

Karel Kreijns

List of Publications by Year in descending order

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Version: 2024-02-01

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 | Extending social presence theory: social presence divergence and interaction integration in online distance learning. <i>Journal of Computing in Higher Education</i> , 2023, 35, 391-412. | 3.9 | 6 |
| 2 | Transformational leadership, leader-member exchange and school learning climate: Impact on teachers' innovative behaviour in the Netherlands. <i>Educational Management Administration and Leadership</i> , 2022, 50, 491-510. | 2.2 | 22 |
| 3 | Social Presence: Conceptualization and Measurement. <i>Educational Psychology Review</i> , 2022, 34, 139-170. | 5.1 | 62 |
| 4 | Facilitating Peer Interaction Regulation in Online Settings: The Role of Social Presence, Social Space and Sociability. <i>Frontiers in Psychology</i> , 2022, 13, 793798. | 1.1 | 3 |
| 5 | Does project focus influence challenges and opportunities of open online education? A sub-group analysis of group-concept mapping data. <i>Journal of Computing in Higher Education</i> , 2021, 33, 255. | 3.9 | 4 |
| 6 | Investigating the Associations Between Emotion, Cognitive Load and Personal Learning Goals: The Case for MOOCs. <i>Lecture Notes in Computer Science</i> , 2021, , 305-309. | 1.0 | 1 |
| 7 | Individual Differences in Perceptions of Social Presence: Exploring the Role of Personality in Online Distance Learning. <i>Open Education Studies</i> , 2021, 3, 188-201. | 0.4 | 4 |
| 8 | Teachers' beliefs to integrate Web 2.0 technology in their pedagogy and their influence on attitude, perceived norms, and perceived behavior control. <i>International Journal of Educational Research Open</i> , 2020, 1, 100014. | 1.0 | 12 |
| 9 | A Rasch Analysis Approach to the Development and Validation of a Social Presence Measure. , 2020, , 197-221. | | 8 |
| 10 | Factors influencing the pursuit of personal learning goals in MOOCs. <i>Distance Education</i> , 2019, 40, 187-204. | 2.5 | 23 |
| 11 | The development of an instrument to measure teachers' inquiry habit of mind. <i>European Journal of Teacher Education</i> , 2019, 42, 280-296. | 2.2 | 8 |
| 12 | Gamification of MOOCs Adopting Social Presence and Sense of Community to Increase Users' Engagement: An Experimental Study. <i>Lecture Notes in Computer Science</i> , 2019, , 172-186. | 1.0 | 10 |
| 13 | Eliciting the challenges and opportunities organizations face when delivering open online education: A group-concept mapping study. <i>Internet and Higher Education</i> , 2018, 36, 1-12. | 4.2 | 27 |
| 14 | Who is taking MOOCs for teachers' professional development on the use of ICT? A cross-sectional study from Spain. <i>Technology, Pedagogy and Education</i> , 2018, 27, 607-624. | 3.3 | 43 |
| 15 | The Psychometric Properties of a Preliminary Social Presence Measure Using Rasch Analysis. <i>Lecture Notes in Computer Science</i> , 2018, , 31-44. | 1.0 | 8 |
| 16 | Extending the SIPS-Model: A Research Framework for Online Collaborative Learning. <i>Lecture Notes in Computer Science</i> , 2018, , 277-290. | 1.0 | 12 |
| 17 | A Classification of Barriers that Influence Intention Achievement in MOOCs. <i>Lecture Notes in Computer Science</i> , 2018, , 3-15. | 1.0 | 16 |
| 18 | Get Gamification of MOOC right!. <i>International Journal of Serious Games</i> , 2018, 5, 61-78. | 0.8 | 22 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | Factors influencing teachers'™ intentions to integrate smartphones in language lessons. JALT CALL Journal, 2018, 14, 91-117. | 1.4 | 2 |
| 20 | Refining success and dropout in massive open online courses based on the intention-behavior gap. Distance Education, 2017, 38, 353-368. | 2.5 | 115 |
| 21 | Teacher professional development in the contexts of teaching English pronunciation. International Journal of Educational Technology in Higher Education, 2017, 14, . | 4.5 | 5 |
| 22 | 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 |
| 23 | 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 |
| 24 | 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 |
| 25 | 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 |
| 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 | Does transformational leadership encourage teachers'™ use of digital learning materials. Educational Management Administration and Leadership, 2015, 43, 1006-1025. | 2.2 | 19 |
| 29 | Community of Inquiry: Social Presence Revisited. E-Learning and Digital Media, 2014, 11, 5-18. | 1.5 | 77 |
| 30 | The role of knowledge sharing self-efficacy in sharing Open Educational Resources. Computers in Human Behavior, 2014, 39, 136-144. | 5.1 | 57 |
| 31 | 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 |
| 32 | 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 |
| 33 | 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 |
| 34 | 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 |
| 35 | 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 |
| 36 | Teachers' beliefs about using a professional development plan. International Journal of Training and Development, 2013, 17, 260-278. | 0.5 | 12 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 37 | Social Aspects of CSCL Environments: A Research Framework. Educational Psychologist, 2013, 48, 229-242. | 4.7 | 156 |
| 38 | 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 |
| 39 | Measuring perceived social presence in distributed learning groups. Education and Information Technologies, 2011, 16, 365-381. | 3.5 | 60 |
| 40 | 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 |
| 41 | Measuring perceived sociability of computer-supported collaborative learning environments. Computers and Education, 2007, 49, 176-192. | 5.1 | 207 |
| 42 | Measuring Social Aspects of Distributed Learning Groups. European Educational Research Journal, 2006, 5, 110-121. | 1.4 | 4 |
| 43 | Enhancing Sociability of Computer-Supported Collaborative Learning Environments. , 2005, , 169-191. | | 15 |
| 44 | Determining Sociability, Social Space, and Social Presence in (A)synchronous Collaborative Groups. Cyberpsychology, Behavior and Social Networking, 2004, 7, 155-172. | 2.2 | 151 |
| 45 | Measuring perceived quality of social space in distributed learning groups. Computers in Human Behavior, 2004, 20, 607-632. | 5.1 | 42 |
| 46 | Designing electronic collaborative learning environments. Educational Technology Research and Development, 2004, 52, 47-66. | 2.0 | 313 |
| 47 | 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 |