

# Curriculum Vitae

## GENERAL INFORMATION

### Name

Dr. Robin Kay

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**LinkedIn:** <https://www.linkedin.com/in/kayuoit>

**Research Gate:** [https://www.researchgate.net/profile/Robin\\_Kay](https://www.researchgate.net/profile/Robin_Kay)

## HIGHLIGHTS

- Dean – Faculty of Education at Ontario Tech – 2019-2024
- Interim Director of Bachelor of Education Program – 2018 - 2019
- Director of Graduate Studies - OTU– Faculty of Education from 2013-2017
- Nominated for OTU Research Award - 2014
- Full Professor – OTU - Faculty of Education since 2014
- Associate Professor - OTU – Faculty of Education from 2008-2014
- Over \$380,000 in grants, including SSHRC and the Canadian Council on Learning
- Over 30 years of experience teaching technology in education, mathematics education, research methods, and educational psychology
- Written 250 refereed articles, chapters and conference proceedings in the areas of classroom response systems, AI in education, assessment and technology, computer ability and attitudes, e-learning, emotions and computer behaviours, gender differences in computer behaviours, laptop use in higher education, learning with computers, pre-service teacher use of technology, video podcasts, and web-based learning tools
- Presented over 90 papers at over 20 international conferences
- Nominated for the UOIT Teaching Award in 2006

## EDUCATION

Ph.D.	Educational Psychology (University of Toronto)	<b>1996</b>
M.A.	Computer Applications in Education (University of Toronto)	<b>1988</b>
B.Sc.	Psychology and Computer Science (University of Toronto)	<b>1984</b>

## **EMPLOYMENT**

### **Full Professor – Faculty of Education**

**2014-pres**

#### *Ontario Tech University – Oshawa, Ontario*

- designed and taught graduate courses in Web-Based Learning Tools, Advanced Research Methods and Technology & Curriculum
- created extensive online resources to support teaching, research and the graduate faculty
- developed extensive web-based materials for course delivery
- published over 65 articles and 8 chapters
- mentored junior faculty with respect to writing research papers and teaching
- supervised 10 Masters level projects and theses
- actively participated in a wide range of university committees including tenure and promotion, research ethics board, graduate dean search, and graduate studies

### **Dean – Faculty of Education**

**2020-2024**

#### *Ontario Tech University – Oshawa, Ontario*

- responsible for 80 faculty and staff and over 1000 undergraduate and graduate students
- encourage the development of quality, innovative undergraduate, graduate, and diploma programs
- promote a culture of student-centred learning that is focused on innovation and optimization of new and emerging digital technologies
- build cohesion, collaboration, and relationships to create a team environment that also acknowledges divergent interests and talents within the Faculty
- establish policies and best practices that support students academically, emotionally, and financially to ensure a positive and successful student experience
- build on the Faculty's level of research and engagement activity by enhancing the pursuit of these opportunities at local, provincial, national, and international levels

### **Acting & Interim Dean – Faculty of Education**

**2019-2020**

#### *Ontario Tech University – Oshawa, Ontario*

- responsible for the academic programs within the faculty of education
- monitored programs for continued relevance
- facilitated program change and renewal
- oversaw quality assurance through regular external program reviews and other system-wide reviews

- promoted a culture of student-centred learning focused on innovation and optimization of new and emerging digital technologies
- managed teacher certification and program accreditation
- prepared the annual budget
- helped develop long-term strategic planning initiatives related to the faculty and the university

**Interim Director of B.Ed. Program – Faculty of Education**

**2018-2019**

*Ontario Tech University – Oshawa, Ontario*

- responsible for the supervision of over 120 PJ and IS students and 15-20 faculty members
- developed open- house to promote B.Ed. program
- worked with the practicum team to coordinate placements and determine eligibility for students
- oversaw admissions process for B.Ed. students
- helped develop equity and inclusion conference
- worked with student advisor to help accommodate students with special needs
- garnered continuous feedback from students to ensure the quality of the B.Ed. program
- helped hire and prepare sessional faculty for teaching in the B.Ed. program

**Graduate Studies Program Director – Faculty of Education**

**2013-2017**

*Ontario Tech University – Oshawa, Ontario*

- responsible for the organization and delivery of a leading edge, high technology, synchronous Master of Education program with over 160 students
- key duties include hiring faculty, scheduling, orientation for new students and faculty, curriculum development, admissions, website development, policy development and changes, promotion of the program and new cohorts, scholarship awards, course evaluations, and liaison with students

