

CURRICULUM VITAE

Timothy Teo, Ph.D.

Full Professor

Department of Educational Psychology

Faculty of Education

Room 423, Ho Tim Building

The Chinese University of Hong Kong

Shatin, Hong Kong

HONG KONG SAR

Email: timothy.teo@cuhk.edu.hk

Webpage: <https://www.fed.cuhk.edu.hk/eps/TEO.html>

ORCID: <https://orcid.org/0000-0002-7552-8497>

Web of Science Researcher ID: <http://www.webofscience.com/wos/author/record/HKF-8433-2023>

Scopus: <https://www.scopus.com/authid/detail.uri?authorId=23398283800>

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

FULL-TIME APPOINTMENTS

Associate Dean August 2023 -	The Chinese University of Hong Kong/ Faculty of Education
Full Professor August 2022 -	The Chinese University of Hong Kong/ Faculty of Education, Department of Educational Psychology, Hong Kong SAR
Full Professor March 2019 - July 2022	Murdoch University/Discipline of Education, Australia
Distinguished Professor Dec 2016 - March 2019	University of Macau/ Faculty of Education, Macau SAR, China
Associate Dean Sept 2014 - March 2019	University of Macau/ Faculty of Education, Macau SAR, China
Director Sept 2015 - Aug 2016	Educational Research Centre University of Macau/ Faculty of Education, Macau SAR, China
Full Professor Jan 2014 - Nov 2016	University of Macau/ Faculty of Education, Macau SAR, China
Associate Professor Dec 2011 - Dec 2013	University of Auckland / Faculty of Education, New Zealand School of Learning, Development and Professional Practice

Associate Professor Sept 2010 - Nov 2011	Nanyang Technological University/NIE, Singapore Learning Sciences & Technologies Academic Group
Assistant Professor July 2005 - Aug 2010	Nanyang Technological University/NIE, Singapore Learning Sciences & Technologies Academic Group
Associate Faculty 2010 - 2011	SIM University, Singapore (Part-time) School of Arts and Social Sciences (Methods of Data Analysis)
Associate Faculty 2008 - 2009	SIM University, Singapore (Part-time) School of Arts and Social Sciences (Structural Equation Modelling)
Associate Faculty 2007 - 2009	SIM University, Singapore (Part-time) School of Business (Statistics; Quantitative Methods)
Associate Faculty 2003 - 2006	SIM University, Singapore (Part-time) School of Arts and Social Sciences (Child Development)
Lecturer April 2000 - June 2005	Singapore Polytechnic, Singapore School Info-Communications Technology
Senior Curriculum Specialist 1996 - 2000	Ministry of Education, Singapore Curriculum Planning & Development Division
Teacher 1989 - 1995	Various (Primary & Secondary schools) Teacher of English, Mathematics, Science, Social Studies, and Music
ADJUNCT/HONORARY APPOINTMENTS	
Honorary Professor Jan 2023 – Dec 2026	Yew Chung College of Early Childhood Education, Hong Kong SAR
Adjunct Professor August 2022 - July 2025	Edith Cowan University/College of Education, Australia
Adjunct Professor August 2022 - July 2025	Murdoch University/Discipline of Education, Australia
Distinguished Visiting Professor July 2021 - June 2025	University of Johannesburg/ Faculty of Education South Africa
Yin Shu-Tien Honorary Chair Professor August 2018 - Dec 2023	National Tsing Hua University/ College of Education, Taiwan ROC

Visiting Professor
Jan 2014 - June 2024
Universiti Tunku Abdul Rahman (UTAR), Malaysia
Faculty of Creative industries

Honorary Professor
Jan 2014 - Dec 2018
University of Auckland/ Faculty of Education, New Zealand
School of Learning, Development and Professional Practice

RESEARCH PROFILE

My research interests are inter-disciplinary in nature and include both substantive and methodological areas, organized into three clusters. These are *ICT in Education* (Technology acceptance and adoption; Internet Addiction; E-learning), *Educational Psychology* (Self-efficacy-teachers and students; Beliefs about teaching and learning; Meta-cognition), *Music Education* (Psychological processes of music teaching and learning), and *Quantitative Methods* (Psychometrics; Instrument development and validation; Cross-cultural measurement; Measurement invariance; Issues in survey development and administration; Structural equation modeling; Multilevel modeling; Latent growth modeling, Meta-analysis).

EDUCATION

Doctor of Philosophy
2000 - 2003
Nanyang Technological University, Singapore
National Institute of Education
Psychological Studies Academic Group
Educational Psychology, Measurement & Evaluation, Quantitative Methods, Musical Preferences

Master of Arts
1996 - 1999
Nanyang Technological University, Singapore
National Institute of Education
Visual and Performing Academic Group
Music Education, Quantitative Methods

Bachelor of Arts
(with First Class Honours)
1995
University of Canterbury, New Zealand
Majors: Music Education, Educational Research

Bachelor of Arts
1992 - 1994
University of Auckland, New Zealand
Majors: Education, Music

Certificate in Education
(Awarded with Credit)
1987 - 1989
Institute of Education, Singapore
Major: Primary Education

VISITING APPOINTMENTS, FELLOWSHIPS, HONOURS & AWARDS

2023
Ranked 57 of the Top 100 Education scholars in the world (Ioannidis, John P.A. (2023), "October 2023 data-update for "Updated science-wide author databases of standardized citation indicators"", Elsevier Data Repository, V6, doi: 10.17632/btchxktzyw.6)

2023	SOCIAL SCIENCES AND HUMANITIES IN CHINA LEADER AWARD (Research.com)
2023 (April)	VISITING PROFESSOR (National University- Philippines)
2022	WORLD TOP 1% RESEARCHER (InCites Essential Science Indicators, Clarivate)
2021	VICE CHANCELLOR'S EXCELLENCE IN RESEARCH AWARD, Murdoch University (Australia)
2020-23	WORLD TOP 2% RESEARCHER (Ioannidis, John P.A. (2023), "October 2023 data-update for "Updated science-wide author databases of standardized citation indicators"", Elsevier Data Repository, V6, doi: 10.17632/btchxktyw.6)
2020	UM MACAO DISTINGUISHED VISITING SCHOLAR, University of Macao (Macao)
2018 to 2019	VISITING PROFESSOR, Tsinghua University (China)
2018 (January)	VISITING EXPERT (Thailand Cyber University)
2017 (June)	VISITING PROFESSOR, Chulalongkorn University, Thailand
2017 (February)	VISITING PROFESSOR, Chulalongkorn University, Thailand
2016 (December)	VISITING PROFESSOR, Chulalongkorn University, Thailand
2016 (October)	VISITING EXPERT, Shanghai University of Finance and Economics (China)
2016 (September)	INVITED SPEAKER, Ocean University of China (Qingdao, China)
2016 (August)	VISITING EXPERT, Centre for Education Policy, Southwest University (Chongqing, China)
2016 (June)	INVITED SPEAKER, International Symposium on <i>Re-thinking Education: Re-imagining ASEAN</i> , Thammasat University (Thailand)
2016 (March)	VISITING SPEAKER, Southwest University (Chongqing, China)
2015 (November)	VISITING EXPERT, International Centre for Higher Education Innovation, (Shenzhen, China)
2015 (September)	VISITING SPEAKER, Department of Education, Hong Kong Baptist University
2015 (July)	VISITING SPEAKER, School of Journalism, Fudan University (Shanghai, China)
2015 (July)	VISITING PROFESSOR, Thailand Cyber University
2015 (June)	VISITING FELLOWSHIP, Graduate School of Educational Measurement & Statistics, Taichung University (Taiwan, China)
2015 (May)	VISITING SPEAKER, Southwest University (Chongqing, China)
2015 (April)	INTERNATIONAL COLLABORATIVE PARTNER, Universiti Tunku Abdul Rahman (Malaysia)
2014 (December)	VISITING EXPERT, Thailand Cyber University
2014 (October)	VISITING PROFESSOR, Thailand Cyber University
2014 (September)	VISITING SPEAKER, Faculty of Education, University of Hong Kong
2014 (July)	VISITING PROFESSOR, Taiwan University of Science and Technology
2014 (June)	VISITING PROFESSOR, National Institute of Education (Singapore)
2014 (June)	VISITING SPEAKER, Faculty of Education, Chinese University of Hong Kong
2014 (May)	VISITING PROFESSOR, Institute of Higher Education, East China Normal University (China)
2014 (April)	VISITING SCHOLAR, College of Education, De La Salle University (Philippines)
2014 (January)	VISITING ACADEMIC, Vice Chancellor (Research & Innovation) Office, De La Salle University (Philippines)
2013 (December)	VISITING SCHOLAR, Faculty of Educational Studies, Universiti Putra Malaysia
2013	New Zealand Performance-Based Research Funding (PBRF) Exercise

	Awarded a quality category of 'A' Category Description: " <i>Research outputs, peer esteem and contributions are of a world-class standard.</i> "
2013 (November)	RESEARCH CONSULTANT, Office of Educational Research, National Institute of Education, Nanyang Technological University (Singapore)
2013 (April)	VISITING FELLOWSHIP, Department of Educational Psychology and Counseling Pingtung University of Education (Taiwan, China)
2013 (February)	RESEARCH CONSULTANT, Office of Educational Research, National Institute of Education, Nanyang Technological University (Singapore)
2013 (February)	VISITING SCHOLAR, Vice Chancellor (Academic) Office, De La Salle University (Philippines)
2012 (November)	VISITING PRINCIPAL FELLOWSHIP, Faculty of Education, University of Wollongong (Australia)
2012 (October)	VISITING FELLOWSHIP, School of Psychology, Teesside University (United Kingdom)
2012 (September)	VISITING PROFESSORSHIP, College of Education, De La Salle University (Philippines)
2012 (April)	ACADEMIC VISITOR, University Publishing Office, De La Salle University (Philippines)
2012 (February)	VISITING FELLOWSHIP, Graduate School of Educational Measurement & Statistics, Taichung University (Taiwan, China)
2011 (May)	VISITING PROFESSORSHIP, Thailand Cyber University
2011 (May)	VISITING SPEAKER, Department of Educational Technology, Chulalongkorn University (Thailand)
2011 (January)	VISITING PROFESSORSHIP, Thailand Cyber University
2010 (August)	VISITING PROFESSORSHIP, Thailand Cyber University
2005 (December)	BENJAMIN MEAKER VISITING PROFESSORSHIP, Department of Experimental Psychology, University of Bristol (United Kingdom)
2002 (June)	INTERNATIONAL VISITING FELLOWSHIP, British Academy
2001	DOCTORAL STUDY LEAVE AWARD, Singapore Polytechnic
1992 - 1995	OVERSEAS ARTS BURSARY, National Arts Council (Singapore)
1992 - 1995	OVERSEAS STUDY GRANT, Lee Foundation (Singapore)
1989	WONG HEE HUA MEMORIAL PRIZE, National Institute of Education (Singapore) (For outstanding performance in Music Education)
1987 - 1989	STUDY BURSARY, Ministry of Education (Singapore)

RESEARCH GRANTS

(PI=Principal Investigator; CoPI=Co-Principal Investigator; C=Collaborator)

<u>Year</u>	<u>Duration</u>	<u>Funding Body</u>	<u>Title of Project</u>	<u>Amount</u>	<u>Role</u>
2023	3 Years	Surplus Research Fund	Self-report measures of computer self-efficacy: A	600,000 (HKD)	PI

			reliability generalization meta-analysis		
2023	2 Years	Collaborative Research Fund (The Chinese University of Hong Kong)	Antecedents of teachers' computer self-efficacy: A meta-analytic structural equation modelling (MASEM)	60,000 (HKD)	PI
2023	2 Years	Direct Research Grant (The Chinese University of Hong Kong)	Understanding teachers' acceptance of technology: A bibliometric analysis	78,400 (HKD)	PI
2019	1 Year	Strategic Research Fund (Murdoch University)	Meta-Analysis in Education	10,000 (AUD)	PI
2018	2 Years	NIE Academic Research (AcRF)	Validation of a New Single-item General Self-Efficacy Scale	300,000 (MOP)	C
2018	1 Year	Universiti Tengku Abdul Rahman (UTAR) (Malaysia)	Factors Influencing Malaysian School Students' Career Choices in STEM	377,900 (MOP)	CoPI
2017	1 Year	University of Macau (Macau SAR, China)	Technology acceptance research: Theory, contexts, and methodologies	350,000 (MOP)	PI
2015	3 Years	University of Macau (Macau SAR, China)	Acceptance of Information-Communications Technologies (ICT) in Education: A longitudinal study of digital natives in Asia	1,556,800 (MOP)	PI
2015	3 Years	University of Macau (Macau SAR, China)	Examining the relationship between music preferences and personality traits: A study among Macau students	840,000 (MOP)	PI
2015	3 Years	University of Macau (Macau SAR, China)	Development of a Competency-based Curriculum for Pre-service Music Teachers in Macau	409,050 (MOP)	CoPI
2015	3 Years	National Research Council of Thailand	Virtual Learning Environment System to Enhanced 21st Century Skills in Learning and Innovation for Higher Education Learners in ASEAN Cultural Community	1,000,000 (THB)	CoPI
2014	1 Year	National Science Council (Taiwan, China)	The relationships between digital nativity, value orientation, and motivational interference among college students	442,000 (TWD)	C

