

## LIST OF JOURNAL PUBLICATIONS

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Google Scholar: <https://scholar.google.com.au/citations?hl=en&user=NLCN-EQAAAAJ>

ResearchGate: [https://www.researchgate.net/profile/Timothy\\_Teo?ev=hdr\\_xprf&\\_sg=SKwFfUBIHjogNLLpsZ6leUtzaMaXC8NA8sjG2oKyfK4tTNmomLkuOjQf6ujSZsntM3MSvreT\\_kP3yeMRKlxVOvAD](https://www.researchgate.net/profile/Timothy_Teo?ev=hdr_xprf&_sg=SKwFfUBIHjogNLLpsZ6leUtzaMaXC8NA8sjG2oKyfK4tTNmomLkuOjQf6ujSZsntM3MSvreT_kP3yeMRKlxVOvAD)

### PUBLICATION QUANTITY

Only Peer-Reviewed Journals Articles<sup>1</sup>

|  |               |
|--|---------------|
| Overall Total <sup>1</sup>               | <b>203</b>    |
| Total SSCI & A&HCI Articles <sup>2</sup> | <b>152</b>    |
| Total Citations <sup>3</sup>             | <b>17,239</b> |
| H-Index <sup>3</sup>                     | <b>68</b>     |
| i-10 Index <sup>4</sup>                  | <b>170</b>    |

1=Excludes other forms of publications e.g., conference papers, book chapters, etc.; 2=Includes online and accepted articles; 3= Google Scholar; 4= Articles cited 10 times or more in Google Scholar

### PUBLICATION AUTHORSHIP/ QUALITY

WOS Journal Citation Ranking\*

| Quality Authorship    | Q1*       | Q2*       | Q3*      | Q4*       | Scopus/NIPR** | Total      |
|-----------------------|-----------|-----------|----------|-----------|---------------|------------|
| 1 <sup>st</sup> /Sole | 47        | 21        | 2        | 10        | 34            | 114        |
| 2 <sup>nd</sup>       | 21        | 18        | 3        | 4         | 9             | 55         |
| 3 <sup>rd</sup>       | 14        | 4         | 2        | 1         | 6             | 27         |
| 4 <sup>th</sup> +     | 4         | 2         | 0        | 0         | 1             | 7          |
| <b>Total</b>          | <b>86</b> | <b>45</b> | <b>7</b> | <b>15</b> | <b>50</b>     | <b>203</b> |

\* <https://jcr.clarivate.com/>

\*\*Scopus Indexed or Non-Indexed Peer-reviewed Articles

### **Manuscripts (Online or Accepted) [\*Past Graduate Students; \*\*Research Mentee]**

- 203 **Teo, T., Huang, F., & He, J.** (Accepted). Measurement invariance and latent mean differences of the Digital Native Assessment Scale across Chinese mainland, Macau, and Taiwan: An ESEM approach. *Interactive Learning Environments*. [2021 SSCI JCR=Q1]
- 202 **Wang, B.\*, Yu, S., Zheng, Y., & Teo, T.** (Accepted). Student engagement with teacher oral feedback in EFL university classrooms. *Language Teaching Research*. [2020 SSCI JCR=Q1]
- 201 **Fang, G. B.\*, Teo, T., Tan, D. Z., & Chan, K. W.** (Accepted). Testing for approximate measurement invariance of the instructional quality in the Teaching and Learning International Survey (TALIS) 2018. *Measurement: Interdisciplinary Research and Perspectives*. [2020 SSCI JCR=Q2]
- 200 **Chien, C. W.\*\* & Teo, T.** (Accepted). Structuring professional dialogue through protocols: A study among elementary English teachers in Taiwan. *Educational Research for Policy and Practice*. [Scopus]

