Timothy Teo

List of Publications by Citations

158 papers	4,539 citations	37 h-index	62 g-index
165 ext. papers	5,711 ext. citations	3.6 avg, IF	6.82 L-index

#	Paper	IF	Citations
158	Modelling technology acceptance in education: A study of pre-service teachers. *Computers and Education*, **2009**, 52, 302-312	9.5	437
157	Factors influencing teachers intention to use technology: Model development and test. *Computers and Education*, **2011**, 57, 2432-2440	9.5	256
156	An assessment of the influence of perceived enjoyment and attitude on the intention to use technology among pre-service teachers: A structural equation modeling approach. *Computers and Education*, **2011**, 57, 1645-1653	9.5	223
155	Assessing the intention to use technology among pre-service teachers in Singapore and Malaysia: A multigroup invariance analysis of the Technology Acceptance Model (TAM). *Computers and Education*, **2009**, 53, 1000-1009	9.5	196
154	A path analysis of pre-service teachers' attitudes to computer use: applying and extending the technology acceptance model in an educational context. *Interactive Learning Environments*, **2010**, 18, 65-79	3.1	125
153	Examining the intention to use technology among pre-service teachers: an integration of the Technology Acceptance Model and Theory of Planned Behavior. *Interactive Learning Environments*, **2012**, 20, 3-18	3.1	105
152	Becoming more specific: Measuring and modeling teachers' perceived usefulness of ICT in the context of teaching and learning. *Computers and Education*, **2015**, 88, 202-214	9.5	99
151	Pre-service teachers' attitudes towards computer use: A Singapore survey. *Australasian Journal of Educational Technology*, **2008**, 24,	2.4	97
150	Explaining the intention to use technology among university students: a structural equation modeling approach. *Journal of Computing in Higher Education*, **2014**, 26, 124-142	3.5	88
149	Examining the influence of subjective norm and facilitating conditions on the intention to use technology among pre-service teachers: a structural equation modeling of an extended technology acceptance model. *Asia Pacific Education Review*, **2010**, 11, 253-262	1.2	82
148	Explaining the intention to use technology among pre-service teachers: a multi-group analysis of the Unified Theory of Acceptance and Use of Technology. *Interactive Learning Environments*, **2014**, 22, 51-66	3.1	81
147	An initial development and validation of a Digital Natives Assessment Scale (DNAS). *Computers and Education*, **2013**, 67, 51-57	9.5	78
146	Beliefs about teaching and uses of technology among pre-service teachers. *Asia-Pacific Journal of Teacher Education*, **2008**, 36, 163-174	1.2	74
145	Explaining the intention to use technology among student teachers. *Campus Wide Information Systems*, **2010**, 27, 60-67		72
144	Attitudes toward computers: A study of post-secondary students in Singapore. *Interactive Learning Environments*, **2006**, 14, 17-24	3.1	68
143	Understanding the Intention to Use Technology by Preservice Teachers: An Empirical Test of Competing Theoretical Models. *International Journal of Human-Computer Interaction*, **2012**, 28, 178-188	3.6	67
142	Comparing pre-service and in-service teachers' acceptance of technology: Assessment of measurement invariance and latent mean differences. *Computers and Education*, **2015**, 83, 22-31	9.5	62

141	The Impact of Subjective Norm and Facilitating Conditions on Pre-Service Teachers' Attitude toward Computer Use: A Structural Equation Modeling of an Extended Technology Acceptance Model. *Journal of Educational Computing Research*, **2009**, 40, 89-109	3.8	62
140	Interactive Whiteboard Acceptance: Applicability of the UTAUT Model to Student Teachers. *Asia-Pacific Education Researcher*, **2013**, 22, 1-10	1.7	61
139	Unpacking teachers' acceptance of technology: Tests of measurement invariance and latent mean differences. *Computers and Education*, **2014**, 75, 127-135	9.5	60
138	Explicating the influences that explain intention to use technology among English teachers in China. *Interactive Learning Environments*, **2018**, 26, 460-475	3.1	59