**Associate Professor – Faculty of Education**

**2008-2014**

*Ontario Tech University – Oshawa, Ontario*

- designed and taught undergraduate courses in Math Methods and Computer Science

- designed and taught graduate courses in Web-Based Learning Tools, Advanced Research Methods and Technology & Curriculum
- developed extensive web-based materials for course delivery
- obtained over \$200, 000 in grants from SSHRC and the Canadian Council of Learning
- published 33 peer-reviewed articles and four chapters
- mentored junior faculty with respect to writing research papers and teaching
- actively participated in developing and launching the M.Ed. program at UOIT
- assisted with the OCT evaluation committee for the B.Ed. Primary-Junior program
- currently supervising 4 M.Ed. students

**Assistant Professor – Faculty of Education**

**2003-2008**

*Ontario Tech University – Oshawa, Ontario*

- designed and taught courses in Math Methods, Computer Science, Research & Education, and Human Learning and Development
- created and delivered 4-day math camps for pre-service teachers
- developed extensive web-based learning materials for course delivery
- nominated for UOIT teaching award 2006-2007
- obtained over \$150, 000 in grants from SSHRC and the Canadian Council of Learning
- published 21 peer-reviewed articles and two chapters
- actively participated in developing the inaugural B.Ed. program including field study evaluations, ordering of materials, and creating policies related to laptop use
- took a lead role in the OCT evaluation committee for the B.Ed. Intermediate-Senior program
- delivered workshops on laptop use, classroom response systems, and learning objects
- supervised over 75 teacher candidates in their practicum experiences
- supervised six research assistants

**Instructor of Computer Science and Faculty Trainer**

**1996-2003**

*Upper Canada College – Toronto, Ontario*

*Phillips Exeter Academy - Exeter, New Hampshire*

- taught a two-year., International Baccalaureate Computer Science program
- taught a variety of computer application courses to students (grades 9-12) and staff (word processing, spreadsheets, database, programming, email, web page design)
- developed effective online curricula for grades 9-12 for computer science department

- designed manuals, course materials, and web pages for students and faculty
- consulted staff of 150 on the educational use of computers in their classes
- trained faculty to use Blackboard (online curriculum software) in their classrooms

**Instructor of Computer Studies**

**1989-96**

*Ryerson University - Toronto, Canada*

*George Brown College • Humber College • York Region Board of Education*

- designed and developed a brand-new curriculum for an intensive computer applications course involving a wide range of software packages
- created teaching manuals for Operating Systems, Word Processing, Spreadsheets, Database, and Graphics software
- counselled students on job searches, CVs, and effective interview techniques

**Instructor of Math and Science**

**1991-95**

*Seneca College • Sylvan Learning Institute •*

- designed, organized, and taught courses in mathematics and science for new Canadians (Grades 3-13)
- developed extensive course materials, including training manuals, readings, and practice exercises

**Research Coordinator and Trainer**

**1989-93**

*Ontario Institute for Studies in Education - Toronto, Canada*

- worked with a research team on long-term qualitative and quantitative assessment of social learning
- helped prepare reports, conferences presentations, and research papers
- organized and analyzed large data sets using SPSSX and SAS
- provided in-house training for students on a variety of software packages for IBM and MAC computers as well as evaluating and recommending software and hardware

**Computer Systems Coordinator and Trainer**

**1988-90**

*Ministry of Community and Social Services - Toronto, Canada*

- co-ordinated all aspects of computer use, including training, evaluation, coaching, purchasing,
- responsible for installation, maintenance, and programming for six departments with over 125 computers
- designed in-house training materials for specialized applications within the department

**Sr. Research Associate****1987-88***Addiction Research Foundation - Toronto, Canada*

- assisted in preparation of grants, proposals and research papers
- analyzed and interpreted large data sets using SPSSX
- helped design evaluation studies and co-ordinate research teams in 2-year lifestyle project
- responsible for the development, organization and design of instruction manuals for in-house computer application software

**Research Assistant and Trainer****1985-87***Dellcrest Children's Centre - Toronto, Canada*

- assisted in the preparation of grants, analyzed and interpreted data, helped to design evaluation studies and write reports
- responsible for training staff on word processing, database, and statistics software