- 199 Hsieh, M. F.\*\*, & **Teo, T.** (Online). Examining early childhood teachers' perspectives of collaborative teaching with English language teachers. *English Teaching and Learning*. [Scopus]
- 198 Khlaisang, J.\*\*, Songkram, N., Huang, F., & **Teo, T.** (Online). 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*. [2020 SSCI JCR=Q1]
- 197 Khlaisang, J.\*\*, Huang, F., Koraneekij, P., & **Teo, T.** (Online). Using mobile technologies to teach 21st century learning skills: A study of teachers' acceptance in Thai secondary schools. *International Journal of Mobile Learning and Organisation*. [Scopus]
- 196 Huang, F.\*, **Teo, T.**, & Scherer, R. (Online). Investigating the antecedents of university students' perceived ease of using the Internet for learning. *Interactive Learning Environments*. [2020 SSCI JCR=Q1]
- 195 Yu, S., Wang, B., & **Teo, T.** (Online). An exploratory case study on English teachers' commentary practices in oral presentations. *Taiwan Journal of TESOL*. [Scopus]
- 194 Wang, B.\*, Yu, S., & **Teo, T.** (Online). Experienced EFL teachers' beliefs about feedback on student oral presentations. *Asian-Pacific Journal of Second and Foreign Language Education*.

**Published** [\*Past Graduate Students; \*\*Research Mentee]

- 193 Rappa, N. A., Ledger, S., **Teo, T.**, Wong, K., & Power, B. (2022). The use of eye tracking technology to explore learning and performance within virtual reality and mixed reality settings: A scoping review. *Interactive Learning Environments*, 30(7), 1338-1350. [2020 SSCI JCR=Q1]
- 192 Dai, H. M.\*, **Teo, T.**, & Rappa, A. N. (2022). The role of gender and employment status in MOOC learning: An exploratory study. *Journal of Computer Assisted Learning*, 38(5), 1360-1370. [2020 SSCI JCR=Q1]
- 191 Abdulla, A.\*, Whipp, P.R., McSparran, G., & **Teo, T.** (2022). An interventional study with the Maldives generalist teachers in primary school physical education: An application of Self-Determination Theory. *PLOS ONE*, 17(5 May), e0268098 [2020 SSCI JCR=Q2]
- 190 Sun, Y.\*\*, **Teo, T.**, & Wang, T. H. (2022). English-learning motivation among Chinese mature learners: A comparative study of English and Non-English majors. *Behavioural Sciences*.12(5), 135. [2022 SSCI JCR=Q4]
- 189 Chai, C. S., **Teo, T.**, Huang, F., Chiu, T. K. F., & Wang, X. (2022). Secondary school students' intentions to learn about AI: Testing moderation effects of readiness, social good and optimism. *Educational Technology Research and Development*, 70(3), 765-782. [2020 SSCI JCR=Q1]
- 188 Abdulla, A.\*, Whipp, P.R., & **Teo, T.** (2022). Teaching physical education in 'Paradise': Activity levels, lesson context and barriers to quality implementation. *European Physical Education Review*, 28(1), 225-243. [2020 SSCI JCR=Q1]
- 187 **Teo, T.**, & Dai, H. M. (2022). The role of time in the acceptance of MOOCs among Chinese university students. *Interactive Learning Environments*, 30(4), 651-664. [2020 SSCI JCR=Q1]