137	Explaining Chinese university students continuance learning intention in the MOOC setting: A modified expectation confirmation model perspective. *Computers and Education*, **2020**, 150, 103850	9.5	55
136	Factors that influence university students intention to use Moodle: a study in Macau. *Educational Technology Research and Development*, **2019**, 67, 749-766	3.6	50
135	Is there an attitude problem? Reconsidering the role of attitude in the TAM. *British Journal of Educational Technology*, **2009**, 40, 1139-1141	4.3	50
134	Assessing the computer attitudes of students: An Asian perspective. *Computers in Human Behavior*, **2008**, 24, 1634-1642	7.7	46
133	Unpacking teachers intentions to integrate technology: A meta-analysis. *Educational Research Review*, **2019**, 27, 90-109	7.5	45
132	Toward an Understanding of Preservice English as a Foreign Language Teachers Acceptance of Computer-Assisted Language Learning 2.0 in the People's Republic of China. *Journal of Educational Computing Research*, **2018**, 56, 74-104	3.8	45
131	Factors Affecting Chinese English as a Foreign Language Teachers Technology Acceptance: A Qualitative Study. *Journal of Educational Computing Research*, **2019**, 57, 83-105	3.8	45
130	Modelling Serbian pre-service teachers' attitudes towards computer use: A SEM and MIMIC approach. *Computers and Education*, **2016**, 94, 77-88	9.5	44
129	Do knowledge acquisition and knowledge sharing really affect e-learning adoption? An empirical study. *Education and Information Technologies*, **2020**, 25, 1983-1998	3.6	44
128	Influence of gender and computer teaching efficacy on computer acceptance among Malaysian student teachers: An extended technology acceptance model. *Australasian Journal of Educational Technology*, **2012**, 28,	2.4	43
127	Investigating pre-service teachers acceptance of Web 2.0 technologies in their future teaching: a Chinese perspective. *Interactive Learning Environments*, **2019**, 27, 530-546	3.1	42
126	Cultural values and technology adoption: A model comparison with university teachers from China and Spain. *Computers and Education*, **2019**, 133, 69-81	9.5	40
125	Modelling Facebook usage among university students in Thailand: the role of emotional attachment in an extended technology acceptance model. *Interactive Learning Environments*, **2016**, 24, 745-757	3.1	40
124	Technology acceptance among pre-service teachers: Does gender matter?. *Australasian Journal of Educational Technology*, **2015**, 31,	2.4	39

105	Tit for Tat: Abusive Supervision and Knowledge Hiding-The Role of Psychological Contract Breach and Psychological Ownership. *International Journal of Environmental Research and Public Health*, **2020**, 17,	4.6	24
104	Do digital natives differ by computer self-efficacy and experience? An empirical study. *Interactive Learning Environments*, **2016**, 24, 1725-1739	3.1	23
103	Understanding the intention to use interactive whiteboards: model development and testing. *Interactive Learning Environments*, **2015**, 23, 731-747	3.1	22
102	Modeling the determinants of pre-service teachers' perceived usefulness of e-learning. *Campus Wide Information Systems*, **2011**, 28, 124-140		22
101	Efficiency of the technology acceptance model to explain pre-service teachers' intention to use technology. *Campus Wide Information Systems*, **2011**, 28, 93-101		22
100	Understanding continuance intention among MOOC participants: The role of habit and MOOC performance. *Computers in Human Behavior*, **2020**, 112, 106455	7.7	21
99	Modelling the Relationships among Beliefs about Learning, Knowledge, and Teaching of Pre-Service Teachers in Singapore. *Asia-Pacific Education Researcher*, **2010**, 19,	1.7	20
98	Isolation and distinctiveness in the design of e-learning systems influence user preferences. *Interactive Learning Environments*, **2017**, 25, 452-466	3.1	19
97	The role of model building in problem solving and conceptual change. *Interactive Learning Environments*, **2011**, 19, 247-265	3.1	18
