

Chang Zhu

List of Publications by Year in descending order

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Version: 2024-02-01

126
papers

3,755
citations

159585

30
h-index

155660

55
g-index

126
all docs

126
docs citations

126
times ranked

2556
citing authors

#	ARTICLE	IF	CITATIONS
1	Student teachers' thinking processes and ICT integration: Predictors of prospective teaching behaviors with educational technology. <i>Computers and Education</i> , 2010, 54, 103-112.	8.3	519
2	Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. <i>International Journal of Educational Technology in Higher Education</i> , 2017, 14, .	7.6	250
3	The effect of blended learning on student performance at course-level in higher education: A meta-analysis. <i>Studies in Educational Evaluation</i> , 2017, 53, 17-28.	2.3	187
4	Students' motivation and subjective task value of participating in online and blended learning environments. <i>Internet and Higher Education</i> , 2018, 36, 33-40.	6.5	132
5	Improving teacher professional development for online and blended learning: a systematic meta-aggregative review. <i>Educational Technology Research and Development</i> , 2019, 67, 1145-1174.	2.8	132
6	Predicting ICT integration into classroom teaching in Chinese primary schools: exploring the complex interplay of teacher-related variables. <i>Journal of Computer Assisted Learning</i> , 2011, 27, 160-172.	5.1	123
7	Acceptance and usage of mobile assisted language learning by higher education students. <i>Journal of Computing in Higher Education</i> , 2018, 30, 426-451.	6.1	119
8	Who or what contributes to student satisfaction in different blended learning modalities?. <i>British Journal of Educational Technology</i> , 2017, 48, 473-489.	6.3	90
9	Organizational culture and instructional innovations in higher education. <i>Educational Management Administration and Leadership</i> , 2014, 42, 136-158.	3.8	88
10	Organisational culture and technology-enhanced innovation in higher education. <i>Technology, Pedagogy and Education</i> , 2015, 24, 65-79.	5.4	85
11	Parental acceptance of digital game-based learning. <i>Computers and Education</i> , 2011, 57, 1434-1444.	8.3	83
12	Self-directed language learning in a mobile-assisted, out-of-class context: do students walk the talk?. <i>Computer Assisted Language Learning</i> , 2019, 32, 71-97.	7.1	82
13	Investigating variables predicting Turkish pre-service teachers' integration of ICT into teaching practices. <i>British Journal of Educational Technology</i> , 2017, 48, 552-570.	6.3	81
14	MOOC-based flipped learning in higher education: students' participation, experience and learning performance. <i>International Journal of Educational Technology in Higher Education</i> , 2019, 16, .	7.6	76
15	What core competencies are related to teachers' innovative teaching?. <i>Asia-Pacific Journal of Teacher Education</i> , 2013, 41, 9-27.	1.9	74
16	A cross-cultural study of teacher perspectives on teacher roles and adoption of online collaborative learning in higher education. <i>European Journal of Teacher Education</i> , 2010, 33, 147-165.	3.7	71
17	Predicting adult learners' online participation: Effects of altruism, performance expectancy, and social capital. <i>Computers and Education</i> , 2016, 101, 84-101.	8.3	63
18	A cross-cultural study of Chinese and Flemish university students: Do they differ in learning conceptions and approaches to learning?. <i>Learning and Individual Differences</i> , 2008, 18, 120-127.	2.7	60

