Rita Hai Min Dai, PhD, Associate Professor

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Academic Profile

Dr Rita Hai Min Dai is an Associate Professor in Education at Shanghai Jiao Tong University. Her research explores the pedagogical implications of Generative artificial intelligence (GenAI) and other emerging technologies in higher education. Drawing on educational technology, learning sciences, and educational psychology, she investigates how human–GenAI interaction can support teaching, learning, and knowledge construction. Her recent work focuses on GenAI-enabled research competencies and practices, GenAI literacy development, and the evolving roles of educators and learners in technology-rich environments. Overall, she examines how pedagogy can be designed to support effective, equitable, and sustainable integration of GenAI in teaching, learning, and academic work.

Dr Dai has published in leading international journals, including *Computers & Education*, *Computers in Human Behavior*, *British Journal of Educational Technology*, *Interactive Learning Environments*, *Journal of Computer Assisted Learning*, *Australasian Journal of Educational Technology*, and *Higher Education*. She has led and collaborated on a range of nationally and internationally funded projects investigating human–GenAI collaboration, educational sustainability, teacher AI literacy, and professional agency in the age of artificial intelligence.

In addition to her research, Dr Dai contributes actively to the international educational technology community through editorial leadership. She currently serves as Associate Editor for the *Australasian Journal of Educational Technology* and the *Journal of University Teaching and Learning Practice*, Guest Editor for a special issue of *British Journal of Educational Technology*, and as Academic Advisor to the Education University of Hong Kong's initiative on university teachers' GenAI competencies and professional learning systems.

Employment

- 2024 – Present Associate Professor, Shanghai Jiao Tong University
- 2021 – 2024 Assistant Professor, Shanghai Jiao Tong University
- 2009 – 2019 Lecturer, Beijing Normal University Zhuhai

Research funding and grants (recent 6 years)

- **PI** (2026). Mechanisms of Human-GenAI Collaboration in Social Science Research: Exploring Pathways to Enhance Graduate Students' Research Competencies. **National Natural Science Foundation of China** (Success rate: less than 12.29%), ¥ 300,000 (c. £31,000).
- **PI** (2024). Exploring Pathways to Enhance Language Instructors' Agency in the Era of Generative AI. "Generative AI + Education" Special Fund Project by Shanghai Jiao Tong University. ¥5,000 (c. £500)

- **PI** (co-chair with Dr. Wang Shuai) (2024). Generative AI + Methods in Educational Research. Special Fund for Innovation in Curriculum and Instructional Design by Shanghai Jiao Tong University. ¥5,000 (c. £500)
- **PI** (2023–2026). An Investigation of the Management Model for the Sustainable Use of Smart Learning Technologies in Human-AI Hybrid Environments. **Humanities and Social Science Grant by the Ministry of Education (China)** (Success rate ranging from 10% to 20%), ¥ 80,000 (c. £8,300).
- **PI** (co-chair with Professor Chris Brown) (2023–2024). An Investigation of the Sustainable Use of Smart Learning Technologies in the Human-AI Hybrid Settings. SJTU-Warwick Global Strategic Partnership Fund (International Collaborative Project). ¥50,000 (c. £5,200) for SJTU researcher.
- **PI** (2021–2024). An Investigation of Online Learning Persistence among Adolescents. Shanghai Jiao Tong University Start-up Fund, ¥ 300,000 (c. £31,000).
- **PI** (2020). CORE Skill Data Fitness Framework Model Development. CORE Innovation Hub (Industrial project).
- **CI** (2023–2025). An Investigation of the Emotional Development of College Students in Online Learning from the Perspective of Positive Psychology. Chongqing Municipal Education Commission. (PI: Dr. Meng Zhang)
- **CI** (2023–2025). Enhancing Formative Assessment in English Speaking Courses through Digital Tools. Chongqing Municipal Education Commission. (PI: Dr. Meng Zhang)
- **CI** (2020–2021). Effects of Social Media on Social Resilience: A Case Study of the COVID-19 Epidemic. Macao SAR Government Higher Education Covid-19 Special Fund. (PI: Bei Ju)

Research output (*corresponding author)