**Professional Affiliations and Activities***Reviewer for the following journals/programs*

American Educational Research Association	<b>2003-2005</b>
British Journal of Educational Technology	<b>2005-pres</b>
Computers & Education	<b>2008-pres</b>
Computers in Human Behavior	<b>1994-pres</b>
Educational Technology Research & Development	<b>2005-pres</b>
Journal of Computer Assisted Learning	<b>2010-pres</b>
Journal of Educational Computing Research	<b>2008-pres</b>
Journal of Research on Technology in Education	<b>2004-2008</b>
Technology, Pedagogy and Education	<b>2004-pres</b>

## RESEARCH

### Awards

Project	Awarding Agency	Role	Amount	Timeframe
Assessing the Benefits, Challenges, and Opportunities for Teaching and Learning Via Virtual Reality	<b>SSHRC – Explore Grant</b>	Principal Investigator	\$6,774	2022-2023
Thriving in Blended and Online Learning Environments: A Guide for Busy Educators	<b>VLS – eCampus Grant</b>	Principal Investigator	\$25,057	2022
Creating Equitable, Diverse, and Inclusive Assessments in Online and Blended Learning	<b>VLS – eCampus Grant</b>	Co-Applicant	\$25,057	2022
Get PHIT (Privilege, Hegemony and Intersectionality Training): Navigating Difficult Discussions	<b>VLS – eCampus Grant</b>	Co-Applicant	\$35,421	2022
Interactive Case Studies in the Health Sciences	<b>VLS – eCampus Grant</b>	Co-Applicant	\$25,057	2022
Professional Development and Evaluation of Professional Development Learning Environments	<b>Canadian Council on Learning - Research Project in Structure Formal Learning (CCL)</b>	Co-Applicant	\$70,000	2008-2009
Exploring the Use of Learning Objects in Math & Science Classroom	<b>SSHRC Strategic Research Grant</b>	Principal Investigator	75,000	2007-2010

Exploration and Evaluation of Professional Development Learning Environments	<b>SSHRC Strategic Research Grant</b>	Co-Applicant	\$48,456	2007-2008
Evaluating the Impact of Learning Objects on Gr. 9 and 10 Remediation and Course Recovery Learning	<b>Waterloo Region District School Board</b>	Principal Investigator	\$22,750	2006-2007
Evaluating the Impact of Learning Objects on Classroom Learning	<b>Canadian Council on Learning - Research (CCL)</b>	Principal Investigator	\$70,000	2006-2007
Evaluating the Impact of Learning Objects on Classroom Learning	<b>SSHRC</b>	Principal Investigator	4A Status	2006
Developing Effective Learning Objects to Improve Calculus Readiness Among First-Year Students	<b>UOIT Teaching Innovation Fund</b>	Principal Investigator	\$4500	2006-2007
Developing a Lesson Planning Learning Objects for Pre-Service Teachers	<b>UOIT Teaching Innovation Fund</b>	Principal Investigator with Dr. Liesel Knaack	\$2900	2006-2007
Mentoring Effective Field Placement Supervisors/Advisors	<b>UOIT Teaching Innovation Fund</b>	Co-Applicant with Dr. Liesel Knaack	\$2700	2006-2007
TIPS Math Camp Study	<b>Durham District School Board</b>	Principal Investigator	\$15,000	2005-2006



## Publications

### Books (n=1)

Bahula, T. & Kay, R. H. (2022). Video feedback in online learning. In R. H. Kay & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators*. (pp. 228-235). Ontario Tech University. <https://dx.doi.org/10.51357/JKTL6848>

### Chapters (n=18)

#### 2022

Hunter, W. J., & Kay, R. H. (2022). What's next in online learning? In R. H. Kay & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators*. (pp. 310-319). Ontario Tech University. <https://dx.doi.org/10.51357/HVSI7135>

Hunter, W. J., & Kay, R. H. (2022). Introduction to thriving online. In R. H. Kay & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators*. (pp. 2-14). Ontario Tech University <https://dx.doi.org/10.51357/DODL7710>

Kay, R. H. (2022). Creating engaging online synchronous activities. In R. H. Kay & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators*. (pp. 138-147). Ontario Tech University. <https://dx.doi.org/10.51357/MHZQ9788>

Kay, R. H. (2022). Effective video use in online learning. In R. H. Kay & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators*. (pp. 298-308). Ontario Tech University. <https://dx.doi.org/10.51357/WFGH7740>

