Jo Tondeur

List of Publications by Year in descending order

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67 papers	6,541 citations	81900 39 h-index	110387 64 g-index
70 all docs	70 docs citations	70 times ranked	3479 citing authors

#	Article	IF	Citations
1	The technology acceptance model (TAM): A meta-analytic structural equation modeling approach to explaining teachersâ€™ adoption of digital technology in education. Computers and Education, 2019, 128, 13-35.	8.3	713
2	Student teachersâ€™ thinking processes and ICT integration: Predictors of prospective teaching behaviors with educational technology. Computers and Education, 2010, 54, 103-112.	8.3	519
3	Preparing pre-service teachers to integrate technology in education: A synthesis of qualitative evidence. Computers and Education, 2012, 59, 134-144.	8.3	509
4	Understanding the relationship between teachersâ€™ pedagogical beliefs and technology use in education: a systematic review of qualitative evidence. Educational Technology Research and Development, 2017, 65, 555-575.	2.8	401
5	ICT integration in the classroom: Challenging the potential of a school policy. Computers and Education, 2008, 51, 212-223.	8.3	235
6	Predicting secondary school teachersâ€™ acceptance and use of a digital learning environment: A cross-sectional study. Computers in Human Behavior, 2011, 27, 568-575.	8.5	235
7	Explaining different types of computer use among primary school teachers. European Journal of Psychology of Education, 2004, 19, 407-422.	2.6	210
8	Profiling teachers' readiness for online teaching and learning in higher education: Who's ready?. Computers in Human Behavior, 2021, 118, 106675.	8.5	205
9	Developing a validated instrument to measure preservice teachersâ€™ <scp>ICT</scp> competencies: Meeting the demands of the 21st century. British Journal of Educational Technology, 2017, 48, 462-472.	6.3	159
10	Exploring the link between teachersâ€™ educational belief profiles and different types of computer use in the classroom. Computers in Human Behavior, 2008, 24, 2541-2553.	8.5	157
11	Preparing beginning teachers for technology integration in education: ready for take-off?. Technology, Pedagogy and Education, 2017, 26, 157-177.	5.4	156
12	Time for a new approach to prepare future teachers for educational technology use: Its meaning and measurement. Computers and Education, 2016, 94, 134-150.	8.3	153
13	A multilevel analysis of what matters in the training of pre-service teacher's ICT competencies. Computers and Education, 2018, 122, 32-42.	8.3	149
14	Curricula and the use of ICT in education: Two worlds apart?. British Journal of Educational Technology, 2007, 38, 962-976.	6.3	148
15	The importance of attitudes toward technology for pre-service teachers' technological, pedagogical, and content knowledge: Comparing structural equation modeling approaches. Computers in Human Behavior, 2018, 80, 67-80.	8.5	138
16	Teachers' emphasis on developing students' digital information and communication skills (TEDDICS): A new construct in 21st century education. Computers and Education, 2016, 92-93, 1-14.	8.3	136
17	Students' motivation and subjective task value of participating in online and blended learning environments. Internet and Higher Education, 2018, 36, 33-40.	6.5	132
18	Improving teacher professional development for online and blended learning: a systematic meta-aggregative review. Educational Technology Research and Development, 2019, 67, 1145-1174.	2.8	132

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19	Predicting ICT integration into classroom teaching in Chinese primary schools: exploring the complex interplay of teacher-related variables. Journal of Computer Assisted Learning, 2011, 27, 160-172.	5.1	123
20	Teacher educators as gatekeepers: Preparing the next generation of teachers for technology integration in education. British Journal of Educational Technology, 2019, 50, 1189-1209.	6.3	118
21	Teachersâ€™ professional development for ICT integration: Towards a reciprocal relationship between research and practice. Education and Information Technologies, 2015, 20, 655-673.	5.7	110
22	On the quest for validity: Testing the factor structure and measurement invariance of the technology-dimensions in the Technological, Pedagogical, and Content Knowledge (TPACK) model. Computers and Education, 2017, 112, 1-17.	8.3	100
23	Investigating the impact of teacher education strategies on preservice teachers' TPACK. British Journal of Educational Technology, 2019, 50, 357-370.	6.3	92
24	Ready, set, go! Profiling teachersâ€™ readiness for online teaching in secondary education. Technology, Pedagogy and Education, 2021, 30, 141-158.	5.4	82
25	Teachers' acceptance and use of an educational portal. Computers and Education, 2012, 58, 1308-1317.	8.3	79
26	Enhancing pre-service teachersâ€™ technological pedagogical content knowledge (TPACK): a mixed-method study. Educational Technology Research and Development, 2020, 68, 319-343.	2.8	72
27	A comprehensive investigation of TPACK within pre-service teachersâ€™ ICT profiles: Mind the gap!. Australasian Journal of Educational Technology, 2017, 33, .	3.5	69
28	Technological pedagogical content knowledge in teacher education: in search of a new curriculum. Educational Studies, 2013, 39, 239-243.	2.4	68
29	The contribution of pupil, classroom and school level characteristics to primary school pupils' ICT competences: A performance-based approach. Computers and Education, 2015, 87, 55-69.	8.3	64
30	Clustering university teaching staff through UTAUT: Implications for the acceptance of a new learning management system. British Journal of Educational Technology, 2019, 50, 2466-2483.	6.3	64
31	Understanding structural and cultural school characteristics in relation to educational change: the case of ICT integration. Educational Studies, 2009, 35, 223-235.	2.4	60
32	What to teach? Strategies for developing digital competency in preservice teacher training. Computers and Education, 2021, 165, 104149.	8.3	53
33	The content of educational technology curricula: a cross-curricular state of the art. Educational Technology Research and Development, 2013, 61, 131-151.	2.8	50
34	Investigating teachers' educational beliefs in Chinese primary schools: socioeconomic and geographical perspectives. Asia-Pacific Journal of Teacher Education, 2009, 37, 363-377.	1.9	48
35	Exploring Elements That Support Teachers Engagement in Online Professional Development. Education Sciences, 2015, 5, 199-219.	2.6	48
36	Sustainability and Scalability in Educational Technology Initiatives: Research-Informed Practice. Technology, Knowledge and Learning, 2018, 23, 507-523.	4.9	47