96	Musical Preference, Identification, and Familiarity: A Multicultural Comparison of Secondary Students From Singapore and the United Kingdom. *Journal of Research in Music Education*, **2008**, 56, 18-32	1.3	18
95	Understanding English teachers non-volitional use of online teaching: A Chinese study. *System*, **2021**, 101, 102574	3.5	18
94	Investigating the influence of individually espoused cultural values on teachers intentions to use educational technologies in Chinese universities. *Interactive Learning Environments*, **2019**, 27, 813-829	3.1	16
93	Epistemology and learning: Impact on pedagogical practices and technology use in Singapore schools. *Computers and Education*, **2010**, 55, 1694-1706	9.5	16
92	What Motivates Chinese University Students to Learn Japanese? Understanding Their Motivation in Terms of Posture *Modern Language Journal*, **2019**, 103, 327-342	4.7	16
91	Exploring attitudes towards computer use among pre-service teachers from Singapore and the UK. *Multicultural Education and Technology Journal*, **2010**, 4, 126-135		15
90	Influence of teacher-perceived organisational culture and school policy on Chinese teachers intention to use technology: an extension of technology acceptance model. *Educational Technology Research and Development*, **2020**, 68, 1547-1567	3.6	15
89	The influence of technology acceptance, academic self-efficacy, and gender on academic achievement through online tutoring. *Computers and Education*, **2021**, 172, 104252	9.5	15
88	Effects of Guided Notes on Enhancing College Students Lecture Note-Taking Quality and Learning Performance. *Current Psychology*, **2017**, 36, 719-732	1.4	14

87	Traditional vs. innovative uses of computers among mathematics pre-service teachers in Serbia. *Interactive Learning Environments*, **2017**, 25, 811-827	3.1	14
86	Classroom quality and Chinese preschool Children's approaches to learning. *Learning and Individual Differences*, **2017**, 54, 51-59	3.1	14
85	Investigating the antecedents of university students perceived ease of using the Internet for learning. *Interactive Learning Environments*, **2020**, 1-17	3.1	14
84	Modelling pre-service teachers perceived usefulness of an ICT-based student-centred learning (SCL) curriculum: a Singapore study. *Asia Pacific Education Review*, **2009**, 10, 535-545	1.2	14
83	Children use of metacognition in solving everyday problems: An initial study from an Asian context. *Australian Educational Researcher*, **2009**, 36, 89-102	2	14
82	Acceptance of a flipped smart application for learning: a study among Thai university students. *Interactive Learning Environments*, **2019**, 1-18	3.1	13
81	The role of attachment in Facebook usage: a study of Canadian college students. *Interactive Learning Environments*, **2018**, 26, 256-272	3.1	13
80	Perceived importance, enjoyment, and anxiety as correlates of computer attitudes. *Psychological Reports*, **2007**, 100, 127-35	1.6	13
79	Intercultural Orientations as Japanese Language Learners' Motivation in Mainland China. *Critical Inquiry in Language Studies*, **2017**, 14, 1-24	0.7	12
78	Exploring the drivers of technology acceptance: a study of Nepali school students. *Educational Technology Research and Development*, **2019**, 67, 495-517	3.6	12
77	Considering common method variance in educational technology research. *British Journal of Educational Technology*, **2011**, 42, E94-E96	4.3	12
76	Investigating the Technology Acceptance among Student Teachers in Malaysia: An Application of the Technology Acceptance Model (TAM). *Asia-Pacific Education Researcher*, **2009**, 18,	1.7	12
75	Relationship Between Screen Time and Chinese Children Cognitive and Social Development. *Journal of Research in Childhood Education*, **2020**, 34, 183-207	1.1	12
74	Emotion Words Modulate Early Conflict Processing in a Flanker Task: Differentiating Emotion-Label Words and Emotion-Laden Words in Second Language. *Language and Speech*, **2019**, 62, 641-651	1.5	12
