

Yan (Diane) Dai

University at Albany, SUNY
Educational & Counseling Psychology
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EDUCATION

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| 2025 | Ph.D. , Educational Psychology
Auburn University–Auburn, AL
College of Education |
| 2024 | M.S. , Statistics
Auburn University–Auburn, AL
College of Science and Mathematics |
| 2024 | M.S. , Educational Research, Measurement, and Evaluation
Auburn University–Auburn, AL
College of Education |
| 2022 | Graduate Certificates
<i>Graduate Certificate in College and University Teaching</i>
<i>Graduate Certificate Program Evaluation</i> |
| 2020 | <i>Microsoft Office Specialist (MOS) Certificate</i> |
| 2019 | M.Ed. , Teaching and Learning in the 21st Century
Ashland University–Ashland, OH
College of Education |
| 2010 | M.A. , English Education
Hebei Normal University–Hebei, China
College of Foreign Languages |
| 2002 | B.A. , English Linguistics and English Literature
Hebei Normal University–Hebei, China
College of Foreign Languages |

EDUCATIONAL EMPLOYMENT

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|--------------|--|
| 2026-present | Assistant Professor , Division of Educational Psychology & Methodology,
Department of Educational & Counseling Psychology, University at
Albany, State University of New York, Albany, NY |
| 2025-2026 | Assistant Professor , Department of Psychology and Sociology, Tuskegee
University, Tuskegee, AL |
| 2023-2025 | Graduate Teaching Assistant-Instructor of Record , Educational
Foundations, Leadership, and Technology, Auburn University, Auburn, AL |
| 2020-2023 | Editorial Manager , <i>The Professional Educator</i> , Auburn University,
Auburn, AL |

2019-2020	Graduate Research Assistant-Dissertation Methodology Consultant, Educational Foundations, Leadership, and Technology, Auburn University, Auburn, AL
2002-2018	English as a Second Language (ESL) Instructor, Hebei University of Economics and Business, Hebei, China

PUBLICATIONS

Refereed Articles

1. **Dai, Y.,** & Kelley, J. (2026, in press). Through the Storm: Exploring the Lived Experiences of Resilience among Asian International Students During COVID-19. *Journal of Comparative & International Higher Education*.
2. Shi, H., Bi, R., Lin, X., & **Dai, Y.** (2026). Decreasing Digital Distraction in College Students: Associated Online Learning Strategies Identified by Unsupervised Data Mining Approaches. *Journal of Educational Computing Research*.
<https://doi.org/10.1177/0735633126142961>
3. Lin, X., Luan, L., Tu, X., & **Dai, Y.** (2025). Adult Education Dilemmas: A Preliminary Study Exploring Major Challenges Through Linguistic Analysis. *International Journal of Bias, Identity and Diversities in Education (IJBIDE)*9(1), 21.
<https://doi.org/10.4018/IJBIDE.392506>
4. Luan, L., Lin, X., & **Dai, Y.** (2025). Bridging the Gap: ChatGPT's Role in Enhancing STEM Education. *Open Praxis*, 17(1), pp. 108–128.
<https://doi.org/10.55982/openpraxis.17.1.685>
5. Flanigan, A.E., Brady, A.C., Akcaoglu, M., **Dai, Y.**, Won, S., Daleiden, B., & Hartley, K. (2025). The Interplay Among Digital Distraction, Self-Regulation of Learning Tendencies, and Motivational Influences: A Transnational Investigation. *The Internet and Higher Education*. <https://doi.org/10.1016/j.iheduc.2025.101023>
6. **Dai, Y.**, Petri, J. M., Salisbury-Glennon, J. D., Luan, L., Wang, Y., & Weathers, F. W. (2024). Initial psychometric evaluation and cross-cultural generalization of the Resilience Evaluation Scale (RES) in college students. *Discover Psychology*, 4(1), 1-11.
<https://doi.org/10.1007/s44202-024-00137-2>
7. Pendola, A., **Dai, Y.**, Smith-Murphy, K., Mohundro, A., Odeniyi, O., Billingslea, W., ... Beavers, C. (2024). The ecology of opportunity: connecting socioecological health and school achievement in Alabama. *Educational Review*, 1–25.
<https://doi.org/10.1080/00131911.2024.2407141>
8. Luan, L., Lin, X., **Dai, Y.**, Hu, S., & Sun, Q. (2024). Exploring the Cognitive Dynamics of Artificial Intelligence in the Post-COVID-19 and Learning 3.0 Era: A Case Study of ChatGPT. *Asian Journal of Distance Education*, 19(2), 1–10.
<https://doi.org/10.5281/zenodo.10990472>

