

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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Email: kundai@cuhk.edu.hk
Ranked as one of the Stanford/Elsevier World Top 2% Scientists in 2025

Research Interests

International and Comparative Education; Higher Education; Education Policy; Digital Media in Higher Education; Qualitative Methods

Education

2018 Doctor of Philosophy (Education), The University of Queensland, Australia
2012 Master of Digital Design with First Class 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

Books

- Li, X., & Dai, K. (2025). *(Re)writing the future: Creating Chinese international students at home*. Routledge. (Foreword by Associate Professor Michael Guanglun Mu)
- Dai, K., Kenichi, D., & Oladipo, O. (2025). *Motivation and experiences of international doctoral students in China: Navigating the PhD journey*. Routledge. <https://doi.org/10.4324/9781003385912>
(Foreword by Professor Mok Ka Ho; Endorsement by Professor Ly Tran, Professor Chris R Glass, Professor Kazuo Kuroda)
- Stahl, G., Mu, M., Soong, H., & Dai, K. (2024). *Mapping transnational habitus: Epistemology, theory, and boundaries*. Palgrave Macmillan. <https://doi.org/10.1057/978-1-349-96103-0>
- Wang, X., & Dai, K. (2023). *Developing intercultural competence 'at home': Domestic students' experiences in Chinese universities*. Routledge. <https://doi.org/10.4324/9781003456391>
(Foreword by Professor Yin Hongbiao; Endorsement by Professor Hamish Coates, Professor Steve Kulich, Associate Professor Shen Wenqin)
- Dai, K. (2022). *Transitioning 'in-between': Chinese Students' navigating experiences in transnational higher education*. 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 Chapters

- Doi, K., & Dai, K. (2025). China as an academic semi-periphery: Bridging international doctoral education between Global South and Global North? In Tavares, V. (Eds), *Global South-North Dichotomies in Higher Education* (pp. 1-16). Routledge.
- Dai, K., (2023). ‘Settle down’ or ‘Return overseas’? A reflexive narrative of an international Chinese doctoral scholar’s (re)adjustment experiences in China. In Elliot, D., Bengtsen, S., & Guccione, K. (Eds), *Developing Researcher Independence through the Hidden Curriculum* (pp. 53-61). Palgrave Macmillan.
- Li, X., & Dai, K. (2023). Producing the ‘global elite’ at home through formatted mechanisms: Chinese students’ experiences in international schools. In Tran, L, Zou, X. P, & Ota, H. (Eds), *Internationalization of Higher Education from Asian Perspectives: Insights into Policies, Practices, and Prospects* (pp. 264-278). Routledge.
- Dai, K., Hardy, I., Musofer, P. R., & Lingard, B. (2023). Mobile international students in China: Immersion in-between. In Mu, Michael, G, L., & Dooly, K. (Eds), *Bourdieu and Sino–Foreign Higher Education: Structures and Practices in Times of Crisis and Change* (pp. 140-158). Routledge.
- 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). Routledge.

Peer Reviewed Journal Articles (*Corresponding Author)After joining CUHK:

- Dai, K., Wilkins, S., Zhang, X. (2025). Navigating organizational identity in transnational higher education: The case of a Hong Kong university’s branch campus in mainland China. *Higher Education Research & Development*, 1-20.
- Jiang, Y., Dai, K*, & Cheung, C. K, A. (2025). Heading the road less travelled: Exploring Chinese students’ motivations to study in Tanzania. *Higher Education Research & Development*, 1-20.
- Dai, K., Xu, J., & Liu, Y. (2025). Fostering cultural affinity through higher education? An ecological analysis of international students’ experiences under the ‘Belt and Road Initiative’ in China. *Educational Review*, 1-20.
- Liu, Z., Li, X., & Dai, K. (2025). Pursuing intra-country cross-border higher education: An exploration of Macao students’ motivations to study in mainland Chinese universities. *Globalisation, Societies and Education*, 1-16.
- Wang, T., Wang, W., & Dai, K. (2025). What organizational supports matter in scholar development? An investigation of early career academics’ experiences in China. *Asia Pacific Education Review*, 1-14.
- Li, X., Dai, K., & Zheng, Y. (2025). Alternative paths to a PhD? Factors influencing Chinese degree-seekers to choose Southeast Asian developing countries as learning destination. *Journal of Studies in International Education*, 1-17. <https://doi.org/10.1177/10283153251356212>
- Jiang, Y., Dai, K., & Li, C. (2025). Between racialized and racializing: Chinese students’ dual experiences of racism in Tanzania. *Higher Education*, 1-18.