73	The Influence of Learning Style on English Learning Achievement Among Undergraduates in Mainland China. *Journal of Psycholinguistic Research*, **2018**, 47, 1069-1084	1	11
72	Assessing Measurement Invariance of the Student Personal Perception of Classroom Climate Across Different Ethnic Groups. *Journal of Psychoeducational Assessment*, **2016**, 34, 442-460	1.3	11
71	Exploring E-Learning Acceptance among University Students in Thailand: A National Survey. *Journal of Educational Computing Research*, **2014**, 50, 489-506	3.8	11
70	Technology Acceptance Research in Education **2011**, 1-5		11

69	A structural equation modelling of factors influencing student teachers' satisfaction with e-learning. *British Journal of Educational Technology*, **2010**, 41, E150-E152	4.3	10
68	Establishing gender structural invariance of Technology Acceptance Model (TAM). *Asia-Pacific Education Researcher*, **2010**, 19,	1.7	10
67	The role of time in the acceptance of MOOCs among Chinese university students. *Interactive Learning Environments*, **2019**, 1-14	3.1	9
66	Online and paper-based survey data: Are they equivalent?. *British Journal of Educational Technology* , **2013**, 44, E196-E198	4.3	9
65	Using structural equation modelling (SEM) in educational technology research: Issues and guidelines. *British Journal of Educational Technology*, **2010**, 41, E117-E119	4.3	9
64	Relationship of selected listener variables and musical preference of young students in Singapore. *Music Education Research*, **2005**, 7, 349-362	1	9
63	Assessing e-learning acceptance by university students in Thailand. *Australasian Journal of Educational Technology*, **2011**, 27,	2.4	9
62	Examining the role of technology-related policy and constructivist teaching belief on English teachers technology acceptance: A study in Chinese universities. *British Journal of Educational Technology*, **2021**, 52, 441-460	4.3	9
61	Dhammic Technology Acceptance Model (DTAM): Extending the TAM Using a Condition of Attachment in Buddhism. *Journal of Educational Computing Research*, **2015**, 52, 136-151	3.8	8
60	Examining the Psychometric Properties of the Epistemic Belief Inventory (EBI). *Journal of Psychoeducational Assessment*, **2013**, 31, 72-79	1.3	8
59	Confirmatory Factor Analysis of the Conception for Teaching and Learning Questionnaire (CTLQ). *Asia-Pacific Education Researcher*, **2008**, 17,	1.7	8
58	A survey of pre-service teachers acceptance of technology in Thailand. *Asia Pacific Education Review*, **2014**, 15, 609-616	1.2	7
57	Gender differences in the intention to use technology: A measurement invariance analysis. *British Journal of Educational Technology*, **2010**, 41, E120-E123	4.3	7
56	Digital nativity of university teachers in China: factor structure and measurement invariance of the Digital Native Assessment Scale (DNAS). *Interactive Learning Environments*, **2021**, 29, 385-399	3.1	7
55	A Measurement Invariance Analysis of the General Self-Efficacy Scale on Two Different Cultures. *Journal of Psychoeducational Assessment*, **2014**, 32, 762-767	1.3	6
54	Singaporean pre-service teachers beliefs about epistemology, teaching and learning, and technology. *Teacher Development*, **2011**, 15, 485-498	0.6	6
53	Relationships between digital nativity, value orientation, and motivational interference among college students. *Learning and Individual Differences*, **2016**, 50, 49-55	3.1	6
52	The use of eye tracking technology to explore learning and performance within virtual reality and mixed reality settings: a scoping review. *Interactive Learning Environments*, **2019**, 1-13	3.1	6

51	A cross-cultural study on the influence of cultural values and teacher beliefs on university teachers information and communications technology acceptance. *Educational Technology Research and Development*, **2021**, 69, 1271-1297	3.6	6
50	Preservice teachers' satisfaction with e-learning. *Social Behavior and Personality*, **2014**, 42, 3-6	1.2	5
49	Validity of the Internet Addiction Test for Adolescents and Older Children (IAT-A): Tests of Measurement Invariance and Latent Mean Differences. *Journal of Psychoeducational Assessment*, **2014**, 32, 624-637	1.3	5