9. Tuttle, M., Yordy, M., Meyer, J. M., Wang, C., & **Dai, Y.** (2024). Canine animal-assisted therapy (AAT) in K-12 schools: A qualitative study of school counselors' and school nurses' perceptions of incorporating AAT in schools. *The Alabama Counseling Association Journal*, 46(1). 5-31.
http://www.alabamacounseling.org/uploads/1/2/3/9/123960750/acj_issue_1_2024_pdf.pdf
10. **Dai, Y.**, Luan, L., & Lin, X. (2023). The effects of online learning readiness on self-regulated learning for the first-time online learning students. *Asian Journal of Distance Education*, 18(2), 42-62. <https://doi.org/10.5281/zenodo.8194076>
11. Flanigan, A.E., Brady, A.C., **Dai, Y.** & Ray, E. (2023). Managing Student Digital Distraction in the College Classroom: a Self-Determination Theory Perspective. *Educational Psychology Review*, 35- 60 (2023).
<https://doi.org/10.1007/s10648-023-09780-y>
12. Lin, X., Luan, L., & **Dai, Y.** (2023). Exploring Chinese STEM college students' expectations of effective online courses. *International Journal of Chinese Education*, 12(2). <https://doi.org/10.1177/2212585X231188977>
13. Jang, H. S., **Dai, Y.**, Strunk, K. K., & Salisbury-Glennon, J. (2023). Investigating mastery-avoidance goals using the achievement goal questionnaire for sports (AGQ-S): a meta-analytic confirmatory factor analysis (MA-CFA). *Current Psychology*, 42(30), 26527-26534. <https://doi.org/10.1007/s12144-022-03768-7>
14. **Dai, Y.** Lin, X., Su, S., & Li, L. (2022). The Online Learning Academic Achievement of Chinese Students during the COVID-19 Pandemic: The Role of Self-Regulated Learning and Academic Entitlement. *International Journal of Psychology and Educational Studies*, 8 (3), 116-127. <https://dx.doi.org/10.52380/ijpes.2021.8.3.384>
15. Lin, X., & **Dai, Y.** (2022). An exploratory study of the effect of online learning readiness on self-regulated learning. *International Journal of Chinese Education*, 11(2), <https://doi.org/10.1177/2212585X221111938>
16. Lin, X., **Dai, Y.**, & Shi, H. (2022). Comparing the Sense of Online Classroom Community between Students from Urban and Rural Areas at a Chinese University. *Journal of Educators Online*, 19(3), n3. <https://eric.ed.gov/?id=EJ1363837>
17. Wang, C.-H., Salisbury-Glennon, J. D., **Dai, Y.**, Lee, S., & Dong, J. (2022). Empowering College Students to Decrease Digital Distraction Through the Use of Self-Regulated Learning Strategies. *Contemporary Educational Technology*, 14(4), ep388. <https://doi.org/10.30935/cedtech/12456>.
18. **Dai, Y.**, & Arnberg, B. (2022). “We have to survive, first”: Speculative ethnographies of Chinese student experience during COVID-19. *Cultural Studies↔ Critical Methodologies*, 22(1), 53-65. <https://doi.org/10.1177/15327086211050041>
19. **Dai, Y.**, Lin, X. & Li, L. (2021). Technology Acceptance of LMS—Do Previous Online Learning Experiences Matter? *Journal of Educational Technology Development and Exchange*, 14(2), 75-90. <https://doi.org/10.18785/jetde.1402.04>

20. Lin, X., **Dai, Y.**, Shi, H., & Li, C. (2020). E-learners' satisfaction as predictors of online classroom community. *Journal of Contemporary Education Theory & Research (JCETR)*, 4(2), 12-19. <https://doi.org/10.5281/ZENODO.4256511>