- Liu, Y., Xing, C., & Dai, K*. (2025). Resilience and symbolic violence: Navigating cultural and structural constraints in Chinese students' transnational higher education experiences. *Journal of Studies in International Education*, 1-17. <https://doi.org/10.1177/10283153251343128>
- Dai, K., Li, X., & Mu, G. M. (2025). A Bourdieusian exploration of international students' WeChatting experiences in China: A habitus of digital learning. *Studies in Higher Education*, 1-14.
- Doi, K., & Dai, K*. (2025). PhD journey in an academic 'semi-periphery': Reflexive narrative of a Japanese student's learning experience in China. *Higher Education Research & Development*, 1-15.
- Liu, Y., & Dai, K*. (2025). Balancing acts? Exploring the dynamics between quantity and quality in Chinese transnational higher education through data governance. *Journal of Higher Education Policy and Management*, 47(2), 210-226.
- Wang, T., Wang, W., & Dai, K. (2025). Influencing factors on scholars' perceptions of organisational support in Chinese higher education: An exploratory study. *European Journal of Education*, 60(1), e12849.
- Dai, K., Hardy, I., & Jiang, Y. (2025). Caught 'in-between': Insights into international students' doctoral thesis writing practices in China. *Higher Education Research & Development*, 44(2), 354-370.
- Liu, Y., Zhang, X., & Dai, K. (2025). Mapping the terrain of global research trajectory of international doctoral students: A bibliometric review. *Higher Education Research & Development*, 44(2), 480-499.
- Zhang, X., Dai, K., & Liu, Y. (2024). Global expectations but local realities? Understanding mainland Chinese students' identity formation in Hong Kong institutions' branch campuses in the Greater Bay Area. *Compare: A Journal of Comparative and International Education*, 1-18.
- Liang, Y., Dai, K*, & Matthews, K. E. (2024). Followers, customers, or partners? Comparing conceptualisations of students as partners in Australian, Mainland Chinese, and Hong Kong universities. *Higher Education*, 88(6), 2251-2267.
- Zhang, X., & Dai, K*. (2024). Portraying a growing field of study: A scientometric review of research on international branch campuses. *Studies in Higher Education*, 1-17. <https://doi.org/10.1080/03075079.2024.2332413>
- Dai, K*, & Mu, G. M. (2024). Navigating across academic labour markets: A Bourdieusian reflexive narrative of a Chinese international doctoral graduate's employment experiences. *Higher Education Research & Development*, 1-16. <https://doi.org/10.1080/07294360.2024.2332262>
- Dai, K*, & Pham, T. (2024). Graduate employability and international education: an exploration of foreign students' experiences in China. *Higher Education Research & Development*, 1-16. <https://doi.org/10.1080/07294360.2024.2325155>
- Nam, B., English, A., Dai, K. (2024). Intercultural capital and ambiguous loss in in-between space: A digital ethnography of Anglo-Sino Academic families amid China's transformation into the post-pandemic era. *Identities*. <https://doi.org/10.1080/1070289X.2024.2309825>
- Wang, X., Dai, K*, Jing, X., & Yang, X. (2024). 来华留学生趋同化管理的理念、实践与成效。复旦教育论坛 (Fudan Education Forum).
- Wang, T., Yu, L., Wang, W., & Dai, K*. (2023). Employees in change: An exploration of academics' perceived employee-organisation relationship in the reform of the tenure-track system in China. *Studies in Higher Education*, 1-14. <http://doi:10.1080/03075079.2023.2288940>

