

## 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.
- 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. (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.
- 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.
- 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)
- 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=64)

- Kay, R. H. (in press). Exploring applications for using video podcasts in online learning. *International Journal of Online Pedagogy and Course Design*.
- 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. Available at <http://www.cjlt.ca/index.php/cjlt/article/view/684>
- 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. Available at [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. doi: 10.1080/14926156.2012.732189
- 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. Available at [http://apsce.net/RPTEL/RPTEL2012JulIssue-Article2\\_pp89-104.pdf](http://apsce.net/RPTEL/RPTEL2012JulIssue-Article2_pp89-104.pdf)
- 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. doi: 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. doi:10.1080/10494820.2011.64167
- Kay, R. H. (2012). Evaluating the instructional architecture of web-based learning tools (WBLTs): Direct instruction vs. constructivism revisited. *Journal of Interactive Learning Research*, 24(1), 445-463.
- 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. Available at <http://www.jitae.org/Download.aspx?ID=2617>
- Kay, R. H. (2011). Evaluating learning, design, and engagement in web-based learning tools (WBLTs): The WBLT Evaluation Scale. *Computers in Human Behaviour*, 27(5), 1849-1856. doi:10.1016/j.chb.2011.04.007
- 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. Available at  
<http://www.ijello.org/Volume7/IJELLOv7p359-374Kay781.pdf>

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. Available at <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.

Kay, R. H. (2009). Examining gender differences in attitudes toward interactive classroom communications systems (ICCS). *Computers and Education*, 52(4) 730-740. doi: 10.1016/j.compedu.2008.11.015

Kay, R. H. (2008). Exploring the relationship between emotions and the acquisition of computer knowledge. *Computers & Education*, 50(4), 1269-1283. doi: <http://dx.doi.org/10.1016/j.compedu.2006.12.002>

Kay, R. H. (2007). A formative analysis of how preservice teachers learn to use technology. *Journal of Computer Assisted Learning*, 23(5), 366-383. doi: 10.1111/j.1365-2729.2007.00222.x

Kay, R. H. (2007). A formative analysis of resources used to learn software. *Canadian Journal of Learning and Technology*, 33(1), 9-40. Available at <http://cjlt.csj.ualberta.ca/index.php/cjlt/article/view/20/18>

Kay, R. H. (2007). Learning performance and computer software: An exploration of knowledge transfer. *Computers in Human Behavior*, 23(1), 333-352. doi: <http://dx.doi.org/10.1016/j.chb.2004.10.029>

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. doi: 10.2190/J111-Q132-N166-K249

Kay, R. H. (2007). The role of errors in learning computer software. *Computers & Education*, 49 (2), 441-459. doi: <http://dx.doi.org/10.1016/j.compedu.2005.09.006>

Kay, R. H. (2006). Addressing gender differences in computer ability, attitudes, and use: The laptop effect. *Journal of Educational Computing Research*, 34(2), 187-211. doi: 10.2190/9BLQ-883Y-XQMA-FCAH

Kay, R. H. (2006). Developing a comprehensive metric for assessing discussion board effectiveness. *British Journal of Educational Technology*, 37 (5), 761-783. doi: 10.1111/j.1467-8535.2006.00560.x

