

ZHANG Enming (张恩铭, 張恩銘)

[New Department]
[New University]
[New Address]

Webpage: <https://zhang-enming.github.io/>
Email: definedming@zju.edu.cn
ORCID: [0000-0002-8799-9405](https://orcid.org/0000-0002-8799-9405)

EDUCATION

09/2018 – 06/2024 **Ph.D.**, Curriculum and Teaching Methodology
College of Education, Zhejiang University, CHINA
Successive Postgraduate and Doctoral Programs
Advisor: Prof. Yinghua Ye (doctoral stage) & Prof. Qunli Sheng (master stage)

09/2014 – 06/2018 **B.Sc.**, Vehicle Engineering
College of Vehicle Engineering, Jilin University, CHINA

EXPERIENCE

10/2023 – 11/2023 **Visiting Ph.D. Candidate**, Motivation Science Lab
Hector Research Institute of Education Sciences and Psychology, University of
Tübingen, GERMANY
Host: Prof. Kou Murayama

06/2022 – 06/2023 **Special Research Student**, Department of Educational Psychology
Graduate School of Education, The University of Tokyo, JAPAN
Host: Assoc. Prof. Yuri Uesaka & Assoc. Prof. Sachiko Kiyokawa

DISSERTATION

Zhang, E. (2024). *Jiaoshi fankui cujin cong cuowu zhong xuexi yanjiu: Yi chuzhong shuxue wei li*
[Research on teacher feedback facilitating learning from errors: Using middle school math as
an example] [Unpublished doctoral dissertation]. Zhejiang University.

PUBLICATIONS

JOURNAL ARTICLES (IN ENGLISH)

Zhang, E., & Ye, Y.* (2024). Understanding how to ignite teacher enthusiasm: The role of school climate, teacher efficacy, and teacher leadership. *Current Psychology*, 43, 13241–13254.
<https://doi.org/10.1007/s12144-023-05387-2>

Zhang, E.*, & Liu, Y. (2022). Effects of private tutoring intervention on students' academic achievement: A systematic review based on a three-level meta-analysis model and robust variance estimation method. *International Journal of Educational Research*, 112, 101949.
<https://doi.org/10.1016/j.ijer.2022.101949>

MANUSCRIPTS UNDER REVIEW/IN REVISION (IN ENGLISH)

Zhang, E.*, Ye, Y., & Ni, S. (in revision). Effects of principle- and procedure-based feedback on students' learning from self-made errors after tests.

Zhang, E.* (under review). Gaining in wits when falling into pits? Analysis of student written reflections in learning from errors tasks.

Li, W., **Zhang, E.**, & Ye, Y.* (under review). Ego identity and cyberloafing among university students: The mediating role of future time perspective and achievement motivation.

MANUSCRIPTS IN PREPARATION (IN ENGLISH)

Zhang, E., Gao, T., & Manalo, E. (in prep.). Effects of learning from errors on students' cognitive

outcomes: A meta-analysis.

Zhang, E., & Ye, Y. (in prep.). Relationship between error climate and error reactions: Evidence from Chinese middle school students.

JOURNAL ARTICLES (IN CHINESE)

Zhang, E., & Liu, M. (2023). Jiang jiaoyu xinlixue lilun yunyong yu shijian zhong: Riben "Renzhi Zixun" xuexi zhiyuan moshi ji qi qishi [Educational psychology theory into practice: The Japanese learning support model of "Cognitive Counseling" and its implications]. *Journal of Educational Development*, (8), 84–96.

Zhang, E. (2023). Cong cuowu zhong xuexi: Lilun yanyu yu jiaoxue tiaojian sheji [Learning from errors: Theoretical research and design of instructional conditions]. *Open Education Research*, 29(4), 49–64.

Zhang, E. (2022). Zhuli jiaoshi peiyu zhuanjia xing xuexizhe: Riben "Jiao Hou Cu Si" yu "San Jiaodu Reyi" moshi de jingyan yu qishi [Empowering teachers to develop expert learners: Experience and implications of the Japanese models of "Thinking-After-Instruction" and "Triple-Sided Chattering"]. *Studies in Foreign Education*, 49(6), 34–52.

Zhang, E., Sheng, Q. (2020). Tiaojian shipei cujin youxiao jiaoxue: KeDingGe "Zhishi-Xuexi-Jiaoxue" (KLI) kuangjia ji qi yingyong jianyi [Conditions fitted to promote the effectiveness of instruction: A review of Koedinger's Knowledge-Learning-Instruction (KLI) framework and its application recommendations]. *China Educational Technology*, (6): 112–119.