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19	Teacher perceptions of school culture and their organizational commitment and well-being in a Chinese school. <i>Asia Pacific Education Review</i> , 2011, 12, 319-328.	2.5	57
20	A latent profile analysis of adult students'™ online self-regulation in blended learning environments. <i>Computers in Human Behavior</i> , 2019, 99, 126-136.	8.5	57
21	Investigating teachers' educational beliefs in Chinese primary schools: socioeconomic and geographical perspectives. <i>Asia-Pacific Journal of Teacher Education</i> , 2009, 37, 363-377.	1.9	48
22	Chinese international students'™ social connectedness, social and academic adaptation: the mediating role of global competence. <i>Higher Education</i> , 2018, 75, 131-147.	4.4	47
23	Digital informal learning among Chinese university students: the effects of digital competence and personal factors. <i>International Journal of Educational Technology in Higher Education</i> , 2017, 14, .	7.6	44
24	Influencing Factors and Integration of ICT into Teaching Practices of Pre-service and Starting Teachers. <i>International Journal of Research in Education and Science</i> , 2016, 2, 359.	0.3	43
25	A cross-cultural study of online collaborative learning. <i>Multicultural Education and Technology Journal</i> , 2009, 3, 33-46.	2.0	42
26	A Study of Digital Media Literacy of the 5th and 6th Grade Primary Students in Beijing. <i>Asia-Pacific Education Researcher</i> , 2016, 25, 579-592.	3.7	41
27	Predicting Chinese international students'™ acculturation strategies from socio-demographic variables and social ties. <i>Asian Journal of Social Psychology</i> , 2017, 20, 85-96.	2.1	38
28	A Survey of the Influencing Factors for International Academic Mobility of Chinese University Students. <i>Higher Education Quarterly</i> , 2016, 70, 200-220.	2.7	36
29	Supporting active cognitive processing in collaborative groups: The potential of Bloom's taxonomy as a labeling tool. <i>Internet and Higher Education</i> , 2009, 12, 165-172.	6.5	35
30	Chinese International Students'™ Coping Strategies, Social Support Resources in Response to Academic Stressors: Does Heritage Culture or Host Context Matter?. <i>Current Psychology</i> , 2021, 40, 242-252.	2.8	35
31	An exploratory study of inter-relationships of acculturative stressors among Chinese students from six European union (EU) countries. <i>International Journal of Intercultural Relations</i> , 2016, 55, 8-19.	2.0	33
32	Review on Blended Learning: Identifying the Key Themes and Categories. <i>International Journal of Information and Education Technology</i> , 2017, 7, 673-678.	1.2	31
33	Adult Learners'™ Informal Learning Experiences in Formal Education Setting. <i>Journal of Adult Development</i> , 2014, 21, 181-192.	1.4	29
34	Examining the role of learning support in blended learning for adults' social inclusion and social capital. <i>Computers and Education</i> , 2019, 142, 103610.	8.3	29
35	Online Dutch L2 learning in adult education: educators'™ and providers'™ viewpoints on needs, advantages and disadvantages. <i>Open Learning</i> , 2018, 33, 18-33.	4.0	28
36	The relationship between epistemological beliefs, learning conceptions, and approaches to study: a cross-cultural structural model?. <i>Asia Pacific Journal of Education</i> , 2008, 28, 411-423.	2.1	27

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37	Thinking styles and conceptions of creativity among university students. <i>Educational Psychology</i> , 2011, 31, 361-375.	2.7	27
38	Effects of core self-evaluation and online interaction quality on adults' learning performance and bonding and bridging social capital. <i>Internet and Higher Education</i> , 2017, 34, 41-55.	6.5	26
39	Students'™ performance in blended learning: disciplinary difference and instructional design factors. <i>Journal of Computers in Education</i> , 2020, 7, 487-510.	8.3	26
40	Examining school culture in Flemish and Chinese primary schools. <i>Educational Management Administration and Leadership</i> , 2014, 42, 557-575.	3.8	24
41	Integrating ICT in Kenyan secondary schools: an exploratory case study of a professional development programme. <i>Technology, Pedagogy and Education</i> , 2015, 24, 565-584.	5.4	24
42	Cultural differences in the perception of a social-constructivist e-learning environment. <i>British Journal of Educational Technology</i> , 2009, 40, 164-168.	6.3	23
43	Complementing in-class language learning with voluntary out-of-class MALL. Does training in self-regulation and scaffolding make a difference?. <i>Computer Assisted Language Learning</i> , 2021, 34, 1013-1039.	7.1	22
44	Examining social inclusion and social capital among adult learners in blended and online learning environments. <i>European Journal for Research on the Education and Learning of Adults</i> , 2017, 8, 77-101.	1.1	20
45	Chinese students'™ perceptions of a collaborative e-learning environment and factors affecting their performance: implementing a Flemish e-learning course in a Chinese educational context. <i>Asia Pacific Education Review</i> , 2009, 10, 225-235.	2.5	19
46	An in-depth analysis of adult students in blended environments: Do they regulate their learning in an "old school"™ way?. <i>Computers and Education</i> , 2019, 128, 75-87.	8.3	19
47	Challenging science teachers' beliefs and practices through a video-case-based intervention in China's primary schools. <i>Asia-Pacific Journal of Teacher Education</i> , 2012, 40, 363-378.	1.9	18
48	An Exploratory Study of Chinese University Undergraduates'™ Global Competence: Effects of Internationalisation at Home and Motivation. <i>Higher Education Quarterly</i> , 2017, 71, 159-181.	2.7	18
49	Students'™ and Teachers'™ Thinking Styles and Preferred Teacher Interpersonal Behavior. <i>Journal of Educational Research</i> , 2013, 106, 399-407.	1.6	17
50	Using an ICT tool as a solution for the educational and social needs of long-term sick adolescents. <i>Technology, Pedagogy and Education</i> , 2015, 24, 231-245.	5.4	17
51	Exploring the educational beliefs of primary education student teachers in the Chinese context. <i>Asia Pacific Education Review</i> , 2012, 13, 417-425.	2.5	16
52	University student satisfaction and perceived effectiveness of a blended learning course. <i>International Journal of Learning Technology</i> , 2017, 12, 66.	0.2	16
53	University governance and academic leadership: perceptions of European and Chinese university staff and perceived need for capacity building. <i>European Journal of Higher Education</i> , 2018, 8, 435-452.	2.7	16
54	Academic leadership: Perceptions of academic leaders and staff in diverse contexts. <i>Educational Management Administration and Leadership</i> , 2021, 49, 996-1016.	3.8	16

