

Kun Dai

Contact Information

Department of Educational Administration and Policy
Faculty of Education
The Chinese University of Hong Kong, Shatin, Hong Kong
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Research Interests

International and comparative education
Intercultural adjustment and learning
Higher education
Qualitative methods
Sociology of education

Education

2018 Doctor of Philosophy (Education), The University of Queensland, Australia
2012 Master of Digital Design with Class I Honours, Griffith University, Australia
2011 Bachelor of Digital Media, Griffith University, Australia

Employment History

From 12/2021: Assistant Professor, Faculty of Education, The Chinese University of Hong Kong.
04/2019 to 10/2021: Postdoctoral Research Fellow, Graduate School of Education, Peking University.
10/2018 to 03/2019: Research Fellow, School of Education, The University of Queensland.

Publications

Book

Wang, X, Q., & Dai, K. (contracted, forthcoming in 2023). *Developing intercultural competence 'at home': Domestic students' experience in Chinese universities*. London: Routledge.
Dai, K. (2022). *Transitioning 'in-between': Chinese Students' navigating experiences in transnational higher education*. Leiden: Brill. doi: <https://doi.org/10.1163/9789004505131>.
(Foreword by Professor Bob Lingard; Endorsement by Professor Hongjie Chen, Professor Fazal Rizvi, Professor Ka Ho Mok, Professor Yang Rui, Professor Stephen Wilkins, and Professor Johanna Waters)

Book Chapter

Dai, K. (2021). Learning through, with and against contradictions: An exploration of Chinese students' experiences in transnational higher education programmes. In Zhang, Z, C., Grimshaw, T., & Shi, X, S. (Eds), *International student education in tertiary settings: Interrogating programmes and processes in diverse contexts* (pp. 210-227). London: Routledge.
Dai, K., Hardy, I., Musofer, P. R., & Lingard, B. (Accepted, forthcoming in 2022). Mobile international students navigating in China: (re)shaping habitus in an in-between field. In Dooly, K., & Mu, Michael, G, L. (Eds), *Bourdieu and Chinese Education II*. Routledge.

Peer Reviewed Articles (* corresponding author)

- Dai, K*., & Matthews, K, E. (Accepted). ‘Students as partners rather than followers but...’: Understanding academics’ conceptions of changing learner-teacher relationships in Chinese higher education. *Higher Education Research & Development*.
- Dai, K*., & Eillot, D. (Accepted). ‘Shi men’ as key doctoral practice: Understanding international doctoral students’ learning communities and research culture in China. *Oxford Review of Education*.
- Dai, K*., & Hardy, I. (2022). Language for learning? International students’ doctoral writing practices in China. *Journal of Multilingual and Multicultural Development*, 1-14.
doi:10.1080/01434632.2022.2089154
- Dai, K*., & Hardy, I. (2022). Equity and opacity in enacting Chinese higher education policy: Contrasting perspectives of domestic and international students. *Discourse: Studies in the Cultural Politics of Education*. <https://doi.org/10.1080/01596306.2022.2046548>
- Qi, J., Shen, W, Q., & Dai, K. (2022). Digital placemaking in China: An exploration of international students’ experiences in Chinese universities. *Journal of Studies in International Education*, 26(2), 128–144. doi: 10.1177/10283153211065135
- Jing, X., Peng, L., & Dai, K. (2022). Contextual factors influencing Chinese early study abroad students’ acculturation experiences in Canada: An exploratory study. *SAGE Open*.
<https://doi.org/10.1177/21582440221085005>
- Dai, K*., Matthews, K, E., & Shen, W. (2021). “It is difficult for students to contribute”: Investigating possibilities for pedagogical partnerships in Chinese universities. *Teaching in Higher Education*.
doi: 10.1080/13562517.2021.2015752
- Hu, Y., & Dai, K*. (2021). Foreign-born Chinese students learning in China: (Re)shaping intercultural identity in higher education institution. *International Journal of Intercultural Relations*, 80, 89-98.
doi: 10.1016/j.ijintrel.2020.11.010
- Jing, X. L., Peng, L, S., & Dai, K*. (2021). Why Chinese students choose to study secondary education in Canada: An empirical investigation based on push-pull model. *Asia Pacific Education Review*.
doi:10.1007/s12564-021-09693-x
- Dai, K*., & Hardy, I. (2020). Shaping a sense of in-betweenness: A Chinese doctoral student’s intercultural learning journey at an Australian university. *Oxford Review of Education*. doi: 10.1080/03054985.2020.1825369.
- Liang, Y, Dai, K*., & Matthews, K, E. (2020). Students as partners: A theoretical activator for rethinking the identity of educators and learners in Chinese higher education. *International Journal of Chinese Education*, 9(2), 131-150.
- Dai, K*., & Tian, M. (2020). Emerging and (Re)shaping ‘identities’ in Chinese higher education. *International Journal of Chinese Education*, 9(2) 127–130.
- Manathunga, C., & Dai, K*. (2020). Higher education research in Australia in the past 40 years. *Peking University Education Review* (北京大学教育评论), 18(2), 1-16. (CSSCI, In Chinese)
- Dai, K*., Matthews, K, E., & Renshaw, P. (2020). Crossing the “bridges” and navigating the “gaps”: Chinese students learning across two systems in a transitional higher education programme. *Higher Education Research & Development*. doi: 10.1080/07294360.2020.1713731.