- 186 Wei, S.\*\*, **Teo, T.**, Malpique, A., & Lausen, A. (2022). Parental autonomy support, psychological control and Chinese university students' behavior regulation: The mediating role of basic psychological needs. *Frontiers in Psychology, 12*:735570 [2020 SSCI JCR=Q2]
- 185 Zhou, M., **Teo, T.**, & Hoi, C. K. W. (2022). Validation of a simplified Chinese version of the 3x2 achievement goal questionnaire (AGQ-S). *Journal of General Psychology, 149*(1), 116-137. [2020 SSCI JCR=Q4]
- 184 **Teo, T.**, Khazaie, S., & Derakhshan, A. (2022). Exploring teacher immediacy-(non)dependency in the tutored augmented reality game-assisted flipped classrooms of English for medical purposes comprehension among the Middle Eastern students: A mixed-methods study. *Computers and Education, 179*, 104406. [2020 SSCI JCR=Q1]
- 183 Ledger, S., Burgess, M., Rappa, N., Power, B., Wong, K. W., **Teo, T.**, & Hilliard, B. (2022). Simulation in initial teacher education: Past practice informing future potentiality. *Computers and Education, 178*, 104385. [2020 SSCI JCR=Q1]
- 182 Huang, F.\*, **Teo, T.**, & Guo, J. Y. (2021). Understanding English teachers' non-volitional use of online teaching: A Chinese study. *System, 101*, 102574. [2020 SSCI JCR=Q1]
- 181 Khlaisang, J.\*\*, **Teo, T.**, & Huang, F. (2021). Acceptance of a flipped smart application for learning: A study among Thai university students. *Interactive Learning Environment, 29*(5), 772-789. [2020 SSCI JCR=Q1]
- 180 Hanham, J., Lee, C. B., & **Teo, T.** (2021) The influence of technology acceptance, academic self-efficacy, and gender on academic achievement through online tutoring. *Computers and Education, 172*, 104252. [2020 SSCI JCR=Q1]
- 179 Dai, H. M.\*, Ju. B., **Teo, T.**, & Rappa, N. A. (2021). Understanding Chinese female university teachers' intention to pursue a PhD degree: Some Insights from a Chinese university. *Higher Education, 81*(6), 1347-1366. [2020 SSCI JCR=Q1]
- 178 Huang, F.\*, **Teo, T.**, & He, J. (2021). Digital nativity of university teachers in China: Factor structure and measurement invariance of the Digital Native Assessment Scale (DNAS). *Interactive Learning Environments, 29*(3), 385-399.. [2020 SSCI JCR=Q1]
- 177 **Teo, T.**, Unwin, S., Scherer, R., & Gardiner, V. (2021). Initial teacher training for twenty-first century skills in the Fourth Industrial Revolution (IR 4.0): A scoping review. *Computers and Education, 170*, 104223. [2020 SSCI JCR=Q1]
- 176 Fang, G. B.\*, & **Teo, T.** (2021). Investigating the influences of constructivist beliefs and classroom disciplinary climate on teachers' self-efficacy among Australian secondary Mathematics teachers. *Frontiers in Psychology 12*:626271. doi: 10.3389/fpsyg.2021.626271 [2020 SSCI SJR=Q2]
- 175 Huang, F.\*, & **Teo, T.** (2021). 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, 52*(1), 441-460. [2020 SSCI JCR=Q1]
- 174 Huang, F.\*, **Teo, T.**, Sánchez-Prieto, J. C., García-Peñalvo, F. J., Olmos-Migueláñez, S., Zhao, C. (2021). 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. 69*(2), 1271-1297. [2020 SSCI JCR=Q1]