2014	1 Year	University of Macau (Macau SAR, China)	Understanding students' interaction with technology: Validation and Measurement Invariance of the Digital Native Assessment Scale (DNAS)	149,600 (MOP)	PI
2014	1 Year	Universiti Tengku Abdul Rahman (UTAR) (Malaysia)	Exploring the antecedents of students' technology use through UTAUT model: An online survey	24,500 (MYR)	CoPI
2012	1 Year	Ministry of Education (New Zealand)	Evaluation of professional development among primary teachers	400,000 (NZD)	PI
2011	1 Year	British Academy Small Research Grant (United Kingdom)	The cultural validation of online psychometric scales	6,750 (GBP)	CoPI
2011	1 Year	Citi-NIE Financial Literacy Hub (National Institute of Education) (Singapore)	Survey of attitudes and perceptions towards teaching financial literacy	10,000 (SGD)	PI
2010	1 Year	Ministry of Education (Singapore)	Effectiveness of the iMTL Portal: An evaluation study	64,068 (SGD)	PI
2010	3 Years	Office of Educational Research (National Institute of Education) (Singapore)	Evaluation of IT Masterplan 3- A nation-wide longitudinal study	499,494 (SGD)	CoPI
2009	1 Year	Citi-NIE Financial Literacy Hub (National Institute of Education) (Singapore)	Perception of personal finance among teachers in Singapore: A conceptualization and measurement study	16,945 (SGD)	PI
2009	1 Year	Office of Educational Research (National Institute of Education) (Singapore)	Evaluation of implementation of IT Masterplan 3 and its impact on Singapore schools - Instrumentation and Baseline Study	68,432 (SGD)	CoPI
2006	2 Years	Learning Sciences Laboratory (National Institute of Education) (Singapore)	Pre-service Teachers' beliefs about teaching and learning: An exploratory study	\$32,743 (SGD)	PI
2006	2 Years	Learning Sciences Laboratory (National Institute of Education) (Singapore)	Teachers' Beliefs, Leadership, and Technology Use in Singapore Schools: An Exploratory Study	171,687 (SGD)	PI

SERVICE TO UNIVERSITY

Faculty and University (The Chinese University of Hong Kong, Hong Kong SAR)- August 2022 –

1. Member, University Research Committee (2023 – Present)
2. Member, University Research Assessment Exercise Panel (RAE2026) (2023 – Present)
3. Member, University HK Postgraduate Fellowship Scheme Panel (2023 – Present)
4. Member (ex officio), University Survey and Research Ethic Committee (2023 -2024)
5. Associate Dean (Research), Faculty of Education (2023 – Present)
6. Director of Impact for RAE2026, Faculty of Education (2023 – Present)
7. Co-Convenor, Faculty Working Group for the RAE2026 (2022 – 2023)
8. Chair, Faculty of Education Panel (2023 – Present)
9. Member, Faculty EXCO (2023 – Present)
10. Member, Faculty Professional Board (2023 – Present)
11. Member, Faculty Associate Deans/Directors Group (2023 – Present)
12. Member, Faculty Education Panel (2022 – 2023)
13. Member, Board of Department of Educational Psychology (2022 – Present)

Discipline and College (Murdoch University, Australia)-April 2019 to July 2022

1. Member, Research Committee, University Level (2022)
2. University-appointed Research Mentor (2021 – 2022)
3. Research Integrity Advisor, College Level (2020 – 2022)
4. Member, Research Committee, College Level (2019 – 2022)
5. Member, Extended Executive, Discipline of Education (2019 – 2022)
6. Research Lead, Discipline of Education (2019 to July 2020)
7. Lead, Capacity Building for Higher Degree by Research students (2019)

Faculty and University (University of Macau, Macau SAR, China)-2014 to March 2019

1. Chair, Senate Information and Education Technology Committee, University Level (2014-2016)
2. Associate Dean, Faculty Level
3. Director, Educational Research Centre, Faculty Level (2015-2016)
4. Chair, Research Committee, Faculty Level
5. Chair, PhD Admission Interview Panel, Faculty Level
6. Chair, Conference Grants Application Evaluation Panel, Faculty Level
7. Chair, Research Fund Application Evaluation Panel, Faculty Level
8. Chair, Graduate Studies Committee, Faculty Level
9. Chair, Faculty Ad Hoc Committee for Contract Renewal, Faculty Level
10. Chair, Faculty Ad Hoc Committee for Salary Progression, Faculty Level
11. Chair, Faculty Ad Hoc Committee for Academic Promotion, Faculty Level
12. Doctoral Student Advisor, Faculty Level
13. Advisor for Educational Research, CTLE, University Level
14. Member, University Senate, University Level
15. Member, Academic Staff Promotion Advisory Committee, University Level
16. Member, Senate Research Ethics Committee, University Level
17. Member, Senate Research Committee, University Level

18. Member, Senate Graduate Studies Committee, University Level
19. Member, Committee for Appointment to Distinguished Professorship, University Level
20. Member, Working Group on Promotion for Teaching Track Academic Staff, Faculty Level
21. Member, Executive Committee, Faculty Level
22. Member, Academic Leave Approval Panel, Faculty Level
23. Member, Academic Council, Faculty Level
24. Member, Academic Staff Promotion Advisory Panel, Faculty Level
25. Member, Academic Recruitment Panel, Faculty Level

School, Faculty and University (University of Auckland, New Zealand)-2012 to 2013

1. Member, Panel of independent chairpersons for doctoral examinations, University level (2013)
2. Member, University PBRF Panel for Education, University level (2012)
3. Director, Quantitative Data Analysis and Research Unit, Faculty level (2012-2013)
4. Member, Postgraduate Programmes Committee, Faculty level (2012)
5. Member, Master of Professional Studies planning group (Singapore), Faculty level (2012)
6. Reviewer, Annual Performance Review, School Level (2013)
7. PBRF Advisor, School Level (2012)
8. Member, Promotion Panel, School Level (2012)
9. Member, Leadership Group, School Level (2012 - 2013)
10. Member, Scholarship Evaluation Committee, School Level (2013)
11. Chair, Postgraduate Studies Sub-Committee, Teaching and Learning Committee, School Level (2012)
12. Chair, Research Capability Development Sub-Committee, Research Committee, School Level (2012 - 2013)

Academic Group, Institute, and University (National Institute of Education, Nanyang Technological University, Singapore)-2005 to 2011

1. Member, Department Academic Quality Assurance Committee (Jan 2011)
2. Member, Department Research Ethics Committee (Jan 2011)
3. Co-ordinator, Educational Inquiry 1 (Jan 2011 to August 2011)
4. Co-ordinator, Professional Development (2010)
5. Member, Graduate Studies Committee (Jan 2009)
6. Assistant Head of Academic Group (May 2007 to June 2008)
7. Co-ordinator: Pre-service ICT courses (Jan 2007 to December 2009)
8. Co-ordinator: Doctoral Seminar (July 2008)
9. Chair: Pre-service ICT Module Review (Jan 2007)
10. Chair: ICT Development Committee (October 2006 to December 2006)
11. Member: Curriculum Committee for the Classroom Management module (July 2006 to December 2006)
12. Member: Curriculum Committee for the ICT modules (July 2005 to June 2006)
13. Development of teaching materials for the ICT modules (2007)
14. Development of teaching materials for AED 104 ICT for Engaged Learning (2007)
15. Development of teaching materials for the Classroom Management modules (2005 to 2006)

SERVICE TO THE PROFESSION

Editorial Roles

Editor-in-Chief

1. International Journal of Quantitative Research in Education (Founding Editor-in-Chief) (2012 - 2023)
2. The Asia-Pacific Education Researcher (SSCI) (2012 - Present)

Associate/Regional Editor (Australia & NZ)

1. Australasian Journal of Educational Technology (SSCI) (2013 - 2015)
2. International Journal of Information and Communications Technology Education (2007 to Present)
3. Educational Research and Evaluation (2012 to 2013)
4. Asia-Pacific Education Review (SSCI) (2009 to 2012)

Advisory Editor

1. Oxford Research Encyclopaedia of Education (Oxford University Press) (2015 – 2019)

International Advisory Board Member

1. Journal of Applied Quantitative Methods
2. International Journal of Education and Training
3. Learning Research and Practice (2018-2023)

Editorial Board Member/ Consultant

1. Contemporary Educational Technology
2. Educational Measurement and Evaluation Review
3. European Journal of Educational Research
4. Interactive Learning Environments (SSCI)
5. Learning, Media and Technology (SSCI)
6. Research and Practice in Technology Enhanced Learning
7. The Normal Lights
8. Turkish Journal of Teacher Education

External Reviewer for Research Grant Applications

Grant Body	< = 2019	2020	2021	2022
Hong Kong RGC (Hong Kong)	15	9	9	11
Office of Educational Research, NIE/NTU (Singapore)	7	--	28	--
Research Foundation (Belgium)	1	--	--	--
Others	--	--	--	1*

* United Arab Emirates University

External Reviewer for Academic Programmes/Book Proposals/Promotion

1. 2021 (February & September). Member of the Education Research Funding Programme (ERFP) Expert Panel, NIE/NTU (**Singapore**)
2. 2021 (February). External Reviewer, Master of Science of IT in Education, Faculty of Education, University of Hong Kong (**Hong Kong**)
3. 2019 (August). External reviewer for an application for promotion to Associate Professor. Emirates College for Advanced Education (**Abu Dhabi, UAE**).
4. 2018 (March). External Programme Evaluator, Department of Curriculum and Instruction, Faculty of Education, University of Malaya (**Malaysia**)
5. 2018 (January). Reviewer for the mock Research Assessment Exercise (RAE). Education University of Hong Kong (**Hong Kong SAR, China**).
6. 2017 (November). External Reviewer of the Area of Focus of Educational and Developmental Psychology of the Master of Education Programme. Education University of Hong Kong (**Hong Kong SAR, China**).
7. 2016 (February). *"A Cultural Studies Contribution to Technology Acceptance in Education"*. A book proposal for Routledge (**United Kingdom**).
8. 2016 (January). *"Open, Distance and e-Learning for Educational and Training Transformation"*. A book series proposal by Springer (**Singapore**).
9. 2015 (November). External reviewer for an application for substantiation (tenure). Hong Kong Baptist University (**Hong Kong SAR, China**).
10. 2015 (April). External Reviewer for a promotion application to Full Professor. University Sains Malaysia (**Malaysia**).
11. 2014 (August). *"Innovations in Educational Change: Cultivating Ecologies for Schools"* A book proposal for Springer from National Institute of Education, Nanyang Technological University (**Singapore**).

Others

1. Member, Research Committee, Yew Chung College of Early Childhood Education (YCCECE) (2023)
2. Member, International Advisory Board Member, HKAECT-AECT International Conference (2023), Hong Kong SAR, China
3. Member, International Program Committee, Virtual and Augmented Reality Technology-Enhanced learning International Conference (2022), December 1-2, Johannesburg, South Africa.
4. Member, International Scientific Committee, 2nd International Conference on Innovation in Learning Instruction and Teacher Education, 2021 (ILITE2), December 11-12, Hanoi, Vietnam.
5. Member, International Scientific Committee, Worldwide Music Conference (2021), April 21-23, Prague, Czech Republic.
6. International Advisory Board Member, HKAECT-AECT International Conference (2020), Hong Kong SAR, China
7. International Advisory Board Member, HKAECT-AECT International Conference (2018), Hong Kong SAR, China.
8. International Advisory Board Member, HKAECT-AECT Summer International Research Symposium 2017, Hong Kong SAR, China.
9. Member, Programme Committee, 16th IEEE International Conference on Advanced Learning Technologies – ICALT 2016, Austin, Texas, USA.

10. Chair, Doctor of Education Accreditation Panel, Department of Education, Hong Kong Baptist University, August 2015.
11. Member, Programme Committee, 15th IEEE International Conference on Advanced Learning Technologies – ICAALT 2015, Hualien, Taiwan, China.
12. Member, Programme Committee, 5th Educational Psychology Forum 2012, Auckland, New Zealand.
13. Co-chair, Programme Committee, International Conference on Computers in Education (ICCE) 2011, Thailand.
14. Co-chair, Programme Committee, International Conference on Computers in Education (ICCE) 2010, Malaysia.

