

# **Zhong Zhiyong**

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Professor, School of Education  
Minzu University of China, Beijing  
27 South Zhongguancun Street, Haidian District,  
Beijing, P. R. China, 100081  
Email: zzylsq@hotmail.com



## **Education**

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| Sep. 2004 – Jul. 2007 | Ph.D. in Education, Minzu University of China, Beijing, China  |
| Sep. 1998 – Jul. 2001 | M.A. in Education, Northwest Normal University, Lanzhou, China |

## **Employment**

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| Jan., 2015 – Present | Professor, School of Education Minzu University of China            |
| Jan., 2008 – 2014    | Associate Professor, School of Education, Minzu University of China |
| Jan., 2003 – 2007    | Lecturer, School of Education, Minzu University of China, Beijing   |
| Jul., 2001 – 2002    | Teacher Assistant, School of Education, Minzu University of China   |

## **Research Interests**

Teacher Professional Development, Science Education, Ethnic Studies,

## **Publications**

- Zhong Z, Feng Y and Xu Y (2024) The impact of boarding school on student development in primary and secondary schools: a meta-analysis. *Front. Psychol.* 15:1359626. doi: 10.3389/fpsyg.2024.1359626
- Zhong Z, HE Wenying. The Learning Effectiveness of Smart Classrooms: A Meta-Analysis of 48 Empirical Studies. *Front. Educ. China*, 2023, 18(3): 245–266  
<https://doi.org/10.3868/s110-008-023-0021-8>

- Zhong Z, Xu Y, Jin R, Chen Y, Zhang M and Zhang H (2022). Executive functions and mathematical competence in Chinese preschool children: A meta-analysis and review. *Front. Psychol.* 13:1012660. doi: 10.3389/fpsyg.2022.1012660
- Zhong, Z., & He, W. (2022). Advantages and Problems of Double-teacher Classroom in Promoting Teachers' Professional Development in Ethnic Areas— Case Study Based on D Middle School in Diqing, Yunnan. *Research on Education for Ethnic Minorities*, 4, 75-84.
- He, W., & Zhong, Z. (2022). Domestic Blended Learning Research Reviews and Prospects (2005-2021) —Visual Analysis Based on VOSviewer. *Education and Culture Forum*, 5, 124-135.
- Xu, Y., & Zhong, Z. (2022). Research on after-school service under the background of "double reduction" policy— Big data analysis based on network social platform. *Chinese Youth Studies*, 7, 56-63
- Zhong, Y., & Zhong, Z. (2020). Analysis of the Interaction Effect and Countermeasures of “Coupled Teacher Classroom” under the Interaction Distance Theory —A Case Study of the Current Situation in Diqing D Secondary School. *Academic Exploration*, 4, 138-145
- Gao, S., Wang, J., Zhong, Z. (2017). Influence of science instruction reform on academic performance of eighth grade students in Chinese Inner-Mongolia Autonomous Region. *Compare: A Journal of Comparative and International Education*, 48(6), 879-895, DOI: 10.1080/03057925.2017.1365285
- Zhong, Z. (2017). A study of the effects of implementing major shifting policy in ethnic universities. *Research on Education for Ethnic Minorities*, 6, 54-58.
- Yang, S., & Zhong, Z. (2014). Autobiographical ethnography: Concept, implementation and features, *Guangxi Ethnic Studies*, 5, 58-63.
- Zhong, Z., & Wang, K. (2014). A Probe into the influence of family environment on the math performance of junior middle school students in ethnic areas. *Research on Education for Ethnic Minorities*, 2, 81-85.
- Zhong, Z. (2013). An empirical study on the relationship between mathematical achievement and language of junior middle school students in ethnic minority areas. *Research on Education for Ethnic Minorities*, 6, 80-84.
- Zhong, Z. (2013). An Empirical Study of Mongolian Junior Middle School Students' Mathematical Emotions, Self-confidence and Values and Their Influencing Factors, *Journal of Inner Mongolia Normal University*, 4, 46-49.

- Zhong, Z., & Gao, S. (2013). Impact of science course teaching methods on academic performance of different students. *Social Sciences in Ningxia*, 5, 154-158.
- Zhong, Z. (2009). An investigation of inheritance of Mongolian traditional sports at local middle and primary schools with a study on countermeasures. *Journal of Research on Education for Ethnic Minorities*, 1, 41-45.
- Zhong, Z. (2009). Inspiration from the traditional sport Boke's inheritance. *Social Sciences in Ningxia*, 3, 145-147.
- Zhong, Z. (2009). Inheritance and the development of Mongolian traditional sports Bulu. *Journal of Minzu University of China (Philosophy and Social Sciences Edition)*, 6, 138-142.
- Zhong, Z. (2008). Inheritance of ethnic traditional cultures in the perspective of school Education. *Journal of Research on Education for Ethnic Minorities*, 1, 109-112.
- Zhong, Z. (2008). On equitable principle in ethnic education. *Journal of Chifeng University (Philosophy and Social Science)*, 7, 63-64.
- Zhong, Z. (2008). The conception of human development in Chinese traditional culture. *Journal of Gansu Lianhe University (Social Science Edition)*, 4, 34-36.
- Zhong, Z. (2008). Traditional national culture inheritance and educational modernization. *Journal of Hubei University for Nationalities (Philosophy and Social Sciences)*, 4, 25-28.
- Zhong, Z. (2007). The diachronic study on the policies, the laws and regulations of national education in Singapore. *Social Sciences in Ningxia*, 06, 197-199.
- Lv, S. & Zhong, Z. (2001). Research on the Implementation Status of Senior Middle School Mathematics Curriculum. *Journal of Mathematics Education*, 04, 88-92.

### **Selected Conference Presentations**

- Zhong, Z., Liu, K., Miller, R., & Lei, P. (2019). *Rethinking "The Learner: "Learner-Centered Pedagogy from a Chinese Perspective*. Paper presented at Association of Teacher Educators Annual Conference, Atlanta, GA, February 16-20.
- Zhong, Z. (2017). *How teaching activities affect the development of students' attitudes toward mathematics: An empirical study of 13 middle schools in Chinese Mongolian Region*. Paper Presented at Association of Teacher Educators Annual Conference, Orlando, Florida.
- Zhong, Z. (2013). *Relationship between Different Science Teaching Approaches and Science*

*Performances*. Paper Presented at American Educational Research Association Annual Conference, San Francisco, April 28 - May 1.

## **Grants**

- 2018 Ethnic Development Center, Ministry of Education  
**“A case study on co-teaching in ethnic schools in context of information technology”**  
PI, Amount: RMB 100,000.00
- 2017 Beijing Social Science Foundation  
**“Rural Teacher Support Initiative in Beijing”**  
PI, Amount: RMB 80,000.00
- 2013 Ethnic Education Development Center  
**“Research on Professional Development for Elementary Math Teachers Who Use Mongolian Language”**  
PI, Amount: RMB 30,000.00
- 2010 National Educational Science Plan, Department of Education Key Projects  
**“A Study on Mongolian Students’ Mathematical Thinking and Learning Strategies”**  
PI, Amount: RMB 30,000.00

## **Service**

- 2018 – Present Committee Member, Faculty Senate
- 2017 – Present External Reviewer for *Ethnic Education Studies*