Kay, R. H. (2022). Pre-Course activities for online learning. In R. H. Kay & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators*. (pp. 58-64). Ontario Tech University. <https://dx.doi.org/10.51357/RJOX9499>

Kay, R. H. (2022). Instructor's guide for online learning. In R. H. Kay & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators*. (pp. 15-21). Ontario Tech University. <https://dx.doi.org/10.51357/XPOT4490>

Kay, R. H. (2022). Ready, set, so - Your first week online. In R. H. Kay & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators*. (pp. 65-78). Ontario Tech University. <https://dx.doi.org/10.51357/CVBT4738>

Kay, R., & Hunter, W. J. (Eds.). (2022). *Thriving online: A guide for busy educators*. Ontario Tech University. ISBN: 978-0-9781236-4-2

Lauricella, S. & Kay, R. H. (2022). Fair and formative feedback in online learning. In R. H. Kay & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators*. (pp. 236-247). Ontario Tech University. <https://dx.doi.org/10.51357/DLSC5521>

Mann, A., & Kay, R. H. (2022). Video production for online learning. In R. H. Kay & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators*. (pp. 289-297). Ontario Tech University. <https://dx.doi.org/10.51357/ASJR9622>

Riley, M., Prasad, M, Kay, R. H. (2022). Essential Technology for eLearning. In R. H. Kay & W. J. Hunter (Eds.), *Thriving online: A guide for busy educators*. (pp. 23-36). Ontario Tech University. <https://dx.doi.org/10.51357/EFWF5204>

### **2009**

Kay, R. H. (2009). A formative analysis of interactive classroom communication systems used in secondary school classrooms. In L. T. W. Hin & R. Subramaniam (Eds.) *Handbook of Research on New Media Literacy at the K-12 Level: Issues and Challenges* (pp.720-742). Hershey, PA: Information Science Reference.

Kay, R. H. (2009). Understanding factors that influence of the effectiveness of learning objects in secondary school classrooms. . In L. T. W. Hin & R. Subramaniam (Eds.) *Handbook of Research on New Media Literacy at the K-12 Level: Issues and Challenges* (pp.419-435). Hershey, PA: Information Science Reference.

Kay, R. H. (2009). Educational mini-clips in distance learning. In Rogers et al. (Eds.) *Encyclopedia of Distance Learning, 2nd Edition* (Volume 2) (pp. 754-758). Hershey, PA: Information Science Reference.

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.

### **2008**

Kay, R. H. (2008a). Exploring gender differences in computer-related behaviour: Past, present, and future. In T .T. Kidd & I. Chen, *Social Information Technology: Connecting Society and Cultural Issues* (pp. 12-30). Hershey, PA: Information Science Reference.

### **2007**

Kay, R. H. (2007). Gender differences in computer attitudes, ability, and use in the elementary classroom. *Research into Practice, Ontario Ministry of Education*. Monograph #8, 1-4. Available at [http://oere.oise.utoronto.ca/wp-content/uploads/2012/08/+WW\\_GenderDifferenceComputerAbilities.pdf](http://oere.oise.utoronto.ca/wp-content/uploads/2012/08/+WW_GenderDifferenceComputerAbilities.pdf)

### **1992**

Kay, R. H. (1992) Understanding gender biases in computer-related behaviour: Are we using the wrong metaphor? In (Ed.), *In Search of Gender-Free Paradigms for Computer Science Education*, [NECC Monograph], 9-15.

## Refereed Articles (n=95)

### 2024

Lauricella, S., Craig, C. & Kay, R. (2024). Shifting reading into a socially constructed activity: A case study on the benefits and challenges of using Perusall. *Journal of Educational Informatics*, 4(2), 29–42. <https://doi.org/10.51357/jei.v4i2.231>

Lauricella, S., Kay, R., & Craig, C. (2024). Examining the benefits and challenges of using Discord in online higher education classrooms. *Journal of Educational Informatics*, 4(2), 17–28. <https://doi.org/10.51357/jei.v4i2.225>

### 2023

Craig, C. D., & Kay, R. (2023). A systematic overview of reviews of the use of immersive virtual reality in higher education. *Higher Learning Research Communications*, 13(2), 42–60. <https://doi.org/10.18870/hlrc.v13i2.1430>