- Kay, R. H. (2006). Evaluating strategies used to incorporate technology into preservice education: A review of the literature. *Journal of Research on Technology in Education*, 38 (4), 383 – 408.
- Kay, R. H. (2006). Using online discussion boards to teach computer science: An exploratory analysis. *Canadian Journal of Learning and Technology*. 32(1), 77-104. Available at <http://cjlt.csj.ualberta.ca/index.php/cjlt/article/view/64/61>
- Kay, R. H. (1996). Identifying effective knowledge building activities for learning computer software. *Journal of Computer Science Education*, 11 (1), p. 21-24.
- Kay, R. H. (1994). Charting pathways of conceptual change in the use of computer software: A formative analysis. *Journal of Research on Computing in Education*, 26 (3), p. 403-417.
- Kay, R. H. (1994). Understanding and evaluating measures of computer ability: Making a case for an alternative metric. *Journal of Research on Computing in Education*, 26(2), 270-284.
- Kay, R. H. (1993). A critical evaluation of gender differences in computer-related behaviour. *Computer in the Schools*, 9(4), 81-93. doi: 10.1300/J025v09n04\_08
- Kay, R. H. (1993). An exploration of theoretical and practical foundations for assessing attitudes toward computers: The computer attitude measure (CAM). *Computers in Human Behavior*, 9(4), 371-386. doi: [http://dx.doi.org/10.1016/0747-5632\(93\)90029-R](http://dx.doi.org/10.1016/0747-5632(93)90029-R)
- Kay, R. H. (1993). A practical research tool for assessing ability to use computers: The computer ability survey (CAS). *Journal of Research on Computing in Education*, 26(1), 16-27.
- Kay, R. H. (1992). An analysis of methods used to examine gender differences in computer-related behaviour. *Journal of Educational Computing Research*, 8(3), 323-336. doi: 10.2190/HPX9-9G0M-7UKJ-GBDX
- Kay, R. H. (1992) The computer literacy potpourri: A review of the literature or McLuhan revisited. *Journal of Research on Computing in Education*, 24(4), 446-456.
- Kay, R. H. (1992). Understanding gender differences in computer attitudes, aptitude and use: A invitation to build theory. *Journal of Research on Computing in Education*, 25(2), 159-171.
- Kay, R. H. (1990). Predicting student teacher commitment to the use of computers. *Journal of Educational Computing Research*, 6(3), 299-309. doi: 10.2190/CBG3-X2UE-DQGY-YWH9
- Kay, R. H. (1990). The relation between computer literacy and locus of control. *Journal of Research on Computing in Education*, 22(4), 464-474.

- Kay, R. H. (1989). A practical and theoretical approach to assessing computer attitudes: The computer attitude measure (CAM). *Journal of Research on Computing in Education*, 21(4), 456-463.
- Kay, R. H. (1989). Bringing computer literacy into perspective. *Journal of Research on Computing in Education*, 22(1), 35-47.
- Kay, R. H. (1989). Gender differences in computer attitudes, literacy, locus of control and commitment. *Journal of Research on Computing in Education*, 21 (3), 307-316.
- 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. doi: 10.1016/j.compedu.2012.03.007
- Kay, R. H., & Kletschin, I. (2010). Evaluating the use of learning objects for improving calculus readiness. *Journal of Computers in Mathematics and Science Teaching*, 29(1), 87-104.
- Kay, R. H. & Knaack, L. (2009). Analyzing the effectiveness of learning objects for secondary school science classrooms. *Journal of Educational Multimedia and Hypermedia*, 18(1), 113-135.
- Kay, R. H., & Knaack, L. (2009). Assessing learning, quality and engagement in learning objects: the learning object evaluation scale for students (LOES-S). *Education Technology Research and Development*, 57(2), 147-168. doi: 10.1007/s11423-008-9094-5
- Kay, R. H., & Knaack, L. (2009). Exploring individual differences in attitudes toward interactive classroom communications systems (ICCS). *Canadian Journal of Learning and Technology*. 35(1). Available at <http://www.cjlt.ca/index.php/cjlt/article/view/509/239>
- Kay, R. H. & Knaack, L. (2009). Exploring the use of audience response systems in secondary school science classrooms. *Journal of Science Education and Technology*, 18(5), 382-392. doi: 10.1007/s10956-009-9153-7
- Kay, R. H. & Knaack, L. (2008). Exploring the use and effect of learning objects in middle school classrooms. *Canadian Journal of Learning and Technology*, 34(1), 51-73, Available at <http://cjlt.csj.ualberta.ca/index.php/cjlt/article/view/174/170>
- Kay, R. H. & Knaack, L. (2008). A multi-component model for assessing learning objects: The learning object evaluation metric (LOEM). *Australasian Journal of Educational Technology*, 24(5), 574-591. Available at <http://www.ascilite.org.au/ajet/ajet24/kay.pdf>

