Karel Kreijns

List of Publications by Year
in descending order

47 papers	3,136 citations	304368 22 h-index	223531 46 g-index
48 all docs	48 docs citations	48 times ranked	2240 citing authors

#	Article	IF	Citations
1	Identifying the pitfalls for social interaction in computer-supported collaborative learning environments: a review of the research. Computers in Human Behavior, 2003, 19, 335-353.	5.1	1,058
2	Designing electronic collaborative learning environments. Educational Technology Research and Development, 2004, 52, 47-66.	2.0	313
3	Measuring perceived sociability of computer-supported collaborative learning environments. Computers and Education, 2007, 49, 176-192.	5.1	207
4	Social Aspects of CSCL Environments: A Research Framework. Educational Psychologist, 2013, 48, 229-242.	4.7	156
5	What stimulates teachers to integrate ICT in their pedagogical practices? The use of digital learning materials in education. Computers in Human Behavior, 2013, 29, 217-225.	5.1	152
6	Determining Sociability, Social Space, and Social Presence in (A)synchronous Collaborative Groups. Cyberpsychology, Behavior and Social Networking, 2004, 7, 155-172.	2.2	151
7	Refining success and dropout in massive open online courses based on the intention–behavior gap. Distance Education, 2017, 38, 353-368.	2.5	115
8	Community of Inquiry: Social Presence Revisited. E-Learning and Digital Media, 2014, 11, 5-18.	1.5	77
9	Adopting the Integrative Model of Behaviour Prediction to explain teachers' willingness to use ICT: a perspective for research on teachers' ICT usage in pedagogical practices. Technology, Pedagogy and Education, 2013, 22, 55-71.	3.3	74
10	Social Presence: Conceptualization and Measurement. Educational Psychology Review, 2022, 34, 139-170.	5.1	62
11	Measuring perceived social presence in distributed learning groups. Education and Information Technologies, 2011, 16, 365-381.	3.5	60
12	The role of knowledge sharing self-efficacy in sharing Open Educational Resources. Computers in Human Behavior, 2014, 39, 136-144.	5.1	57
13	Why teachers use digital learning materials: The role of self-efficacy, subjective norm and attitude. Education and Information Technologies, 2013, 18, 495-514.	3.5	52
14	Does digital competence and occupational setting influence MOOC participation? Evidence from a cross-course survey. Journal of Computing in Higher Education, 2017, 29, 28-46.	3.9	51
15	Who is taking MOOCs for teachers' professional development on the use of ICT? A cross-sectional study from Spain. Technology, Pedagogy and Education, 2018, 27, 607-624.	3.3	43
16	Measuring perceived quality of social space in distributed learning groups. Computers in Human Behavior, 2004, 20, 607-632.	5.1	42
17	The design and validation of an instrument to measure teachers' professional development at work. Studies in Continuing Education, 2016, 38, 162-178.	1.2	37
18	An Organizational and Task Perspective Model Aimed at Enhancing Teachers' Professional Development and Occupational Expertise. Human Resource Development Review, 2011, 10, 151-179.	1.8	33