Craig, C. D., & Kay, R. (2023). Examining the Discord application in higher education: A systematic review of the literature. *Journal of Digital Life and Learning*, 2(2), 52–66. <http://dx.doi.org/10.51357/jdll.v2i2.205>

Power, R., & Kay, R. (2023). Higher education faculty support for transitioning to online teaching during the COVID-19 pandemic. *Journal of Educational Informatics*, 4(1), 49–72. <https://doi.org/10.51357/jei.v4i1.191>

Power, R., Kay, R., & Craig, C. (2023). The effects of COVID-19 on Higher-Education Teaching Practices. *International Journal of E-Learning & Distance Education*, 38(2). <https://doi.org/10.55667/ijede.2023.v38.i2.1255>

### 2022

Bahula, T., & Kay, R. (2022). Exploring instructor perceptions of using video-based feedback: a review of the literature. *Journal of Educational Informatics*, 3(1), 3-20. <http://dx.doi.org/10.51357/jei.v3i1.181>

Jovanovic, P. & Kay, R. H. (2022). Exploring ethical issues with using wearable technology in k-12 classrooms: A review of the literature. *Journal of Digital Life and Learning*, 2(2), 3-11. <http://dx.doi.org/10.51357/jdll.v2i2.203>

Kay, R. H. (2022). Examining the role of emotions in learning with technology, *Journal of Digital Life and Learning*, 2(2), 12-26, <http://dx.doi.org/10.51357/jdll.v2i2.211>

Lauricella, S. & Kay, R. H. (2022). Introduction to the special issue: Technology and human connection. *Journal of Digital Life and Learning*, 2(2), 1-2. <https://doi.org/10.51357/jdll.v2i2.219>

Plante, S., LeSage, A. & Kay, R. (2022). Examining online course evaluations and the quality of student feedback: A review of the literature. *Journal of Educational Informatics*, 3(1), 21-31. <https://doi.org/10.51357/jei.v3i1.182>

## 2021

- Bahula, T., & Kay, R. (2021). Exploring student perceptions of video-based feedback in higher education: A systematic review of the literature. *Journal of Higher Education Theory and Practice*, 21(4), 248-258.
- Jovanovic, P. & Kay, R. (2021). Examining the use of wearable technologies for K-12 students: A systematic review of the literature. *Journal of Digital Life and Learning*, 1(1), 56-67.
- Stolba, A. & Kay, R. (2021). Acquiring digital proficiency in teacher education. A Commentary on Cowan, P., Brown, M. F., Roulston, S., & Farrell, R. (2021). Readiness and practice to teach and learn in a digital world. *Journal of Educational Informatics*, 2(2), 22-25
- Verville, L., Cancelliere, C., Connell, G., Lee, J., Munce, S., Mior, S. Kay, R. & Côté (2021). Exploring clinician perceptions of a care pathway for the management of shoulder pain: a qualitative study", which was submitted to BMC Health Services Research, 21, 1-10, <https://doi.org/10.1186/s12913-021-06955-7>

## 2020

- Kay, R. H. (2020). Analysing the use of mathematics apps in elementary school classrooms. *Contemporary Educational Researches Journal*, 10(2), 68-78.
- Kay, R. & Ruttenberg-Rozen, R. (2020). Exploring the creation of instructional videos to improve the quality of mathematical explanations for preservice teachers. *International Journal of E-Learning & Distance Education*, 35(1), 1-21.
- LeSage, A., Friedlan, J., Tepylo, D. & Kay, R. (2021). Supporting at-risk university business mathematics students: Shifting the focus to pedagogy. *International Electronic Journal of Mathematics Education*. 16(2), 1-9.
- Verville, L., Côté, P., Grondin, D., Mior, S., Moodley, K., Kay, R., Taylor-Visay, A. (2020). Using technology-based educational interventions to improve knowledge about clinical practice guidelines: A systematic review of the literature. *Journal of Chiropractic Education*. <https://doi.org/10.7899/JCE-19-17>

## 2019

- Kay, R. H., MacDonald, T., & DiGiuseppe, M. (2019). A comparison of lecture-based, active learning and flipped classroom teaching approaches in higher education. *Journal of Computing in Higher Education*, 31, 449-471. <https://psycnet.apa.org/doi/10.1007/s12528-018-9197-x>