- **Dai, H. M.,** Ni, K., Meng, H*., Crawford, J., & Teo, T. (Accepted). ChatGPT as a frenemy in Teaching: Perceived autonomy and risks. Australasian Journal of Educational Technology. (SSCI, Q1, IF: 6.3).
- Rappa, N.*, Divaharan, S. & **Dai, H. M.*** (2026). Agency in learning and self-directed learning with Generative AI. British Journal of Educational Technology. (SSCI, Q1, IF: 13).
- Wu, D., Wang, Z., & **Dai, H. M.*** (2026). An empirical study on the progressive instructional design for developing high school students' mathematical modelling competency. Journal of Mathematics Education (CSSCI-E). [吴丹妮，王卓，戴海敏* (2026). 高中生数学建模能力进阶式教学模式的实证研究. 数学教育学报，35 卷 (2)：5-12.]
- Sun, D., Ba, S., Cha, Y., Yu, J., Chiang, F. K., **Dai, H. M**., & Lim, C. P. (2026). Empowering university teachers in higher education: A Generative AI-responsive competency framework. Computers and Education: Artificial Intelligence (ESCI, Q1, IF: 23.4), 100542. https://doi.org/10.1016/j.caeai.2026.100542
- Liu, M., Wu, Z., **Dai, H. M.** et al., (2025). Enhancing self-directed learning and Python mastery through integration of a large language model and learning analytics dashboard.

British Journal of Educational Technology (SSCI, Q1, IF: 13). https://doi.org/10.1111/bjet.70005

- Ni, K., **Dai, H. M.*** (co-first author) & Chris, B. (2025). Secondary school students' learning persistence in human-AI hybrid learning: The supplementary role of parental mediation. British Journal of Educational Technology (SSCI, Q1, IF: 13). https://doi.org/10.1111/bjet.13563
- Taylor, L., **Dai, H. M.**, Ng, H., Playfoot, D. & Rose, S. (2025). Editorial: Improving quantitative research in higher education learning and teaching. Journal of University Teaching and Learning Practice (ESCI, Q1, IF: 5.2). https://doi.org/10.53761/jc59jm21
- **Dai, H. M.*** & Chang C. (Under contract). Achieving agency in the era of ChatGPT: Insights from language teachers at Chinese universities. In Global Challenges in Language Teaching and Learning: Developments and Innovation. Cambridge University Press.
- **Dai, H. M.*,** Ni, K., Rappa, N., Long, X., Wu, C., Wang, Y., Teo, T. & Zhang. M. (2023). Explaining persistence in online learning: A review study. In proceedings of 2023 ASCILITE conference, New Zealand. https://doi.org/10.14742/apubs.2023.483
- Ju, B., **Dai, H. M.***, Todd, S. (2023). Resilience and (dis)empowerment: Use of social media among female mainland low-skilled workers in Macao during the COVID-19 Pandemic. Sage Open (SSCI, Q1, IF: 2.4), 13 (1):1-12. https://doi.org/10.1177/21582440231160480
- **Dai, H. M.*,** Teo, T., & Rappa, N. A. (2022). The role of gender and employment status in MOOC learning: An exploratory study. Journal of Computer Assisted Learning (SSCI, Q1, IF: 5.7), 38(5), 1360-1370. https://doi.org/10.1111/jcal.12681
- Ju, B., **Dai, H. M.***, Todd, S. (2022). Struggling in im/mobility: Lived experiences of Macao's mainland Chinese migrant laborers via WeChat moments during Covid-19. Communication, Culture and Critique (SSCI, Q2, IF: 1.4), 15(4), 489-498. https://doi.org/10.1093/ccc/tcac022
- Teo, T. & **Dai, H. M.***(2022). The role of time in the acceptance of MOOCs among Chinese university students. Interactive Learning Environments (SSCI, Q1, IF: 6.7), 30(4), 651-664. https://doi.org/10.1080/10494820.2019.1674889
- **Dai, H. M.***, Ju, B., Teo, T., & Natasha, N. A. (2021). Understanding Chinese female university teachers' intention to pursue a PhD Degree: Some insights from a Chinese University. Higher Education (SSCI, Q1, IF: 4.3), 18, 1347-1366. https://doi.org/10.1007/s10734-020-00616-0
- **Dai, H. M**., Teo, T., Rappa, N. A. & Huang, F. (2020). Explaining Chinese university students' continuance learning intention in the MOOC setting: A modified expectation confirmation model perspective. Computers & Education (SSCI, Q1, IF: 13.2), 150, 103850. https://doi.org/10.1016/j.compedu.2020.103850
- **Dai, H. M.***, Teo, T. & Rappa, N. A. (2020). Understanding continuance intention among MOOC participants: The role of habit and MOOC performance. Computers in Human Behavior (SSCI, Q1, IF: 12.2), 112, 106455. https://doi.org/10.1016/j.chb.2020.106455

