

# Enming Zhang (张恩铭, 張恩銘)

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Special Research Student (Japan)  
Department of Educational Psychology  
The University of Tokyo

My Keywords:  
Deep thinking; Theory and Practice; School visiting

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## Research Interests

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- **Learning from Errors and Self-Regulated Learning.**
- **Instructional Science:** Connect the implications of educational psychology research with school practices.
- **Teacher Judgment:** Co-research with Japanese Researchers.

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## Education

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<b>Ph.D. Candidate, College of Education, Zhejiang University</b>	Hangzhou, China
Supervisor: Prof. Yinghua Ye (doctoral stage) & Prof. Qunli Sheng (master stage)	09/2018 – 06/2024
<b>Special Research Student, Graduate School of Education, The University of Tokyo</b>	Tokyo, Japan
Supervisor: Assoc. Prof. Yuri Uesaka & Assoc. Prof. Sachiko Kiyokawa	06/2022 – 06/2023
<b>B.S., College of Vehicle Engineering, Jilin University</b>	Changchun, China
Overall GPA: 3.68 / 4.0	09/2014 – 06/2018

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## Publications and Presentations

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### Translating Books

1. McTighe, J., & Curtis, G. (2022). 引领现代学习: 学校变革的蓝图 [Leading Modern Learning: A Blueprint for Vision-Driven Schools] (E. Zhang & Y. Li, Trans.). Fujian Education Press. (Original work published 2015)
2. McTighe, J., & Wiggins, G. (2020). 理解为先单元教学设计实例: 教师专业发展工具书 [Understanding by Design: Professional Development Workbook] (Q. Sheng, E. Zhang & Others, Trans.). Ningbo Press. (Original work published 2004)

### Original Articles

3. **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>

### Original Articles (in Chinese)

4. **Zhang, E. (2022).** 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.

5. **Zhang, E., & Sheng, Q.** (2020). 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*, 40(6), 112–119.
6. **Zhang, E., & Sheng, Q.** (2019). Developing Digital Literacy for Learners: The Interpretations and Implications of UNESCO's Reports on Digital Literacy Global Framework and Its Assessment. *Open Educational Research*, 25(6), 58–65.

### Translating Articles

7. Chen, O., Woolcott, G., & Sweller, J. (2019). 基于认知负荷理论设计慕课 [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)
8. Mayer, R. E. (2019). 数字化学习中运用多媒体（下） [Using Multimedia for E-learning (II)] (**E. Zhang & Q. Sheng**, Trans.). *Digital Education*, 5(2), 1–11. (Original work published 2017)
9. Mayer, R. E. (2019). 数字化学习中运用多媒体（上） [Using Multimedia for E-learning (I)] (**E. Zhang & Q. Sheng**, Trans.). *Digital Education*, 5(1), 1–9. (Original work published 2017)
10. Merrill, M. D. (2019). 基于证据的教学原则 [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)
11. OECD. (2018). 面向包容性世界的全球化能力 [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 Papers and Presentations

12. **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, Taiwan, China.
13. **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 Talk

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## Computer Skills and Working Language

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### Computer Skills

- **Statistical and Professional software:** R, SPSS, AMOS, Excel, G\*Power, CiteSpace, Vosviewer ...

### Working Language

- **Chinese (Mandarin), English, Japanese**

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## Research Projects and Fundings

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### Research Projects

**Affecting Factors and Promoting Mechanism of Instructional Creativity of K-12 Young Teachers in New Era**  
Supported by National Office for Education Sciences Planning, No. CHA220290, Order 7 / 7

**Major Textbook Construction Program 2021-2025 for Universities in Zhejiang Province: *Research Methods in Education***

Supported by Zhejiang Province Association of Higher Education, Order 4 / 4

**Fundings**

**2022 Zhejiang University *Academic Rising Star Program* for Doctoral Student**

Supported by Zhejiang University

**Postgraduate Study Abroad Program of National Construction on High-Level Universities**

Supported by China Scholarship Council (CSC), No. 202106320094

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**Additional Information**

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**Professional Services**

- **Member:** EARLI JURE 2023, Chinese Psychological Society (Student Member)
- **Conference Reviewer:** EARLI

**Selected Honors & Rewards (Since 2018)**

- Outstanding Student Leader Awards, 2021
- Liang Guangrong Scholarship, 2021
- The Third Prize, *Xinjiyuan* Research Outcome Award for Graduate Student, 2020
- Graduate of Merit/Triple A graduate, 2019, 2022
- Award of Honor for Graduate, 2019, 2021, 2022