- Dai, K*, Lingard, B., & Musofer, P. R. (2019). Mobile Chinese students navigating between fields: (Trans)forming habitus in transnational higher education articulation programmes? *Educational Philosophy & Theory*. doi: 10.1080/00131857.2019.1689813.
- Dai, K*. Matthews, K, E., & Reyes, V. (2019). Chinese students' assessment and learning experiences in a transnational higher education programme. *Assessment & Evaluation in Higher Education*. doi: 10.1080/02602938.2019.1608907.
- Dai, K*. (2019). Doctoral Theses (*An exploration of Chinese students' learning experiences in China-Australia '2+2 articulation programs': In between two systems*). *British Journal of Sociology of Education*, 40(8), 1220-1221. doi: 10.1080/01425692.2019.1647625.
- Dai, K*, & Garcia, J. (2019). Learning across two systems: An exploration of Chinese students' experiences in China-Australia articulation programmes. *Journal of International Students*. Retrieved from <http://www.ojed.org/index.php/jis/article/view/677>.
- Dai, K*. (2018). Learning between two systems: A Chinese student's reflexive narrative in a China-Australia 2+2 articulation program. *Compare: A Journal of Comparative and International Education*. doi: 10.1080/03057925.2018.1515008.
- Dai, K*. Lingard, B., & Reyes, V. (2018). "In-betweeners": An investigation of Chinese students' learning experiences in China-Australia 2+2 articulation programs. *Scottish Educational Review*, 50(1), 36-55.
- Dai, K*. (2016). An investigation of Chinese postgraduate students' experiences on a data-visualised English writing feedback platform. In R. Bilof (Eds.), *IEEE International Conference on Educational Innovation through Technology Proceedings*. (pp. 168-173).

Presentations

Invited Talk:

- Dai, K. (2022). International doctoral students' academic writing in the Chinese higher education field: Immersion in-between? University of South Australia, Australia.
- Dai, K. (2022). Higher education development in Australia. Beijing Foreign Studies University, China.
- Dai, K. (2021). Learning as International Students. Beijing Normal University, China.
- Dai, K. (2021). International education in Australia. Beijing Foreign Studies University, China.
- Dai, K. (2021). Foreign-born Chinese students in Chinese higher education: A journey of shaping sense of in-betweenness. Fudan University, China.
- Dai, K. (2021). Chinese doctoral researcher in Australia: A critical reflexive narrative. Shanghai International Studies University, China.
- Dai, K. (2021). Qualitative research: Design, issues, and application. Shanghai International Studies University, China.
- Dai, K. (2021). Developing intercultural competence in international education. Beijing Normal University, China.
- Dai, K. (2020). International doctoral students' learning and research in China. Postdoc Research Forum, Tsinghua University, China.
- Dai, K. (2019). Publishing educational research: Issues and Strategies. Xiamen University, China.
- Dai, K. (2019). A Chinese doctoral student's reflexive narrative of research experiences in Australia. Beijing Normal University, China.