Refereed Articles in Mandarin

21. 戴岩 [**Dai, Y.**], & 李莉 [Li, L.]. (2015). 基于市场本位的英语复合型人才培养模式研究 [Research on the Cultivation of English Majors Based on Market Demands], *考试周刊* [Assessment and Testing], 2015(4). <https://www.cnki.com.cn/Article/CJFDTotal-KDZK201504070.htm>
22. 杨阳 [Yang, Y.], 李春梅 [Li, C.], & 戴岩 [**Dai, Y.**]. (2008). 以学习者为中心的大学英语听说合作学习 [Student-Centered College English Listening Comprehension Teaching], *科教文汇* [Science, Education, and Language Teaching], 2008(4). <https://www.cnki.com.cn/Article/CJFDTotal-KJXH200804087.htm>
23. 戴岩 [**Dai, Y.**]. (2007). 基于建构主义的任务型网络英语教学模式研究 [Task-based Online English Teaching Based on Constructivism], *河北经贸大学学报* [Journal of Hebei University of Economics and Business], 2007 (26). <https://www.cnki.com.cn/Article/CJFDTotal-HBYT200702028.htm>
24. 杨阳 [Yang, Y.], & 戴岩 [**Dai, Y.**]. (2007). 英语电影在大学英语内容教学中的分析与设计 [Teaching Design of Using English Movies ESL Teaching], *电影文学* [Movie and Language Teaching], 2007(5). <https://www.cnki.com.cn/Article/CJFDTotal-DY LX200710016.htm>
25. 李春梅 [Li, C.], & 戴岩 [**Dai, Y.**]. (2007). 基于沉浸理论的大学英语写作教学研究 [Research on College English Writing Based on Immersion Method]. *河北青年管理干部学院学报* [Journal of Hebei Youth Administrative Cadres College], 2007(2). <https://www.cnki.com.cn/Article/CJFD2007-QNGX200702029.htm>
26. 戴岩 [**Dai, Y.**], & 杨阳 [Yang, Y.]. (2005). 从庞德意象派诗歌看中西方文化交融 [Understanding Ezra Pound's Poems from a Cross-Cultural Perspectives]. *河北青年管理干部学院学报* [Journal of Hebei Youth Administrative Cadres College], 2005(3). <https://www.cnki.com.cn/Article/CJFDTotal-QNGX200503022.htm>

Peer-Reviewed Book Chapters

1. **Dai, Y.**, Luan, L. & Lin, X. (2025). An Overview of the Evaluation of Higher Education in China. In *Transition From Pedagogy to Andragogy: An International Perspective* (2025). Charlotte, NC: Information Age Publishing, Inc.
2. Wang, C.-H., **Dai, Y.**, Dong, J., Manning, K. Q., Salisbury-Glennon, J., D., Tseng, C.-M., & Marshall, T. (2025). The effect of mental health, motivation, and learning strategies on high school students' grades during COVID-19. In J. D. Salisbury-Glennon, C.-H. Wang, & D. M. Shannon (Eds.), *Examining the Cognitive and Psychological Effects of the*

