Dr. Kim Dang
Sch of Curriculum Teaching & Inclus Edu
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Biography

Dr Thi Kim Anh Dang (Kim Dang) is Senior Lecturer (TESOL and Languages Education) at the Faculty of Education, Monash University. Prior to this role, Kim worked as a Senior Lecturer in the Continuing Education Excellence Development (CEED) program at the Office of the Vice-Provost (Learning and Teaching) at Monash University from May 2015 to December 2018. Kim is also a Senior Fellow in the Higher Education Academy (UK) and a Monash Education Academy Fellow.

Kim has had decades of teaching experience in teacher education and adult education in Australia and Vietnam. She started her academic career as a teacher educator at the Faculty of English Language Teacher Education, the Vietnam National University, Hanoi, where she worked for over 10 years. When in Vietnam, Kim also held an external position as a trainer at the Asian Institute of Technology Centre in Vietnam (AITCV) for over 8 years. In Australia, prior to her appointment at Monash University, Kim worked as a lecturer at the Melbourne Graduate School of Education, the University of Melbourne, and as a lecturer in student learning at the Faculty of Business, Economics and Law, La Trobe University.

Kim holds a PhD in teacher education from the University of Melbourne, where she has also completed a Masters of Education. The title of her PhD thesis is *'Paired-placements in teacher education: A socio-cultural activity theoretical perspective'.* The study explores how TESOL pre-service teachers learn to teach English in the collaborative settings of paired-placements in their professional experience. Her Master's thesis, titled '*Applying a genre-based approach in teaching the writing of the English discussion genre to Vietnamese EFL students at the tertiary level',* supervised by Professor Frances Christie, received the John and Elizabeth Robertson Prize for being the most meritorious Master's thesis within the Master of Education at the University of Melbourne in 2003.

Apart from her core interest in TESOL teacher education and ESL, Kim is also interested in Indigenous education and education policy. Kim has been invited to work as an independent research consultant for multiple research projects in Indigenous education at the Australian Catholic University and La Trobe University. Kim has published in high impact international journals, including *The Teaching and Teacher Education, Critical Studies in Education, Current Issues in Language Planning, Asia Pacific Journal of Education,* among others. Her latest book titled 'Education Policy: Mapping the Landscape and Scope' was published by Peter Lang Publishers, Frankfurt am Main in 2016.

Kim has been awarded several prizes and awards from national and international professional bodies, including an Early Career Researcher Special Commendation Award from the Australian Association for Research in Education in 2015. She also won the 'Excellent Research Supervision Award' from the Governement of Vietnam in 2007, and several prizes and awards from the University of Melbourne for her Masters and PhD research.

Kim's interested to supervise HDRs and collaborate in the areas of teacher education, professional learning, TESOL, English language education, globalisation in education, Indigenous education, educational policy and leadership. She is also interested in Vygotsky's sociocultural theory and activity theory, which she has been working since 2008.

Qualifications

TESOL Teacher Education, Doctor of Philosophy, Paired-placements in Teacher Education: A Sociocultural Activity Theoretical Perspective, University of Melbourne
Award Date: 5 Aug 2014

Education, Master of Education, Applying a Genre-based Approach in Teaching the Writing of the English Discussion Genre to Vietnamese EFL Students at the Tertiary Level, University of Melbourne
Award Date: 28 Aug 2002

English Language Teaching, Bachelor of Education (Honours), Teaching English Listening Skills to Secondary School Students in Vietnam, Vietnam National University
Award Date: 29 Jul 1996

Employment

Senior Lecturer

Sch of Curriculum Teaching & Inclus Edu
MONASH UNIVERSITY
2 Jan 2019 → present

Research output

Educators' agency in implementing English-medium-instruction in Chinese higher education: a cultural-historical perspective
Dang, T. K. A., Bonar, G. & Yao, J., 2024, In: Current Issues in Language Planning. 25, 2, p. 117-136 20 p.

English-medium instruction in higher education in Germany
Bohlinger, S. & Dang, T. K. A., 2024, *The Routledge Handbook of English-Medium Instruction in Higher Education.* Bolton, K., Botha, W. & Lin, B. (eds.). 1st ed. Abingdon UK: Routledge, p. 134-147 14 p.