Matthews, K. E., & Dai, K. (2019). *The big idea at a tipping point*. Paper presented at the 2019 National Students as Partners Roundtable, University of New South Wales, Australia.

Conference Presentation:

Wang, X., Dai, K., Jing, X., & Yang, X. (2022). From separation to integration: A systematic review of management strategies of international students in Chinese higher education. Paper presented at the 2022 Comparative Education Society of Hong Kong (CESHK) Annual Conference.

Guo E., & Dai, K. (2022). *Early career academics' identity in the transformation of Chinese academic career system*. Paper presented at the 2022 CIES.

Dai, K., & Hu, Y. T. (2021). *An exploration of international students' motivation to pursue doctoral studies in China*. Paper presented at the 2021 AARE online.

Hu, Y. T., & Dai, K. (2021). *Navigating between imaginary certainty and realistic uncertainty: An exploration of foreign-born students' intercultural learning experiences in Chinese higher education field*. Paper presented at the 2021 AARE online.

Dai, K., Liang, Y. F., Matthews, K. E., & Vayada, P., (2021). *Chinese PhD students in Australian universities during the Covid-19 pandemic: Toward social justice through recognition*. Paper presented at the 2021 AARE online.

Dai, K., & Hardy, I. (2021). *Equity and opacity in enacting Chinese higher education policy: Contrasting perspectives of domestic and international students*. Paper presented at the 2021 Comparative Education Society of Hong Kong (CESHK) Annual Conference.

Dai, K. (2020). *Doing research amid the Covid-19 pandemic: Chinese doctoral students' experiences in Australia*. Paper presented at the 2020 Peking-Lingnan-Wisconsin Education Forum.

Jing, X. L., Peng, L. S., & Dai, K. (2020). *Why Chinese students choose to study secondary education in Canada: An empirical investigation based on push-pull model*. Paper presented at the 2020 CIES, Miami, the USA.

Dai, K. (2019). *Crossing the 'bridges' and navigating the 'learning gaps': An exploration of international research students' intercultural learning and adjustment experiences in China*. Paper presented at the 2019 AARE. Brisbane, Australia.

Dai, K. (2019). *Shaping a sense of in-betweenness: An exploration of international doctoral students' intercultural learning and research experiences in China*. Paper presented at the 3rd Peking University Higher Education Roundtable. Beijing, China.

Dai, K. (2019). *Student as partners in a non-Western educational context: An initial exploration in China*. Paper presented at the 2019 National Students as Partners Roundtable, University of New South Wales, Australia.

Dai, K. (2018). *Studying in between two systems: An exploration of Chinese students' learning experiences in China-Australia joint programs*. The IAFOR Conference for Higher Education Research, Lingnan University, Hong Kong.

Dai, K. (2018). *The Pandora's box of studying in transnational higher education: An exploration of Chinese students' learning experiences in China-Australia joint programs*. Paper presented at the 11th Biennial Comparative Education Society of Asia, Siem Reap, Cambodia.

Dai, K. (2017). *An exploration of Chinese students' ICT-assisted learning experiences in China-Australia 2+2 articulation programs: Technological shock in transition*. Paper presented at the 6th East Lake Young Scholar Forum, Huazhong University of Technology and Science, China.