- 173 Chen, H., Islam, A.Y.M.A., Gu, X., **Teo, T.**, & Peng, Z. (2020). Technology-enhanced learning and research using databases in higher education. *Educational Psychology*, 40(9), 1056–1075, [2020 SSCI JCR=Q2]
- 172 Huang, F.\*, Sánchez Prieto, J. C., **Teo, T.**, García-Peñalvo, F. J., Torrecilla-Sánchez, E. M., & Zhao, C. (2020). The influence of students' learning beliefs on their intentions to use mobile technologies in learning: A study in China and Spain. *Educational Technology Research & Development*, 68(6), 3547–3565. [2020 SSCI JCR=Q1].
- 171 Dai, H. M.\*, **Teo, T.** & Rappa, N. A. (2020). Understanding continuance intention among MOOC participants: The role of habit and MOOC performance. *Computers in Human Behavior*, 112, 106455. [2020 SSCI JCR=Q1]
- 170 Huang, F.\*, & **Teo, T.** (2020). 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*, 68(3), 1547–1567 [2020 SSCI JCR=Q1]
- 169 Chen, J. J.\*\* & **Teo, T.** (2020). Chinese school teachers' conceptions of high-stakes and low-stakes assessments: An invariance analysis. *Educational Studies*, 46(4), 458–475. [2020 SSCI JCR=Q4]
- 168 Dai, H. M.\* & **Teo, T.**, Rappa, N., & Huang, F. (2020). Explaining continuance intention toward learning in a MOOC: A modified expectation confirmation model perspective. *Computers and Education*, 150, 103850. [2020 SSCI JCR=Q1]
- 167 **Teo, T.**, Shi, W, Hoi, C. K. W. & Huang, F., (2020). Predicting the intention to use cybercounseling among Chinese adolescents: An extended theory of planned behavior. *Cyberpsychology, Behavior, and Social Networking*, 23(9), 627–634. [2020 SSCI JCR=Q1]
- 166 Scherer, R., & **Teo, T.** (2020). A tutorial on Meta-Analytic Structural Equation Modeling of reliability coefficients. *Psychological Methods*, 25(6), 747–775. [2020 SSCI JCR=Q1]
- 165 **Teo, T.**, Shi, W., Huang, F., & Hoi, C. K. W. (2020). Intergenerational differences in the intention to use psychological cybercounseling: A Chinese case study. *Patient Education and Counseling*, 103(8), 1615–1622. [2020 SSCI JCR=Q2]
- 164 Huang, F.\*, **Teo, T.**, & Zhou, M. M. (2020). Chinese students' intentions to use the Internet for learning. *Educational Technology Research and Development*, 68(1), 575–591. [2020 SSCI JCR=Q1]
- 163 Ghani, U., **Teo, T.**, Li, Y., Usman, M., Islam, Z. U., Gul, H., Naeem, R. M., Bahadar, H., Yuan, J., & Zhai, X. (2020). 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*, 17(4), 1204. (2020 SSCI JCR=Q1)
- 162 Hu, B. Y., Johnson, G. K. **Teo, T.**, & Wu, Z. L. (2020). Relationship between screen time and Chinese children's cognitive and social development. *Journal of Research in Childhood Education*, 34(2), 183–297. [Scopus]
- 161 Al-Emran, M.\*\* & **Teo, T.** (2020). Do knowledge acquisition and knowledge sharing really affect e-learning adoption? An empirical study. *Education and Information Technologies*, 25(3), 1983–1998. [2020 SSCI JCR=Q2]