- COVID-19 Global Pandemic on High School, Undergraduate and Graduate Learners* (pp.65-82). Bingley, UK: Emerald Group Publishing, Inc.
3. Dong, J., Manning, K. Q., **Dai, Y.**, Wang, C.-H., Salisbury-Glennon, J. D., Marshall, D., & Trammell, D. (2025). Gender differences in graduate students' adjustment, mental health, motivation, and learning strategies during COVID-19. In J. D. Salisbury-Glennon, C.-H. Wang, & D. M. Shannon (Eds.), *Examining the Cognitive and Psychological Effects of the COVID-19 Global Pandemic on High School, Undergraduate and Graduate Learners* (pp. 411-434). Bingley, UK: Emerald Group Publishing, Inc.
 4. Salisbury-Glennon, J. D., Wang, C.-H., Shannon, D. M., **Dai, Y.**, & Armstrong, I. (2025). Introduction: Examining the cognitive and psychological effects of the COVID-19 Global Pandemic on high school, college, and graduate learners. In J. D. Salisbury-Glennon, C.-H. Wang, & D. M. Shannon (Eds.), *Examining the Cognitive and Psychological Effects of the COVID-19 Global Pandemic on High School, Undergraduate and Graduate Learners* (pp.1-10). Bingley, UK: Emerald Group Publishing, Inc.
 5. Salisbury-Glennon, J. D., Wang, C.-H., Shannon, D. M., & **Dai, Y.** (2025). Examining the cognitive and psychological effects of the COVID-19 Global Pandemic on high school, college, and graduate learners: What have we learned and how can we be better prepared for the future? In J. D. Salisbury-Glennon, C.-H. Wang, & D. M. Shannon (Eds.), *Examining the Cognitive and Psychological Effects of the COVID-19 Global Pandemic on High School, Undergraduate and Graduate Learners* (pp. 507-528). Bingley, UK: Emerald Group Publishing, Inc.
 6. Salisbury-Glennon, J. D., Wang, C.-H., Shannon, D. M., Wong, D. W., Wong Hernandez, L., & **Dai, Y.** (2025). Introduction: Instructional survival in the midst of the perfect storm: The experiences of K-12 teachers during the COVID-19 global pandemic. In J. D. Salisbury-Glennon, C.-H. Wang, & D. M. Shannon (Eds.), *Instructional Survival in the Midst of the Perfect Storm: The Experiences of K-12 Teachers During the COVID-19 Global Pandemic*. (pp.1-8). Bingley, UK: Emerald Group Publishing, Inc.
 7. Luan, L., Lin, X., **Dai, Y.**, Allen, L., & Hu, S. (2024). Transforming STEM education: Leveraging ChatGPT for enhanced learning in psychology and neuroscience. In X. Lin, R. Y. Chan, S. Sharma, K. Bista. (Eds.), *ChatGPT and global higher education: Artificial intelligence in teaching and learning* (pp. 100–121). STAR Scholars Press.
 8. Jang, H., **Dai, Y.**, & Salisbury-Glennon, J. D. (2023). Culturally-based interpretations of motivation and learning strategies between the United States and South Korea. In P. Fossa & C. Cortés-Rivera (Eds.), *Affectivity and learning: Bridging the gap between neurosciences, cultural and cognitive psychology* (pp. 247-266). Springer. https://doi.org/10.1007/978-3-031-31709-5_14
 9. **Dai, Y.**, Jang, H. S., Salisbury-Glennon, J. D., Wang, C. H., & Strunk, K. K. (2022). A Cross-Cultural Comparison of College Student Self-Efficacy, Self-Regulation, and Resilience Between the US and China During the COVID-19 Pandemic. In *Handbook of*

Research on Interdisciplinary Studies on Healthcare, Culture, and the Environment (pp. 21-40). IGI Global. DOI: 10.4018/978-1-7998-8996-0. <https://www.igi-global.com/viewtitle.aspx?titleid=298773>

Manuscripts Under Review

1. Yoo, H. J., Lee, S., & **Dai, Y.** (2026, revise and resubmit). Digital engagement in later life: Experience-based differences in learning mobile technology in a community-based program. *Adult Learning*.
2. Ware, K. & **Dai, Y.** (2026, under review). Social Determinants Shaping Graduate Nursing Education. Manuscript submitted to *Journal of Professional Nursing*.
3. Lin, X., Luan, L., & **Dai, Y.** (2026, revise and resubmit). Investigating Emotional Engagement in Student-AI Interactions. *British Journal of Educational Technology (BJET)*.

Refereed Proceedings Papers

Dai, Y., Lin, X., Su, S., (2020). The Relative Contributions of Self-Regulated Learning and Academic Entitlement to Students' Academic Achievement in Online Learning Environments. Proceedings of Mid-South Educational Research Association (MSERA) Program 2020, Little Rock, AR.

Invited Contributions Publications

Dai, Y. (2026). Self-regulated learning enables success in the midst of the perfect storm. *AERA SIG – Studying and Self-Regulated Learning (SSRL) Times Magazine*, August issue, p.2. <https://ssrlsig.org/wp-content/uploads/2026/07/aera-ssrl-sig-times-magazine-august-2026.pdf>

Dai, Y. (2022). Using a Personalized Metacognitive Self-Monitoring Log in Coursework and Research. *AERA SIG – Studying and Self-Regulated Learning (SSRL) Times Magazine*, August issue, p.5. <https://ssrlsite.files.wordpress.com/2022/08/aera-ssrl-sig-times-magazine-august-2022-issue.pdf>

Media & Invited Contributions

Dai, Y. (2025, January 22). *An overview of the evolution of higher education in China* <https://ale-virtualcommunity-transitions.blogspot.com/2025/01/an-overview-of-evolution-of-higher.html?spref=tw>. *Adult Learning Exchange Virtual Community Podcast*.

Manuscripts in Progress

1. **Dai, Y.** (In progress). Disentangling the Interplay: Parenting Style, Self-Efficacy, Entitlement, and College Students' Academic Engagement.