PROFESSIONAL PUBLICATIONS

PUBLICATION QUANTITY Only Peer-Reviewed Journals Articles¹

Overall Total ¹	217
Total SSCI, A&HCI, ESCI Articles ²	167
Total Citations ³	21,664
H-Index ³	77
i-10 Index ⁴	182

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*

Q9ality Authorship	Q1*	Q2*	Q3*	Q4*	ESCI/ Scopus/ NIPR**	Total
1 st /Sole	49	21	2	10	34	116
2 nd	27	18	3	4	9	61
3 rd	15	4	2	1	7	29
4 th +	6	3	0	1	1	11
Total	97	46	7	16	51	217

* <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*	ESCI/Scopus/ NIPR**	Total
Past Grad Students	14	5	2	0	3	24
Research Mentee	6	5	0	3	3	17
Total	20	10	2	3	6	41

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

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

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

- 217 Malpique, A.A., Asil, A., Pino-Pasternak, D., Ledger, S., & **Teo, T.** (Accepted). The contributions of transcription skills to paper-based and computer-based text composing in the early years. *Reading and Writing*. [2022 SSCI JCR=Q2]
- 216 Derakhshan, A., **Teo, T.**, Saeedy Robot, E., Janeby Enayat, M., & Jahanbakhsh, A. A. (Accepted). Robot-assisted language learning: A meta-analysis. *Review of Educational Research*. [2022 SSCI JCR=Q1]
- 215 Valcan, D., Malpique, A., Pino-Pasternak, D., Asil, M., & **Teo, T.** (Accepted). The contributions of executive functioning to handwritten and keyboarded compositions in Year 2. *Contemporary Educational Psychology*. [2022 SSCI JCR=Q1]
- 214 Wang, Q.**, & **Teo, T.** (Accepted). Explaining the relationships among components of intercultural competence: A structural equation modelling approach. *International Journal of Intercultural Relations*. [2022 SSCI JCR=Q1]

- 213 Derakhshan, A., **Teo, T.**, & Khazaie, S. (2024). Is game-based language learning general or specific-oriented? Exploring the applicability of a mobile virtual reality-based flipped classroom for medical English communication in the Middle East. *Computers and Education*. [2022 SSCI JCR=Q1]
- 212 Keshavarzi, F., **Teo, T.**, Heidari, E., & Mehrvarz, M. (Accepted). Mediating role of academic help seeking among students' social networking self-efficacy and social presence in online environments. *Education and Information Technologies*. [2022 SSCI JCR=Q1]
- 211 Malpique, A., Valcan, D., Pino-Pasternak, D., Ledger, D., Asil, M., & **Teo, T.** (Accepted). The keys of keyboard-based writing: Student and classroom-level predictors of keyboard-based writing in early primary. *Contemporary Educational Psychology*. [2022 SSCI JCR=Q1]
- 210 Huang, F.*, **Teo, T.**, & Zhao, X. Y. (Accepted). Examining factors influence Chinese ethnic minority English teachers' technology adoption: An extension of the UTAUT model. *Computer Assisted Language Learning*. [2022 SSCI JCR=Q1].
- 209 **Teo, T.**, Moses, P., Cheah, P. K., Huang, F., & Tey, T. C. Y. (Accepted). Influence of achievement goal on technology use among undergraduates in Malaysia. *Interactive Learning Environments*. [2022 SSCI JCR=Q1]
- 208 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]
- 207 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* [2022 SSCI JCR=Q1]
- 206 **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*. [2022 SSCI JCR=Q1]
- 205 Wang, B.*, Yu, S., Zheng, Y., & **Teo, T.** (Online). Student engagement with teacher oral feedback in EFL university classrooms. *Language Teaching Research*. [2022 SSCI JCR=Q1]
- 204 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]
- 203 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*. [2022 ESCI JCR=Q2]

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

- 202 Namaziandost, E., & **Teo, T.** (2024). EFL teachers' perceptions of emotional literacy: A phenomenological investigation in Iran. *Teaching and Teacher Education*, 140, 104486. [2022 SSCI JCR=Q1]
- 201 Khlaisang, J.** & **Teo, T.** (2024). An innovation-based virtual flipped learning system in a ubiquitous learning environment the 21st century skills of higher education learners. *Educational Technology and Society*, 27(1), 100-116. [2022 SSCI JCR=Q1].
- 200 Khlaisang, J.**, Songkram, N., Huang, F., & **Teo, T.** (2023). 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*, 31(8), 5037-5058. [2022 SSCI JCR=Q1]
- 199 Ramnarain, U., Ncube, R., & **Teo, T.** (2023). South African life Sciences teachers' pedagogical beliefs and their influence on information communication and technology integration. *Frontiers in Education*. [2022 ESCI JCR=Q2]
- 198 Hsieh, M. F.** & **Teo, T.** (2023). Examining early childhood teachers' perspectives of collaborative teaching with English language teachers. *English Teaching and Learning*, 47(1), 1-20. [2021 ESCI JCR Q3]
- 197 Khlaisang, J.** & **Teo, T.** (2023). 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*, 17(1/2), 254-279. [Scopus]
- 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., 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]
- 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 [2022 SSCI SJR=Q1]
- 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: The application of the ODAS model. *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 (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]
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]
108. **Teo, T.,** & Kam, C. (2014). 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, 32*(7), 624–637. [2020 SSCI JCR=Q4]
107. Asil, M., **Teo, T.,** & Noyes, J. (2014). The validation and measurement invariance of the Computer Attitude Measure for Young Students (CAMYS). *Journal of Educational Computing Research, 51*(1), 49–69. [2020 SSCI JCR=Q2]
106. **Teo, T.,** & Zhou, M. M. (2014). Explaining the intention to use technology among university students: A structural equation modeling approach. *Journal of Computing in Higher Education, 26*(2), 124–142. [2020 SSCI JCR=Q2]
105. **Teo, T.,** Ruangrit, N., Khlaisang, J., Thammetar, T., & Sunphakitjumnong, K. (2014). Exploring elearning acceptance among university students in Thailand: A national survey. *Journal of Educational Computing Research, 50*(4), 493–510. [2020 SSCI JCR=Q2]
104. **Teo, T.** (2014). Unpacking teachers' acceptance of technology: Tests of measurement invariance and latent mean differences. *Computers & Education, 75*, 127–135. [2020 SSCI JCR=Q1]
103. **Teo, T.,** & Noyes, J. (2014). Explaining the intention to use technology among pre-service teachers: a multi-group analysis of the Unified Theory of Acceptance and Use of Technology (UTAUT). *Interactive Learning Environments, 22*(1), 51–66. [2020 SSCI JCR=Q1]
102. **Teo, T.** (2014). Preservice teachers' satisfaction with e-learning. *Social Behavior and Personality, 42*(1), 3–6. [2020 SSCI JCR=Q4]
101. **Teo, T.** (2013). 'Digital Nativity': A definitional framework. *World Journal of Educational Technology, 5*(3), 389–394. [Scopus]

100. **Teo, T.** (2013). Online and paper-based survey data: Are they equivalent? *British Journal of Educational Technology*, 44(6), E196–E198. [2020 SSCI JCR=Q1]
99. Hosam, A., **Teo, T.**, & Abbas, M. (2013). Can structured representation enhance students' thinking skills for better understanding of E-learning content? *Computers & Education*, 69, 463–473. [2020 SSCI JCR=Q1]
98. **Teo, T.**, & Fan, X. (2013). Coefficient Alpha and beyond: Issues and alternatives for educational research. *Asia-Pacific Education Researcher*, 22(2), 209–213. [2020 SSCI JCR=Q2]
97. **Teo, T.** (2013). A comparison of non-nested models in explaining teachers' intention to use technology. *British Journal of Educational Technology*, 44(3), E81–E84. [2020 SSCI JCR=Q1]
96. **Teo, T.** (2013). An initial development and validation of a Digital Natives Assessment Scale (DNAS). *Computers & Education*, 67, 51–57. [2020 SSCI JCR=Q1]
95. Wong, K. T., **Teo, T.**, & Russo, S. (2013). Interactive whiteboard acceptance: Applicability of the UTAUT model among student teachers. *Asia-Pacific Education Researcher*, 22(1), 1–10. [2020 SSCI JCR=Q2]
94. **Teo, T.** (2013). Examining the psychometric properties of the Epistemic Belief Inventory (EBI). *Journal of Psychoeducational Assessment*, 31(1), 72–79. [2020 SSCI JCR=Q4]
93. **Teo, T.**, & Wong, S. L. (2013). Modeling key drivers of e-learning satisfaction among student teachers. *Journal of Educational Computing Research*, 48(1), 71–95. [2020 SSCI JCR=Q2]
92. **Teo, T.** (2013). Influences of contextual variables on the intention to use technology in education: A latent variable modeling approach. *Campus-Wide Information Systems*, 30(2), 95–105.
91. Wong, K. T., **Teo, T.**, & Russo, S. (2012). Influence of gender and computer teaching efficacy on computer acceptance among Malaysian student teachers: An extended Technology Acceptance Model (TAM). *Australasian Journal of Educational Technology*, 28(7), 1190–1207. [2020 SSCI JCR=Q2]
90. **Teo, T.**, & Chai, C. S. (2012). A cross-cultural validation of the Epistemic Belief Inventory (EBI). *Asia-Pacific Education Researcher*, 21(3), 618–624. [2020 SSCI JCR=Q2]
89. **Teo, T.**, & Ursavas, O. F. (2012). Technology acceptance of pre-service teachers in Turkey: A cross-cultural model validation study. *International Journal of Instructional Media*, 39(3), 187–195.
88. **Teo, T.** (2012). Proposing a model to explain teachers' intention to use technology: Identifying constructs and formulating hypotheses. *International Journal of Information and Communication Technology Education*, 8(3), 22–27. [Scopus]
87. **Teo, T.** (2012). Measurement invariance of self-reported data across gender: A study of technology acceptance. *International Journal of Educational and Psychological Assessment*, 11(1), 43–54.
86. **Teo, T.**, & Lee, C. B. (2012). Assessing the factorial validity of the Metacognitive Awareness Inventory (MAI) in an Asian country: A confirmatory factor analysis. *International Journal of Educational and Psychological Assessment*, 10(2), 92–103.
85. **Teo, T.** (2012). Modelling the influences of beliefs on pre-service teacher determinants' attitudes towards computer use. Invited article. *European Journal of Educational Research*, 1(1), 13–22. [Scopus]

84. **Teo, T.** (2012). Examining the intention to use technology among pre-service teachers: An integration of the Technology Acceptance Model (TAM) and Theory of Planned Behavior (TPB). *Interactive Learning Environments*, 20(1), 3–18. [2020 SSCI JCR=Q1]
83. **Teo, T.** (2012). Hierarchical Linear Modeling (HLM) with applications in educational technology research: A non-technical introduction. *International Journal of Instructional Media*, 39(1), 87–94.
82. **Teo, T.**, Ursavas, O. F., & Bahcekapili, E. (2012). An assessment of pre-service teachers' technology acceptance in Turkey: A structural equation modeling approach. *Asia-Pacific Education Researcher*, 21(1), 191–202. [2020 SSCI JCR=Q2]
81. **Teo, T.**, & van Schaik, P. (2012). Understanding the intention to use technology by pre-service teachers: An empirical test of competing theoretical models. *International Journal of Human-Computer Interaction*, 28(3), 178–188. [2020 SSCI JCR=Q2]
80. **Teo, T.** (2012). Assessing the use of MIMIC modeling to identify factors that impact on in-service teachers' intention to use technology. *International Journal of Instructional Media*, 39(1), 33–37.
79. Chai, C. S., Wong, K. S. B., & **Teo, T.** (2011). Singaporean pre-service teachers' beliefs about epistemology, teaching and learning, and technology. *Teacher Development*, 15(4), 485–495. [Scopus]
78. **Teo, T.**, & Tan, L. (2011). The Theory of Planned behavior (TPB) and pre-service teachers' technology acceptance: A validation study using structural equation modelling. *Journal of Technology and Teacher Education*, 20(1), 89–104.
77. **Teo, T.**, Wong, S. L., Thammetar, T., & Chattiwat, W. (2011). Assessing e-learning acceptance by university students in Thailand. *Australasian Journal of Educational Technology*, 27(8), 1356–1368. [2020 SSCI JCR=Q2]
76. **Teo, T.** (2011). Towards greater precision in latent construct measurement: What's the Rasch? *British Journal of Educational Technology*, 42(6), E122–E124. [2020 SSCI JCR=Q1]
75. Lee, C. B., & **Teo, T.** (2011). Shifting pre-service teachers' metacognition through problem solving. *Asia-Pacific Education Researcher*, 20(3), 570–578. [2020 SSCI JCR=Q2]
74. Bulut, M., **Teo, T.**, Usak, M., Yilmaz, H., Aydogdu, M., & Kubiak, M. (2011). Pre-service teachers' technology acceptance in Turkey: An exploratory study. *Technics Technologies Education Management*, 6(3), 719–727. [Scopus]
73. **Teo, T.** (2011). Continuing the intention-usage debate in technology acceptance research: An empirical study. *International Journal of Instructional Media*, 38(4), 327–334.
72. **Teo, T.** (2011). Factors influencing teachers' intention to use technology: Model development and test. *Computers & Education*, 57, 2432–2440. [2020 SSCI JCR=Q1]
71. **Teo, T.** (2011). Considering common method variance in educational technology research. *British Journal of Educational Technology*, 42(5), E94–E96. [2020 SSCI JCR=Q1]
70. **Teo, T.** (2011). Measuring gender differences in technology acceptance: A measurement invariance analysis. *International Journal of Instructional Media*, 38(3), 245–252.
69. **Teo, T.**, Koh, N. K., & Lee, C. B. (2011). Teachers' intention to teach financial literacy in Singapore: A path analysis of an extended Theory of Planned Behaviour (TPB). *Asia-Pacific Education Researcher*, 20(2), 410–419. [2020 SSCI JCR=Q2]

