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Big Picture



Video Podcasts



Online Learning



Mobile Devices / BYOD



Social Media



Web-Based Learning Tools



Technology & Schools

Video Podcasts

Big Question:

How do you create effective instructional video podcasts?

Specific Focus

- Quality
- Design
- Effectiveness
- Behaviour
- Model

Publications

- Kay, R. H. (2014). [Developing a framework to create effective problem-based video podcasts](#). *International Journal of Emerging Technologies*, 9(1), 22-30.
- Kay, R. H. (2014). [Exploring applications for using video podcasts in online learning](#). *International Journal of Online Pedagogy and Course Design*, 4(2), 64-77. doi: 10.4018/ijopcd.2014040105
- Kay, R. H. (2012). [Exploring the use of video podcasts in education: A comprehensive review of the literature](#). *Computers in Human Behavior*, 28(3), 820-831
- Kay, R. H. (2012). [Using video podcasts to enhance technology-based learning in preservice teacher education: A formative analysis](#). *Journal of Information Technology and Application in Education*, 1(3), 97-104.

Online/ Blended Learning

Big Question:

How do you create effective online learning experiences?

Specific Focus

- Secondary School
- Higher Education
- Virtual Classrooms
- Communities of Practice

Publications

- 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.

Mobile Devices / BYOD

Big Question:

How mobile devices be used effectively to support learning?

Specific Focus

- Gender Differences
- Scale Development
- Benefits & Challenges

Publications

- Kay, R. H. & Lauricella, S. (2016). [Assessing laptop use in higher education: The laptop behaviour scale](#). *Journal of Computing in Higher Education*, 28(1), 18-44. doi: 10.1007/s12528-015-9106-5
- Kay, R. H. & Lauricella, S. (2014). [Investigating the benefits and challenges of using laptop computers in higher education](#). *Canadian Journal of Learning and Technology*, 40(2), 1-25.
- Kay, R.H., & Lauricella, S. (2011). [Exploring the benefits and challenges of using laptop computers in higher education classrooms: A formative analysis](#). *Canadian Journal of Learning and Technology*, 37(1).
- Kay, R.H., & Lauricella, S. (2011). [Unstructured vs. structured use of laptops in higher education](#). *Journal of Information Technology Education*, 10, 33-42.

Social Media

Big Question:

What is the impact of social media on learning inside and outside of the classroom?

Specific Focus

- Scale Development
- Twitter
- Blogs
- Individual Differences

Publications

- Kay, R. H., & Lauricella, S. (2015). [Investigating and comparing communication media used in higher education.](#) *Journal of Communication Technology and Human Behaviors*, 2(1), 1-20. doi: 10.7726/jcthb.2015.1001
- Lauricella, S. & Kay, R. H. (2013). [Exploring the use of text and instant messaging in higher education classrooms.](#) *Research in Learning Technology*.
- Kay, R.H., & Lauricella, S. (2011). [Exploring the benefits and challenges of using laptop computers in higher education classrooms: A formative analysis.](#) *Canadian Journal of Learning and Technology*, 37(1).

Web-Based Learning Tools

Big Question:

How do you effectively use WBLTs in the classroom to enhance motivation and learning?

Specific Focus

- Elementary School
- Secondary School
- Individual Differences
- Scale Development
- Models for Use
- App Design

Publications

- Kay, R. H. (2013). [Evaluating the instructional architecture of web-based learning tools \(WBLTs\): Direct instruction vs. constructivism revisited](#). *Journal of Interactive Online Learning*, 24(1), 33-51.
- Kay, R. H. (2012). [Exploring individual differences in the impact of web-based learning tools \(WBLTs\) on student attitudes and learning performance](#). *Research and Practice in Technology Enhanced Learning*, 7(2), 89-104.
- Kay, R. H. (2012). [Exploring the use of web-based learning tools in secondary school classrooms](#). *Interactive Learning Environments*, 1(1), 1-17.
- Kay, R. H. (2011). [Evaluating learning, design, and engagement in web-based learning tools \(WBLTs\): The WBLT Evaluation Scale](#). *Computers in Human Behaviour*, 1(5), 1849-1856.

Technology & Schools

Big Question:

What factors contribute to the meaningful use of technology in the classroom?

Specific Focus

- K-12 Education
- Pre-Service Teacher Education
- Higher Education
- Individual Differences
- Emotions
- 21st Century Classrooms
- Flipped Classrooms

Publications

- Kay, R. H. (2012). [Using video podcasts to enhance technology-based learning in preservice teacher education: A formative analysis.](#) *Journal of Information Technology and Application in Education*, 1(3), 97-104.
- Kay, R. H. (2007). [The impact of preservice teachers' emotions on computer use: a formative analysis.](#) *Journal of Educational Computing Research*, 36(4), 481-505.
- Kay, R. H. (2007). [A formative analysis of how preservice teachers learn to use technology.](#) *Journal of Computer Assisted Learning*, 23(5), 366-383.
- Kay, R. H. (2006). [Evaluating strategies used to incorporate technology into preservice education: A review of the literature.](#) *Journal of Research on Technology and Education*, 38(4), 383 – 408