#	Article	IF	Citations
19	Predicting teachers' use of digital learning materials: combining self-determination theory and the integrative model of behaviour prediction. European Journal of Teacher Education, 2014, 37, 465-478.	2.2	30
20	The role of transformative leadership, ICT‑infrastructure and learning climate in teachers' use of digital learning materials during their classes. British Journal of Educational Technology, 2017, 48, 1427-1440.	3.9	27
21	Eliciting the challenges and opportunities organizations face when delivering open online education: A group-concept mapping study. Internet and Higher Education, 2018, 36, 1-12.	4.2	27
22	Factors influencing the pursuit of personal learning goals in MOOCs. Distance Education, 2019, 40, 187-204.	2.5	23
23	Transformational leadership, leader–member exchange and school learning climate: Impact on teachers' innovative behaviour in the Netherlands. Educational Management Administration and Leadership, 2022, 50, 491-510.	2.2	22
24	Get Gamification of MOOC right!. International Journal of Serious Games, 2018, 5, 61-78.	0.8	22
25	Does transformational leadership encourage teachers' use of digital learning materials. Educational Management Administration and Leadership, 2015, 43, 1006-1025.	2.2	19
26	Setting-up a European Cross-Provider Data Collection on Open Online Courses. International Review of Research in Open and Distance Learning, 2015, 16, .	1.0	18
27	Putting yourself in someone else's shoes: The impact of a location-based, collaborative role-playing game on behaviour. Computers and Education, 2015, 85, 160-169.	5.1	17
28	The use of keywords for delivering immediate performance feedback on teacher competence development. European Journal of Teacher Education, 2013, 36, 164-182.	2.2	16
29	A Classification of Barriers that Influence Intention Achievement in MOOCs. Lecture Notes in Computer Science, 2018, , 3-15.	1.0	16
30	Enhancing Sociability of Computer-Supported Collaborative Learning Environments. , 2005, , 169-191.		15
31	Development of the Teacher Feedback Observation Scheme: evaluating the quality of feedback in peer groups. Journal of Education for Teaching, 2012, 38, 193-208.	1.1	14
32	Teachers' beliefs about using a professional development plan. International Journal of Training and Development, 2013, 17, 260-278.	0.5	12
33	Extending the SIPS-Model: A Research Framework for Online Collaborative Learning. Lecture Notes in Computer Science, 2018, , 277-290.	1.0	12
34	Teachers' beliefs to integrate Web 2.0 technology in their pedagogy and their influence on attitude, perceived norms, and perceived behavior control. International Journal of Educational Research Open, 2020, 1, 100014.	1.0	12
35	Gamification of MOOCs Adopting Social Presence and Sense of Community to Increase User's Engagement: An Experimental Study. Lecture Notes in Computer Science, 2019, , 172-186.	1.0	10
36	The Psychometric Properties of a Preliminary Social Presence Measure Using Rasch Analysis. Lecture Notes in Computer Science, 2018, , 31-44.	1.0	8

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37	The development of an instrument to measure teachers' inquiry habit of mind. European Journal of Teacher Education, 2019, 42, 280-296.	2.2	8
38	To Change or Not to Change? That's the Question… On MOOC-Success, Barriers and Their Implications. Lecture Notes in Computer Science, 2017, , 210-216.	1.0	8
39	A Rasch Analysis Approach to the Development and Validation of a Social Presence Measure. , 2020, , 197-221.		8
40	Extending social presence theory: social presence divergence and interaction integration in online distance learning. Journal of Computing in Higher Education, 2023, 35, 391-412.	3.9	6
41	Teacher professional development in the contexts of teaching English pronunciation. International Journal of Educational Technology in Higher Education, 2017, 14, .	4.5	5
42	Measuring Social Aspects of Distributed Learning Groups. European Educational Research Journal, 2006, 5, 110-121.	1.4	4
43	Does project focus influence challenges and opportunities of open online education? A sub-group analysis of group-concept mapping data. Journal of Computing in Higher Education, 2021, 33, 255.	3.9	4
44	Individual Differences in Perceptions of Social Presence: Exploring the Role of Personality in Online Distance Learning. Open Education Studies, 2021, 3, 188-201.	0.4	4
45	Facilitating Peer Interaction Regulation in Online Settings: The Role of Social Presence, Social Space and Sociability. Frontiers in Psychology, 2022, 13, 793798.	1.1	3
46	Factors influencing teachers' intentions to integrate smartphones in language lessons. JALT CALL Journal, 2018, 14, 91-117.	1.4	2
47	Investigating the Associations Between Emotion, Cognitive Load and Personal Learning Goals: The Case for MOOCs. Lecture Notes in Computer Science, 2021, , 305-309.	1.0	1