68. **Teo, T.**, & Chai, C. S. (2011). Confirmatory factor analysis of the Epistemic Belief Inventory (EBI): A cross-cultural study. *The International Journal of Educational and Psychological Assessment*, 9(1), 1–13.
67. Lee, C. B., & **Teo, T.** (2011). An exploratory study on pre-service teachers' perceptions of the differences between knowledge and belief. *Asia-Pacific Education Researcher*, 20(1), 93–102. [2020 SSCI JCR=Q2]
66. **Teo, T.** (2011). Using structural equation modeling (SEM) in educational research: Practices and Issues. *International Journal of Applied Educational Studies*, 10(1), 49–65.
65. **Teo, T.** (2011). Assessing the cross-cultural validity study of the E-learning Acceptance Measure (EIAM): A structural equation modeling approach. *The International Journal of Educational and Psychological Assessment*, 8(2), 43–53.
64. **Teo, T.** (2011). Basic concepts of Hierarchical Linear Modeling (HLM) for educational technology research. *British Journal of Educational Technology*, 42(3), E51–E53. [2020 SSCI JCR=Q1]
63. Ursavas, O. F.**, & **Teo, T.** (2011). A multivariate analysis of the effect of gender on computer anxiety among elementary school teachers. *British Journal of Educational Technology*, 42(2), E19–E20. [2020 SSCI JCR=Q1]
62. **Teo, T.**, & Noyes, J. (2011). An assessment of the influence of perceived enjoyment and attitude on the intention to use technology among pre-service teachers: A structural equation modelling approach. *Computers & Education*, 57(2), 1645–1653. [2020 SSCI JCR=Q1]
61. **Teo, T.** (2011). Modeling the determinants of pre-service teachers' perceived usefulness of e-learning. *Campus-Wide Information Systems*, 28(2), 124–140. [Scopus]
60. **Teo, T.** (2011). Influence of user characteristics on teachers' intention to use technology: Some research evidence. *International Journal of Instructional Media*, 38(1), 7–16.
59. **Teo, T.**, Ursavas, O. F., & Bahcekapili, E. (2011). Efficiency of the Technology Acceptance Model (TAM) to explain pre-service teachers' intention to use technology: a Turkish study. *Campus-Wide Information Systems*, 28(2), 93–101. [Scopus]
58. Lee, C. B., Jonassen, D., & **Teo, T.** (2011). The role of model building in problem solving and conceptual change. *Interactive Learning Environments*, 19(3), 1–19. [2020 SSCI JCR=Q1]
57. Ng, K. H., Lee, C. B., **Teo, T.** (2010). The role of self-questioning: Problem solving in a security organisation. *Systems Research and Behavioral Science*, 27(1), 1–14. [2020 SSCI JCR=Q3]
56. **Teo, T.** (2010). A structural equation modelling of factors influencing student teachers' satisfaction with e-learning. *British Journal of Educational Technology*, 41(6), E150–E152. [2020 SSCI JCR=Q1]
55. **Teo, T.** (2010). Using structural equation modeling (SEM) in educational technology research: Issues and guidelines. *British Journal of Educational Technology*, 41(6), E117–E119 [2020 SSCI JCR=Q1]
54. **Teo, T.** (2010). Measuring the effect of gender on computer attitudes among pre-service teachers: A multiple indicators, multiple causes (MIMIC) modeling. *Campus-Wide Information Systems*, 27(4), 227–239. [Scopus]
53. **Teo, T.** (2010). Validation of the Technology Acceptance Measure for Pre-Service Teachers (TAMPST) on a Malaysian sample: A cross-cultural study. *Multicultural Education & Technology Journal*, 4(3), 163–172. [Scopus]

52. **Teo, T.** & Koh, J. H. L. (2010). Assessing the dimensionality of computer self-efficacy among pre-service teachers in Singapore: A structural equation modeling approach. *International Journal of Education and Development using Information and Communication Technology*, 6(3), 7–18.
51. Jacobson, M. J., So, H. J., **Teo, T.**, Lee, J., Pathak, S., & Lossman, H. G. (2010). Epistemology and learning: Impact on pedagogical practices and technology use in Singapore schools. *Computers & Education*, 55, 1694–1706. [2020 SSCI JCR=Q1]
50. **Teo, T.**, Tan, S. C., Lee, C. B., Chai, C. S., Koh, J. H. L., Chen, W. L., & Cheah, H. M. (2010). The Self-Directed Learning with Technology Scale (SDLTS) for young students: An initial development and validation. *Computers & Education*, 55, 1764–1771. [2020 SSCI JCR=Q1]
49. Lee, C. B., **Teo, T.**, & Chai, C. S. (2010). Profiling pre-service teachers' awareness and regulation of their own thinking: Evidence from an Asian country. *Teacher Development*, 14(3), 295–306. [Scopus]
48. **Teo, T.** (2010). Explaining the intention to use technology among volitional users in education: An evaluation of the Technology Acceptance Model (TAM) using structural equation modeling. *International Journal of Instructional Media*, 37(4), 379–389.
47. **Teo, T.** (2010). 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*, 6(4), 1–12. [Scopus]
46. **Teo, T.** (2010). An Introduction to the use of structural equation modeling (SEM) in educational technology research. *International Journal of Instructional Media*, 37(3), 262–272.
45. **Teo, T.** (2010). A Cross-Cultural Validation of the Selwyn's Computer Attitude Scale (CAS). *International Journal of Information and Communication Technology Education*, 6(2), 36–46. [Scopus]
44. **Teo, T.** (2010). The development, validation, and analysis of measurement invariance of the Technology Acceptance Measure for Pre-Service Teachers (TAMPST). *Educational and Psychological Measurement*, 70(6), 990–1006. [2020 SSCI JCR=Q2]
43. **Teo, T.** (2010). Establishing gender structural invariance of Technology Acceptance Model (TAM). *Asia-Pacific Education Researcher*, 19(2), 311–320. [2020 SSCI JCR=Q2]
42. **Teo, T.**, & Noyes, J. (2010). Exploring attitudes towards computer use among pre-service teachers from Singapore and the UK: A multi-group invariance test of the Technology Acceptance Model (TAM). *Multicultural Education & Technology Journal*, 4(2), 126–135. [Scopus]
41. Chai, C. S., **Teo, T.**, & Lee, C. B. (2010). Modelling the relationships among beliefs about learning, knowledge, and teaching of pre-service teachers in Singapore. *Asia-Pacific Education Researcher*, 19(1), 25–42. [2020 SSCI JCR=Q2]
40. **Teo, T.**, & Lee, C. B. (2010). Explaining the intention to use technology among student teachers: An application of the Theory of Planned behavior (TPB). *Campus-Wide Information Systems*, 27(2), 6067. [Scopus]
39. **Teo, T.** (2010). Gender differences in the intention to use technology: A measurement invariance analysis. *British Journal of Educational Technology*, 41(6), E120–123. [2020 SSCI JCR=Q2]

38. **Teo, T.** (2010). 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*, *11*(2), 253–262. [2020 SSCI JCR=Q4]
37. **Teo, T.** (2010). 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*, *18*(1), 65–79. [2020 SSCI JCR=Q1]
36. **Teo, T.** (2010). Development and validation of the E-learning Acceptance Measure (EIAM). *Internet and Higher Education*, *13*, 148–152. [2020 SSCI JCR=Q1]
35. **Teo, T.** (2010). A case for using structural equation modelling (SEM) in educational technology research. *British Journal of Educational Technology*, *41*, E89–E91. [2020 SSCI JCR=Q1]
34. **Teo, T.** (2010). Structural equation modelling: A primer for music education researchers. *Music Education Research*, *12*(1), 105–118. [2020 SSCI JCR=Q4]
33. Lee, C. B., **Teo, T.**, & Bergin, D. (2009). Children's use of metacognition in solving everyday problem: An initial study from an Asian content. *Australian Educational Researcher*, *36*(3), 89–104. [2020 SSCI JCR=Q3]
32. Chai, C. S., & **Teo, T.**, & Lee, C. B. (2009). The change in epistemological beliefs and beliefs about teaching and learning: A study among pre-service teachers. *Asia-Pacific Journal of Teacher Education*, *37*(4), 351–362. [2020 SSCI JCR=Q3]
31. **Teo, T.** (2009). Evaluating the intention to use technology among student teachers: A structural equation modeling approach. *International Journal of Technology in Teaching and Learning*, *5*(2), 106–118.
30. **Teo, T.** (2009). Assessing the factorial validity of the Computer Attitude Scale (CAS) using a Singaporean sample: A confirmatory factor analysis. *Asia-Pacific Education Researcher*, *18*(2), 297–306. [2020 SSCI JCR=Q2]
29. **Teo, T.**, Lee, C. B., Chai, C. S., & Wong, S. L. (2009). 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 & Education*, *53*, 1000–1009. [2020 SSCI JCR=Q1]
28. Wong, S. L., & **Teo, T.** (2009). Investigating the technology acceptance among student teachers in Malaysia: An application of the Technology Acceptance Model (TAM). *Asia-Pacific Education Researcher*, *18*(2), 261–272. [2020 SSCI JCR=Q2]
27. **Teo, T.** (2009). Examining the relationship between student teachers' self-efficacy beliefs and their intended uses of technology for teaching: A structural equation modelling approach. *The Turkish Online Journal of Educational Technology*, *8*(4), 7–16. [Scopus]
26. **Teo, T.**, Lee, C. B., Chai, C. S., & Choy, D. (2009). Modelling pre-service teachers' perceived usefulness of an ICT- based student-centred learning (SCL) curriculum: A Singapore study. *Asia Pacific Education Review*, *10*(4), 535–545. [2020 SSCI JCR=Q4]
25. **Teo, T.**, & Schaik, P. van (2009). Understanding technology acceptance among pre-service teachers: a structural-equation modeling approach. *Asia-Pacific Education Researcher*, *18*(1), 47–66. [2020 SSCI JCR=Q2]

24. Chai, C. S., Hong, H. Y., **Teo, T.** (2009). Singaporean and Taiwanese pre-service teachers' beliefs and their attitude towards ICT use: A comparative study. *Asia-Pacific Education Researcher*, 18(1), 117–128. [2020 SSCI JCR=Q2]
23. Wang, Y. Q., **Teo, T.**, & Woo, H. L. (2009). An integrated framework for designing Web-based constructivist Learning Environments. *International Journal of Instructional Media*, 36(1), 81–91.
22. **Teo, T.** (2009). The impact of subjective norm and facilitating conditions on pre-service teachers' attitude towards computer use: A structural equation modeling of an extended Technology Acceptance Model. *Journal of Educational Computing Research*, 40(1), 89–109. [2020 SSCI JCR=Q2]
21. **Teo, T.** (2009). Modelling technology acceptance in education: A study of pre-service teachers. *Computers & Education*, 52(1), 302–312. [2020 SSCI JCR=Q1]
20. **Teo, T.** (2009). Is there an attitude problem? Reconsidering the role of attitude in the TAM. *British Journal of Educational Technology*. 40(6), 1139–1141. [2020 SSCI JCR=Q1]
19. Lee, C. B., Chai, C. S., **Teo, T.**, & Chen, V. (2008). Preparing pre-service teachers' for the integration of ICT based student-centred learning (SCL) curriculum. *Journal of Education*, 13, 15–28.
18. **Teo, T.**, Wong, S. L., & Chai, C. S. (2008). A cross-cultural examination of the intention to use technology between Singaporean and Malaysian pre-service teachers: an application of the Technology Acceptance Model (TAM). *Educational Technology & Society*, 11(4), 265–280. [2020 SSCI JCR=Q1]
17. **Teo, T.**, Hargreaves, D., & Lee, J. (2008). Musical preference, identification, and familiarity: A multicultural comparison of secondary students from Singapore and the United Kingdom. *Journal of Research in Music Education*, 56(1), 18–32. [2020 SSCI JCR=Q4]
16. **Teo, T.** & Chai, C. S. (2008). Confirmatory factor analysis of the Conception for Teaching and Learning Questionnaire (CTLQ). *Asia-Pacific Education Researcher*, 17(2), 215–224. [2020 SSCI JCR=Q2]
15. **Teo, T.**, & Noyes, J. (2008). Development and validation of a Computer Attitude Measure for Young Students (CAMYS). *Computers in Human Behavior*, 24(6), 2659–2667. [2020 SSCI JCR=Q1]
14. **Teo, T.** (2008). Pre-service teachers' attitude towards computer use: A Singapore survey. *Australasian Journal of Educational Technology*, 24(4), 413–424. [2020 SSCI JCR=Q2]
13. **Teo, T.**, Chai, C. S., Hung, D., & Lee, C. B. (2008). Beliefs about teaching and uses of technology among pre-service teachers. *Asia-Pacific Journal of Teacher Education*, 36(2), 163–174. [2020 SSCI JCR=Q3]
12. **Teo, T.**, Lee, C. B., & Chai, C. S. (2008). Understanding pre-service teachers' computer attitudes: Applying and extending the Technology Acceptance Model. *Journal of Computer Assisted Learning*, 24(2), 128–143. [2020 SSCI JCR=Q1]
11. **Teo, T.**, & Lee, C. B. (2008). Attitudes towards computers among students in higher education: A case study in Singapore. *British Journal of Educational Technology*, 39(1), 160–162. [2020 SSCI JCR=Q1]
10. **Teo, T.** (2008). Assessing the computer attitudes of students: an Asian perspective. *Computers in Human Behavior*, 24(4), 1634–1642. [2020 SSCI JCR=Q1]

9. **Teo, T.** (2007). Perceived importance, enjoyment, and anxiety as correlates of computer attitudes. *Psychological Reports*, *100*(1), 127–135. [2020 SSCI JCR=Q3]
8. Wong, S. L., **Teo, T.**, Mohd Ayub, A. F., & Atan, H. (2006). Patterns and purposes of computer usage: A preliminary study among student teachers at Universiti Putra Malaysia. *Malaysian Online Journal of Instructional Technology*, *3*(3).
7. **Teo, T.** (2006). The influence of user characteristics on technology acceptance by teachers: A literature review. *Journal of Interactive Instruction Development*, *18*(4), 11–14.
6. **Teo, T.** (2006). Attitudes toward computers: A study of post-secondary students in Singapore. *Interactive Learning Environments*, *14*(1), 17–24. [2020 SSCI JCR=Q1]
5. **Teo, T.** (2006). Factors affecting gender differences in attitudes towards computers among students. *Educational Research and Reviews*, *1*(1), 7–11. [Scopus]
4. Chai, S. C., Khine, M. S., & **Teo, T.** (2006). Epistemological beliefs on teaching and learning: A survey among pre-service teachers in Singapore. *Educational Media International*, *43*(4), 285–298. [Scopus]
3. **Teo, T.** (2005). Relationship of Selected Listener Variables and Musical Preference of Young Students in Singapore. *Music Education Research*, *7*(3), 349–362. [2020 SSCI JCR=Q4]
2. **Teo, T.** (2004). Non-Western music: An Overview. *Research Perspectives in Music Education*. 28–40.
1. **Teo, T.** (2003). Relationship of selected musical characteristics and musical preference: A review of literature. *Visions of Research in Music Education*, *3*, 38–51.