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55	Relationship between teachers' preferred teacher-student interpersonal behaviour and intellectual styles. <i>Educational Psychology</i> , 2011, 31, 301-317.	2.7	15
56	Investigating the relationship between success factors and student participation in online and blended learning in adult education. <i>Journal of Computer Assisted Learning</i> , 2019, 35, 476-490.	5.1	15
57	The effect of cultural and school factors on the implementation of CSCL. <i>British Journal of Educational Technology</i> , 2013, 44, 484-501.	6.3	14
58	How Innovative are Schools in Teaching and Learning? A Case Study in Beijing and Hong Kong. <i>Asia-Pacific Education Researcher</i> , 2013, 22, 137-145.	3.7	14
59	Teachers' stages of concern for media literacy education and the integration of MLE in Chinese primary schools. <i>Asia Pacific Education Review</i> , 2014, 15, 459-471.	2.5	14
60	Key competencies and characteristics for innovative teaching among secondary school teachers: a mixed-methods research. <i>Asia Pacific Education Review</i> , 2014, 15, 299-311.	2.5	13
61	The Role of Intergroup Contact and Acculturation Strategies in Developing Chinese International Students' Global Competence. <i>Journal of Intercultural Communication Research</i> , 2017, 46, 210-226.	0.9	13
62	Predicting digital informal learning: an empirical study among Chinese University students. <i>Asia Pacific Education Review</i> , 2018, 19, 79-90.	2.5	13
63	Supporting teacher reflection during online professional development: a logic modelling approach. <i>Technology, Pedagogy and Education</i> , 2019, 28, 237-253.	5.4	13
64	Consensus among stakeholders about success factors and indicators for quality of online and blended learning in adult education: a Delphi study. <i>Studies in Continuing Education</i> , 2019, 41, 36-60.	1.9	13
65	Examining lived experiences in a professional development program for online teaching: A hermeneutic phenomenological approach. <i>Australasian Journal of Educational Technology</i> , 0, , .	3.5	13
66	Facebook group dynamics: an ethnographic study of the teaching and learning potential for secondary school teachers. <i>Learning, Media and Technology</i> , 2019, 44, 162-179.	3.2	11
67	Blended Learning as a Good Practice in ESL Courses Compared to F2F Learning and Online Learning. <i>International Journal of Mobile and Blended Learning</i> , 2020, 12, 64-81.	0.8	11
68	Towards an ecological understanding of Chinese international students' intercultural interactions in multicultural contexts: Friendships, inhibiting factors and effects on global competence. <i>Current Psychology</i> , 2021, 40, 1517-1530.	2.8	11
69	A SWOT analysis of the integration of e-learning at a university in Uganda and a university in Tanzania. <i>Technology, Pedagogy and Education</i> , 2015, 24, 1-19.	5.4	10
70	Assessing higher education institutional stakeholders' perceptions and needs for community engagement: An empirical evidence from Uganda. <i>Heliyon</i> , 2021, 7, e06612.	3.2	10
71	Organizational Culture and Educational Innovations in Turkish Higher Education: Perceptions and Reactions of Students. <i>Educational Sciences: Theory and Practice</i> , 2020, 20, 20-39.	2.6	10
72	Perceptions of European and Chinese stakeholders on doctoral education in China and Europe. <i>European Journal of Higher Education</i> , 2017, 7, 227-242.	2.7	9