- Oladipo, O. A., Dai, K*, & Liang, C. W. Y. (2023). Experiencing transnational dual degree programs in China: an exploration of international students' motivation. *Studies in Higher Education*, 1-14. <http://doi:10.1080/03075079.2023.2288662>
- Dai, K., Mok, K. H., & Li, X. (2023). Mapping the historical development and landscape of transnational higher education research: A scientometric analysis from comparative and international perspectives. *Compare: A Journal of Comparative and International Education*. doi: 10.1080/03057925.2023.2292517
- Dai, K*, & Hardy, I. (2023). Contextualizing and hybridizing academic identity formation: An analysis of international returnees and locally trained scholars in China. *Higher Education*. <http://doi:10.1007/s10734-023-01108-7>
- Li, X., Dai, K., & Zhang, X. (2023). Transnational higher education in China: Policies, practices, and development in a (post-)pandemic era. *Higher Education Policy*. <http://doi:10.1057/s41307-023-00328-x>
- Dai, K, Wilkins, S., Zhang, X. (2023). Understanding contextual factors influencing students' motivations to study at a Hong Kong institution's branch campus. *Journal of Studies in International Education*. <http://doi:10.1177/10283153231205079>
- Pham, T., Dai, K., & Saito, E. (2023). Forms of agency enacted by international PhD holders in Australia and PhD returnees in China to negotiate employability. *Compare: A Journal of Comparative and International Education*. <https://doi.org/10.1080/03057925.2023.2237885>
- Dai, K*, & Tan, C. (2023). Educational equity in China: The experience of school choice reform in Shanghai. *Asia Pacific Journal of Education*. <https://doi.org/10.1080/02188791.2023.2220939>
- Stahl, G., Mu, M., Soong, H., & Dai, K. (2023). A fish in many waters? Addressing transnational habitus and the reworking of Bourdieu in global contexts. *Sociological Research Online*. <https://doi.org/10.1177/13607804231180021>
- Dai, K., & Ma, J. (2023). Achieving sustainable learning in China: An exploration of international master students' assessment and learning experiences at a Chinese university. *Innovations in Education and Teaching International*. <https://doi.org/10.1080/14703297.2023.2223192>
- Dai, K., Matthews, K, E., & Liang, Y. (2023). 'I wish to participate but...': Investigating students' perceptions of student-staff pedagogical partnerships at a Hong Kong university. *Higher Education*. <https://doi.org/10.1007/s10734-023-01035-7>
- Dai, K., Hu, Y., Li, X., & Oladipo, O. (2023). Conducting doctoral study in China: An exploration of international students' motivation at Chinese universities. *Higher Education Research & Development*. <https://doi.org/10.1080/07294360.2023.2197195>
- Dai, K*, & Hardy, I. (2023). Pursuing doctoral research in an emerging knowledge hub: An exploration of international students' experiences in China. *Studies in Higher Education*. <https://doi.org/10.1080/03075079.2023.2166917>
- Dai, K*, Garcia, J., & Olave, K. (2023). In-between worlds: Chilean university lecturers' experiences of teaching transition between face-to-face and virtual reality contexts during the Covid-19 pandemic. *Educational Technology Research & Development*. <https://doi.org/10.1007/s11423-023-10217-0>.
- Dai, K*, & Matthews, K, E. (2022). 'Students as partners rather than followers but...': Understanding academics' conceptions of changing learner-teacher relationships in Chinese higher education. *Higher Education Research & Development*. <https://doi:10.1080/07294360.2022.2135690>

- Dai, K*, & Elliot, D. (2022). ‘Shi men’ as key doctoral practice: Understanding international doctoral students’ learning communities and research culture in China. *Oxford Review of Education*. [https://doi: 10.1080/03054985.2022.2123309](https://doi.org/10.1080/03054985.2022.2123309)
- Dai, K*, & Hardy, I. (2022). Language for learning? International students’ doctoral writing practices in China. *Journal of Multilingual and Multicultural Development*. [https://doi:10.1080/01434632.2022.2089154](https://doi.org/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. [https://doi: 10.1177/10283153211065135](https://doi.org/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*. [https://doi: 10.1080/13562517.2021.2015752](https://doi.org/10.1080/13562517.2021.2015752)

Before joining CUHK:

- 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. [https://doi: 10.1016/j.ijintrel.2020.11.010](https://doi.org/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*. [https://doi:10.1007/s12564-021-09693-x](https://doi.org/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*. [https://doi: 10.1080/03054985.2020.1825369](https://doi.org/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.
- 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*. [https://doi: 10.1080/07294360.2020.1713731](https://doi.org/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*. [https://doi: 10.1080/00131857.2019.1689813](https://doi.org/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*. <https://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. <https://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*. <https://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.

