

# 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	Using revised community of inquiry framework to scaffold MOOC-based flipped learning. <i>Interactive Learning Environments</i> , 2023, 31, 7420-7432.	6.4	5
2	EU-China university governance structuresâ€™ case studies. <i>Asia Europe Journal</i> , 2022, 20, 137-171.	1.2	1
3	University governance in Europe and China in the context of internationalisation. <i>European Journal of Education</i> , 2022, 57, 1-6.	2.8	0
4	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
5	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
6	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
7	Chinese International Studentsâ€™ 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
8	Towards an ecological understanding of Chinese international studentsâ€™ intercultural interactions in multicultural contexts: Friendships, inhibiting factors and effects on global competence. <i>Current Psychology</i> , 2021, 40, 1517-1530.	2.8	11
9	Using micro-lectures in small private online courses: what do we learn from studentsâ€™ behavioural intentions?. <i>Technology, Pedagogy and Education</i> , 2021, 30, 427-441.	5.4	7
10	University Governance and Academic Leadership Capacity Building. , 2021, , 1111-1134.		0
11	Towards Blended Learning Designs Fostering Adults' Social Capital. , 2021, , 350-370.		0
12	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
13	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
14	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
15	Readiness for integration of innovative teaching and learning technologies: An analysis of mesoâ€™micro variables in Tanzanian higher education. <i>International Journal of Educational Research Open</i> , 2021, 2, 100098.	2.0	1
16	Academic Membersâ€™ 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
17	Identifying the nature of social media policies in high schools. <i>Education and Information Technologies</i> , 2020, 25, 281-305.	5.7	8
18	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

#	ARTICLE	IF	CITATIONS
19	Blended Learning as a Good Practice in ESL Courses Compared to F2F Learning and Online Learning. International Journal of Mobile and Blended Learning, 2020, 12, 64-81.	0.8	11
20	Studentsâ€™ performance in blended learning: disciplinary difference and instructional design factors. Journal of Computers in Education, 2020, 7, 487-510.	8.3	26
21	Organizational Culture and Educational Innovations in Turkish Higher Education: Perceptions and Reactions of Students. Educational Sciences: Theory and Practice, 2020, 20, 20-39.	2.6	10
22	A Conceptual Model for Effective Quality Management of Online and Blended Learning. Electronic Journal of E-Learning, 2020, 18, .	2.6	6
23	Investigating Studentsâ€™ Perceptions of Cognitive Presence in Relation to Learner Performance in Blended Learning Courses: A Mixedâ€™Methods Approach. Electronic Journal of E-Learning, 2020, 18, .	2.6	6
24	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
25	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
26	Examining Blended Learning Implementation in Hard and Soft Sciences: A Qualitative Analysis. International Journal of Research in Education and Science, 2020, 6, 250.	0.3	2
27	Challenges of Chinese and European Universities in the Modernization and Global Context. Frontiers of Education in China, 2019, 14, 284-308.	2.2	2
28	Examining the role of learning support in blended learning for adults' social inclusion and social capital. Computers and Education, 2019, 142, 103610.	8.3	29
29	MOOC-based flipped learning in higher education: studentsâ€™ participation, experience and learning performance. International Journal of Educational Technology in Higher Education, 2019, 16, .	7.6	76
30	Improving teacher professional development for online and blended learning: a systematic meta-aggregative review. Educational Technology Research and Development, 2019, 67, 1145-1174.	2.8	132
31	School leadersâ€™ perspectives on government-initiated changes in Flemish secondary schools. Journal of Educational Administration and History, 2019, 51, 352-368.	1.8	2
32	A latent profile analysis of adult studentsâ€™ online self-regulation in blended learning environments. Computers in Human Behavior, 2019, 99, 126-136.	8.5	57
33	Supporting teacher reflection during online professional development: a logic modelling approach. Technology, Pedagogy and Education, 2019, 28, 237-253.	5.4	13
34	<i>Facebook</i> group dynamics: an ethnographic study of the teaching and learning potential for secondary school teachers. Learning, Media and Technology, 2019, 44, 162-179.	3.2	11
35	Investigating the relationship between success factors and student participation in online and blended learning in adult education. Journal of Computer Assisted Learning, 2019, 35, 476-490.	5.1	15
36	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

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37	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
38	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
39	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
40	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
41	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
42	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
43	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
44	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
45	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
46	University Governance and Academic Leadership Capacity Building. <i>Advances in Educational Marketing, Administration, and Leadership Book Series</i> , 2019, , 259-282.	0.2	2
47	Towards Blended Learning Designs Fostering Adults' Social Capital. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2019, , 55-80.	0.2	1
48	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
49	Predicting digital informal learning: an empirical study among Chinese University students. <i>Asia Pacific Education Review</i> , 2018, 19, 79-90.	2.5	13
50	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
51	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
52	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
53	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
54	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