Manuscripts under Revision/Review (Total=23) [*Past Graduate Students; **Research Mentee]

- 23 Fahimpour, Z., Khany, R., & **Teo, T.** (Under Review). Exploring Review Studies on Applied Linguistics Research: A Comprehensive Scoping Review. *System*. [2022 SSCI JCR=Q1]
- 22 Fahimpour, Z., Khany, R., & **Teo, T.** (Under review). Reviews on Applied Linguistics research from 1970 to 2022: A bibliometric study. *Applied Linguistics Review*. [2022 SSCI JCR=Q1]
- 21 Wang, Q., & **Teo, T.** (Under review). A visualization analysis of research on intercultural competence using CiteSpace. *Cross Cultural & Strategic Management*. [2022 SSCI JCR=Q4]
- 20 **Teo, T.**, & Tan, C. S. (under review). A cross-cultural validation of the Creative Process Engagement Scale (CPES): Tests of measurement invariance. *Journal of Psychoeducational Assessment*. [2022 SSCI JCR=Q4]
- 19 **Teo, T.**, Huang, F., Hue, M. T., & Cheung, H. Y. (Under review). The influence of religious beliefs on bullying and cheating among secondary school students in Hong Kong. *Psychology in the Schools*. [2022 SSCI JCR=Q3]
- 18 Wang, J., Huang, F., & **Teo, T.** (Under review). Emotional attachment and resistance to change in the use of technology: A Chinese study of university music teachers. *British Journal of Music Education*. [2022 SSCI JCR=Q3]
- 17 Fahimpour, Z., Khany, R., & **Teo, T.** (Under review). A scientometric review of reviews on Applied Linguistics research: Science mapping the literature, 1970 to 2022. *Applied Linguistics*. [2022 SSCI JCR=Q1]
- 16 Rezai, A., Namaziandost, E., **Teo T.** (Under review). EFL teachers' perceptions of emotional literacy: A phenomenological investigation in Iran. *Teaching and Teacher Education*. [2022 SSCI JCR=Q1]

- 15 Tseng, T. A.** & **Teo, T.** (under review). The effect of classroom seats arrangements on students' concentration, social skills and learning achievement. *Educational Management Administration and Leadership*. [2022 SSCI JCR=Q1]
- 14 Unwin, S., **Teo, T.**, Chapman, S., Morrison, C., & Malpique, A. (under review). Generation who? What do we really know about Generation Alpha: A scoping review. *Children and Youth Services Review*. [2021 SSCI JCR=Q1]
- 13 **Teo, T.**, Fathi, J., & Rahimi., M. (under review). Using intelligent personal assistants to improve EFL learners' fluency, comprehensibility, and accentedness: An empirical study of Google Assistant. *Language Teaching Research*. [2021 SSCI JCR=Q1]
- 12 Dai, H. M.*, Ni, K., Long, X., Wu, C., Rappa, N., Wang, Y., **Teo, T.** & Zhang, M. (under review). Persistence in online learning: A systematic review. *Review of Educational Research*. [2021 SSCI JCR=Q1]
- 11 Hsieh, M. F.** & **Teo, T.** (under review). Content analysis of the quality of curriculum implementation in infant-toddler childcare centres: A Taiwanese study. *Children and Youth Services Review*. [2021 SSCI JCR=Q2]
- 10 Du, J., Huang, B., Xue, S., Yang, Y., & **Teo, T.**, (under review). Technology-based Physics homework time management at the middle school level. *Journal of Science Education and Technology*. [2021 SSCI JCR=Q2]
- 9 Segun, O. M., Ramnarain, U., & **Teo, T.** (under review). Assessing perceived task-technology fit of online platforms for inquiry-based Science teaching-learning activities. *Journal of Science Education and technology*. [2021 SSCI JCR=Q2]
- 8 Khazaei, S., **Teo, T.**, & Derakhshan, A. (under review). An exploration of reading anxiety in willingness to communicate in teleoperated robot-assisted language for medical purposes education against coronavirus: From the classrooms to the field. *International Journal of Social Robotics*. [2021 SSCI JCR=Q2]
- 7 Chien, C. W.** & **Teo, T.** (under review) Taiwanese elementary school English teachers' perception of contextualized language instruction and its role in textbooks for teaching vocabulary. *Educational Studies*. [2021 SSCI JCR=Q3]
- 6 **Teo, T.**, Fathi, J., & Rahimi, M. (under review). Exploring EFL teacher educators' perceptions towards their technology competencies: A focus on the mediating role of pedagogical efficacy in predicting technology integration. *Interactive Learning Environments*. [2021 SSCI JCR=Q1]
- 5 Lee, C. B., **Teo, T.**, & Unwin, S. (under review). Using mobile technology for fostering decision making in nursing education; A systematic review. *Nursing Education Today*. [2021 SSCI JCR=Q1]
- 4 **Teo, T.**, Unwin, S., Chapman, S. & Malpique, A., & Morrison, C. (under review). Inattentive, Needy and Demanding: Is this really Generation Z? A Scoping Review. *Educational Review*. [2021 SSCI JCR=Q1]
- 3 Chen, M. J.** & **Teo, T.**, & Kang, J. L. (under review). A Responsive Evaluation of the Taiwanese University Multiple Entrance Program. *Policy Reviews in Higher Education*. [2020 SSCI JCR=Q2]
- 2 Tseng, T. A.** & **Teo, T.** (under review). The effect of classroom seats arrangements on students' concentration, social skills and learning achievement. *Educational Review*. [2020 SSCI JCR=Q1]

- 1 **Teo, T.**, Unwin, S., Chapman, S. & Malpique, A. (under review). Challenging our assumptions on the “iGeneration”: A scoping review. *Education and Information Technologies*. [2021 SSCI JCR=Q1]

Books and Chapters (Total=16)

- 16 Huang, F., **Teo, T.**, & Zhou, M. (2017). Understanding Factors Influencing English Teachers in Chinese Universities to Teach with Technology: A Case Study. In *New Ecology for Education—Communication X Learning* (pp. 119–130). Springer, Singapore.
15. Tsai, L. T., Yang, C. C., & **Teo, T.** (2014). Inferring the Accuracy of Categorical Questionnaires When Group Membership is Unknown. In J. Wang (Ed.). *Encyclopedia of Business Analytics and Optimization*. Hershey, PA: IGI Global
14. **Teo, T.** (Ed.). (2013). *Handbook of quantitative methods in educational research*. Rotterdam: Sense Publishers.
13. **Teo, T.**, Tsai, L. T., & Yang, C. C. (2013). Applying structural equation modeling (SEM) in educational research: an introduction. In M.S. Khine (Ed.). *Applications of Structural equation modeling in educational research and practice*. Rotterdam, the Netherlands: Sense Publishers.
12. **Teo, T.** (Ed.). (2011). *Technology acceptance in education: Research and issues*. Rotterdam: Sense Publishers.
11. **Teo, T.** (2011). Technology Acceptance Research in Education. In Teo, T. (Ed.), *Technology acceptance in education: Research and issues* (pp. 1-8). Rotterdam: Sense Publishers.
10. **Teo, T.** (2011). Modelling technology acceptance among pre-service teachers. In Teo, T. (Ed.), *Technology acceptance in education: Research and issues* (pp. 79-100). Rotterdam: Sense Publishers.
9. Wong, S. L., & **Teo, T.** (2011). Student teachers' acceptance of computer technology: An application of the Technology Acceptance Model (TAM). In Teo, T. (Ed.), *Technology acceptance in education: Research and issues* (pp. 43-62). Rotterdam: Sense Publishers.
8. Developed the "Structural Equation Modelling"- a 4th Year Honours Degree course offered by SIM University, Singapore. (2009)
7. Lee, C.B., & **Teo, T.** (2009). Fostering self-directed learning with ICT. In C. S. Chai & Q. Y. Wang (Eds.), *ICT for self-directed and collaborative learning* (pp. 40-52). Singapore: Pearson.
6. **Teo, T.**, & Lee, C.B. (2009). Technology for assessment. In C. S. Chai & Q. Y. Wang (Eds.), *ICT for self-directed and collaborative learning* (pp. 155-165). Singapore: Pearson.
5. Khine, M. S., Lourdusamy, A., Chai, C. S., & **Teo, T.** (2009). Pre-service teachers' epistemological and pedagogical readiness for constructivist-oriented educational reform. In C. P. Lim, K. Cock, G. Lock, and C. Brook (Eds.), *Innovation Practices in Pre-Service Teacher Education: An Asia-Pacific Perspective* (pp. 39-52), Rotterdam: Sense Publishers.
4. **Teo, T.**, & Khine, M. S. (2009). Modeling educational research: The way forward. In **T. Teo**, & M. S. Khine (Eds.). *Structural Equation Modeling in Educational Research: Concepts and Applications* (pp. 3-10). Rotterdam: Sense Publishers.
3. **Teo, T.**, & Khine, M. S. (Eds.) (2009). *Structural Equation Modeling in Educational Research: Concepts and Applications*. Rotterdam: Sense Publishers.
2. **Teo, T.** & Noyes, J. (2009). Teachers' use of information and communications technology (ICT). In M. Pagani (Ed.), *Encyclopaedia of Multimedia Technology and Networking, Second Edition* (pp. 1359-1365), Hershey, PA: Information Science Reference.

1. **Teo, T.** (2006). Evaluation of the impact of ICT in education. In M. Khine (ed.), *Teaching with Technology: Strategies for Engaging Learners*. Singapore: Prentice-Hall.

Keynotes and Invited Talks/Lectures/Workshops (Total=93)

- 93 Teo, T. (10 December 2023). *Analyzing quantitative data for educational technology research: Issues and resolutions*. Keynote presented at the 3rd International Conference on Innovation in Learning Instruction and Teacher Education (ILITE3). Hanoi National University of Education (Vietnam).
- 92 Teo, T. (6 December 2023). *Educational research for educators*. College of Education, National Tsing Hua University (Taiwan). (Virtual)
- 91 Teo, T. (11 November 2023). *Understanding language teachers' intention to use technology for teaching*. Keynote presented at the 2023 International Conference of Artificial Intelligence and Technology-Enhanced Language Learning (AiTELL). Shanghai (China)
- 90 Teo, T. (9 November 2023). *Publishing for competitive journals*. College of Education, Shanghai International Studies University, Shanghai (China).
- 89 Teo, T. (7 November 2023). *Developing and growing a metric-based research profile*. Depart of Science and Technology Education, University of Johannesburg, South Africa. (Virtual)
- 88 Teo, T. (5 July 2023). Empowering scholarly writing: A workshop. Universiti Tengku Abdul Rahman (UTAR), Malaysia.
- 87 Teo, T. (21 June 2023). *The nuts and bolts for writing review articles*. School of Education, Edith Cowan University, Australia.
- 86 Teo, T. (20 June 2023). *Developing and growing an effective research profile*. School of Education, Edith Cowan University, Australia.
- 85 Teo, T. (14 June 2023). *Publishing in high impact journals*. School of Education, Edith Cowan University, Australia.
- 84 Teo, T. (26 May 2023). *Publishing quality and high-cited articles: Processes and requirements*. College of Education, National Tsing Hua University. R.O.C. Taiwan.
- 83 Teo, T. (25 May 2023). *About predatory journals*. College of Education, National Tsing Hua University. R.O.C. Taiwan.
- 82 Teo, T. (25 April 2023). *Instrumentation and scale development*. National University, Manila. Philippines.
- 81 Teo, T. (25 April 2023). *Emerging psychometric test development and validation trends*. National University, Manila. Philippines.
- 80 Teo, T. (24 April 2023). *Peer review process and strategies + Evaluating research proposals for internal funding*. National University, Manila. Philippines.
- 79 Teo, T. (24 April 2023). *Strategies in writing research papers for high-impact journals*. National University, Manila. Philippines.
- 78 Teo, T. (29 June 2022). *Achieving success in academic publishing: Some best practices*. College of Education, Zhejiang University, China. (Virtual)
- 77 Teo, T. (22 June 2022). *Technology engagement during COVID-19: Some research evidence*. Universiti Tengku Abdul Rahman (UTAR), Malaysia.
- 76 Teo, T. (22 June 2022). *Publishing in high impact journals: What do editors and reviewers look for?* Universiti Tengku Abdul Rahman (UTAR), Malaysia.

