, *E-Learn*, Montreal, Canada.

Kay, R. H. (2012). A model for creating effective instructional video podcasts. *Global Learn: Global Conference on learning and Technology*.

Kay, R. H. (2011). Best practices for developing effective online course in mathematics *OAME Annual Conference - Put Math on the Map,* Windsor, Canada.

Kay, R. H. (2011). Best practices for using classroom response systems in the mathematics classroom, *OAME Annual Conference - Put Math on the Map,* Windsor, Canada.

Kay, R. H. (2011). Choosing and using web-based learning tools for the mathematics classroom, *OAME Annual Conference - Put Math on the Map,* Windsor, Canada.

Kay, R. H. (2011). Transforming your mathematics classroom with video podcasts (Jing), *OAME Annual Conference - Put Math on the Map,* Windsor, Canada.

Kay, R. H (2010). A model for evaluating online learning in secondary school environments, *The Sixteenth Sloan-C International Conference on Online Learning, Orlando, Florida*. Selected Best in Track.

Kay, R. H (2010). Best practices for delivering effective instruction in virtual classrooms, *Ed-Media, Toronto,* Canada.

Kay, R. H. (2010). Best practices for using classroom response systems, *Toys & Tools in Education Conference*, Toronto, Canada.

Kay, R. H (2010). Choosing and using web-based learning tools, *Toys & Tools in Education Conference*, Toronto, Canada.

Kay, R. H. (2010). Examining the use of educational video clips on distance education, *Global Learn Asia Pacific 2010*, Penang, Malaysia.

Kay, R. H. (2010). Evaluating the use of web-based learning tools in middle classrooms, *Ed-Media*, Toronto, Canada.

Kay, R. H. (2010). Exploring a model for using video podcasts effectively in online learning, *The Sixteenth Sloan-C International Conference on Online Learning, Orlando*, Florida.

Kay, R. H. (2010). Evaluating and using web-based learning tools for k-12 online learning, *The Sixteenth Sloan-C International Conference on Online Learning, Orlando*, Florida.

Kay, R. H. (2010). Transforming your classroom with video podcasts, *Toys & Tools in Education Conference*, Toronto, Canada.

Kay, R. H., & Edwards, J. (2010). Evaluating the use of instructional video podcasts for middle school mathematics students, *Ed-Media*, Toronto, Canada.

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Kay, R. H. (2009) Evaluating the effectiveness of web-based learning tools for online learning, *The Fifteenth Sloan-C International Conference on Online Learning*, Orlando, Florida.

Kay, R. H. (2009) Examining the use of educational mini-clips in online learning, *The Fifteenth Sloan-C International Conference on Online Learning*, Orlando, Florida.

Kay, R. H. & Petrarca, D. (2009) Exploring the impact of video feedback in online courses, *The Fifteenth Sloan-C International Conference on Online Learning, Orlando*, Florida.

Kay, R. H., & Kletskin, I. (2009) Developing effective learning objects to improve calculus readiness among first year university students, *The Ninth International Conference on Technology in Mathematics Teaching (ICMT9), University of Metz, France*.

van Oostveen, R., Hunter, W., Kay, R. & Muirhead, W. (2007). Developing argumentation skills in high school students: a video-based case study in science education. In C. Montgomerie & J. Seale (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2007* (pp. 391-397). Chesapeake, VACE.

Kay, R. H. (2006). Educational mini clips: A powerful tool for higher education students. *Merlot Conference, Ottawa*.

Kay, R. H. & Knaack, L. (2006). Developing a pedagogical model for evaluating learning objects, *Merlot Conference, Ottawa*.

Kay, R. H. & Knaack, L. (2006). Developing and evaluating learning objects for secondary school education, *NECC, San Diego, CA.*

Kay, R. H. (2006). Evaluating of the use of learning objects in secondary school mathematics, *AERA, San Francisco*.

Kay, R. H. (2006). Using Educational mini clips in mathematics and science. *Leading Learning Conference*, York University.