Awards

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| 2025 | Early Career Award, HK Research Grants Council (1 out of 8 in all HK universities) |
| 2020 | Outstanding Postdoc Research Fellow, Peking University |
| 2019 | Editor's Choice Awards for Best Reviewer, <i>Journal of International Students</i> |
| 2018 | School of Education Publication Awards, University of Queensland |
| 2017 | Global Scholarship Programme for Research Excellence, CUHK |

Grants as PI

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| 2025 | Early Career Scheme, HK Research Grants Council (Approx. 853,000 HKD) |
| 2025 | Research Direct Grant, CUHK (Approx. 73,500 HKD) |
| 2024 | Research Direct Grant, CUHK (Approx. 78,500 HKD) |
| 2022 | Research Direct Grant, CUHK (Approx. 24,800 HKD) |
| 2020 | China Postdoc Research Fund, Postdoc Science Foundation (Approx. 9,000 USD) |
| 2019 | Postdoc International Communication Program, China Postdoc Science Foundation (Approx. 6,000 USD) |
| 2018 | International Postdoc Exchange Program, China Postdoc Science Foundation (Approx. 85,000 USD) |

Grants as Co-I

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| 2023 | General Project, China National Office for Education Sciences Planning Foundation |
| 2022 | General Project, China National Social Science Foundation |
| 2022 | Young Researcher Program, China Ministry of Education Humanities and Social Sciences Foundation |
| 2021 | Young Researcher Program, China Ministry of Education Humanities and Social Sciences Foundation |
| 2020 | General Project, China Ministry of Education Foundation on Humanities and Social Sciences |

Presentations***Invited Talk:***

- Dai, K. (2025). Research landscape of transnational higher education: Challenges and Opportunities. Tsinghua University, China.
- Wang X., & Dai, K. (2024). Developing intercultural competence ‘at home’: Chinese university students’ experiences. The Education University of Hong Kong, Hong Kong SAR.
- Dai, K., & Doi, K. (2024). Pursuing doctoral education in China: An exploration of international students’ learning journeys in China. The University of Hong Kong, Hong Kong SAR.
- Dai, K. (2023). Navigating the Chinese academic research field: An exploration of international doctoral students’ journeys in China. University of Glasgow, the UK.
- Dai, K. (2023). ***Keynote***-WeChatting as digital learning habitus: Understanding international students’ experiences in China. The 6th ChinaHE conference, Manchester Institute of Education, the UK.
- Dai, K. (2023). Research about student cross-broader mobility: Landscape and future trend. Beijing Normal University, China.
- Dai, K. (2023). Becoming a fish in many waters? Preparations for navigating different academic markets. Manchester Institute of Education, the UK.
- 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). ***Keynote***-The big idea at a tipping point. The 2019 National Students as Partners Roundtable, University of New South Wales, Australia.

Selected Conference Presentation:

- Liu, Y., Xing, C., & Dai, K. (2024). Break loose of symbolic violence: The pathway to sociology of resilience for Chinese students in Transnational Higher Education (TNHE). Paper presented at European Conference on Educational Research (ECER) 2024 in Cyprus.

