Exploring the Effectiveness of Blended Learning in Chinese Universities
Public defense to obtain the degree of DOCTOR OF EDUCATIONAL SCIENCES of
Mr. Wei Zhang

which will take place on
6th of November, 18:00
Promotiezaal (D2.01)
Etterbeek, VUB

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Summary

Blended learning is developing in a fast way in China in recent years. However, the effectiveness of blended learning in Chinese universities is still unclear.

This dissertation explores the effectiveness of blended learning in Chinese universities in several ways. The Community of Inquiry Model and the Seven Principles for Good Practice in Undergraduate Education are used as the theoretical basis of the research.

Theoretically, a further revised Community of Inquiry Model (FCoI) is created. Empirically, the effectiveness of blended learning in Chinese universities is studied.

The research is expected to benefit Chinese universities in a way that the institutions, teachers, and students know how to design and implement blended learning in their teaching and learning. The further revised Community of Inquiry Model could potentially benefit not only Chinese universities but also universities in other countries worldwide which are interested in implementing blended learning.

Curriculum Vitae

Wei Zhang was a teacher in a Chinese University in Beijing before his PhD study.

During his Ph.D., his research focused on blended learning in Higher Education. He conducted seven studies during his PhD and his first two studies were published in international journals. He also participated in international conferences each year to present his studies and published research papers in the conference journal or proceedings.