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37	All the same or different? Revisiting measures of teachers' technology acceptance. Computers and Education, 2020, 143, 103656.	8.3	46
38	Getting inside the black box of technology integration in education: Teachers' stimulated recall of classroom observations. Australasian Journal of Educational Technology, 2013, 29, .	3.5	45
39	Fresh perspectives on TPACK: pre-service teachersâ€™ own appraisal of their challenging and confident TPACK areas. Education and Information Technologies, 2020, 25, 2823-2842.	5.7	43
40	Identifying multiple roles of ICT coordinators. Computers and Education, 2010, 55, 1651-1655.	8.3	38
41	Examining preâ€service teachers' Technological Pedagogical Content Knowledge as evolving knowledge domains: A longitudinal approach. Journal of Computer Assisted Learning, 2019, 35, 491-502.	5.1	37
42	Validation and profile of Chinese pre-service teachersâ€™ technological pedagogical content knowledge scale. Asia-Pacific Journal of Teacher Education, 2016, 44, 49-65.	1.9	36
43	Gender Differences in the ICT Profile of University Students: A Quantitative Analysis. DiGeSt Journal of Diversity and Gender Studies, 2016, 3, 57.	0.2	35
44	Practical considerations informing teachersâ€™ technology integration decisions: the case of tablet PCs. Technology, Pedagogy and Education, 2018, 27, 165-181.	5.4	25
45	Examining school culture in Flemish and Chinese primary schools. Educational Management Administration and Leadership, 2014, 42, 557-575.	3.8	24
46	Integrating ICT in Kenyan secondary schools: an exploratory case study of a professional development programme. Technology, Pedagogy and Education, 2015, 24, 565-584.	5.4	24
47	One-size does not fit all: Towards an adaptive model to develop preservice teachersâ€™ digital competencies. Computers in Human Behavior, 2021, 116, 106659.	8.5	24
48	Teacher design teams as a strategy for professional development: the role of the facilitator. Educational Research and Evaluation, 2016, 22, 141-154.	1.6	23
49	Quality criteria for conceptual technology integration models in education: bridging research and practice. Educational Technology Research and Development, 2021, 69, 2187-2208.	2.8	22
50	Exploring university teachersâ€™ online education during COVID-19: Tensions between enthusiasm and stress. Computers and Education Open, 2022, 3, 100095.	4.2	21
51	Classroom biographies: Teaching and learning in evolving material landscapes (c. 1960â€“2015). European Journal of Education, 2017, 52, 280-294.	2.8	19
52	An in-depth analysis of adult students in blended environments: Do they regulate their learning in an â€˜old schoolâ€™ way?. Computers and Education, 2019, 128, 75-87.	8.3	19
53	Challenging science teachers' beliefs and practices through a video-case-based intervention in China's primary schools. Asia-Pacific Journal of Teacher Education, 2012, 40, 363-378.	1.9	18
54	Information and Communication Technology and Education: Meaningful Change Through Teacher Agency. Springer International Handbooks of Education, 2018, , 381-396.	0.1	18

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55	Exploring the educational beliefs of primary education student teachers in the Chinese context. Asia Pacific Education Review, 2012, 13, 417-425.	2.5	16
56	7.2 Interpretation of Research on Technology Integration in Teacher Education in the USA: Preparation and Current Practices. Springer International Handbooks of Education, 2015, , 1239-1262.	0.1	13
57	Supporting teacher reflection during online professional development: a logic modelling approach. Technology, Pedagogy and Education, 2019, 28, 237-253.	5.4	13
58	Examining lived experiences in a professional development program for online teaching: A hermeneutic phenomenological approach. Australasian Journal of Educational Technology, 0, , .	3.5	13
59	Towards design-based approaches for ICT integration in African education. Technology, Pedagogy and Education, 2015, 24, 527-535.	5.4	7
60	Teachersâ€™ Pedagogical Beliefs and Technology Use. , 2020, , 1-5.		7
61	Using Online Tools to Support Technology Integration in Education. , 2009, , 389-402.		7
62	Academic domains as political battlegrounds. Information Development, 2017, 33, 270-288.	2.3	4
63	Measuring institutional support for online and blended learning professional development: validating an instrument that examines teachersâ€™ perceptions. International Journal of Research and Method in Education, 0, , 1-16.	1.9	4
64	Evaluating professional development for blended learning in higher education: a synthesis of qualitative evidence. Education and Information Technologies, 2022, 27, 7599-7628.	5.7	4
65	Information and Communication Technology and Education: Meaningful Change through Teacher Agency. Springer International Handbooks of Education, 2018, , 1-16.	0.1	1
66	Untangling the sociomateriality of the classroom: biographies of school spaces (c. 1960â€“2014). Oxford Review of Education, 2021, 47, 681-695.	2.0	1
67	Information and Communication Technology and Education: Meaningful Change through Teacher Agency. Springer International Handbooks of Education, 2018, , 1-16.	0.1	0