Knaack, L., Kay, R. H., & Carson, B. & (2006). Designing learning objects: school – University partnerships in development, *Merlot Conference, Ottawa*.

Kay, R. H. (2005). A case for computer integration in teacher education: An evaluation of a laptop program, *CSSE*, London, Ontario.

Kay, R. H. (2005). Addressing Individual differences in computer experience: The laptop effect. *NECC, Philadelphia, PA.*

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Kay, R. H., & Knaack, L. (2005). A case for computer integration in teacher education: An evaluation of a laptop program. *AERA, Montreal, Quebec*

Kay, R. H. (2005). Examining the use of online discussion boards in secondary education. *AERA, Montreal, Canada*

Kay, R. H. (2004). A formative analysis of the use of online discussion boards. *NECC Conference, New Orleans.*

Kay, R. H. (2004). Learning with computer software: An exploration of knowledge transfer, SITE, p. 85, Atlanta, Georgia

Kay, R. H. (2004). Developing a metric for evaluating discussion boards. *E-Learn Conference, Washington, DC.*

Kay, R. H. (2004). Using laptops effectively in higher education. *E-Learn Conference, Washington, DC.*

Kay, R. H., & Knaack, L. (2004). Strategies for effective laptop use in education. *EDUCAUSE, Denver, CO*

Kay, R. H. (1995). An exploration of knowledge transfer and computer software. *AERA Conference*, San Francisco, April.

Kay, R. H. (1995). Identifying effective knowledge building activities for learning computer software. *NECC Conference*, Baltimore, June.

Kay, R. H. (1995). Understanding how people learn with computers: A formative model. *AERA Conference*, San Francisco, April.

Kay, R. H. (1993). A formative model for exploring individual differences in learning with computers. *Ninth International Conference on Technology and Education (ICTE)*, Boston, MA, March.

Kay, R. H. (1993). An exploration of theoretical and practical foundations for assessing attitudes toward computers: The computer attitude measure (CAM). *Tenth International Conference on Technology and Education (ICTE)*, Boston, MA, March.

Kay, R. H. (1993). Assessing individuality in learning with computers: Difficult questions and practical answers. *Tenth International Conference on Technology and Education (ICTE)*, Boston, MA, March.

Kay, R. H. (1993). Developing a framework for understanding and predicting student teacher use of computers. *AERA Conference*, Atlanta, GA, April.

Kay, R. H. (1993). Developing a model for understanding gender differences in behaviour toward computers. *Tenth International Conference on Technology and Education (ICTE)*, Boston, MA, March.

Kay, R. H. (1993). Learning with computer software: What knowledge actually transfers? *National Education Computing Conference (NECC)*, Orlando, Florida, June.

Kay, R. H. (1993). The acquisition of computer knowledge: A formative analysis. *AERA Conference*, Atlanta, GA, April.

Kay, R. H. & Mackler, S. (1993). Bridging theory and practice in the teaching of computer skills: Results from two case studies . *Tenth International Conference on Technology and Education (ICTE)*, Boston, MA, March.

Kay, R. H. (1992). An examination of gender differences in computer attitudes, aptitude, and use*. AERA Conference*, San Francisco, CA, April.

Kay, R. H. (1992). Charting pathways to computer expertise. *Ninth International Conference on Technology and Education (ICTE)*, Paris, France, March.

Kay, R. H. (1992). Charting pathways of conceptual change in the use of computer software. *AERA Conference*, San Francisco, CA, April.

Kay, R. H. (1992). Understanding the origins of gender differences in computer attitudes and ability. *Ninth International Conference on Technology and Education (ICTE)*, Paris, France, March.

Kay, R. H. (1990). A case for a domain-specific approach to assessing locus of control: Locus of control and computers. *CPA Conference*, Ottawa.

Kay, R. H. (1990). PART I- Understanding gender differences in computer attitudes, aptitude and use: An analysis of method. *National Education Computing Conference, Nashville, Tennessee*.

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Kay, R. H. (1990). Understanding human-computer interaction using contextual modules: An exploratory analysis. *World Conference on Computing in Education*, Sydney, Australia.