48	Influences of contextual variables on the intention to use technology in education. *Campus Wide Information Systems*, **2013**, 30, 95-105		5
47	An Empirical Study to Validate the Technology Acceptance Model (TAM) in Explaining the Intention to Use Technology among Educational Users. *International Journal of Information and Communication Technology Education*, **2010**, 6, 1-12	1.1	5
46	Profiling pre-service teachers awareness and regulation of their own thinking: evidence from an Asian country. *Teacher Development*, **2010**, 14, 295-306	0.6	5
45	Initial teacher training for twenty-first century skills in the Fourth Industrial Revolution (IR 4.0): A scoping review. *Computers and Education*, **2021**, 170, 104223	9.5	5
44	MEASURING EFFICACY SOURCES: DEVELOPMENT AND VALIDATION OF THE SOURCES OF TEACHER EFFICACY QUESTIONNAIRE (STEQ) FOR CHINESE TEACHERS. *Psychology in the Schools*, **2017**, 54, 756-769	1.5	4
43	Validation and Measurement Invariance of the Computer Attitude Measure for Young Students (Camys). *Journal of Educational Computing Research*, **2014**, 51, 49-69	3.8	4
42	A comparison of non-nested models in explaining teachers' intention to use technology. *British Journal of Educational Technology*, **2013**, 44, E81-E84	4.3	4
41	A case for using structural equation modelling (SEM) in educational technology research. *British Journal of Educational Technology*, **2010**, 41, E89-E91	4.3	4
40	Validation of the technology acceptance measure for pre-service teachers (TAMPST) on a Malaysian sample. *Multicultural Education and Technology Journal*, **2010**, 4, 163-172		4
39	Singaporean and Taiwanese Pre-service Teachers Beliefs and their Attitude Towards ICT Use: A Comparative Study. *Asia-Pacific Education Researcher*, **2009**, 18,	1.7	4
38	Psychometric Qualities of the Creative Process Engagement Scale in a Malaysian Undergraduate Sample. *Swiss Journal of Psychology*, **2017**, 76, 35-42	0.8	4
37	A tutorial on the meta-analytic structural equation modeling of reliability coefficients. *Psychological Methods*, **2020**, 25, 747-775	7.1	4
36	The influence of university students learning beliefs on their intentions to use mobile technologies in learning: a study in China and Spain. *Educational Technology Research and Development*, **2020**, 68, 3547-3565	3.6	4
35	Technology-enhanced learning and research using databases in higher education: the application of the ODAS model. *Educational Psychology*, **2020**, 40, 1056-1075	2.2	4
34	Understanding linguistic, individual and contextual factors in oral feedback research: A review of empirical studies in L2 classrooms. *Educational Research Review*, **2018**, 24, 181-192	7.5	4

33	Teacher feedback to student oral presentations in EFL classrooms: a case study. *Journal of Education for Teaching*, **2017**, 43, 262-264	3.4	3
32	Application of the open-class approach to pre-service teacher training in Macao: a qualitative assessment. *Research Papers in Education*, **2015**, 30, 567-584	1.6	3
31	Proposing a Model to Explain Teachers Intention to Use Technology. *International Journal of Information and Communication Technology Education*, **2012**, 8, 22-27	1.1	3
30	Towards greater precision in latent construct measurement: What's the Rasch?. *British Journal of Educational Technology*, **2011**, 42, E122-E124	4.3	3
29	Structural equation modelling: a primer for music education researchers. *Music Education Research*, **2010**, 12, 105-118	1	3
28	Modeling Technology Acceptance Among Pre-Service Teachers **2011**, 79-99		3
27	Exploring teacher immediacy-(non)dependency in the tutored augmented reality game-assisted flipped classrooms of English for medical purposes comprehension among the Asian students. *Computers and Education*, **2022**, 179, 104406	9.5	3
26	Student Teachers Acceptance of Computer Technology **2011**, 43-61		3
25	Computer-enabled visual creativity: an empirically-based model with implications for learning and instruction. *Instructional Science*, **2019**, 47, 609-625	2	2