- 75 Teo, T. (17 March 2022). *Publishing in high impact journals: What do editors and reviewers look for?* Mongolian University of Education, Mongolia. (Virtual)
- 74 Teo, T. (11 December 2021). *Characterising Generation Z: Implications for teaching and learning*. Keynote presented at 2nd International Conference on Innovation in Learning Instruction and Teacher Education, 2021 (ILITE2), December 11-12, Hanoi, Vietnam. (Virtual)
- 73 Teo, T. (14 September 2021). *Publishing in high impact journals: What do editors and reviewers look for?* Department of Science and Technology Education, University of Johannesburg. (Virtual)
- 72 Teo, T. (19 June 2021). *Engaging technology: Findings from technology acceptance research*. Keynote presented at the International Conference on Educational Technology and Administration (EduTA2021). (Virtual)
- 71 Teo, T. (26 May 2021). *Understanding Generation Z: Implications for educators*. Faculty of Creative Industries, University Tengku Abdul Rahman (UTAR), Malaysia. (Virtual)
- 70 Teo, T. (26 May 2021). *Why people use technology: Findings from technology acceptance research*. College of Education, National Tsinghua University, Taiwan, China. (Virtual)
- 69 Teo, T. (27 November 2020). *Writing and publishing a review article*. Universitas Sebelas Maret, Indonesia. (Virtual)
- 68 Teo, T. (30 October 2020). *Publishing education research: Some thoughts for Chinese academics*. Beijing Normal University. (Virtual)
- 67 Teo, T. (25 October 2020). *Publishing educational research: Issues and challenges*. Keynote presented at the 1st International Conference on Assessment and Measurement in Education (VietAME), October 24-25, Hanoi, Vietnam. (Virtual)
- 66 Teo, T. (16 September 2020). *Publishing in good Journals: What, why, how, and where?* Curtin University, Singapore Campus. (Virtual)
- 65 Teo, T. (15 June 2020). *Publishing in competitive journals: Thoughts on issues and challenges*. School of Education, Western Sydney University. (Virtual)
- 64 Teo, T. (20 November 2019). *Teachers of the future: Thoughts and questions*. College of Education, National Tsinghua University, Taiwan, China.
- 63 Teo, T. (16 November 2019). *The 4th Industrial Revolution and teacher training for the future*. College of Education, National Tsinghua University, Taiwan, China.
- 62 Teo, T. (6 November 2019). *Publishing educational research in competitive journals*. College of Education, School of Educational Technology, Beijing Normal University, China.
- 61 Teo, T. (7 September 2019). *Instrumentation for educational research*. Faculty of Education, Tianjin Normal University, China.
- 60 Teo, T. (6 September 2019). *Advances in quantitative methods*. Faculty of Education, Tianjin Normal University, China.
- 59 Teo, T. (5 September 2019). *Publishing in SSCI journals: Perspectives of an editor, author, and a reviewer*. Faculty of Education, Tianjin Normal University, China.
- 58 Teo, T. (9 July 2019). *Understanding technology use at higher education: Perspectives from technology acceptance research*. Faculty of Creative Industries, University Tengku Abdul Rahman (UTAR), Malaysia
- 57 Teo, T. (8 July 2019). *4th Industrial Revolution: Emerging issues & research in Social Sciences*. Faculty of Creative Industries, University Tengku Abdul Rahman (UTAR), Malaysia
- 56 Teo, T. (5 July 2019). *Maximising citations*. School of Education, Murdoch University.

- 55 Teo, T. (7 June 2019). *Personal research impact: Some thoughts*. School of Education, Murdoch University.
- 54 Teo, T. (8 March 2019). *Publishing in SSCI journals: what, why, and how?* Faculty of Education, Qingdao University, China.
- 53 Teo, T. (7 March 2019). *Research design: Aspects and issues*. Faculty of Foreign Languages, Qingdao University, China.
- 52 Teo, T. (2 November 2018). *Instrumentation in educational research*. University of Western Sydney, Australia.
- 51 Teo, T. (2 October 2018). *Assessing research impact*. Hanoi University of Education, Vietnam.
- 50 Teo, T. (6 August 2018). *Publishing in SSCI journals: Implications for academics and students*. Guangzhou University, China.
- 49 Teo, T. (6 August 2018). *Publishing in SSCI journals: What, why, and how*. Qingdao University, China.
- 48 Teo, T. (29 May 2018). *Researching blended learning in teacher education: Issues and possibilities*. Education University of Hong Kong, Hong Kong SAR, China.
- 47 Teo, T. (15 May 2018). *Assessing the impact of scholarly works*. Faculty of Arts and Humanities, University of Macau, Macau SAR, China.
- 46 Teo, T. (2 April 2018). *The 4th Industrial Revolution: Implications for teaching and learning*. Faculty of Creative Arts, University Tengku Abdul Rahman (UTAR), Malaysia
- 45 Teo, T. (1 April 2018). *Publishing in SSCI journals: Aspects, considerations, and challenges*. Faculty of Creative Arts, University Tengku Abdul Rahman (UTAR), Malaysia
- 44 Teo, T. (21 Dec 2017). *Publishing in ISI journals: Aspects, considerations, and challenges*. Faculty of Education, University of Malaya, Malaysia
- 43 Teo, T. (16 Nov 2017). *Publishing in competitive journals: What do they look for?* Department of Foreign Languages and Literature, Cheng-Kung University, Taiwan, China.
- 42 Teo, T. (22 July 2017). *Publishing in competitive journals*. Department of Computer Science and Engineering, Korea University, South Korea.
- 41 Teo, T. (23 May 2017). *Structural equation modeling: An introduction*. Faculty of Creative Arts, University Tengku Abdul Rahman (UTAR), Malaysia
- 30 Teo, T. (22 May 2017). *Writing for competitive journals*. Faculty of Creative Arts, University Tengku Abdul Rahman (UTAR), Malaysia
- 39 Teo, T. (9 March 2017). *Some thoughts on academic publishing: Why, when, where, & how*. Faculty of Education, University of Macau, Macau SAR, China.
- 38 Teo, T. (27 October 2016). *Applications of quantitative methods in research: Problems and progress*. School of Foreign Studies, Shanghai University of Finance and Economics, China.
- 37 Teo, T. (5 October 2016). *Innovations in digital learning: What the research says?* A keynote presented at the 2nd International Conference on Teaching and Learning, 5-6 October 2016, University of Malaya, Malaysia.
- 36 Teo, T. (6 July 2016). *Publishing in competitive Journals: What, why, how, and what*. Faculty of Education Sciences, East China Normal University, China.
- 35 Teo, T. (27 June 2016). *Publishing in competitive Journals: What do they look for?* Faculty of Learning Sciences and Education, Thammasat University, Thailand.

- 34 Teo, T. (16 June 2016). *Drivers of pre-Service teachers' intention to use technology: Some research evidence*. Rethinking Education, Reimagining ASEAN: An International Symposium, 15-16 June 2016, Thailand.
33. Teo, T. (16 May 2016). *Applications of advanced quantitative methods in technology acceptance research*. 10th International Computer & Instructional Technologies Symposium (ICITS 2016), 16 –18 May 2016, Turkey.
- 32 Teo, T. (29 March 2016). *A Brief Introduction to Structural Equation Modeling*. Faculty of Arts and Social Sciences, University Tengku Abdul Rahman (UTAR), Malaysia.
- 31 Teo, T. (28 March 2016). *Writing for SSCI journals: What editors look for?* Faculty of Arts and Social Sciences, University Tengku Abdul Rahman (UTAR), Malaysia.
- 30 Teo, T. (14 March 2016). *Writing for publication in competitive journals*. Southwest University, Chongqing, China.
29. Teo, T. (14 November 2015). *Acceptance of technology among pre-service teachers: What the research says?* International Consulting Meeting on ICT in Higher Education, Shenzhen. China.
28. Teo, T. (17 September 2015). *Issues and advances in quantitative methods in ICT in education research*. Hong Kong Baptist University, Hong Kong SAR, China.
27. Teo, T. (21 August 2015). *On good research: Educational research and publications*. Beijing Normal University, China.
26. Teo, T. (10 June 2015). *Structural equation modeling for Music education research*. Taichung University of Education, Taiwan, China.
25. Teo, T. (25 May 2015). *Employing advanced quantitative methods in educational technology research: Issues and challenges*. Southwest University, Chongqing, China.
24. Teo, T. (7 April 2015). *Academic publishing: Why and how*. Faculty of Arts and Social Sciences, University Tengku Abdul Rahman (UTAR), Malaysia.
23. Teo, T. (7 April 2015). *Quantitative methods: Instrument development and validation*. Faculty of Arts and Social Sciences, University Tengku Abdul Rahman (UTAR), Malaysia.
22. Teo, T. (3 April 2015). *Quality thesis writing: An examiner's perspective*. Faculty of Educational Studies. Universiti Putra Malaysia.
21. Teo, T. (10 Dec 2104). *Educational technology and technology adoption research*. Forum on The Changing Face of Educational Technology and the Next 25 Years, HKAECT 2014 Conference, University of Hong Kong, Hong Kong SAR, China.
20. Teo, T. (3 Oct 2014). *Writing publishable manuscripts*, Thailand Cyber University, Bangkok, Thailand.
19. Teo, T. (19 Sept 2014). *Advanced quantitative methods: Some observations from an editor, author, and reviewer*, Faculty of Education, University of Hong Kong, Hong Kong SAR, China.
18. Teo, T. (20 June 2014). *ICT for curriculum and instruction: Why some people use it and others don't*. Faculty of Education, Chinese University of Hong Kong, Hong Kong SAR, China.
17. Teo, T. (30 May 2014). *Quantitative research methods and publishing in SSCI journals: Perspectives from an editor and author*. A Funian Lecture, Institute of Higher Education, East China Normal University, Shanghai, China.
16. Teo, T. (24 April 2014). *The 21th century skills: Implications for teachers and students*. College of Education, De La Salle University, Manila, Philippines.
15. Teo, T. (28 Feb 2014). *Publishing in competitive journals: What are the expectations?* Faculty of Education, University of Macau, Macau SAR, China.

14. Teo, T. (25 July 2013). *Blended learning: What, why, and how?* New Zealand College of Chinese Medicine, Auckland, New Zealand.
13. Teo, T. (25 April 2013). *Structural equation modelling for applied research*. Department of Education, Pingtung University of Education, Taiwan, China.
12. Teo, T. (23 April 2013). *Correlates of self-efficacy*. Department of Educational Psychology and Counseling, Pingtung University of Education, Taiwan, China.
11. Teo, T. (6 Feb 2013). *Educational research: Current issues and trends*. College of Education, De La Salle University, Philippines.
10. Teo, T. (1 Nov 2012). *Developing instruments for educational research*. Faculty of Education, University of Wollongong, Australia.
9. Teo, T. (31 Oct 2012). *Measurement invariance in educational research*. Interdisciplinary Educational Research Institute, University of Wollongong, Australia.
8. Teo, T. (10 Oct 2012). *Cross-cultural measurement invariance: What is it and why do we need it?* School of Psychology, University of Teesside, United Kingdom.
7. Teo, T. (24 Aug 2012). *Understanding the role and value of quantitative research in education*. Faculty of Education, University of Auckland, New Zealand.
6. Teo, T. (11 Aug 2012). *Publishing in academic journals*. International Conference on Educational Measurement and Evaluation (ICEME2012), Manila, Philippines.
5. Teo, T. (9 Aug 2012). *Cross-cultural measurement invariance: What is it and why we need it?* International Conference on Educational Measurement and Evaluation (ICEME2012), Manila, Philippines.
4. Teo, T. (14 Jan 2011). *Determinants of e-learning acceptance: Some research evidence*. International e-Learning Conference, Bangkok, Muang Thong Thani, Thailand.
3. Teo, T. (13 Jan 2011). *Acceptance of e-learning: Models and theories*. International e-Learning Conference. Muang Thong Thani, Thailand.
2. Teo, T. (26 Aug 2010). *Using structural equation modelling for educational research*. 40th Anniversary Conference of the Faculty of Education, Silpakorn University, Thailand.
1. Teo, T. (16 July 2005). *Internet tools for Music educators*. Music Technology Conference. RELC.