2. **Dai, Y., & Zhou, L.** (In progress). *Nested Influences: Unveiling the Ecological Layers of Environmental Factors on Alabama Children's Learning Achievement.*
3. **Dai, Y.** (In progress). *Learning Strategies and Self-Regulation: A Comparative Study of Online and In-Person Learning Modalities.*

CONFERENCE PRESENTATIONS

1. **Dai, Y.** (2026, August). *Disentangling Relationships Among Caregiving, Motivation, and Engagement.* 2026 American Psychological Association (APA) Annual Convention, Division 15-Educational Psychology. Washington, DC.
2. **Dai, Y.** (2026, April). *Partnership Matters: Interwoven Ecological Influences on Children's Learning Outcomes — A Study from Alabama's Black Belt.* The 2026 Annual Meeting of the American Educational Research Association (AERA), Family, School, Community Partnerships SIG. Los Angeles, CA.
3. Salisbury-Glennon, J., **Dai, Y.** & Wang, C.H. (2026, April). *Student Adjustment from Pandemic Disruption to Post-COVID Recovery: Exploring Gender Differences, Self-Regulation and Attachment.* The 2026 Annual Meeting of the American Educational Research Association (AERA), SIG- Studying and Self-Regulated Learning. Los Angeles, CA.
4. Luan, L.F., Lin, X., & **Dai, Y.,** (2026, April). *Emotion as Engagement: Understanding Adult Learners' Emotional Openness and Persistence in AI-Mediated Learning.* The 2026 Annual Meeting of the American Educational Research Association (AERA), Adult Literacy and Adult Education (ALAE) SIG. Los Angeles, CA.
5. **Dai, Y.** (2025, November). *The Long Shadow of Parenting: A Structural Equation Approach to Engagement in College.* [Paper Session]. 2025 Mid-South Educational Research Association (MSERA) Annual Meeting, New Orleans, LA.
6. **Dai, Y.,** Salisbury-Glennon, J., & Wang, C.H. (2025, November). *Investigating College Students' Post-Pandemic Resilience, Self-Efficacy, and Self-Regulation.* [Paper Session]. 2025 Mid-South Educational Research Association (MSERA) Annual Meeting, New Orleans, LA.
7. Flanagan, A. E., Brady, A. C., Akcaoglu, M., **Dai, Y.,** Won, S., Daleiden, B., & Hartley, K. (2025, November). *Person-centered factors and digital distraction in face-to-face college classes: A transnational investigation.* Mid-Western Educational Research Association Conference, Milwaukee, WI.
8. **Dai, Y., & Kelley, J.** (2025, August). *Resilience as Resistance: Navigating Pandemic Challenges Among Asian International Students.* The 2025 American Psychological Association (APA) Convention, Division 15. Denver, Colorado.
9. **Dai, Y., & Zhou, L.** (2025, August). *Resisting Educational Inequities: Unveiling the Impact of Environmental Factors on Student Learning.* The 2025 American Psychological Association (APA) Convention, Division 15. Denver, Colorado.