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55	Student researchersâ€™ perceived prerequisites for voluntary research collaboration in the context of Flemish and Chinese universities. PLoS ONE, 2018, 13, e0197960.	2.5	0
56	The effect of technology supported teaching on students' academic achievement: a combined meta-analytic and thematic study. International Journal of Learning Technology, 2018, 13, 44.	0.2	6
57	University governance and academic leadership: perceptions of European and Chinese university staff and perceived need for capacity building. European Journal of Higher Education, 2018, 8, 435-452.	2.7	16
58	Context-based blended learning models and implementation in Sub-Saharan Africa: A literature review. New Trends and Issues Proceedings on Humanities and Social Sciences, 2018, 5, 190-199.	0.1	2
59	Studentsâ€™ motivational factors and engagement strategies in constructivist- based blended learning environments. Afrika Focus, 2018, 31, .	0.2	2
60	Teaching, social, and cognitive presences and their relations to studentsâ€™ characteristics and academic performance in blended learning courses in a Tanzanian University. Afrika Focus, 2018, 31, .	0.2	3
61	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
62	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
63	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
64	INVESTIGATING PERCEPTIONS OF TEACHING PRESENCE AMONG INSTRUCTORS AND STUDENTS IN BLENDED LEARNING COURSES IN A TANZANIAN MEDICAL COLLEGE. , 2018, , .		1
65	Who or what contributes to student satisfaction in different blended learning modalities?. British Journal of Educational Technology, 2017, 48, 473-489.	6.3	90
66	Investigating variables predicting Turkish pre-service teachersâ€™ integration of ICT into teaching practices. British Journal of Educational Technology, 2017, 48, 552-570.	6.3	81
67	The effect of blended learning on student performance at course-level in higher education: A meta-analysis. Studies in Educational Evaluation, 2017, 53, 17-28.	2.3	187
68	Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. International Journal of Educational Technology in Higher Education, 2017, 14, .	7.6	250
69	The Role of Intergroup Contact and Acculturation Strategies in Developing Chinese International Studentsâ€™ Global Competence. Journal of Intercultural Communication Research, 2017, 46, 210-226.	0.9	13
70	Effects of core self-evaluation and online interaction quality on adults' learning performance and bonding and bridging social capital. Internet and Higher Education, 2017, 34, 41-55.	6.5	26
71	Reforms and collaborations in Europeâ€™China doctoral education. European Journal of Higher Education, 2017, 7, 219-226.	2.7	4
72	Perceptions of European and Chinese stakeholders on doctoral education in China and Europe. European Journal of Higher Education, 2017, 7, 227-242.	2.7	9

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73	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
74	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
75	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
76	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
77	University student satisfaction and perceived effectiveness of a blended learning course. <i>International Journal of Learning Technology</i> , 2017, 12, 66.	0.2	16
78	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
79	ADULT EDUCATORS'™ ADOPTED ONLINE TEACHING ROLES IN ONLINE AND BLENDED LEARNING ENVIRONMENTS. , 2017, , .		1
80	INTERNET USE AMONG SECONDARY SCHOOLS STUDENTS AND ITS EFFECTS ON THEIR LEARNING. <i>INTED Proceedings</i> , 2017, , .	0.0	4
81	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
82	LEARNER SATISFACTION AND KNOWLEDGE CONSTRUCTION IN BLENDED LEARNING. <i>INTED Proceedings</i> , 2017, , .	0.0	0
83	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
84	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
85	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
86	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
87	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
88	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
89	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
90	Organisational culture and technology-enhanced innovation in higher education. <i>Technology, Pedagogy and Education</i> , 2015, 24, 65-79.	5.4	85

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91	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
92	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
93	Examining school culture in Flemish and Chinese primary schools. <i>Educational Management Administration and Leadership</i> , 2014, 42, 557-575.	3.8	24
94	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
95	Organizational culture and instructional innovations in higher education. <i>Educational Management Administration and Leadership</i> , 2014, 42, 136-158.	3.8	88
96	Adult Learners' Informal Learning Experiences in Formal Education Setting. <i>Journal of Adult Development</i> , 2014, 21, 181-192.	1.4	29
97	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
98	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
99	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
100	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
101	What core competencies are related to teachers' innovative teaching?. <i>Asia-Pacific Journal of Teacher Education</i> , 2013, 41, 9-27.	1.9	74
102	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
103	Students' and Teachers' Thinking Styles and Preferred Teacher Interpersonal Behavior. <i>Journal of Educational Research</i> , 2013, 106, 399-407.	1.6	17
104	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
105	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
106	Linking E-learning Tools with Experiential Knowledge Production in Higher Education Teaching-learning Processes: The Case of Open Source LMS. <i>International Journal of Information and Education Technology</i> , 2012, , 327-330.	1.2	1
107	Thinking styles and conceptions of creativity among university students. <i>Educational Psychology</i> , 2011, 31, 361-375.	2.7	27
108	Parental acceptance of digital game-based learning. <i>Computers and Education</i> , 2011, 57, 1434-1444.	8.3	83



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109	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
110	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
111	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
112	Relationship between teachers' preferred teacher-student interpersonal behaviour and intellectual styles. <i>Educational Psychology</i> , 2011, 31, 301-317.	2.7	15
113	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
114	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
115	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
116	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
117	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
118	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
119	A cross-cultural study of online collaborative learning. <i>Multicultural Education and Technology Journal</i> , 2009, 3, 33-46.	2.0	42
120	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
121	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
122	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
123	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
124	STUDYING TEACHING PRESENCE IN RELATION TO LEARNER PERFORMANCE IN BLENDED LEARNING COURSES IN A TANZANIAN UNIVERSITY: A MIXED DESIGN APPROACH. , 0, , .		0
125	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
126	E-Learning in Higher Education in China and Belgium. , 0, , 136-157.		0