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## 研究領域

### ●學術及教育專業專長：

對話式教育、知識信念、雙語教育、社會科教材教法、遊戲式學習

●歷年開課名稱：教育哲學、創造力思考與教學、社會領域教材教法、雙語教育概論、雙語課程發展與設計

## 研究成果

### ●(A)期刊論文

郭旭展、蘇于倫、張至慶 (under review) 透過國中專題導向跨領域學習提升學生社會及科學創意問題解決之研究。「數位學習發展趨勢與成效評估」特刊

**Chang, C.-C., & Kuo, H.-C. (R1).** “History is like an old story!”: Navigating the Trajectories of Historical Epistemic Beliefs through Epistemic Network Analysis in Taiwanese High School Students' Perspectives. *Thinking Skills and Creativity*. **[First Author, SSCI]**

C. -Y. Chang, Z. Du, H. -C. Kuo and **Chang, C.-C. (2023).** Investigating the Impact of Design Thinking-Based STEAM PBL on Students' Creativity and Computational Thinking. *IEEE Transactions on Education* **[Corresponding Author, SCI]**

**Chang, C.-C., Wegerif, R., Hennessy, S. (2023).** Exploring dialogic education used to facilitate historical thinking within the cultural context of East Asia: a multiple-case study in Taiwanese classrooms. *Language, Culture, and Social Interaction* **[First and Corresponding Author, SSCI]**

Kuo, H.-C., Weng, T.-L., **Chang, C.-C.\***, & Chang, C.-Y. (2023). Designing Our Own Board Games in the Playful Space: Improving High School Student's Citizenship Competencies and Creativity through Game-Based Learning. *Sustainability*, 15(4), 2968. [**Corresponding Author, SSCI**]

Wang, L.-C.\*, Liu, D., Chung, K. K.-H., Yun, Y. N., Xu, Z., Tai, P. L. A., Kuo, H.-C., & **Chang, C.-C.** (2023). The relationship between auditory temporal processing, phonological processing, and reading in Hong Kongese and Taiwanese children: From kindergarten to primary school. *Journal for the Study of Education and Development*. [**SSCI**]

●(B)研討會論文

Chang, C. C. (2023). Towards a dialogic history education for fostering historical thinking: An Epistemic Network Analysis on teachers talk. To be presented at *British Educational Research Association Annual Conference*, UK.

Chang, C. C. (2022). Mapping Taiwanese in-service history teachers' epistemic beliefs about history: An Epistemic Network Analysis. Paper presented at the symposium at Umeå University, Sweden.

張至慶 (2021). 儒道思想與西方對話式理論的對話。發表於 *中華文化華語教育學會年會*，英國劍橋。

張至慶 (2020). 〈探索「混合式對話」—高中歷史教師對話分析架構〉 [研討會論文]. *有力學習與創新教育國際學術研討會*，台北市，台灣。

Chang, C. C. (2019). 探索中學生與教師歷史知識信念-知識網絡分析研究. Paper presented at *Taiwan Educational Research Association (TERA) Annual Conference*, Taiwan.

Chang, C. C. (2019). An outline for teacher professional development A design-based research. Presented at *Cambridge Educational Dialogue Research (CEDiR) Annual International Conference*, UK.

Chang, C. C. (2019). Teacher professional development for changing epistemic beliefs through dialogic history education: A design-based research. Presented at *Cambridge Education Annual International Conference*, UK.

●(C)專書及專書論文

**Chang, C. C.** (in press). Mapping Taiwanese in-service history teachers' epistemic beliefs about history: An Epistemic Network Analysis. In H. Elmersjö, & P. Zanzanian (Eds) *History Teachers' Epistemological Considerations*. Springer.

Wegerif, R., Shi, S., **Chang, C.C.**, Liu, Q., Long, Y., & Rubio-Jimenez, A. (2022) Dialogic Education: Tensions and Dilemmas. In R. Tierney, F. Rizvi & K. Ercikan (Eds) *International Encyclopedia of Education*. Elsevier.

●(D)研究計畫

112-113 教育實踐計畫：對話式案例教學法提升學生的學習成效與批判性思考：以教育哲學做為行動研究之案例課程 (計畫主持人)

●(E)榮譽及獎項

教育部世界百大獎學金 (Cambridge Taiwan Scholarship) - 博士學位