

Enming Zhang

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Research Interests

- **Educational psychology and instructional design**
 - Learning from errors
 - Self-regulated learning
 - Teacher Judgment

Education

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

Publications and Presentations

Translating Books (from English to Chinese)

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 (in English)

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.**, & Liu, M. (2023). Educational psychology theory into practice: The Japanese learning support model of "Cognitive Counseling" and its implications. *Journal of Educational Development*, in press.

5. **Zhang, E.** (2023). Learning from errors: Theoretical research and design of instructional conditions. *Open Education Research*, 29(4), 49-64.
6. **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.
7. **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.
8. **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 (from English to Chinese)

9. 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)
10. 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)
11. 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)
12. 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)
13. 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 (in English)

14. **Zhang, E.** (2023 August 12). *Which is the better external feedback to help secondary school students learn from self-made errors?* [oral presentation]. SARMAC 2023, Nagoya, Japan.
15. **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.
16. **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

17. **Zhang, E.** Make the Numbers in Meta-Analysis Precise and Senseful. Uesaka's Lab Public Presentation (Hybrid), Feb 01, 2023. (In English and Japanese.)

Computer Skills and Working Language

Computer Skills

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

Working Language

- Chinese (Mandarin), English, Japanese

Research Projects and Fundings

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

Fundings

2023 JURE mentorship grant

Supported by EARLI

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

Supported by Zhejiang University

2021 Postgraduate Study Abroad Program of National Construction on High-Level Universities

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

Additional Information

Professional Services

- **Member:** EARLI JURE 2023, Chinese Psychological Society (student member), SARMAC student member
- **Conference Reviewer:** EARLI 2023, EAPRIL 2023
- **Journal Reviewer:** *Psychologia*

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