Adapting instructional videos to the needs of English as an additional language (EAL) Learners
Yu, S., Henderson, M. & Dang, T. K. A., 2023, *Proceedings of Society for Information Technology & Teacher Education International Conference 2023.* Langran, E., Christensen, P. & Sanson, J. (eds.). Waynesville NC USA: Association for the Advancement of Computing in Education (AACE), p. 161-164 4 p.

Globalizing teacher education through English as a medium of instruction: a Vygotskian perspective
Dang, T. K. A. & Cross, R., 2023, *The Palgrave Handbook of Teacher Education Research.* Menter, I. (ed.). 1st ed. Cham Switzerland: Palgrave Macmillan, p. 1685-1708 24 p.

Professional learning for educators teaching in English-medium-instruction in higher education: a systematic review
Dang, T. K. A., Bonar, G. & Yao, J., 2023, In: Teaching in Higher Education. 28, 4, p. 840-858 19 p.

How academics manage individual differences to team teach in higher education: a sociocultural activity theory perspective
Dang, T. K. A., Carbone, A., Ye, J. & Vu, T. T. P., Aug 2022, In: Higher Education. 84, 2, p. 415-434 20 p.

Ideology-in-activity: Indonesian EFL teachers' English language ideological transformation during English language instruction
Agustin, D. T., Dang, T. K. A. & Scull, J., 2022, (Accepted/In press) In: Journal of Language, Identity & Education. 18 p.

Exploring teachers' relational agency in content–language teacher collaboration in secondary science education in Australia
Nguyen, M. H. & Dang, T. K. A., 2021, In: The Australian Educational Researcher. 48, p. 1-18 18 p.

Lost in translation? Polycentricity and the mutation of concepts across fields
Savage, G. C. & Dang, T. K. A., 2021, In: Discourse: Studies in the Cultural Politics of Education. 42, 4, p. 628-640 13 p.

English-medium instruction in the Australian higher education: untold stories of academics from non-native English-speaking backgrounds
Dang, T. K. A. & Vu, T. T. P., 2020, In: Current Issues in Language Planning. 21, 3, p. 279-300 22 p.

Foreword
Dang, T. K. A., 2018, *Problem-based Language Learning and Teaching: An Innovative Approach to Learn a New Language.* Ansarian, L. & Lin, T. M. (eds.). Singapore: Springer, p. vii-viii 2 p. (SpringerBriefs in Education).

Effective classroom teachers and the challenge of envisioning possibilities for online teaching
McCormack, C., Carbone, A. & Dang, T. K. A., 2017, *Research and Development in Higher Education: Curriculum Transformation.* Walker, R. & Bedford, S. (eds.). Hammondville NSW Australia: Higher Education Research and Development Society of Australasia, Vol. 40. p. 221-228 8 p.

Exploring contextual factors shaping teacher collaborative learning in a paired-placement
Dang, T. K. A., 2017, In: Teaching and Teacher Education. 67, p. 316-329 14 p.

Providing effective delivery in English: Exploring challenges and strategies of academics from non-native English speaking backgrounds

Dang, T. K. A. & Vu, T. T. P., 2017, *Research and Development in Higher Education: Curriculum Transformation.* Walker, R. & Bedford, S. (eds.). Hammondville NSW Australia: Higher Education Research and Development Society of Australasia, Vol. 40. p. 117-127 11 p.

Vygotsky's sociocultural theory in the context of globalization
Marginson, S. & Dang, T. K. A., 2017, In: Asia Pacific Journal of Education. 37, 1, p. 116-129 14 p.

Education policy: Mapping the landscape and scope
Bohlinger, S. (ed.), Dang, T. K. A. (ed.) & Klatt, M. (ed.), 2016, Peter Lang Publishing.

Improving the participation and engagement of Aboriginal and Torres Strait Islander students in business education
Dang, T. K. A., Vitartas, P., Ambrose, K. & Millar, H., 2016, In: Journal of Higher Education Policy and Management. 38, 1 , p. 19 - 38 20 p.

On the notion of education policy: Mapping its landscape and scope
Bohlinger, S., Dang, T. K. A. & Klatt, M., 2016, *Education policy: Mapping the landscape and scope.* Bohlinger, S., Dang, T. K. A. & Klatt, M. (eds.). Peter Lang Publishing, p. 11-25 15 p.

Understanding practices, informing policies: Voices from an English language teacher Education innovation in Vietnam
Dang, T. K. A., 2016, *Education Policy: Mapping the Landscape and Scope.* Bohlinger, S., Dang, T. K. A. & Klatt, M. (eds.). Frankfurt Germany: Peter Lang Publishing, p. 199-222 24 p.