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73	Development and implementation of online Dutch L2 courses in adult education: educators' and providers' perceptions of constraints and critical success factors. <i>Innovation in Language Learning and Teaching</i> , 2019, 13, 277-291.	2.8	9
74	A virtual learning environment for the continuation of education and its relationship with the mental well-being of chronically ill adolescents. <i>Educational Psychology</i> , 2016, 36, 1429-1442.	2.7	8
75	Identifying the nature of social media policies in high schools. <i>Education and Information Technologies</i> , 2020, 25, 281-305.	5.7	8
76	A Holistic Model to Infer Mathematics Performance: The Interrelated Impact of Student, Family and School Context Variables. <i>Scandinavian Journal of Educational Research</i> , 2014, 58, 1-20.	1.7	7
77	Using micro-lectures in small private online courses: what do we learn from students' behavioural intentions?. <i>Technology, Pedagogy and Education</i> , 2021, 30, 427-441.	5.4	7
78	Organizational Culture Type in Turkish Universities using OCAI: Perceptions of Students. <i>Journal of Education Culture and Society</i> , 2019, 10, 270-292.	0.5	7
79	Does teacher-centered teaching contribute to students' performance in primary school? A video analysis in Mainland China. <i>International Journal of Research Studies in Education</i> , 2014, 3, .	0.1	7
80	The relationship between student conceptions of constructivist learning and their engagement in constructivist based blended learning environments. <i>International Journal of Learning Technology</i> , 2017, 12, 253.	0.2	6
81	The effect of technology supported teaching on students' academic achievement: a combined meta-analytic and thematic study. <i>International Journal of Learning Technology</i> , 2018, 13, 44.	0.2	6
82	Self-efficacy and self-esteem in online learning environments of adult learners. <i>International Journal of Learning Technology</i> , 2019, 14, 4.	0.2	6
83	Adult learners' social connectedness and online participation: the importance of online interaction quality. <i>Studies in Continuing Education</i> , 2019, 41, 326-346.	1.9	6
84	A Conceptual Model for Effective Quality Management of Online and Blended Learning. <i>Electronic Journal of E-Learning</i> , 2020, 18, .	2.6	6
85	Investigating Students' Perceptions of Cognitive Presence in Relation to Learner Performance in Blended Learning Courses: A Mixed-Methods Approach. <i>Electronic Journal of E-Learning</i> , 2020, 18, .	2.6	6
86	Using revised community of inquiry framework to scaffold MOOC-based flipped learning. <i>Interactive Learning Environments</i> , 2023, 31, 7420-7432.	6.4	5
87	Reforms and collaborations in Europe's China doctoral education. <i>European Journal of Higher Education</i> , 2017, 7, 219-226.	2.7	4
88	Measuring institutional support for online and blended learning professional development: validating an instrument that examines teachers' perceptions. <i>International Journal of Research and Method in Education</i> , 0, , 1-16.	1.9	4
89	INTERNET USE AMONG SECONDARY SCHOOLS STUDENTS AND ITS EFFECTS ON THEIR LEARNING. <i>INTED Proceedings</i> , 2017, , .	0.0	4
90	Academic Members' Perceptions of Educational Leadership and Perceived Need for Leadership Capacity Building in Chinese Higher Education Institutions. <i>Chinese Education and Society</i> , 2021, 54, 171-189.	0.2	4

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91	Promoting a special learning environment for second language learning in a Chinese rural primary school. <i>Procedia, Social and Behavioral Sciences</i> , 2011, 12, 137-144.	0.5	3
92	University teachers' beliefs and constructivist teaching practices in blended learning courses in Tanzanian universities. <i>International Journal of Knowledge and Learning</i> , 2018, 12, 167.	0.2	3
93	Perceived training needs assessment of librarians in Tanzanian academic libraries aimed at introducing microlearning intervention to training. <i>International Journal of Training Research</i> , 2021, 19, 107-124.	1.4	3
94	Teaching, social, and cognitive presences and their relations to students' characteristics and academic performance in blended learning courses in a Tanzanian University. <i>Afrika Focus</i> , 2018, 31, .	0.2	3
95	Teachers' perceived roles and their constructivist engagement practices in blended learning environment courses in Tanzanian universities. <i>International Journal of Learning Technology</i> , 2019, 14, 102.	0.2	3
96	Challenges of Chinese and European Universities in the Modernization and Global Context. <i>Frontiers of Education in China</i> , 2019, 14, 284-308.	2.2	2
97	School leaders' perspectives on government-initiated changes in Flemish secondary schools. <i>Journal of Educational Administration and History</i> , 2019, 51, 352-368.	1.8	2
98	Students' conceptions of learning approaches and their engagement in blended learning environments. <i>International Journal of Technology Enhanced Learning</i> , 2019, 11, 304.	0.7	2
99	Facebook class groups of high school students: their role in establishing social dynamics and learning experiences. <i>Learning Environments Research</i> , 2020, 23, 235-250.	2.8	2
100	The institutionalisation of online and blended learning initiatives in politics and international relations at European universities. <i>European Political Science</i> , 2021, 20, 359-377.	1.2	2
101	Context-based blended learning models and implementation in Sub-Saharan Africa: A literature review. <i>New Trends and Issues Proceedings on Humanities and Social Sciences</i> , 2018, 5, 190-199.	0.1	2
102	Students' motivational factors and engagement strategies in constructivist-based blended learning environments. <i>Afrika Focus</i> , 2018, 31, .	0.2	2
103	University Governance and Academic Leadership Capacity Building. <i>Advances in Educational Marketing, Administration, and Leadership Book Series</i> , 2019, , 259-282.	0.2	2
104	Examining Blended Learning Implementation in Hard and Soft Sciences: A Qualitative Analysis. <i>International Journal of Research in Education and Science</i> , 2020, 6, 250.	0.3	2
105	Review of research on knowledge domains in university governance: Mapping literature in English and Chinese. <i>European Journal of Education</i> , 2022, 57, 49-64.	2.8	2
106	Students' Perceptions of Social Presence in Blended Learning Courses in a Tanzanian Medical College. <i>International Journal of Emerging Technologies in Learning</i> , 2018, 13, 107.	1.3	1
107	EU-China university governance structures' case studies. <i>Asia Europe Journal</i> , 2022, 20, 137-171.	1.2	1
108	ADULT EDUCATORS' ADOPTED ONLINE TEACHING ROLES IN ONLINE AND BLENDED LEARNING ENVIRONMENTS. , 2017, , .		1

