LIST OF JOURNAL ARTICLES
(Not including Books, Book Chapters, and Conference Papers)

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ResearchGate : https://www.researchgate.net/profile/Timothy_Teo?ev=hdr_xprf&_sg=SKwFfUBIHjog NLLpsZ6leUtzaMaXC8NA8sjG2oKyfK4tTNmomLkuOjQf6ujSZsntM3MSvreT_kP3yeMRKIxVOvAD

PUBLICATION QUANTITY
Only Peer-Reviewed Journals Articles[1]

Overall Total[1]	**205**
Total SSCI & A&HCI Articles[2]	**155**
Total Citations[3]	**17,796**
H-Index[3]	**70**
i-10 Index[4]	**170**

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
1st/Sole	47	21	2	10	34	*114*
2nd	21	18	3	4	9	*55*
3rd	15	4	2	1	6	*28*
4th +	4	2	0	1	1	*8*
Total	*87*	*45*	*7*	*16*	*50*	**205**

* https://jcr.clarivate.com/
**Scopus Indexed or Non-Indexed Peer-reviewed Articles

FIRST AUTHOR PUBLICATIONS UNDER MY MENTORSHIP
WOS Journal Citation Ranking*

AUTHOR TYPE	Q1*	Q2*	Q3*	Q4*	Scopus/ NIPR**	Total
Past Grad Students	13	5	2	0	3	*23*
Research Mentee	5	5	0	3	3	*16*
Total	*18*	*10*	*2*	*3*	*6*	**39**

* https://jcr.clarivate.com/
**Scopus Indexed or Non-Indexed Peer-reviewed Articles

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

205   Di, W., Nie, Y. Y., Chua, B. L., Chye, S., **Teo, T.** (Accepted). Developing a single-item General Self-Efficacy Scale: An initial study. *Journal of Psychoeducational Assessment.* [2021 SSCI JCR=Q4]

204   Yang, Y, Du, J., **Teo, T.**, Xue, S. & Liu, F. (Accepted). Effects of goal orientation on environment management in technology-based Physics learning. *Frontiers in Psychology* [2021 SSCI JCR=Q1]

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**. (Online). 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*. [2021 ESCI 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.* [2021 ESCI JCR Q3]

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.* [2021 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]

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

196   Chien, C. W.**, & **Teo, T**. (2022). Structuring professional dialogue through protocols: A study among elementary English teachers in Taiwan. *Educational Research for Policy and Practice*, *21*(3), 357-373. [2021 ESCI JCR Q2]

195   Huang, F.*, **Teo, T**., & Scherer, R. (2022). Investigating the antecedents of university students' perceived ease of using the Internet for learning. *Interactive Learning Environments*, *30*(6), 1060-1076. [2021 SSCI JCR=Q1]

194   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]

193   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]

192   Abdulla, A.*, Whipp, P.R., McSporran, 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]

191   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]

190 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]

189 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]

188 **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]

187 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]

186 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]

185 **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]

184 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]

183 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]

182 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]

181 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]

180 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]

179 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]

178 **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]

177 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]

176   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]

175   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]

174   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]

173   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].

172   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]

171   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]

170   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]

169   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]

168   **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]

167   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]

166   **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]

165   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]

164   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)

163   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]

162   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. [2021 SSCI JCR=Q1]

161   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]

160   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]

159   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]

158   **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]

157   **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]

156   Scherer, R., & **Teo, T.** (2019). Unpacking teachers' intentions to integrate technology: A Meta-Analysis. *Educational Research Review*, *27*, 90–109. [2020 SSCI JCR=Q1]

155   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]

154   **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]

153   **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]

152   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]

151   **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]

150   **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]

149   Wang, B.*, Yu, S., & **Teo, T.** (2018). Experienced EFL teachers' beliefs about feedback on student oral presentations. *Asian-Pacific Journal of Second and Foreign Language Education*. *3*(12). https://doi.org/10.1186/s40862-018-0053-3 [2021 ESCI 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. [2021 ESCI JCR Q4]

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 (ElAM) 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]

109.   Wong, K. T., **Teo, T.**, & Goh, P. (2014). Development of the Interactive Whiteboard Acceptance Scale (IWBAS): An initial study. *Educational Technology & Society*, *17*(4), 268–277. [2020 SSCI JCR=Q1]

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