Zhang, E., Sheng, Q. (2019). Peiyu xuexizhe de shuzi suyang: Lianheguo jiao ke wen zuzhi "Quanqiu Shuzi Suyang Kuangjia" ji qi pinggu jianyi baogao de jiedu yu qishi [Developing digital literacy for learners: The interpretations and implications of UNESCO's reports on Digital Literacy Global Framework and its assessment]. *Open Education Review*, 25(6): 58–65.

TRANSLATED BOOKS (FROM ENGLISH TO CHINESE)

McTighe, J., & Curtis, G. (in press). *Yinling Xiandai Xuexi: Xuexiao Biange de Lantu (Di'er Ban)* [Leading Modern Learning: A Blueprint for Vision-Driven Schools (2nd ed.)] (**E. Zhang & Y. Li**, Trans.). Fujian Education Press. (Original work published 2019)

McTighe, J., & Curtis, G. (2022). *Yinling Xiandai Xuexi: Xuexiao Biange de Lantu* [Leading Modern Learning: A Blueprint for Vision-Driven Schools] (**E. Zhang & Y. Li**, Trans.). Fujian Education Press. (Original work published 2015)

McTighe, J., & Wiggins, G. (2020). *LiJieWeiXian Danyuan Jiaoxue Sheji Shili: Jiaoshi Zhuanyue Fazhan Gongju Shu* [Understanding by Design: Professional Development Workbook] (Q. Sheng, **E. Zhang** & Others, Trans.). Ningbo Press. (Original work published 2004)

TRANSLATED ARTICLES (FROM ENGLISH TO CHINESE)

Fiorella, L. (2023). Lijie shengcheng shi xuexi [Making sense of generative learning]. (**E. Zhang & Q. Sheng**, Trans.). *Journal of Distance Education*, 5(4), 84–92. (Original work published 2023)

Chen, O., Woolcott, G., & Sweller, J. (2019). Jiyu renzhi fuhe lilun sheji muke [Using cognitive load theory to structure computer-based learning including MOOCs] (**E. Zhang & Q. Sheng**, Trans.). *Digital Education*, 5(4), 84–92. (Original work published 2017)

Mayer, R. E. (2019). Shuzi hua xuexi zhong yunyong duomeiti (xia) [Using multimedia for e-learning (II)] (**E. Zhang & Q. Sheng**, Trans.). *Digital Education*, 5(2), 1–11. (Original work published 2017)

Mayer, R. E. (2019). Shuzi hua xuexi zhong yunyong duomeiti (shang) [Using multimedia for e-learning (I)] (**E. Zhang & Q. Sheng**, Trans.). *Digital Education*, 5(1), 1–9. (Original work

published 2017)

Merrill, M. D. (2019). Jiyu zhengjiu de jiaoxue yuanze [A summary of evidence-based principles of instruction] (E. Zhang & Q. Sheng, Trans.). *Journal of Open Learning*, 24(1), 60–62. (Original work published 2015)

OECD. (2018). Mianxiang baorong xing de quanqiu hua nengli [Global competency for an inclusive world: Programme for the international student assessment] (E. Zhang & Q. Sheng, Trans.). *Journal of Curriculum and Instruction*, (10), 4–7. (Original work published 2016)

CONFERENCE PRESENTATIONS

Zhang, E., & Li, W. (2025). *Do Prompts of Generating Conditional Knowledge Benefit Learning from Errors? A Randomized Controlled Trial?*. American Educational Research Association (AERA) 2025, Denver, US. (Accepted for poster presentation.)

Uesaka, Y., Sakaguchi, T., Mizuno, Y., Furuya, K., Terui, Y., Kurosawa, T., Miyawaki, Y., Shiba, S., Uchida, N., Liu, M., & **Zhang, E.** (2023 September 16–17). *Fukai rikai wo unagasu kadai wo sakusei suru tame no sekkei genri no tansaku teki kentou* [What principles can be used in designing tasks that promote deeper understanding?] [Poster presentation]. The 43rd Annual Conference of Japan Society for Educational Technology, Kyoto, Japan.

Zhang, E. (2023 August 12). *Which is the better external feedback to help secondary school students learn from self-made errors?* [Oral presentation]. Society for Applied Research in Memory and Cognition (SARMAC) XIV 2023, Nagoya, Japan.

