

CV of Failures

Enming Zhang, PhD in Curriculum and Teaching Methodology

This idea is from Professor Veronica X. Yan (<https://sites.edb.utexas.edu/slam/>).
The real times of failure could be larger than the current counts because of my poor memory.

Fundings I did not get (Rejection count: 3)

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| 2023 | Kazuo Mori Student Travel Awards (for SARMAC) |
| 2023 | 浙江大学争创优秀博士学位论文资助 |
| 2022 | 浙江大学争创优秀博士学位论文资助 |

Papers rejected from academic journals (Journals rejection count: 22)

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| 2025 | Zhang, E., & Ye, Y. Only Four Error Climate Dimensions Matter for Chinese Students' Adaptive Reactions to Errors, Mediated by Different Motivational Factors. Rejected from <i>British Educational Research Journal</i> . |
| 2025 | 张恩铭, 陈嘉诚. 学会从错误中学习: 五步策略的理论与实践. 被 <i>电化教育研究</i> 拒稿. |
| 2024–2025 | Zhang, E., Ye, Y., & Ni, S. Effects of principle- and procedural-based feedback on students' learning from self-made errors after tests. Rejected from <i>British Journal of Educational Psychology</i> (after major revision), <i>American Educational Research Journal</i> , <i>Humanities and Social Sciences Communication</i> (after peer-review), <i>Educational Review</i> , and <i>Journal of Experimental Education</i> . (Published in <i>The Asia-Pacific Education Researcher</i>) |
| 2023–2024 | Zhang, E. Gaining in Wits When Falling into Pits? Analysis of Student Written Reflections in Learning from Errors Tasks. Rejected from <i>Cognition and Instruction</i> , <i>Journal of Learning Sciences</i> , <i>Contemporary Educational Psychology</i> (after peer-review), <i>Humanities and Social Sciences Communication</i> , <i>International Journal of Educational Research</i> , and <i>Studies in Educational Evaluation</i> (after peer-review). |
| 2023 | Zhang, E., & Ye, Y. Understanding how to ignite teacher enthusiasm: The role of school climate, teacher efficacy, and teacher leadership. Rejected from <i>British Journal of Educational Psychology</i> , <i>Teaching and Teacher Education</i> , and <i>Educational Management Administration & Leadership</i> . (Published in <i>Current Psychology</i>) |
| 2022–2023 | 张恩铭, 刘梦思. 将教育心理学理论运用于实践中——日本“认知咨询”学习支援模式及其启示. 被 <i>比较教育研究</i> 、 <i>全球教育展望</i> 、 <i>远程教育杂志</i> 拒稿. (发表于 <i>教育导刊</i>) |
| 2021 | Zhang, E., & Liu, Y. Effects of private tutoring intervention on students' academic achievement: A systematic review based on a three-level meta-analysis model and robust variance estimation method. Rejected from <i>华东师范大学学报(教育科学版)</i> , <i>Educational Research Review</i> . (Published in <i>International Journal of Educational Research</i>) |
| 2021 | 张恩铭. 助力教师培育专家型学习者: 日本“教后促思”与“三角度热议”模式的经验与启示. 被 <i>比较教育研究</i> 拒稿. (发表于 <i>外国教育研究</i>) |

Conference rejections (Rejection count: 2)

2024 EARLI SIG 6&7 Conference
2023 EARLI 2023 Conference

Awards, fellowships, and academic positions I did not get (Rejection count: 10)

2024 Assistant Professor (Tenure-Track); School of Education, Shanghai Jiaotong University (**Recruited by Hunan University**)
2024 Excellence Researcher; The University of Tokyo
2024 Lecturer; Department of Educational Psychology, East China Normal University
2024 Postdoctoral Fellow; Hong Kong University (3 times)
2024 Postdoctoral Fellow; Chinese University of Hong Kong
2024 Postdoctoral Fellow; National University of Singapore
2023 Postdoctoral Fellow; Tokyo College, The University of Tokyo
2020 浙江大学教育学院梁光榕奖学金（**获得于 2021 年**）

Other notable failures

2021 Refuted by 10 Japanese researchers when searching for a host researcher in Japan for a one-year exchanging. (**Accepted by Assoc. Prof. Yuri Uesaka**)