- 160 Guo, J., Islam, A. Y. M. A., **Teo, T.**, & Spector, J. M. (2019). Computer-enabled visual creativity: An empirically-based model with implications for learning and instruction. *Instructional Science*, 47(5), 609–625. [2020 SSCI JCR=Q2]
- 159 Sánchez Prieto, J. C.\*\*, Huang, F., Olmos-Migueláñez, S., García-Peñalvo, F. J., **Teo, T.** (2019). Exploring the unknown: The effect of resistance to change and attachment on mobile adoption among secondary pre-service teachers. *British Journal of Educational Technology*, 50(5), 2433–2449. [2020 SSCI JCR=Q1]
- 158 Huang, F.\*, **Teo, T.**, Sánchez-Prieto, J. C., García-Peñalvo, F. J., & Olmos-Migueláñez, S. (2019). Cultural values and technology adoption: A model comparison with university teachers from China and Spain. *Computers & Education*, 133, 69–81. [2020 SSCI JCR=Q1]
- 157 **Teo, T.**, Zhou, M., Fan, A., & Huang, F. (2019). Factors that influence university's students' intention to use Moodle: A study in Macau. *Educational Technology Research and Development*, 67(3), 749–766. [2020 SSCI JCR=Q1]
- 156 **Teo, T.**, Doleck, T., Bazelais, P., & Lemay, D. J. (2019). Exploring the drivers of technology acceptance: A study of Napali school students. *Educational Technology Research and Development*, 67(2), 495–517. [2020 SSCI JCR=Q1]
- 155 Scherer, R., & **Teo, T.** (2019). Unpacking teachers' intentions to integrate technology: A Meta-Analysis. *Educational Research Review*, 27, 90–109. [2020 SSCI JCR=Q1]
- 154 Zhang, J., **Teo, T.**, & Wu, C. (2019). Second language emotion words modulate early conflict processing in a flanker task: differentiating emotion-label words and emotion-laden words. *Language and Speech*, 62(4), 641–651. [2020 SSCI JCR=Q2]
- 153 **Teo, T.**, & Huang, F. (2019). Investigating the influence of individually espoused cultural values on teachers' intentions to use educational technologies in Chinese universities. *Interactive Learning Environments*, 27(5-6), 813–829. [2020 SSCI JCR=Q1]
- 152 **Teo, T.**, Sang, G. Y., Mei, B., & Hoi, C. K. W. (2019). Investigating pre-service teachers' acceptance of Web 2.0 technologies in their future teaching: A Chinese perspective. *Interactive Learning Environments*, 27(4), 530–546. [2020 SSCI JCR=Q1]
- 151 Huang, F.\*, **Teo, T.**, Zhou, M. (2019). Factors affecting Chinese English as a Foreign Language teachers' technology acceptance: A qualitative study. *Journal of Educational Computing Research*, 57(1), 83–105. [2020 SSCI JCR=Q2]
- 150 **Teo, T.**, Hoi, C. K. W., Gao, X., & Lv, L. (2019). What motivates Chinese university students to learn Japanese? Understanding their motivation in terms of 'posture'. *The Modern Language Journal*, 103(1), 327–342. [2020 SSCI JCR=Q1]
- 149 **Teo, T.** (2019). Students and teachers' intention to use technology: Assessing their measurement equivalence and structural invariance. *Journal of Educational Computing Research*, 57(1), 201–225. [2020 SSCI JCR=Q2]
- 148 Wang, B.\*, Yu, S., & **Teo, T.** (2018). An exploratory case study on English teachers' commentary practices in oral presentations. *Taiwan Journal of TESOL*, 15(2), 65–94. [Scopus]
- 147 Huang, F.\*, Hoi, C. K. W., & **Teo, T.** (2018). The influence of learning style on English learning achievement among undergraduates in mainland China. *Journal of Psycholinguistic Research*, 47 (5), 1069–1084. [2020 SSCI JCR=Q2]

- 146 Yu, S., Wang, B., & **Teo, T.** (2018). Understanding linguistic, individual and contextual factors in oral feedback research: A review of empirical studies in L2 classrooms. *Educational Research Review, 24*, 181–192. [2020 SSCI JCR=Q1]
- 145 Li, Z., Zhou M. M., & **Teo T.** (2018). Mobile technology in dance education: A case study of three Canadian high school dance programs. *Research in Dance Education, 19*(2), 183–196. [2020 A&HCI JCR=Q1]
- 144 **Teo, T.**, Huang, F., & Hoi, C. K. W. (2018). Explicating the influences that explain intention to use technology among English teachers in China. *Interactive Learning Environments, 26*(4), 460–475. [2020 SSCI JCR=Q1]
- 143 Mei, B. \*, Brown, G., & **Teo, T.** (2018). Towards an understanding of pre-service English as Foreign Language teachers' acceptance of Computer Assisted Language Learning 2.0 in the People's Republic of China. *Journal of Educational Computing Research, 56*(1), 74–104. [2020 SSCI JCR=Q2]
- 142 **Teo, T.**, Doleck, T., & Bazelais, P. (2018). The role of attachment in Facebook usage: A study of Canadian college students. *Interactive Learning Environments, 26*(2), 256–272. [2020 SSCI JCR=Q1]
- 141 Chen, P. H. \*\*, **Teo, T.** & Zhou, M. (2017). Effects of guided notes on enhancing college students' lecture note-taking quality and learning performance. *Current Psychology, 36*, 719–732. [2020 SSCI JCR=Q1]
- 140 **Teo, T.**, Milutinovic, V., Zhou, M., & Bankovic, D. (2017). Traditional vs. innovative uses of computers among Mathematics pre-service teachers in Serbia. *Interactive Learning Environments, 25*(7), 811–827. [2020 SSCI JCR=Q1]
- 139 **Teo, T.**, & Le Fevre, D. (2017). The development and validation of the Teachers' Perception of Risk Scale (TPRS) in educational change. *Current Psychology, 36*(3), 649–656. [2020 SSCI JCR=Q1]
- 138 Hoi, C. K. W. \*, Zhou, M., **Teo, T.**, & Nie, Y. Y. (2017). Measuring Efficacy Sources: Development and validation of the Sources of Teacher Efficacy Questionnaire (STEQ) for Chinese Teachers. *Psychology in the Schools, 54*(7), 756–760. [2020 SSCI JCR=Q3]
- 137 Hu, B. Y., **Teo, T.**, Nie, Y. Y., & Wu, Z. L. (2017). Classroom Quality and Chinese Preschool Children's Approaches to Learning. *Learning and Individual Differences, 54*, 51–59. [2020 SSCI JCR=Q2]
- 136 L-Samarrae, H., Selim, H., **Teo, T.**, & Zaqout, F. (2017). Isolation and distinctiveness in the design of online learning systems influence user preferences. *Interactive Learning Environments, 25*(4), 452–466. [2020 SSCI JCR=Q1]
- 135 **Teo, T.**, & Zhou, M. (2017). The influence of teachers' conceptions of teaching and learning on their technology acceptance. *Interactive Learning Environments, 25*(4), 513–527. [2020 SSCI JCR=Q1]
- 134 Cheung, H. Y., **Teo, T.**, & Hue, M. T. (2017). Modeling the relationships among emotional intelligence, sensation seeking and risk-taking attitudes of university students in Hong Kong. *Journal of Risk Research, 20*(5), 569–589. [2020 SSCI JCR=Q2]
- 133 Wang, B. \*, **Teo, T.**, & Yu, S. (2017). Teacher feedback to student oral presentations in EFL classrooms: A case study. *Journal of Education for Teaching, 43*(2), 262–264. [2020 SSCI JCR=Q3]