## 2018

- Kay, R.H., Goulding, H., & Li, J. (2018). Assessing the impact of a virtual lab in an allied health program. *Journal of Allied Health*. 47(1), 45-50.
- Li, J., Kay, R. H., & Markovich, L. (2018). Students' attitudes toward blended learning in adult literacy and basic skills programs. *Canadian Journal of Learning and Technology*, 44(2). <https://doi.org/10.21432/cjlt27573>

## **2017**

Kay, R. H., Benzimra, D., & Li, J. (2017). Exploring factors that influence technology-based distractions in BYOD classrooms. *Journal of Educational Computing Research*, 55(7), 974-995. <http://dx.doi.org/10.1177/0735633117690004>

Kay, R. H., & Carruthers, L. (2017). Examining school board leaders' use of online resources to inform decision-making. *Canadian Journal of Learning and Technology*, 43(1), 1-25. Retrieved from <https://www.cjlt.ca/index.php/cjlt/article/view/27465/20235>

## **2016**

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. <https://doi.org/10.1007/s12528-015-9106-5>

Zomer, N., & Kay, R. H. (2016). Technology use in early childhood education: A review of the literature. *Journal of Educational Informatics*, 1, 1-25. <https://doi.org/10.51357/jei.v1i1.45>

## **2015**

Kay, R.H., & Ahmadpour, K. (2015). Negotiating the digital maze of information literacy: A review of literature. *Journal of Educational Informatics*, 1, 1-25. <https://doi.org/10.51357/jei.v1i1.48>

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. <https://doi.org/10.7726/jcthb.2015.1001>

## **2014**

Kay, R. H. (2014). Developing a framework to create effective problem-based video podcasts. *International Journal of Emerging Technologies*, 9(1), 22-30. <https://doi.org/10.3991/ijet.v9i1.3335>

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. <https://doi.org/10.4018/ijopcd.2014040105>

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. Retrieved from <http://cjlt.csj.ualberta.ca/index.php/cjlt/article/download/831/393>

## **2013**

Kay, R. H. (2013). Evaluating the instructional architecture of web-based learning tools (WBLTs): Direct instruction vs. constructivism revisited. *Journal of Interactive Learning Research*, 24(1), 445-463. <https://doi.org/10.3402/rlt.v21i0.19061>

Lauricella, S. & Kay, R. H. (2013). Exploring the use of text and instant messaging in higher education classrooms. *Research in Learning Technology*, 21, <http://dx.doi.org/10.3402/rlt.v21i0.19061>

## 2012

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. [http://www.apsce.net/rptel/rptel2012julissue-article2\\_pp89-104.pdf](http://www.apsce.net/rptel/rptel2012julissue-article2_pp89-104.pdf)

Kay, R. H. (2012). Examining factors that influence the effectiveness of learning objects in mathematics classrooms. *Canadian Journal of Science, Mathematics, and Technology Education*, 12(4), 35-366. <https://doi.org/10.1080/14926156.2012.732189>

Kay, R. H. (2012). Analyzing the use of video podcasts in middle school mathematics classrooms. *Canadian Journal of Learning and Technology*, 38(2), 1-20. <http://www.cjlt.ca/index.php/cjlt/article/view/684>

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. <http://www.jitae.org/Download.aspx?ID=2617>

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. <https://doi.org/10.1016/j.chb.2012.01.011>

Kay, R. H. (2012) Exploring the use of web-based learning tools in secondary school classrooms. *Interactive Learning Environments*, 20(1), 1-17. <https://doi.org/10.1080/10494820.2011.641675>

Kay, R. H., & Edwards, K. (2012). [Examining the use of worked example video podcasts in middle school mathematics classrooms](#). *Canadian Journal of Learning and Technology*, 38(2), 1-20.

Kay, R. H. & Kletschin, I. (2012). Evaluating the use of problem-based video podcasts to teach mathematics in higher education. *Computers & Education*, 59(2), 619-627. <https://doi.org/10.1016/j.compedu.2012.03.007>

## 2011

Kay, R. H. (2011). Examining the effectiveness of web-based learning tools in middle and secondary school science classrooms. *Interdisciplinary Journal of E-Learning and Learning Objects*, 7, 359-374. <http://www.ijello.org/Volume7/IJELLOv7p359-374Kay781.pdf>

Kay, R. H. (2011). Evaluating learning, design, and engagement in web-based learning tools (WBLTs): The WBLT Evaluation Scale. *Computers in Human Behavior*, 27(5), 1849-1856. <https://doi.org/10.1016/j.chb.2011.04.007>