- Liu, Y., & Dai, K. (2024). Data-Driven Transformation of Transnational Higher Education in China: Exploring Internationalization through the Lens of Data Governance. Paper presented at the 36th Consortium of Higher Education Researchers (CHER) conference in Luxembourg.
- Dai, K., & Mok, K. (2023). Illustrating the historical development and landscape of transnational higher education research: A scientometric analysis from comparative and international perspectives. Paper presented at the 2023 CHER.
- Zhang, X., Dai, K., & Wilkins, S. (2023). Students' choice of intra-country cross-border education: motivations for studying at a Hong Kong institution's branch campus. Paper presented at the 2023 CHER.
- Jiang, Y., & Dai, K. (2023). Unconventional paths: An exploration of the evolving motivation of Chinese exchange students in Africa. Paper presented at the 2023 HKERA-APERA.
- Wang, X., Jin, H., Dai, K. (2023). The impact of internationalization at home strategies on domestic students' intercultural competence development in China. Paper presented at the 2023 HKERA.
- Zheng, Y., Li, X., & Dai, K. (2023). Pursing Doctoral Study in Non-traditional Destination: An Exploration of Chinese Students' Motivation to Study in Southeast Asia. Paper presented at the 2023 HKERA-APERA.
- Dai, K. (2023). Shifting between different languages: International doctoral students' academic writing experiences in China. Paper presented at the 2023 HERDSA.
- Hu, Y. T., & Dai, K. (2023). Who was I? Who am I? An exploration of foreign-born Chinese students' intercultural identity formation in China. Paper presented at the 2023 HERDSA.
- Liang, Y., Matthews, K. E., & Dai, K. (2023). Followers, customers, or partners: Comparing conceptualisations of students as partners in Australian, Mainland China, and Hong Kong universities. Paper presented at the 2023 HERDSA.
- Dai, K. (2023). Pursuing doctoral research in an emerging knowledge hub: An exploration of international students' experiences in China. Paper presented at the 2023 CIES.
- Li, X., & Dai, K. (2023). Producing the 'global elite' at home through formatted mechanisms: Chinese students' experiences in international schools. Paper presented at the 2023 CIES.
- Wang, X., & Dai, K. (2023). Developing intercultural competence 'at home': Domestic students' experiences in Chinese universities. Paper presented at the 2023 CIES.
- 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. (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).
- 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; Journal of Diversity in Higher Education*
Associate Editor: *Journal of International Students, Higher Education Research & Development*
Special Issue Editor: *International Journal of Chinese Education, Asian Education and Development Studies, Compare: A Journal of Comparative and International Education, Sustainability, International Journal of Educational Management*

Book Proposal Reviewer:

Routledge, Springer, Bloomsbury

Referee for 90+ international journals:

Acta Sociologica, AERA Open, Applied Research in Quality of Life, Assessment & Evaluation in Higher Education, Asia Pacific Education Review, Asian Journal of Social Science, Asia-Pacific Education Researcher, Asia Pacific Journal of Education, Australian Educational Researcher, Asian Education and Developmental Studies, ACCESS: Contemporary Issues in Education, British Educational Research Journal, British Journal of Educational Technology, Cogent Education, Cogent Social Science, Cogent Arts & Humanities, Compare: A Journal of Comparative and International Education, Cambridge Journal of Education, Comparative and International Education, Discover Education, Educational Philosophy & Theory, ECNU Review of Education, European Journal of Education, European Journal of Higher Education, Educational Review, Educational & Developmental Psychologies, Educational Research for Policy and Practice, Frontiers in Psychology, Globalisation Societies and Education,

Human Resource Management Journal, Higher Education, Higher Education Quarterly, Higher Education Research & Development, International Journal of Comparative Education and Development, International Journal of Multilingualism, International Journal of Fashion Design, Technology and Education, International Journal of Intercultural Relations, International Journal of Chinese Education, Journal of Marketing for Higher Education, 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 for the Study of Education and Development, Journal of International and Comparative Higher Education, Journal of Sociology, Language, Culture and Curriculum, Pedagogy, Culture and Society, Multicultural Education Review, Psychological Reports, Psychology Research and Behavior Management, Research in Comparative and International Education, SAGE Open, Studies in Higher Education, Studies in Graduate and Postdoctoral Education, Study Abroad Research in Second Language Acquisition and International Education, Trends in Higher Education, Teachers and Teaching: Theory and Practice ...

Thesis/Dissertation Assessor

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

PhD thesis external examiner: Faculty of Education, University of Hong Kong, Hong Kong SAR

Supervision

Dr Dai is currently (co)supervising 8 PhD and 3 EdD students at CUHK. He has completed the supervision of 1 PhD, 1 EdD, 1 Postdoc, and 3 Master students. Meanwhile, he is an internal committee member for 6 doctoral students at CUHK.