- Kay, R. H., & Knaack, L. (2008). An examination of the impact of learning objects in secondary school. *Journal of Computer Assisted Learning*, 24(6) 447-461. Available at [10.1111/j.1365-2729.2008.00278.x](http://dx.doi.org/10.1111/j.1365-2729.2008.00278.x)
- Kay, R. H., & Knaack, L. (2008). A formative analysis of individual differences in the effectiveness of learning objects in secondary school. *Computers & Education*, 51(3), 1304-1320. doi: <http://dx.doi.org/10.1016/j.compedu.2008.01.001>
- Kay, R. H. & Knaack, L. (2008). Investigating the use of learning objects for secondary school mathematics. *Interdisciplinary Journal of E-Learning and Learning Objects*. 4, 269-289. Available at: <http://ijello.org/Volume4/IJELLOv4p269-289Kay.pdf>
- Kay, R. H., & Knaack, L. (2007). A systematic evaluation of learning objects for secondary school students. *Journal of Educational Technology Systems*, 35 (4), 411-448. doi: 10.2190/M770-J104-V701-8N45
- Kay, R. H. & Knaack, L. (2007). Evaluating the learning in learning objects. *Open Learning*, 22(1), 5-28. doi: 10.1080/02680510601100135
- Kay, R. H., & Knaack, L. (2007). Evaluating the use of learning objects for secondary school science. *Journal of Computers in Mathematics and Science Teaching*, 26(4), 261-289.
- Kay, R. H., & Knaack, L. (2005) A case for ubiquitous, integrated computing in teacher education. *Technology, Pedagogy, & Education*, 14(3), 391-412. doi: 10.1080/14759390500200213
- Kay, R. H., & Knaack, L. (2005). Developing learning objects for secondary school students: A multi-component model. *Interdisciplinary Journal of Knowledge and Learning Objects*, 1, 229-254. Available at [http://www.ijello.org/Volume1/v1p229-254Kay\\_Knaack.pdf](http://www.ijello.org/Volume1/v1p229-254Kay_Knaack.pdf)
- Kay, R. H., Knaack, L., & Muirhead, B. (2009). A formative analysis of instructional strategies for using learning objects. *Journal of Interactive Learning Research*, 20(3), 295-315.
- Kay, R. H., Knaack, L., & Petrarca, D. (2009). Exploring teacher perceptions of web-based learning tools. *Interdisciplinary Journal of E-Learning and Learning Objects*, 5, 27-50. Available at <http://ijklo.org/Volume5/IJELLOv5p027-050Kay649.pdf>
- Kay, R.H., & Lauricella, S. (2011). Gender differences in the use of laptops in higher education: A formative analysis. *Journal of Educational Computing Research*, 44(3), 357-376. doi:10.2190/EC.44.3.f
- 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). Available at <http://www.cjlt.ca/index.php/cjlt/article/view/565/299>

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- Kay, R. H., & LeSage, A. (2009). Examining the benefits and challenges of using audience response systems: A review of the literature. *Computer & Education, 53*(3), 819-827. doi: 10.1016/j.compedu.2009.05.001
- Kay, R. H., & LeSage, A. (2009). A strategic assessment of audience response systems used in higher education. *Australian Journal of Educational Technology, 25*(2), 235-249. Available at: <http://www.ascilite.org.au/ajet/ajet25/kay.pdf>
- Kay, R. H., LeSage, A., & Knaack, L. (2010). Examining the use of audience response systems in secondary school classrooms: A formative analysis. *Journal of Interactive Learning Research, 21*(3), 342-365.
- Kay, R. H. & Loverock, S. (2008). Assessing emotions related to learning new software: The computer emotions scale. *Computers in Human Behavior, 24*(4), 1605-1623. doi: <http://dx.doi.org/10.1016/j.chb.2007.06.002>
- 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*.
- Kay, R. H., & Lauricella, S. (2010). Exploring the benefits and challenges of using laptops in higher education classrooms, *Global Learn Asia Pacific 2010*, Penang, Malaysia.
- 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., & Kletschin, 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*.
- Kay, R. H. (2005). Evaluating models used to integrate technology in preservice education. *NECC, Philadelphia, PA*.
- 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.

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.*