Conference Presentations (Total=34)

- 34 Dai, H. M., Ni, K., Rappa, N. A., Long, X., Wu, C., Wang, Y., **Teo, T.**, & Zhang, M. (2023). Explaining persistence in online learning: A review study. *ASCILITE Publications*, 373-377.
- 33 Wei, S., **Teo, T.**, Malpique, A., & Lausen, A. (2021, June 7- 25). *Parental psychological control and social media use: needs frustration as a mediator factor* [Printed Poster]. Canada Psychological Association 82nd Annual National Convention, Virtual Event.
- 32 Huang, F., & **Teo, T.** (2021). *Understanding English teachers' non-volitional use of online teaching during the COVID-19 pandemic*. In EARLI 2021 – Symposium on Preservice Teacher Motivation in ICT Contexts – Current and Post-Pandemic Implications. pp. 3-5.
- 31 Sánchez-Prieto, J. C, Huang, F., **Teo, T.**, García-Peñalvo, F. J., & Torrecilla-Sánchez, E.M. (2018). *Mobile Acceptance and Learning Beliefs. A Cross-Cultural Assessment Between China and Spain*. Paper presented at International Conference TEEM 2018, Salamanca, Spain.
- 30 Hoj, C. K. W., & **Teo, T.** (2017). *Examining Media Literacy among Macau University Students: A Multiple Indicators, Multiple Causes Models (MIMIC) Approach*. Paper presentation at the

- International Conference on Education, Management, and Social Science 2017, 21 to 22 December 2017, Tokyo, Japan.
- 29 Liu, F. T., & **Teo, T.** (2017). *Collaborative Writing Among High-Proficiency Learners in Chinese Universities*. Paper presentation at the Asian Conference on Education. 19-22 October, 2017. Kobe, Japan.
 - 28 Huang, F., & **Teo, T.** (2017). *Examining digital nativity among university teachers in China*. Paper presented at the Asian Conference on Education. 19-22 October, 2017. Kobe, Japan.
 - 27 Hoi, C. K. W., & **Teo, T.** (2017). *Examining the Information Literacy Life Cycle among Macau university students: Psychometric evidence of the UNESCO-ILL*. Paper presented at the HKEACT-AECT 2017 Summer International Research Symposium. 15-17 June 2017, University of Hong Kong, Hong Kong SAR, China.
 - 26 **Teo, T.**, & Liu, F. (2017). *Computer Mediated Communication in Second Language Collaborative Writing: A Glimpse of Theories and Practices*. Paper presented at the 3rd International Conference on Education 2017 (ICEDU 2017). 20-22 April 2017, Kuala Lumpur, Malaysia.
 - 25 Hoi, C. K. W., & **Teo, T.** (2016). *An initial validation of a Chinese version of Media Literacy Self-evaluation Scale (MLSS)*. Paper presented at the International Conference on Social Science and Humanities (ICSSH). 1-2 December 2016, Kuala Lumpur, Malaysia.
 - 24 Huang, F., & **Teo, T.** (2016). *Technology acceptance among EFL teachers in China: Applying the Theory of Planned Behavior*. Paper presented at the International Conference on Social Science and Humanities (ICSSH). 1-2 December, Kuala Lumpur, Malaysia.
 23. **Teo, T.**, & Huang, F. (2016). *Technology use among EFL teachers in China: A glimpse of the literature*. 2016 International Conference on Applied Social Science and Information Technology (ASSIT 2016). 24-25 July, Bangkok, Thailand.
 22. **Teo, T.**, & Hoi, C. K. W. (2016). *Validation of the Digital Native Assessment Scale (DNAS): A study of Macau university students*. Paper presented at the 2016 Taiwan International Conference on Education and Psychology (ICEP 2016), 13 - 15 January 2016, Taipei, Taiwan, China.
 21. Hoi, C. K. W., Zhou, M. M., & **Teo, T.** (2015). *Assessing teachers' sense of efficacy in 21st century skills teaching and teaching regulation: An initial study*. Paper presentation at the Assessment for Learning in Higher Education 2015 International Conference, 14 to 15 May 2015, University of Hong Kong, Hong Kong SAR, China.
 20. Hoi, K. W., **Teo, T.**, & Zhou, M. M. (2014). *A study of the Media and Information Literacy among Macau University Students: An initial study*. Paper presentation at the HKAECT 2014 Conference, 8 to 10 December 2014, University of Hong Kong, Hong Kong SAR, China.
 19. Chen, W., **Teo, T.**, & Santamaría, L. J. (2013). *Social presence of blended learning: collaborative learning online and offline*. Paper presentation at Social Psychology of the Classroom International Conference. 15-18 July 2013, Auckland, New Zealand.
 18. Lee, C. B., Quek, C. L., **Teo, T.** (2012). *The role of intentional knowing in learning with technology*. International Conference of the Learning Sciences. Sydney, Australia, 2-6 July 2012.
 17. **Teo, T.** & Lee, C. B. (2010). Examining the efficacy of the Theory of Planned Behavior (TPB) to understand pre-service teachers' intention to use technology. In C.H. Steel, M.J. Keppell, P.

- Gerbic & S. Housego (Eds.) *Curriculum, technology & transformation for an unknown future* (pp. 968-972). Sydney: Ascilite.
16. **Teo, T.**, & Lee, C. B. (2010). Predicting in-service teachers; use of technology: Applying multiple indicators, multiple cases (mimic) modelling. Proceedings of the IADIS International Conference on International Higher Education. Perth, Australia. 29 November to 1 December 2010.
 15. Lee, C. B., & **Teo, T.** (2010). An exploratory study on pre-service teachers' perceptions of the difference between knowledge and belief: Implications for higher education. Proceedings of the IADIS International Conference on International Higher Education. Perth, Australia. 29 November to 1 December 2010.
 14. Ang, K. C., Tan, S. C., **Teo, T.** (2009). Investigating the conception of teachers on assessment. Educational Research Association of Singapore Conference, Singapore, 19 to 20 November 2009.
 13. Wong, S. L., & **Teo, T.** (2009). Determinants of the Intention to Use Technology: Comparison between Malaysian and Singaporean female student teachers. The 17th International Conference on Computers in Education, Hong Kong SAR, China, Nov 30 to Dec 4, 2009.
 12. Lee, C. B., Chai, C. S., & **Teo, T.** (2008). An Initial Study on the Influences of Problem Solving in Children. The 16th International Conference on Computers in Education, Taipei, Taiwan, China, 27 to 31 October 2008.
 11. Wong, S. L., & **Teo, T.** (2008). Predicting Technology Acceptance among Student Teachers in Malaysia: A Structural Equation Modeling Approach. The 16th International Conference on Computers in Education, Taipei, Taiwan, China, 27 to 31 October 2008.
 10. Chai, C. S., Hong, H. Y., & **Teo, T.** (2008). Singaporean and Taiwanese pre-service teachers' beliefs and their attitude towards ICT: A comparative study. The 16th International Conference on Computers in Education, Taipei, Taiwan, China, 27 to 31 October 2008.
 9. Jacobson, M., So, H. J., **Teo, T.**, Lee, J., & Pathak, S. (2008). *Teachers' beliefs about knowledge and learning: A Singapore perspective*. The 8th International Conference on the Learning Sciences, Utrecht, The Netherlands, 24 to 28 June 2008.
 8. Lee, C. B., **Teo, T.**, Chai, C.S., Choy, D., Tan, A., & Seah, J. (2007). *Closing the gap: examining pre-service teachers' perceptions of an ICT based student-centred learning (SCL) curriculum*. Proceedings of the 2007 Australasian Society for Computers in Learning in Tertiary Education, Singapore. 2 to 5 December 2007.
 7. Chai, C. S., & **Teo, T.** (2006). *Relationship between pre-service teachers' beliefs and attitude towards ICT usage: An exploratory study*. Paper presented at the Third International Conference on Educational Technology. Singapore, 7 to 8 September 2006.
 6. **Teo, T.** (2006). *Structural equation modeling: An introduction to educational researchers*. Paper presented at the Education Research Association conference, May 29 to 31, Singapore.
 5. **Teo, T.** (2006). *Computer attitudes among pre-service teachers: A Singapore study*. Paper presented at the 'Preparing teachers for a changing context' conference. Institute of Education, University of London, May 3 to 6, London.
 4. **Teo, T.** (2003). *Preference for non-Western music in the UK and Singapore: a comparative study*. Seminar given at the Centre for International Research in Music Education, Roehampton University, December 2003.

3. **Teo, T.** (2002). "*Musical Preferences: Factors affecting Singapore schools.*" A seminar for graduate students at the Institute of Education, University of London, 27 November 2002.
2. **Teo, T.** (1999). *Performing Arts Education in the Primary Schools.* A Country report presented at the SEAMEO Project for Archaeology and Fine Arts (SPAFA) Conference on Curriculum Development for Performing Arts in the Primary Schools. April 1999, Bangkok, Thailand.
1. **Teo, T.** (1997). "*Music Preferences: What Is It All About?*" Paper presented at the Singapore Educational Research Association Conference. November 1997, Singapore.

Other Talks and Workshops (Total= 8)

8. Chief Judge, IT Music and Performance Competition. RELC Auditorium, 24 July 2004.
7. Workshop on Music Technology for Teachers and Secondary School Students organised by the Premier Value Group on 6 to 7 June 2004 at Singapore Polytechnic.
6. Judge, Computer Music and Performance Competition. Jubilee Hall, November 2003.
5. "Introduction to Computers and Music". A lecture cum workshop for Primary and Secondary Teachers organized by the Premier Value Group on 19 October 2002 at the Singapore Polytechnic.
4. Workshop on Music Technology and Digital Audio for Teachers and Secondary School Students organized by the Premier Value Group on 28 to 31 May 2002 at Kranji Secondary School.
3. "Music Technology: An Introduction". A lecture cum workshop for Primary and Secondary Teachers organised by the Premier Value Group on 9 March 2002 at the Singapore Polytechnic.
2. "Applications of Technology in Music". A lecture cum workshop for Secondary and Junior College students organised by the National Arts Council on 24 May 2001 at the Singapore Polytechnic
1. "Software Application in Creative Music Making". A presentation given at the 2000 Seminar for Secondary Music Teachers by the Ministry of Education on 2 September 2000 at Anglo-Chinese School (Independent).

PROFESSIONAL CONSULTANCY

1. Instructor, Workshop on Advanced Structural Equation Modeling, SPSS Singapore (2012)
2. Instructor, Workshop on Introduction to Structural Equation Modeling, SPSS Singapore (2009 to 2012)
3. Consultant, Development of the SingHealth Patient Satisfaction Survey (2009)
4. Instructor, Workshop on Introduction to Structural Equation Modeling, James Cook University Singapore (2009, 2012)
5. Consultant. Ministry of Defence. Training Evaluation (2009)
6. Consultant. Action Research Project. Anglican High School. Singapore (2008)
7. Consultant. Ministry of Education Educational Technology Division Master Plan 2 survey (2007)
8. Consultant. Ministry of Education Personnel Division Online Career Assessment Tool Project (2007)
9. Statistical Consultant. Professor Jerome D. Williams (University of Texas, Austin) (2007)
10. Consultant. Staff survey by the Ministry of Education Staff Recreation Club (MESRC) (2006)
11. Consultant. Action Research Project in Coral Secondary School, Singapore (2006)

12. Item Developer. Trainer Competency Test. PSB Academy, Singapore (2002 to 2003)

TEACHING

Research Supervision

1. Doctor of Philosophy thesis, University of Johannesburg. South Africa (2022)
The Impact of Augmented Reality on Learner Motivation in a Physical Sciences Classroom in South Africa.
Role: Co-Supervisor
2. Doctor of Philosophy thesis, Western Sydney University. Australia (2021)
Exploring Chinese EFL Learner's Foreign Language Enjoyment (FLE) and Emotion Regulation in WeChat-enhanced Collaborative Learning
Role: Co-Supervisor
3. Doctor of Philosophy thesis, Murdoch University. Australia (Graduated 2020)- Received the **“Best publication by a higher degree by a research candidate”** award
An investigation of MOOC learners' learning persistence in a Chinese MOOC
Role: Principal Supervisor
4. Doctor of Philosophy thesis, Murdoch University. Australia (2019)
The Impact of Augmented Reality on learner motivation in a Physical Sciences classroom in South Africa. (Graduated 2022)
Role: Co-Supervisor
5. Doctor of Philosophy thesis, National Institute of Education (NTU) (2017)
How teacher leadership develops and its effects on Information Communication Technology (ICT) enabled reforms for educational improvement
Role: External Thesis Advisory Committee Member
6. Doctor of Philosophy thesis, National Institute of Education (NTU) (2017)
Gamification in non-game settings- Its impact on motivation, performance and learning
Role: External Thesis Advisory Committee Member
7. Doctor of Philosophy thesis, University of Macau, Macau SAR, China (Graduated 2019)
Title: *Student engagement in technology-assisted collaborative writing among Chinese EFL learners*
Role: Co-Supervisor
8. Doctor of Philosophy thesis, University of Macau, Macau SAR, China (Graduated 2018)
Title: *Understanding Teacher Talk: A multi-dimensional approach to teachers' commentary practices in university-level oral presentations in EFL classrooms*
Role: Co-Supervisor
9. Doctor of Philosophy thesis, University of Macau, Macau SAR, China (Graduated 2018)- **Received the “Outstanding Postgraduate Research Outcomes”** prize.
Title: *Technology acceptance among tertiary EFL teachers in Mainland China*
Role: Main Supervisor
10. Doctor of Philosophy thesis, University of Macau, Macau SAR, China (Graduated, 2017)
Title: *The Relationships of Teacher Efficacy with Sources and Achievement Goals: A Study of Chinese Primary School Teachers*
Role: Main Supervisor
11. Master of Education thesis, University of Macau, Macau SAR, China (Graduated, 2017)

- Title: *Influence of academic self-handicapping, self-compassion, and mastery approach goals on academic self-efficacy*
Role: Main Supervisor
12. Master of Education thesis, University of Macau, Macau SAR, China (Graduated, 2016)
Title: *Cyber-counselling: Factors affecting its acceptance*
Role: Main Supervisor
 13. Doctor of Philosophy thesis, University of Auckland, New Zealand (Graduated, 2014)
Title: *Buddhist Insights for Understanding the Cause of System Project Failures*
Role: Co-Supervisor
 14. Doctor of Philosophy thesis, University of Auckland, New Zealand (Graduated, 2017)
Title: *Web 2.0 in CALL: A study of technology acceptance*
Role: Main Supervisor
 15. Doctor of Philosophy thesis, University of Auckland, New Zealand (Graduated, 2014)
Title: *Teacher Expectation Effects in Teaching and Learning English as a Foreign Language*
Role: Co-Supervisor
 16. Doctor of Philosophy thesis, Nanyang Technological University, Singapore (Graduated, 2012)
Title: *Investigating the influence of pre-service teachers' conceptions of assessment and learning approaches on assessment literacy*
Role: Co-Supervisor
 17. Master of Arts dissertation, University of Auckland, New Zealand (Graduated, 2013)
Title: *Students' preferences towards different assessment methods in Bahrain*
Role: Main Supervisor
 18. Master of Education dissertation, University of Auckland, New Zealand (Graduated, 2013)
Title: *Exploring e-learning in New Zealand's Regional Health Schools*
Role: Main Supervisor
 19. Master of Arts dissertation, Nanyang Technological University, Singapore (Graduated, 2011)
Title: *Factors Affecting Acceptance of User-Centric Technology (UCT) among ITE lecturers in Singapore*
Role: Main Supervisor

Research Examinations

1. Doctor of Philosophy thesis external examiner (University of Adelaide, **Australia**, 2023).
Design of an Extended Educational Technology Acceptance Model (EETAM)
2. Doctor of Philosophy thesis external examiner (University of Johannesburg, **South Africa**, 2023).
Pre-service natural Sciences teachers' experience of virtual and augmented reality-enhanced inquiry learning
3. Doctor of Philosophy thesis external examiner (University of Malaya, **Malaysia**, 2022).
Individual difference and developmental trajectories in affecting the therapeutic effects of music and movement intervention for autism spectrum disorders.
4. Doctor of Philosophy thesis external examiner (University of Malaya, **Malaysia**, 2022).
The effect of physiological versus traditional vocal warm-up on the vocal quality of untrained female singers in Malaysia.
5. Doctor of Philosophy thesis external examiner (University of Malaya, **Malaysia**, 2022).