- 132 Lu, L., Gao, X. S., & **Teo, T.** (2017). Intercultural Orientations as Japanese Language learners' Motivation in Mainland China. *Critical Inquiry in Language Studies*, 14(1), 1-24. [Scopus]
- 131 Tan, C. S.\*\* & **Teo, T.** (2017). Psychometric Qualities of the Creative Process Engagement Scale in a Malaysian Undergraduate Sample. *Swiss Journal of Psychology*, 76(1), 35-42. [2020 SSCI JCR=Q4]
- 130 **Teo, T.** (2016). Modelling Facebook usage among university students in Thailand: The role of emotional attachment in an extended technology acceptance model. *Interactive Learning Environments*, 24(4), 745-757. [2020 SSCI JCR=Q1]
- 129 **Teo, T.**, Kabakci Yurdakul, I., & Ursavas, O. (2016). Exploring the digital natives among pre-service teachers in Turkey: A cross-cultural validation of the Digital Native Assessment Scale. *Interactive Learning Environments*, 24(6), 1231-1244. [2020 SSCI JCR=Q1]
- 128 Rubie-Davies, C. M., Asil, M., & **Teo, T.** (2016). Assessing measurement invariance of the Student Personal Perception of Classroom Climate (SPPCC) across different ethnic groups. *Journal of Psychoeducational Assessment*, 34(5), 442-460. [2020 SSCI JCR=Q4]
- 127 **Teo, T.** (2016). Do digital natives differ by computer self-efficacy and experience? An empirical study. *Interactive Learning Environments*, 24(7), 1725-1739. [2020 SSCI JCR=Q1]
- 126 **Teo, T.**, Zhou, M., & Noyes, J. (2016). Teachers and technology: Development of an extended Theory of Planned Behavior. *Educational Technology Research & Development*, 64, 1022-1052. [2020 SSCI JCR=Q1]
- 125 Tarhini, A.\*\* & **Teo, T.**, & Tarhini, T. (2016). A cross-cultural validity of the E-Learning Acceptance Measure (EIAM) in Lebanon and England: A confirmatory factor analysis. *Education and Information Technologies*, 21(5), 1269-1282. [2020 SSCI JCR=Q2]
- 124 Chen, P. H.\*\* & **Teo, T.** & Zhou, M. (2016). Relationships between digital nativity, value orientation, and motivational interference among college students Learning and Individual Differences. *Learning and Individual Differences*, 50, 49-55. [2020 SSCI JCR=Q2]
- 123 Zhou, M., Chan, K. K., & **Teo, T.** (2016). Understanding Mathematics Teachers' use of Dynamic Geometry Software in Macau. *Educational Technology & Society*, 19(3), 181-193. [2020 SSCI JCR=Q1]
- 122 **Teo, T.**, Cheung, H. Y., & Kam, C. (2016). Validation of a Chinese version of the Psychological Sense of School Membership (C-PSSM): Tests of measurement invariance and latent mean differences. *Current Psychology*, 35(1), 83-91. [2020 SSCI JCR=Q1]
- 121 **Teo, T.**, Milutinovic, V., & Zhou, M. (2016). Modelling Serbian pre-service teachers' attitudes towards computer use: A SEM and MIMIC approach. *Computers and Education*, 94, 77-88. [2020 SSCI JCR=Q1]
- 120 Hoi, C. K. W.\* & **Teo, T.**, & Zhou, M. (2015). Media and information literacy among Macau university students: An initial study. *Journal of Communication and Education*, 2(2), 26-37.
- 119 Wong, K. T., **Teo, T.**, & Goh, P. (2015). Understanding the intention to use interactive whiteboards: Model development and testing. *Interactive Learning Environments*, 23(6), 731-747. [2020 SSCI JCR=Q1]
118. Sun, X. H., **Teo, T.**, & Chan, T. C. (2015). Application of the Open-class Approach to Pre-service Teacher Training in Macau: A Qualitative Assessment. *Research Papers in Education*, 30(5), 567-584. [2020 SSCI JCR=Q2]

