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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、歷史思維、社會科教材教法、教師專業發展

●開課名稱：教育哲學、創造力思考與教學、社會領域教材教法

研究成果

●(A)期刊論文

Chang, C. C., Wegerif, R., Hennessy, S. (under review). 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* [SSCI]

●(B)研討會論文

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 the

2014 Taiwan Educational Research Association (TERA) Annual Meeting at National Sun Yat-sen University in Kaohsiung, 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

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

Chang, C. C. (2021). Dialogic education, historical thinking and epistemic beliefs: a design-based research study of teaching in Taiwanese classrooms (*Published Doctoral thesis*).

●(D)研究計畫

●(E)榮譽及獎項

教育部與世界百大獎學金 (Taiwan Cambridge Scholarship, 2018-2022) -博士學位
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