Kay, R. H. (2011) Exploring the influence of context on attitudes toward web-based learning tools (WBLTs) and learning performance. *Interdisciplinary Journal of E-Learning and Learning Objects*, 7. <http://www.ijello.org/Volume7/IJELLOv7p125-142Kay748.pdf>

- Kay, R. H. (2011) Exploring the impact of web-based learning tools in middle school mathematics and science classrooms. *Journal of Computers in Mathematics and Science Teaching, 30* (2), 141-162.
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- 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.
- Kay, R. H. (1990). PART II- Understanding gender differences in computer attitudes, aptitude and use: A analysis of method. *National Education Computing Conference*, Nashville, Tennessee.
- Kay, R. H. (1990). Understanding human-computer interaction using contextual modules: An exploratory analysis. *World Conference on Computing in Education*, Sydney, Australia.

## Student Supervision

### Doctoral Thesis (n=17)

Year	Role	Student & Title
In Progress	Supervisor	<b>Bahula, Tim</b> Just watch & learn? Exploring the interactivity of instructional video in tertiary education
In Progress	Supervisor	<b>Craig, Chris</b> Classical Learning with Modern Technologies: A Mixed Methods Exploration of Online Peer-Assessment
In Progress	Supervisor	<b>Jovanovic, Philip</b> Exploring the Pedagogy of Immersive Virtual Reality: A New Framework in the Realm of Virtual Learning for University Students in the Field of Education
In Progress	Supervisor	<b>Stolba, Aneta</b> Critical Analysis of Canadian Organizational Websites in the Context of Online Autism Discourse and the Ideal Speech Situation
In Progress	Supervisor	<b>Demchuk, Eugene</b> Exploring the Impact of Generative Artificial Intelligence on the Online Learning Experiences of International Students: A Multidimensional Analysis
In Progress	Supervisor	<b>Manley, Dustin</b> Exploring the Use of AI-Enhanced Organizational Learning
In Progress	Supervisor	<b>Watt, Theresa</b> Examining a Framework for the Implementation of Authentic Assessment in Teacher Education Courses Based on Eight Critical Elements for the Future of Work
In Progress	Co-Supervisor	<b>Gniadek, Iwona</b> Indigenous perspectives on relational online asynchronous learning
In Progress	Co-Supervisor	<b>Plati, Sam</b> Designing Digital Game-Based Learning in Education : Exploring Processes, Attitudes, Benefits, Challenges, and Pedagogy
In Progress	Co-Supervisor	<b>Robinson, Amanda</b> You Belong with Me: Designing, Implementing and Assessing the Impact of Trauma-Informed Education Supports on Instructors in Post-Secondary Education

In Progress	Co-Supervisor	<b>Francis, Anitha</b> Assessing the Impact of Remedial Programs on Student Learning in Higher Education
In Progress	Supervisor	<b>Morris, Frank</b> Transforming Formative Assessment: Exploring Faculty and Student Perspectives on AI-Generated Formative Feedback
In Progress	Supervisor	<b>DiEmanuelle, Elizabeth</b> The Social Media Classroom: Navigating Social Media's Role on Informal Learning for Higher Education Students
In Progress	Supervisor	<b>Murray, Bernadine</b> AI and Creativity in Higher Education
2022	External	<b>Alexander, Paul (Ph.D.) – University of Toronto</b> Exploring the Use of Annotated 360° Classroom Videos Through Lesson Study for Teacher Professional Development
2018	External	<b>Abdulaziz, Aljaloud (Ph.D.) – University of New England</b> <a href="#">The Design and Implementation of Smartphone Clicker App for Teaching Purposes in Saudi Arabia</a>
2010	External	<b>Coulson, Elizabeth (Ph.D.) – Western University</b> <a href="#">Investing in Financial Literacy: Critical Democratic Instructional Practices and Learning Object Technologies</a>

### Master's Thesis (n=20)

Year	Role	Student & Title
In Progress	Supervisor	<b>Bailsey, Jacob</b> Beyond Grades: Understanding College Students' Experiences with Alternative Grading in STEM
In Progress	Supervisor	<b>Cheong-Trillo, Nikkolas</b> College Teachers' Attitudes, Perceptions, and Use of GenAI in Higher Education
In Progress	Supervisor	<b>Christansen, Kyle</b> Understanding and Evaluating Attitudes and Knowledge of Generative AI for Higher Education Instructors
In Progress	Committee Member	<b>Marsh, Wendy</b> An Autoethnography: Trauma, Transformation, and Triumph
2024	Supervisor	<b>Banks, Laura</b> <a href="#">Exploring Flipped Classroom Instructional Design in Health Sciences</a>