24	Questionnaire layout and national culture in online psychometrics. *International Journal of Human Computer Studies*, **2015**, 73, 52-65	4.6	2
23	Modeling the relationships among emotional intelligence, sensation-seeking and risk-taking attitudes of university students in Hong Kong. *Journal of Risk Research*, **2015**, 1-21	4.2	2
22	A multivariate analysis of the effect of gender on computer anxiety among elementary school teachers. *British Journal of Educational Technology*, **2011**, 42, E19-E20	4.3	2
21	Measuring the effect of gender on computer attitudes among pre-service teachers. *Campus Wide Information Systems*, **2010**, 27, 227-239		2
20	An Empirical Study to Validate the Technology Acceptance Model in Explaining the Intention to Use Technology among Educational Users **2012**, 282-294		2
19	Chinese school teachers conceptions of high-stakes and low-stakes assessments: an invariance analysis. *Educational Studies*, **2020**, 46, 458-475	1	2
18	Understanding Chinese female university teachers intention to pursue a PhD degree: some insights from a Chinese university. *Higher Education*, **2021**, 81, 1347-1366	3	2
17	The Development and Validation of the Teachers Perception of Risk Scale (TPRS) in Educational Change. *Current Psychology*, **2017**, 36, 649-656	1.4	1
16	Intergenerational differences in the intention to use psychological cybercounseling: A Chinese case study. *Patient Education and Counseling*, **2020**, 103, 1615-1622	3.1	1

15	Validation of a Chinese Version of the Psychological Sense of School Membership (C-PSSM): Tests of Measurement Invariance and Latent Mean Differences. *Current Psychology*, **2016**, 35, 83-91	1.4	1
14	The role of self-questioning: Problem solving in a security organization. *Systems Research and Behavioral Science*, **2011**, 28, 91-104	1.8	1
13	Simulation platforms in initial teacher education: Past practice informing future potentiality. *Computers and Education*, **2021**, 178, 104385	9.5	1
12	Parental Autonomy Support, Parental Psychological Control and Chinese University Students' Behavior Regulation: The Mediating Role of Basic Psychological Needs.. *Frontiers in Psychology*, **2021**, 12, 735570	3.4	1
11	Predicting the Intention to Use Cybercounseling Among Chinese Adolescents: An Extended Theory of Planned Behavior. *Cyberpsychology, Behavior, and Social Networking*, **2020**, 23, 627-634	4.4	0
10	Teachers perception of the use of mobile technologies with smart applications to enhance students thinking skills: a study among primary school teachers in Thailand. *Interactive Learning Environments*,1-22	3.1	0
9	An interventional study with the Maldives generalist teachers in primary school physical education: An application of self-determination theory.. *PLoS ONE*, **2022**, 17, e0268098	3.7	0
8	English-Learning Motivation among Chinese Mature Learners: A Comparative Study of English and Non-English Majors. *Behavioral Sciences (Basel, Switzerland)*, **2022**, 12, 135	2.3	0
7	Understanding Factors Influencing English Teachers in Chinese Universities to Teach with Technology: A Case Study **2017**, 119-130		
6	Basic concepts of Hierarchical Linear Modelling (HLM) for educational technology research. *British Journal of Educational Technology*, **2011**, 42, E51-E53	4.3	
5	Attitudes towards computers among students in higher education: A case study in Singapore. *British Journal of Educational Technology*, **2007**, 39, 070607064912002-???	4.3	
4	Examining Early Childhood Teachers Perspectives of Collaborative Teaching with English Language Teachers. *English Teaching and Learning*,1	0.9	
3	Structuring professional dialogue through protocols: a study among elementary English teachers in Taiwan. *Educational Research for Policy and Practice*,1	0.8	
2	A Cross-Cultural Validation of the Selwyn's Computer Attitude Scale (CAS). *International Journal of Information and Communication Technology Education*, **2010**, 6, 36-46	1.1	
1	A Cross-Cultural Validation of the Selwyn's Computer Attitude Scale **2012**, 139-149		