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109	Linking E-learning Tools with Experiential Knowledge Production in Higher Education Teaching-learning Processes: The Case of Open Source LMS. International Journal of Information and Education Technology, 2012, , 327-330.	1.2	1
110	Managerial Aspects for Deployment of E-Learning Technologies: A Literature Review of Selected Themes. European Journal of Teaching and Education, 2020, 2, 107-121.	0.1	1
111	Contribution of social-constructivist and andragogical principles in blended learning to adult's social inclusion and social capital. Andragoske Studije, 2018, , 47-78.	0.2	1
112	INVESTIGATING PERCEPTIONS OF TEACHING PRESENCE AMONG INSTRUCTORS AND STUDENTS IN BLENDED LEARNING COURSES IN A TANZANIAN MEDICAL COLLEGE. , 2018, , .		1
113	Towards Blended Learning Designs Fostering Adults' Social Capital. Advances in Educational Technologies and Instructional Design Book Series, 2019, , 55-80.	0.2	1
114	Readiness for integration of innovative teaching and learning technologies: An analysis of mesoâ€micro variables in Tanzanian higher education. International Journal of Educational Research Open, 2021, 2, 100098.	2.0	1
115	Student researchersâ€™ perceived prerequisites for voluntary research collaboration in the context of Flemish and Chinese universities. PLoS ONE, 2018, 13, e0197960.	2.5	0
116	The Effectiveness of Audio Media in Enhancing Farmersâ€™ Knowledge: The Case of Smallholder Banana Farmers in Western Uganda. International Journal of Recent Contributions From Engineering, Science & IT, 2019, 7, 68.	1.5	0
117	University Governance and Academic Leadership Capacity Building. , 2021, , 1111-1134.		0
118	Towards Blended Learning Designs Fostering Adults' Social Capital. , 2021, , 350-370.		0
119	LEARNER SATISFACTION AND KNOWLEDGE CONSTRUCTION IN BLENDED LEARNING. INTED Proceedings, 2017, , .	0.0	0
120	University teachers' beliefs and constructivist teaching practices in blended learning courses in Tanzanian universities. International Journal of Knowledge and Learning, 2018, 12, 167.	0.2	0
121	Investigating ICT skills and the use of audio media in distance education among teachers and students: the case of Mountains of the Moon University in Uganda. Afrika Focus, 2018, 31, 51-71.	0.2	0
122	STUDYING TEACHING PRESENCE IN RELATION TO LEARNER PERFORMANCE IN BLENDED LEARNING COURSES IN A TANZANIAN UNIVERSITY: A MIXED DESIGN APPROACH. , 0, , .		0
123	ASSESSING THE EFFICACY OF AUDIO MEDIA TECHNOLOGY IN ENHANCING FINANCIAL LITERACY KNOWLEDGE OF RADIO LISTENING CLUB MEMBERS. A CASE OF SELECTED RURAL COMMUNITIES IN WESTERN UGANDA. , 0, , .		0
124	Building a Conceptual Relational Model Among Blended Learning Aspects in K-20 Education. Advances in Educational Technologies and Instructional Design Book Series, 2020, , 21-39.	0.2	0
125	University governance in Europe and China in the context of internationalisation. European Journal of Education, 2022, 57, 1-6.	2.8	0
126	E-Learning in Higher Education in China and Belgium. , 0, , 136-157.		0