- **Dai, H. M**., Nikkhou, F., Tindall, I., & Crewe, S. (2020). CORE Skills Data Fitness Framework Model Development. Project Report (Copyright belongs to CORE Innovation Hub).
- **Dai, H. M.***, Qin, L. Y. & Zhang, Y. (2019). Destination image: A case study of Zhuhai city image. Tourism Today. https://d.wanfangdata.com.cn/periodical/ddlv201822159
- **Dai, H. M.** (2014). Plotinus' aesthetics. Journal of Guilin University of Aerospace Technology, 19(2), 200-203. (In Chinese) https://doi.org/10.3969/j.issn.1009-1033.2014.02.027
- **Dai, H. M.** (2010). She and nativeness: Feminism in China from the perspective of nativesness. Journal of Guilin University of Aerospace Technology, 15(4), 522-524. (In Chinese) https://doi.org/10.3969/j.issn.1009-1033.2010.04.030
- **Dai, H. M.** (2010). Plants and women in the Book of Song. Science & Technology Information, 31, 573-577. (In Chinese) https://doi.org/10.3969/j.issn.1001-9960.2010.31.458

Research supervision

Completed and ongoing supervision includes projects on AI-supported teaching, blended learning, mathematical modelling pedagogy, career education, and human–GenAI collaborative learning.

- Completed:

Kaige Ni (MA, 2024). An Investigation of Secondary School Students' Learning Persistence in Blended Learning: The Role of Parental Mediation

Danni Wu (MEd, 2024). Improving High School Students' Mathematical Modelling Competencies: A Case Study of a Middle School in Shanghai

Ying Wang (MEd, 2025). Development and Evaluation of a Human-GenAI Collaborative Model for Lexical Feedback in English Writing

Yuyang Wang (MEd, 2025). A Study on the Instructional Design of Integrating Career Education into High School Biology Teaching and its Impact on Students' Career Adaptability

Ke Li (MEd, 2026). Integrating Comprehensive Sexuality Education into Secondary School Biology Course

- In-progress:

Changchen Wang (PhD), Computers Science & Education

Zhanghan Wang (MA)

Zhuo Wang (MEd)

Xinyu Ge (MEd)

Teaching

- Shanghai Jiao Tong University

  - Future Education (Master)
  - Methods in Educational Research (Master)
  - English for Academic Purposes (PhD)
- Beijing Normal University Zhuhai
  - Business Communication (Undergraduate)
  - Academic and Professional Writing (Undergraduate)
  - Organisational Behaviour (Undergraduate)
  - Intensive English (Undergraduate)
- Research-informed Learning Design
  - Produced instructional videos on research methods and statistical analysis to support self-directed learning.
  - Integrated Web 2.0 Apps and Generative AI into curriculum design and learning materials
  - Participated in collaborative curriculum development and interdisciplinary teaching initiatives.
- Funding and Recognition
  - Received funding related to GenAI-supported learning and curriculum innovation (Listed in the Research Funding and Grants).
  - Teaching-related awards and honours are listed in the Awards and Honours section.

Awards and honours

- Research Excellence
  - 2021 Vice Chancellor's Excellence in Research – Best Research Output Award, Murdoch University
  - 2021 Best Publication Award, Murdoch University
  - 2020 Chinese Government Award for Outstanding Students Abroad
- Teaching Excellence
  - 2024 Award for Excellence in Teaching Competition for Young Faculty, Shanghai Jiao Tong University
  - 2016 Teaching Excellence Award, Beijing Normal University Zhuhai
- Student and Academic Service
  - 2012 Excellent Student Consultancy Service Award
  - 2011 Excellent Student Consultancy Service Award

Degrees

- PhD in Education, Murdoch University, Australia (2019 – 2021)
  Thesis: *Continuous Learning in MOOCs: Insights from Chinese MOOC Learners* (Top 10%)
- PhD candidate in Education, University of Macau, Macau SAR (2017 – 2019)
- M. A. in Foreign Linguistics and Applied Linguistics, Sun Yat-sen University, China (2007 - 2009)

- B. A. in English, Sun Yat-sen University, China (2003 – 2007)

Other key academic merits, such as:

- Professional roles:
  - Associate Editor, the Australasian Journal of Educational Technology
  - Academic Advisor, Education University of Hongkong's CRAC project titled "University Teacher Artificial Intelligence (AI) Competency Model and Professional Learning System for EduHK and Beyond".
  - Guest Editor, the special issue on Generative AI in the British Journal of Educational Technology
  - Associate Editor, the Journal of University Teaching and Learning Practice
  - Consultant, "Teachers' Digital Literacy" Project, Minhang Institute of Education, Shanghai
  - Coordinator, School-based research (collaboration with a secondary school in Shanghai)
- Invited talks & Conference presentation:
  - Dai, H. M. (2026, June). Invited Speaker, Understanding Human-Generative AI Collaboration in Academic Inquiry: A Multilevel Analysis. AI4HE Symposium: Transformative GenAI in Higher Education: Teacher Competencies, Human–AI Inquiry, and Design Learning, Hongkong. https://www.eduhk.hk/ai4edu2026/keynote.html
  - Dai, H. M. (2026, May). Invited Talk. Human-Generative AI collaboration in academic inquiry: A case study of graduate students. 2026 International Conference on Artificial Intelligence and Education, China. https://www.icaie.org/IS.html
  - Lim, C. P., Isaacs, S., Yang, D., Dai, H. M. (2026, January). Invited talk. Higher education teacher competencies in the GenAI era. British Educational Training and Technology Show (Bett), London. https://uk.bettshow.com/bett-uk-2026-agenda/higher-education-teacher-competencies-genai-era
  - Editorial team member (2026). Invited talk on tips for conducting and publishing higher education research. Oxford Brookes Centre for Research About Learning in Higher Education.
  - Panel member for the Psychology Section for the Journal of University Teaching and Learning Practice (2025). Panel discussion on key issues for quantitative research in educational psychology.
  - Dai, H. M. (2025, November). Invited talk. How does GenAI reshape teaching and learning: Insights from empirical studies. "AI-Empowered Education: Smart Collaborative Learning Initiative", AI in Education Forum and Student Showcase. Hongkong STEM Education Alliance. https://m.chinanews.com/wap/detail/chs/zw/10512354.shtml
  - Dai, H. M. (2025, August). Human-AI partnership in academic research: A case study of postgraduate education students. EARLI 2025, Glaz, Austria.

- Wang, Z., & Dai, H. M. (2025, September). Exploring the agency of Chinese postgraduate students in utilizing generative AI for research. BERA 2025, Brighton, United Kingdom.
- Dai, H. M. (2025). Invited talk. Trends in future education and innovative talent development. Professional Development Programs for Secondary School Principals, Shanghai Jiao Tong University.
- Dai, H. M. (2025). Invited talk. Human-machine co-shaping the future of education: Opportunities and challenges. Lifelong Education College, Shanghai Jiao Tong University
- Dai, H. M. (2025). AI + HI (Human Intelligence): Shaping the future of education at SJTU. Education University of Hongkong. https://www.linkedin.com/feed/update/urn:li:activity:7377877260277809152/?utm_source=share&utm_medium=member_desktop&rcm=ACoAAEhCuWEBLnBfDq70KUQlfAS5uuMRnr_ZTlo
- Dai, H. M. (2024). Human-machine co-shaping the future of education: Opportunities and challenges. Lifelong Education College, Shanghai Jiao Tong University
- Dai, H. M. (2024). Achieving agency in the era of ChatGPT. UNU Macau AI Conference 2024, Macau.
- Dai, H. M. (2023). Invited talk. How does ICT Reshape Teaching and Learning in China, UNESCO Teacher Education Centre, Shanghai
- Dai, H. M., Ni, K., Rappa, N., Long, X., Wu, C., Wang, Y., Teo, T. & Zhang. M. (2023). Explaining persistence in online learning: A review study. 2023 ASCILITE Conference, New Zealand.
- Dai, H. M. & Ni, K. (2023). Conceptualizing and measuring online learning persistence. 2023 18th Annual Conference of China Education Technology Association. Zhejiang, China.
- Dai, H. M. (2022). Keynote speaker. Online learning persistence: A systematic review. 2022 6th International Conference on Education and Information Technologies (Online).
- Dai, H. M. (2022). Keynote speaker. Learning persistence in MOOCs. 2022 6th International Conference on Education and Human Development (Online).
- Dai, H. M. (2020). Invited talk. Understanding continuance intention among MOOC participants: The role of habit and MOOC performance. The 2nd ISLA China 2020.
- Dai, H. M. (2019). Invited speaker. Choices in research: Learning in MOOCs. BNU Zhuhai Forum for International Young Scholars, China.
- Doctoral dissertation committee member, Shanghai Jiao Tong University, Murdoch University
- Shanghai Jiao Tong University, Murdoch University
- Referee for scientific publications: Computers & Education, Computers in Human Behavior, ReCALL, British Journal of Educational Technology, Interactive Learning Environments, Telematics and Informatics, Higher Education, The Asia-Pacific

Education Researcher, Behaviour & Information Technology, Cambridge Journal of Education, etc.

- Organising scientific conferences:
  - Program committee members, The 30th Global Chinese Conference on Computers in Education 2026. https://clst.fed.cuhk.edu.hk/gccce2026/en/c8/
  - Coordinator, the 10th Forum on Empirical Education Research 2024 (Science Education session), Shanghai, China.
  - Session Chair, H12: AI Applications for Learning, Professional Development and Research & S06: Perspective and Challenges in Teacher Education. EARLI 2025, Glaz, Austria.
  - Conference Moderator, the 2022 6th International Conference on Education and Human Development, online.
  - Technical Committee Member, the 2022 5th International Conference on Big Data and Education, online.