Correlation between preservice teachers' multicultural personality with attitudes and practices towards multicultural music education

6. Doctor of Philosophy thesis external examiner (University of Malaya, **Malaysia**, 2022). *Factors influencing the career intentions of music performance major undergraduates in China.*
7. Doctor of Philosophy thesis external examiner (Hong Kong Baptist University, **Hong Kong SAR, China**, 2022). *Exploring the process and predictors of on-task and off-task smartphone multitasking in real-time university classroom.*
8. Doctor of Philosophy thesis external examiner (University of Tartu, **Estonia**, 2022). *Predicting teachers' and students' reported mobile device use in STEM education: The role of behavioural intention and attitudes.*
9. Doctor of Philosophy thesis external examiner (Universiti Putra Malaysia, **Malaysia**, 2021). *A case study of exemplar school principals with digital leadership in Malaysia.*
10. Doctor of Philosophy thesis external examiner (Western Sydney University, **Australia**, 2020). *The use of mobile devices for self-directed learning outside the classroom among EFL university students in Saudi Arabia.*
11. Doctor of Philosophy thesis external examiner (Nanyang Technological University, **Singapore**, 2019). *Teachers' self-efficacy in formative assessment: Sources and beliefs.*
12. Doctor of Philosophy thesis external examiner (University of Malaya, **Malaysia**, 2019). *Development of collaborative TPACK module for continuing professional development in a higher education institution.*
13. Doctor of Philosophy thesis external examiner (University of Malaya, **Malaysia**, 2019). *Effects of incremental mindset intervention on Iranian students' implicit theories of intelligence, achievement goal, motivation and engagement.*
14. Doctor of Philosophy thesis external examiner (University of Malaya, **Malaysia**, 2019). *Organizational culture and quality of services and facilities in selected Malaysian universities.*
15. Master of Communication dissertation external examiner (Universiti Tunku Abdul Rahman, **Malaysia**, 2018). *Influence of Chinese music: Case study of Jay Chou*
16. Doctor of Philosophy thesis external examiner (University of Malaya, **Malaysia**, 2018). *Instructional leadership practices of primary school leaders in Petaling Perdana district, Selangor: A case study.*
17. Master of Philosophy thesis external examiner (Universiti Tunku Abdul Rahman, **Malaysia**, 2018). *Factors influencing perceived self-paced learning: Maximizing ICT use among Malaysian undergraduate students.*
18. Doctor of Philosophy thesis external examiner (University of Malaya, **Malaysia**, 2018). *Developing critical thinking and problem-solving skills through a skill-enhancing game.*
19. Doctor of Philosophy thesis external examiner (University of Malaya, **Malaysia**, 2018). *Improving preschool children's learning using virtual learning environment with game-based learning framework.*
20. Doctor of Education thesis external examiner (Education University of Hong Kong, **Hong Kong SAR, China**, 2017). *Impact of e-portfolios on the development of self-regulated learning among Hong Kong higher education students.*

21. Doctor of Philosophy thesis external examiner (University of Malaya, **Malaysia**, 2017). *The relationship between principal transformational leadership practices, teacher organizational commitment, and school culture in primary cluster schools in Selangor.*
22. Doctor of Philosophy thesis external examiner (Bharathiar University, **India**, 2016). *Usability and accessibility features of learning management systems and its relation to learning styles.*
23. Doctor of Philosophy thesis external examiner (University of Malaya, **Malaysia**, 2016). *Principal technology leadership practices, teacher competency, and teacher acceptance and use of school management system (SMS) in Negri Sembilan secondary schools.*
24. Doctor of Philosophy thesis external examiner (Universiti Putra Malaysia, **Malaysia**, 2016). *Influence of ICT-supported learning environment perceptions, academic ability, among prior educational experience on students' approaches to learning for principles of accounting in Malaysian secondary teachers.*
25. Doctor of Philosophy thesis external examiner (International Islamic University, **Malaysia**, 2015). *The development and validation of Islamic spiritual intelligence instrument for school leaders in Malaysia.*
26. Doctor of Philosophy thesis external examiner (International Islamic University, **Malaysia**, 2015). *The influence of management support, computer anxiety and enjoyment in on Science teachers' use of digital technologies in Hail primary schools: A survey.*
27. Doctor of Philosophy thesis external examiner (Universiti Putra Malaysia, **Malaysia**, 2015). *Predictors of secondary school teachers' use of information and technology in Akwa Ibom state, Nigeria.*
28. Doctor of Philosophy thesis external examiner (University of Southern Queensland, **Australia**, 2014). *Information and communication technology acceptance model for empirically testing science teachers' use of ICT in Kuwait.*
29. Doctor of Philosophy thesis external examiner (Universiti Putra Malaysia, **Malaysia**, 2014). *Factors affecting learning management system utilization of undergraduate students based on Technology Acceptance Model.*
30. Doctor of Philosophy confirmation proposal reviewer (University of Auckland, **New Zealand**, 2013). *The reactivity, veridicality, and utility of concurrent verbal reports in second language writing.*
31. Doctor of Philosophy thesis external examiner (University of Macau, **Macau SAR, China**, 2013). *Explanation of gender differences in reading literacy for 15-year-old students in Macao: Mediating effects of reading engagement.*
32. Master of Arts thesis internal assessor (University of Auckland, **New Zealand**, 2012). *Motivational differential item functioning of secondary school students conceptions of assessment using the pure-anchor MIMIC model.*
33. Doctor of Philosophy thesis proposal examiner (University of Auckland, **New Zealand**, 2012). *How, why, and to what extent do early childhood leaders and teachers believe that leadership training is important in the provision of quality early childhood education in Singapore?*
34. Doctor of Philosophy thesis internal examiner (National Institute of Education, Nanyang Technological University, **Singapore**, 2011). *Predicting critical thinking ability of secondary school students in Hong Kong: A path analytic approach.*

35. Doctor of Philosophy thesis external examiner (Universiti Putra Malaysia, **Malaysia**, 2011). *Influence of selected factors on laptop use for the teaching and learning process among secondary school teachers.*
36. Doctor of Philosophy thesis external examiner (Bharathiar University, **India**, 2010). *A study on conative characteristics of content creation among bloggers in South India.*
37. Doctor of Philosophy candidature external reviewer (Teesside University, **United Kingdom**, 2009). *Developing a psychological model of users' experience of human-computer interaction in web-based systems.*
38. Doctor of Philosophy thesis external examiner (Concordia University, **Canada**, 2008). *Quantitative explorations of graduate learners' monitoring proficiencies and task understandings in the context of ill-structured writing assignments: from learner to work task as unit of analysis.*
39. Master of Arts thesis examiner (National Institute of Education, Nanyang Technological University, **Singapore**, 2009). *The role of self-questioning on ill-structured problem solving: An initial study on the influence of self-questioning on problem-solving in a security organization.*
40. Master of Education dissertation examiner (National Institute of Education, Nanyang Technological University, **Singapore**, 2009). *The effects of scripts on group intersubjectivity in a computer supported problem solving environment.*

Courses Taught

I have taught courses in education research methods, quantitative methods (data analytics, educational and psychological measurement/assessment) at the undergraduate and graduate levels, in addition to courses in academic writing relevant for thesis writing and research publications for masters and doctoral students. Below is the list of these courses.

Graduate Teaching (PGC=Postgrad Cert.; B=Bachelor Honours; M=Masters; D=Doctoral)

PEDI7307	Selected Topics in the Science of Learning (D) Department of Educational Psychology, Chinese University of Hong Kong
PEDU6401	Quantitative Methods in Educational Research (M) Department of Educational Psychology, Chinese University of Hong Kong
EDN733	Quantitative Data Analysis (D) Discipline of Education, Murdoch University
EDN701	Advanced Educational Research Seminar (M & D) Discipline of Education, Murdoch University
EDN660	Master of Education (By Coursework) Final Research Project (M) Discipline of Education, Murdoch University
EDN661	Master of Teaching Final Research Project (M) Discipline of Education, Murdoch University
EDN633	Introduction to Quantitative Data Analysis (M) Discipline of Education, Murdoch University
EDU610	Introduction to Research for Educators (M & D) Discipline of Education, Murdoch University
EDUC803	Academic Writing (D) Faculty of Education, University of Macau
EDUC802	Advanced Quantitative Methods (D) Faculty of Education, University of Macau

EDUC800	Research Methods for Evidence-Based Research (D) Faculty of Education, University of Macau
GRSC801	Research Ethics (D) University Course, University of Macau
EDUC767	Analysing Quantitative Data in Educational Research (B, M, D) Faculty of Education, University of Auckland
MLT 809	Research Methodologies for the Learning Sciences (M) National Institute of Education, Nanyang Technological University
MID 809	Designing, Conducting, and Reporting Investigation (M) National Institute of Education, Nanyang Technological University
SE811	Advanced Quantitative Methodology (D) National Institute of Education, Nanyang Technological University
MED811	Instructional Design and Assessment: Issues and Research (M) National Institute of Education, Nanyang Technological University
MID 841	Evaluation Models and Methods (M) National Institute of Education, Nanyang Technological University
QED 522	ICT for Engaged Learning (PGC) National Institute of Education, Nanyang Technological University
QED 503	ICT for Engaged Learning (PGC) National Institute of Education, Nanyang Technological University
QED 521	Educational Psychology: Individual Differences & Classroom Management (PGC) National Institute of Education, Nanyang Technological University

Undergraduate Teaching

CHED4320	Introduction to Educational Research Department of Educational Psychology, Chinese University of Hong Kong
EDUC380	Methods of Research in Education University of Auckland, New Zealand
EDUC117	Teaching and Learning: An Educational Psychological Perspective University of Auckland, New Zealand
BUS105	Statistics SIM University, Singapore
BUS107	Quantitative Methods SIM University, Singapore
AED104	ICT for Engaged Learning National Institute of Education, Nanyang Technological University
AED103	Educational Psychology: Individual Differences & Classroom Management (2006) National Institute of Education, Nanyang Technological University
DED101	ICT for Engaged Learning (2006) National Institute of Education, Nanyang Technological University
EDZS209	Child Development SIM University, Singapore

PROFESSIONAL AFFILIATIONS

1. Fellow, Royal Statistical Society (RSS): 2004 to Present.
2. Honorary Member, Philippines Education Measurement and Evaluation Association (PEMEA): 2012 to Present.
3. Member, Australian Association of University Professors (Australia): 2021 to 2022.

SERVICE TO THE COMMUNITY

1. Deputy Registrar of Marriages, Singapore Ministry of Community Development and Sport (April 2003 to December 2012).
2. Licensed Solemniser of Marriages, Singapore Ministry of Community Development and Sport (April 2003 to December 2012).
3. Judge, information Technology Music Arrangement and Performance Competition (8 November 2003, Singapore).
4. Member, Publication Consultative Panel, Singapore Ministry of Information and the Arts (2003-2005).
5. Family Life Ambassador, Family Education Department, Singapore Ministry of Community Development and Sport (April 2003 to 2012).
6. Chairman, Audio Materials & Advertisements Subcommittee of the Publication Advisory Committee, Singapore Ministry of Information and the Arts (2001-2003).
7. Member, Focus Group Discussion on Censorship and Personal freedom, Remaking Singapore Committee (May 2002).
8. Member, Course Review Committee for the Diploma in Multimedia Technology, Singapore Polytechnic (2000-2001).
9. Member, Films and Publications Advisory Panel, Singapore Ministry of Information and the Arts (2000-2001).
10. Chairman, Primary Music Syllabus Review Team, Singapore Ministry of Education, 1999
11. Chairman, Secondary Music Syllabus Review Team, Singapore Ministry of Education, 1999.
12. Chairman, GCE 'A' level Music Review Team, Singapore Ministry of Education, 1999.
13. Member, Singapore Symphony Orchestra (SSO) Music Education Sub-Committee. 1999.
14. Member, Nanyang Academy of Fine Arts (NAFA) Curriculum Development Committee, 1999