Conference newbies find warm welcome
Dang, T. K. A., 2015, HERDSA News, 37, p. 10 1 p.

Fostering indigenous students' participation in business education
Vitartas, P., Ambrose, K., Millar, H. & Dang, T. K. A., 2015, In: Learning Communities: International Journal of Learning in Social Contexts. 17, p. 84 - 93 10 p.

Understanding the complexity of teacher collaborative learning in a paired-placement context
Dang, T. K. A., 2015, p. 1 - 1. 1 p.

Exploring paired-placements to support teacher professional learning: a sociocultural activity theoretical perspective
Dang, T. K. A., 2014, *Teacher Education: An Audit. Building a platform for future engagement.* Aspland, T. (ed.). Sydney: Australian Teacher Education Association (ATEA), p. 54-69 16 p.

Productive confusion: advancing intercultural perspectives through a multicultural professional development program for educational leaders
Frawley, J., Dang, T. K. A. & Kittiphanh, D., 2014, In: Journal of Praxis in Multicultural Education. 9, 1, 9 p., 5.

Global learning through the lens of Vygotskian sociocultural theory
Dang, T. K. A. & Marginson, S. W., 2013, In: Critical Studies in Education. 54, 2, p. 143 - 159 17 p.

Good practice report: Innovative Indigenous teaching and learning.
White, N., Frawley, J. & Dang, T. K. A., 2013, Monash University. 46 p.

Identity in activity: Examining teacher professional identity formation in the paired-placement of student teachers
Dang, T. K. A., 2013, In: Teaching and Teacher Education. 30, p. 47 - 59 13 p.

Impacts of globalization on EFL teacher education through English as a medium of instruction: An example from Vietnam
Dang, T. K. A., Nguyen, H. T. M. & Le, T. T. T., 2013, In: Current Issues in Language Planning. 14, 1, p. 52 - 72 21 p.

Impact of Globalization on ELT Pre-Service Teacher Education in a Vietnamese Context: A Sociocultural Perspective
Dang, T. K. A., 2012, *Future Directions in Applied Linguistics: Local and Global Perspectives.* Gitsaki, C. & Baldauf Jr, R. B. (eds.). 1 ed. Newcastle upon Tyne United Kingdom: Cambridge Scholars Publishing, p. 140 - 157 18 p.

Vygotskian Socio-cultural Theory and Globalization: Implications for Educational Research
Dang, T. K. A. & Marginson, S. W., 2010, *Abstracts of the AARE 2010 International Education Research Conference.* Wright, J. (ed.). Deakin ACT Australia: Australian Association for Research in Education, p. 1 - 33 33 p.

Leadership Is a Sacred House: South East Asian Cultural Metaphors on Educational Leadership
Solin, C., Correia, A. G., Dang, T. K. A., Frawley, J., Inthasone, S., Kittiphanh, D. & Sonthara, K., 2008, In: Leading & Managing. 14, 2, p. 61 - 73 13 p.

Activities

AARE Teacher Education & Research Innovation SIG Symposium: 'Teacher Education: Beyond COVID-19.'
Kim Dang (Organiser)
25 Nov 2020

ACEN 2020 Research Grants Review Panel
Kim Dang (Member)
May 2020

AARE Teacher Education and Research Innovation SIG Symposium on 'Beyond Boundaries in Teacher Education: Promoting Collaboration and Partnerships'
Kim Dang (Organiser)
26 Apr 2019

Prof. Anne Edwards
Kim Dang (Host)
24 Apr 2019 → 30 Apr 2019

Convenor of Teacher Education & Research Innovation SIG in Australian Association for Research in Education (AARE)
Kim Dang (Chair/ Co-Chair)
2017 → 2021

Monash Education Academy 'Higher Education Research Mentoring Program'
Kim Dang (Mentor)
2016 → 2017

Monash University (External organisation)
Kim Dang (Member)
2016

Review Panel for 2016 American Educational Research Association Annual Meeting
Kim Dang (Fellow)
2015

Review Panel for the Australian National Higher Education Participation Program (HEPP) Forum
Kim Dang (Reviewer)
2015

Teaching and Teacher Education (Journal)
Kim Dang (Peer reviewer)
2012 → 2019