

Bram Pynoo

List of Publications by Year in descending order

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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	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
2	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
3	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
4	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
5	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
6	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
7	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
8	Strengthening teacher trainers' ICT competencies through ICT design teams: lessons learned. <i>Afrika Focus</i> , 2018, 31, 35-49.	0.2	1
9	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
10	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
11	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
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	Framework for user acceptance: Clustering for fine-grained results. <i>Information and Management</i> , 2012, 49, 233-239.	6.5	18
14	Teachers' acceptance and use of an educational portal. <i>Computers and Education</i> , 2012, 58, 1308-1317.	8.3	79
15	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
16	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
17	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
18	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

#	ARTICLE	IF	CITATIONS
19	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
20	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