117. Scherer, R., Siddiq, F., & **Teo, T.** (2015). Becoming more specific: Measuring and modeling teachers' perceived usefulness of ICT in the context of teaching and learning. *Computers and Education*, *88*, 202–214. [2020 SSCI JCR=Q1]
116. **Teo, T.**, & Milutinovic, V. (2015). Modelling the intention to use technology for teaching mathematics among pre-service teachers in Serbia. *Australasian Journal of Educational Technology*, *31*(4), 363-380. [2020 SSCI JCR=Q2]
115. **Teo, T.** (2015). Comparing pre-service and in-service teachers' acceptance of technology: Assessment of measurement invariance and latent mean differences. *Computers and Education*, *83*, 22–31. [2020 SSCI JCR=Q1]
114. **Teo, T.**, & Jarupunphol, P. (2015). Dhammic Technology Acceptance Model (DTAM): Extending the TAM using a condition of attachment in Buddhism. *Journal of Educational Computing Research*, *52*(1), 133–148. [2020 SSCI JCR=Q2]
113. **Teo, T.**, Fan, X., & Du, J. (2015). Technology acceptance among pre-service teachers: Does gender matter? *Australasian Journal of Educational Technology*, *31*(3), 235–251. [2020 SSCI JCR=Q2]
112. van Schaik, P., Wong, S. L., & **Teo, T.** (2015). Questionnaire layout and national culture in online psychometrics. *International Journal of Human-Computer Studies*, *73*, 52–65. [2020 SSCI JCR=Q1]
111. **Teo, T.**, & Kam, C. (2014). A measurement invariance analysis of the General Self-Efficacy Scale (GSES) on two different cultures. *Journal of Psychoeducational Assessment*, *32*(8), 762–767. [2020 SSCI JCR=Q4]
110. **Teo, T.**, Khlaisang, J., Thammetar, T., Ruangrit, N., Satiman, A., & Sunphakitjumnong, K. (2014). A survey of pre-service teachers' acceptance of technology in Thailand. *Asia Pacific Education Review*, *15*(4), 609–616. [2020 SSCI JCR=Q4]
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**Manuscripts under Revision/Review (Total=26) [\*Past Graduate Students; \*\*Research Mentee]**

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