Zhang, E. (2022 December 13). *Beyond the level of detail of external feedback: Role of prior knowledge and learning competence in errorful learning.* [Virtual presentation]. International Conference on Affective Education, Taipei, Chinese Taiwan.

Zhang, E. (2022 September 10–11). *What is the better feedback for secondary school students to learn from self-made errors?* [Poster presentation]. The 41st Annual Conference of Japan Society for Educational Technology, Kawasaki, Kanagawa, Japan.

INVITED TALKS

INVITED ACADEMIC TALKS

Zhang, E. *Make the numbers in meta-analysis precise and senseful.* Talk at Prof. Uesaka's Lab publicly (hybrid), Feb 01, 2023.

OTHER INVITED TALKS

Zhang, E. *Xiang ganxingqu de yanjiu qianxing* [Moving toward your interested research]. Talk at the Summer Camp for Prospective Graduate Students held by the College of Education, Zhejiang University (in person), Jul 01, 2023.

FUNDINGS, AWARDS, AND HONORS

FUNDINGS

- | | |
|------|---|
| 2023 | JURE Mentorship Grant
Supported by the European Association for Research on Learning and Instruction (EARLI) |
| 2022 | Zhejiang University Academic Rising Star Program for Doctoral Student
Supported by Zhejiang University [number 2022009] |
| 2021 | Postgraduate Study Abroad Program of National Construction on High-Level Universities
Supported by China Scholarship Council [number 202106320094] |

AWARDS AND HONORS

- 2024 Excellent postgraduate students' award, Zhejiang University
- 2023 Second prize of research outcome award for graduate students, College of Education, Zhejiang University
- 2022 Graduate of Merit/Triple A Graduate, Award of Honor for Graduate; Zhejiang University
- 2022 Award of honor for graduate, Zhejiang University
- 2021 Outstanding Student Leader Awards, Award of Honor for Graduate; Zhejiang University
- 2021 Liang Guangrong Scholarship; College of Education, Zhejiang University
- 2021 Award of honor for graduate, Zhejiang University
- 2020 The Third Prize, *Xinjiyuan* Research Product Award for Graduate Student; College of Education, Zhejiang University
- 2019 Graduate of Merit/Triple A Graduate, Award of Honor for Graduate; Zhejiang University
- 2019 Award of honor for graduate, Zhejiang University

PROFESSIONAL SERVICES

JOURNAL REVIEWER

Learning and Instruction
The Asia-Pacific Education Researcher
Current Psychology
Psychologia

CONFERENCE REVIEWER

- 2024 *European Association for Research on Learning and Instruction (EARLI) SIG 6&7*
Review for five submissions
- 2024 *American Educational Research Association (AERA)*
Review for eight submissions
- 2023 *European Association for Research on Learning and Instruction (EARLI) 2023*
Review for five submissions
- 2023 *European Association for Practitioner Research on Improving Learning (EAPRIL)*
Review for five submissions

LANGUAGE SKILLS

Chinese (Mandarin): Native speaker.
Japanese: Advanced (JLPT N1).
English: Advanced (Chinese College English Test – Band 6).
Korean: Very little

MEMBERSHIPS

European Association for Research on Learning and Instruction (EARLI): Full Member
Chinese Psychological Society (CPS): Student Member

K-12 SCHOOL PRACTICES

RESEARCH COLLABORATOR

Mrs. Ni, math teacher at a middle school in Hangzhou, China

Mrs. Geng, chemistry teacher at a high school in Hangzhou, China

LECTURE

Zhang, E. *“Komyunike-syon” towa?* [What is “communication?”]. Special lecture for seventh-grade students at Saitama Prefectural Ina Gakuen Junior High School. (In Japanese.)

SCHOOL VISITING

China:

Hangzhou City Xiaoshan Information Gang Primary School

Hangzhou Caihe Middle School Education Group Dinghe Campus

Hangzhou Xuejun Primary School (Zijingang Campus)

Hangzhou Yuhang First High School

Japan:

Saitama Prefectural Ina Gakuen Junior High School

Shizuoka Prefectural Shizuoka Nishi High School

Shinagawa Kuritsu Daini Enzan Elementary School

Shinagawa Kuritsu Tachiai Elementary School

Saitama Shiritsu Mamiyahigashi Elementary School

Kure Shiritsu Kamagari Junior High School

Kaizuka Shiritsu Higashiyama Elementary School

Bunkyo Kuritsu Daiichi Junior High School