- Dai, K. (2016). *Transnational education and activity theory: An exploration of Chinese students' internet-assisted learning experience in China-Australia "2+2" programs*. Paper presented at AARE-NZARE 2016 Conference-Activity Theory symposium, Melbourne, Australia.
- Dai, K., Matthews, K, E., & Wright, A. (2016). *Activity theory and transnational education: A comparative investigation of Chinese students' Internet-assisted learning experience in the China-Australia cross-cultural Context*. Paper presented at the XVI World Congress of Comparative Education Societies, Beijing Normal University, Beijing, China.
- Dai, K. (2015). *An investigation of Chinese students' perceptions of blended learning strategies in a cross-cultural setting: A case study of a Chinese-Australian transnational program*. Paper presented at the AARE-NZARE 2015 Conference, University of Notre Dame, Australia.
- Dai, K. (2015). An investigation of blended learning experiences of first-year Chinese transnational program students at an Australian university. In T. Reiners, B.R. von Konsky, D. Gibson, V. Chang, L. Irving, & K. Clarke (Eds.), *Globally Connected, Digitally Enabled*. Proceedings Ascilite 2015 (pp. 67-71).
- Dai, K. (2015). *The role of interactive data visualisation in English learning: A case study of Chinese undergraduate students' perceptions of a web-based data visualising English academic writing feedback platform*. Paper presented at the Third 21st Century Academic Forum, Harvard University, United States.
- Dai, K. (2015). *Digital technologies across cultures and societies: Student perceptions of blended learning in a China-Australia transnational education programs*. Paper presented at the Rhizomes IX: Your Research, Your World: Language, Literature and Linguistics in the Real World, The University of Queensland, Australia.
- Dai, K., Keane, J., & Keane, D. (2014). *An investigation of a web-based data visualising tool, "FRED-visX", on Chinese postgraduate students' English writing*. Paper presentation at the AARE-NZARE 2014 Conference, Queensland University of Technology, Australia.

Memberships

Professional Organizations:

Australian Association for Research in Education
British Association for International and Comparative Education
Comparative Education Society of Asia
Comparative and International Education Society
International Academy for Intercultural Research

Editorial Board:

Editorial Board Member: *Compare: A Journal of Comparative and International Education*
Associate Editor: *Journal of International Students*
Special Issue Editor: *International Journal of Chinese Education, Journal of Asian Public Policy, Compare: A Journal of Comparative and International Education*

Book Proposal Reviewer:

Routledge, Springer, Bloomsbury

Journal Referee:

Asia Pacific Journal of Education, Australian Educational Researcher, ACCESS: Contemporary Issues in Education, British Journal of Educational Technology, Cogent Education, Compare: A Journal of Comparative and International Education, Cambridge Journal of Education, Comparative and International Education, Discover Education, ECNU Review of Education, European Journal of Higher Education, Education Sciences, Frontiers in Psychology, Higher Education, Higher Education Research & Development, International Journal of Comparative Education and Development, International Journal of Chinese Education, International Journal of Environmental Research and Public Health, Journal of Diversity in Higher Education, Journal of Higher Education Policy and Management, Journal of Studies in International Education, Journal of International Students, Journal of Intercultural Communication Research, Journal of International and Comparative Higher Education, Journal of Sociology, SAGE Open, Sustainability, Studies in Graduate and Postdoctoral Education, Study Abroad Research in Second Language Acquisition and International Education ...

Awards

2020 Outstanding Postdoc Research Fellow, Peking University
2019 Editor's Choice Awards for Best Reviewer, *Journal of International Students*
2018 School of Education Publication Awards, UQ
2017 Global Scholarship Programme for Research Excellence, CUHK

Grants

2022 Research Direct Grant, Faculty of Education, CUHK
(Approx. 3,000 USD)
2020 China Postdoc Research Fund, Postdoc Science Foundation
(Approx. 9,000 USD)
2019 China Postdoc International Communication Program, Postdoc Science Foundation
(Approx. 6,000 USD)
2018 International Postdoc Exchange Program, Postdoc Science Foundation
(Approx. 85,000 USD)

Thesis/Dissertation Assessor

PhD thesis external examiner: Faculty of Education, Monash University, Australia

Language Skills

Native Chinese, Professional English, and Basic Italian

References

Emeritus Professor Bob Lingard
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(The UK and Australia)
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