

Bram Pynoo

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1431465/publications.pdf>

Version: 2024-02-01

20
papers

882
citations

759233

12
h-index

839539

18
g-index

20
all docs

20
docs citations

20
times ranked

829
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Predicting secondary school teachers' acceptance and use of a digital learning environment: A cross-sectional study. <i>Computers in Human Behavior</i> , 2011, 27, 568-575. | 8.5 | 235 |
| 2 | Developing a validated instrument to measure preservice teachers' ICT competencies: Meeting the demands of the 21st century. <i>British Journal of Educational Technology</i> , 2017, 48, 462-472. | 6.3 | 159 |
| 3 | Teachers' acceptance and use of an educational portal. <i>Computers and Education</i> , 2012, 58, 1308-1317. | 8.3 | 79 |
| 4 | Clustering university teaching staff through UTAUT: Implications for the acceptance of a new learning management system. <i>British Journal of Educational Technology</i> , 2019, 50, 2466-2483. | 6.3 | 64 |
| 5 | Monitoring the PACS Implementation Process in a Large University Hospital – Discrepancies Between Radiologists and Physicians. <i>Journal of Digital Imaging</i> , 2010, 23, 73-80. | 2.9 | 59 |
| 6 | A latent profile analysis of adult students' online self-regulation in blended learning environments. <i>Computers in Human Behavior</i> , 2019, 99, 126-136. | 8.5 | 57 |
| 7 | Do hospital physicians' attitudes change during PACS implementation? A cross-sectional acceptance study. <i>International Journal of Medical Informatics</i> , 2012, 81, 88-97. | 3.3 | 46 |
| 8 | Predicting teachers' generative and receptive use of an educational portal by intention, attitude and self-reported use. <i>Computers in Human Behavior</i> , 2014, 34, 315-322. | 8.5 | 36 |
| 9 | Exploring university teachers' online education during COVID-19: Tensions between enthusiasm and stress. <i>Computers and Education Open</i> , 2022, 3, 100095. | 4.2 | 21 |
| 10 | An in-depth analysis of adult students in blended environments: Do they regulate their learning in an "old school" way?. <i>Computers and Education</i> , 2019, 128, 75-87. | 8.3 | 19 |
| 11 | Framework for user acceptance: Clustering for fine-grained results. <i>Information and Management</i> , 2012, 49, 233-239. | 6.5 | 18 |
| 12 | Assessing Hospital Physicians' Acceptance of Clinical Information Systems: A Review of the Relevant Literature. <i>Psychologica Belgica</i> , 2013, 53, 15. | 1.9 | 17 |
| 13 | Investigating the relationship between success factors and student participation in online and blended learning in adult education. <i>Journal of Computer Assisted Learning</i> , 2019, 35, 476-490. | 5.1 | 15 |
| 14 | Consensus among stakeholders about success factors and indicators for quality of online and blended learning in adult education: a Delphi study. <i>Studies in Continuing Education</i> , 2019, 41, 36-60. | 1.9 | 13 |
| 15 | Examining lived experiences in a professional development program for online teaching: A hermeneutic phenomenological approach. <i>Australasian Journal of Educational Technology</i> , 0, , . | 3.5 | 13 |
| 16 | Time for action! ICT Integration in Formal Education: Key Findings from a Region-wide Follow-up Monitor. <i>TechTrends</i> , 2015, 59, 40-50. | 2.3 | 12 |
| 17 | Optimizing Physicians' Instruction of PACS Through E-Learning: Cognitive Load Theory Applied. <i>Journal of Digital Imaging</i> , 2009, 22, 25-33. | 2.9 | 10 |
| 18 | Measuring institutional support for online and blended learning professional development: validating an instrument that examines teachers' perceptions. <i>International Journal of Research and Method in Education</i> , 0, , 1-16. | 1.9 | 4 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | Evaluating professional development for blended learning in higher education: a synthesis of qualitative evidence. <i>Education and Information Technologies</i> , 2022, 27, 7599-7628. | 5.7 | 4 |
| 20 | Strengthening teacher trainers' ICT competencies through ICT design teams: lessons learned. <i>Afrika Focus</i> , 2018, 31, 35-49. | 0.2 | 1 |