2021	Co-Supervisor	<b>DeVito, Andrew (M.A.)</b> An Exploration of SDT Need Fulfillment In A Synchronous Online Learning Environment
2021	Co-Supervisor	<b>Eadie, Gillian (M.A.)</b> Children's Perceptions of Mindfulness Apps for Enhanced Learning
2019	Supervisor	<b>Casa-Todd, Jennifer (M.A.)</b> <u><a href="#">A Contextual Approach to Digital Citizenship, Digital Literacy, and Student Voice</a></u>
2019	Supervisor	<b>Dermott, Kelsey (M.A.)</b> Exploring the Use of Flipped Classrooms in Secondary School Chemistry Classes
2018	Supervisor	<b>Schellenberg, Derrick (M.A.)</b> Analyzing the Impact of BYOD in Secondary School English Classrooms
2018	External	<b>Verville, Leslie (MHSc)</b> The Development and Evaluation of a Technology-based Learning Tool to Improve Knowledge about the Evidence-based Management of Neck Pain by Teaching Faculty at the Canadian Memorial Chiropractic College
2017	Supervisor	<b>Kwak, Jae Yeon (M.A.)</b> Exploring the Use of Tablets in Elementary School Mathematics Classroom
2016	External	<b>Fernandes, Alicia (MHSc)</b> An Evaluation of An Online Mental Health Awareness Resource: Perspectives of Mindsight Certificate Holders
2016	Supervisor	<b>Benzimra, Daniel (M.A.)</b> An examination of laptop-based off-task behaviours in secondary school classrooms
2016	Co-Supervisor	<b>Goulding, Helene (M.A.)</b> Assessing the Impact of a Virtual Lab in an Allied Health Program
2016	Supervisor	<b>Holmes, Jordan (M.A.)</b> Virtual Communities of Practice in Simulation-Based Healthcare Education: Participation Factors and Content Value Assessment
2016	Co-Supervisor	<b>Markovich, Louise (M.A.)</b> Examining Students' Attitudes Toward Blended Learning in Adult Literacy and Basic Skills Programs

2015	Supervisor	<b>Murray, Tracy (M.A.)</b> Exploring the Use of Blogging in Applied vs. Academic Mathematics Classrooms
2015	Supervisor	<b>Macdonald, Thom (M.A.)</b> Exploring the Flipped Classroom in a Community College Setting
2014	External	<b>Thompson, Stephanie (M.A.)</b> Everybody's Got a Story: Examining the Building of Empathy and Understanding for the Bully, the Bullied, and the Bystander through Digital Storytelling

### Master's Projects (n=9)

Year	Role	Student & Title
2023	Co-Supervisor	<b>Allen, Rachel (M.Ed.)</b> Conceptual Videos in Mathematics: Theory to Practice
2022	Second Reader	<b>Craig, Chris (M.Ed.)</b> Vision, culture, and image: a systematic review of higher education online branding
2020	Supervisor	<b>Jovanovic, Philip (M.Ed.)</b> Examining the Use of Wearable Technologies in K-12 Education: A Systematic Review of the Literature
2019	Supervisor	<b>Bahula, Tim (M.Ed.)</b> Show and Tell in Higher Education: A Systematic Review of Video-Based Feedback
2017	Supervisor	<b>Dewhurst, Jennifer (M.Ed.)</b> Exploring Perceptions of Professional ePortfolios in the Hiring of Medical Radiation Therapists
2014	Supervisor	<b>Ahmadpour, Kamran (M.Ed.)</b> Developing a framework for understanding information literacy in the 21st century: A review of literature
2014	Supervisor	<b>Zomer, Nancy (M.Ed.)</b> Technology Use in Early Childhood Education: A Review of the Literature
2013	Supervisor	<b>Carruthers, Lorelea (M.Ed.)</b> Knowledge Mobilization - From the Web to the Board Table: How School Board Leaders Use Digital Information to Inform Their Decision-Making

2013

Supervisor

**Callaghan, Peter (M.Ed.)**

Exploring the Impact of Students' Experiences in Applied  
Research on Perceptions and Success in IT Capstone Projects