10. **Dai, Y.** (2025, April). *Renewing Education Post-Pandemic: Disentangling the Relationship between Motivation, Self-Efficacy and College Students' Academic Engagement*. The 2025 Annual Meeting of the American Educational Research Association (AERA), Division C, Section 2a. Poster Session. Denver, Colorado
11. **Dai, Y., & Zhou, L.** (2025, April). *Researching Nested Influences: Remedying Inequities and Renewing Educational Success for Alabama Children*. The 2025 Annual Meeting of the American Educational Research Association (AERA), Division L, Section 7. Round Table Session. Denver, Colorado.
12. **Dai, Y.** (2025, February). *From Soil to School: Mapping Social Determinants of Education in Alabama's Black Belt*. [Paper Session]. Eastern Educational Research (EERA) Annual Conference. Hilton Head, South Carolina.
13. **Dai, Y.** (2025, February). *Interwoven Landscapes: Regression Model Analysis of Community, School, and Family Impact on Children's Educational Outcomes*. [Paper Session]. Eastern Educational Research (EERA) Annual Conference. Hilton Head, South Carolina.
14. **Dai, Y.** (2024, November). *Post-Pandemic Learning: A Multivariate Analysis of College Students Self-Efficacy, Sense of Belonging, and Academic Engagement*. [Paper Session], Mid-South Educational Research Association (MSERA) Annual Conference, Chattanooga, TN.
15. Du, S.Q., **Dai, Y.**, Dong, J., & Wang, C.-H. (2024, November). *Enhancing STEM Education through Project-Based Learning: Insights from the iTEST Summer Academy*. [Poster Session]. Mid-South Educational Research Association (MSERA) Annual Conference, Chattanooga, TN.
16. **Dai, Y.** (2024, August). *Post-Pandemic Academic Engagement Drive: Unraveling the Role of Motivation & Self-Efficacy*. 2024 American Psychological Association (APA) Annual Convention, Division 15-Educational Psychology. Seattle, Washington.
17. **Dai, Y., & Salisbury-Glennon, J.D** (2024, July). *Cross-Cultural Challenges in Measuring Resilience Across Diverse Populations*. [Paper Session]. The 45th International Stress Trauma, Anxiety and Resilience (STAR) Conference. Charlotte, North Carolina.
18. **Dai, Y., Lin, X. & Ling, F. L.** (2024, April). *Navigating the Digital Divide: The Impact of Online Learning Readiness on Self-Regulated Learning and Educational Equity*. [Paper Session]. Annual Meeting of the American Educational Research Association (AERA), SIG-Technology, Instruction, Cognition & Learning. Philadelphia, Pennsylvania.
19. **Dai, Y., Rabinowitz, N., Woods, A., Odeniyi, O., & Smith-Murphy, K.** (2024, April). *The Ecology of Opportunity: Environmental Health and Student Achievement*. [Paper Session]. Annual Meeting of the American Educational Research Association (AERA), Division L, Section 7. Philadelphia, Pennsylvania.
20. **Dai, Y., Salisbury-Glennon, J. D., Petri, J. M., & Weathers, F. W.** (2024, April). *Initial Psychometric Evaluation and Cross-Cultural Generalization of the Resilience Evaluation*

- Scale (RES)*. [Round Table Session]. Annual Meeting of the American Educational Research Association (AERA), SIG-Stress, Coping, and Resilience. Philadelphia, Pennsylvania.
21. **Dai, Y.**, & Manning, K. (2024, February). *Predictors of College STEM Class Retention: Students' Self-Efficacy, Sense of Belonging, and Academic Entitlement*. [Paper Session]. Eastern Educational Research (EERA) Annual Conference. Clearwater, FL.
 22. Manning, K. Looser, A., Rucker, J. & **Dai, Y.** (2024, February). *Teaching during COVID-19: Exploring the relationships between faculty social comparison, self-efficacy, and burnout*. [Paper Session]. Eastern Educational Research (EERA) Annual Conference. Paper Session. Clearwater, FL.
 23. **Dai, Y.** & Lin, X. (2023, October). *The Effects of Online Learning Readiness on Self-Regulated Learning for the First-Time Online Learning Students*. [Paper Session]. American Association for Adult and Continuing Education (AAACE) Main Conference. Concurrent 25-minutes, Colleges and Universities SIG, Virtual.
 24. Zhong, M., Zhao, T., **Dai, Y.**, Garza, E., Mehari, Y. & Bowling, S. (2023, June 9th - 11th). *Exploring Factors Influencing Undergraduates' Metacognitive Awareness in STEM classrooms*. 6th World Conference on Research in Education, Nice France and Virtual Meeting.
 25. Zhong, M., Zhao, T., **Dai, Y.**, Garza, E., Mehari, Y. & Bowling, S. (2023, March 31 - April 2) *Decoding Undergraduates' Metacognitive Awareness in STEM classrooms*. 2023 Biology Leadership Conference, NC.
 26. **Dai, Y.**, & Salisbury-Glennon, J.D. (2023, August). *From Pandemic to Post-Pandemic: More Than Just a Mask Mandate Removal*. American Psychological Association (APA) Annual Convention, Division 15, Virtual Meeting.
 27. **Dai, Y.**, Rabinowitz, N., Odeniyi, O. & Pendola, A. (2023, August). *The Ecology of Opportunity: Environmental Health and Student Learning in Alabama*. American Psychological Association (APA) Annual Convention, Division 15, Virtual Meeting.
 28. Wang, C.-H., **Dai, Y.**, Tseng, C-Mei, Dong, J., Manning, K. Q., Salisbury-Glennon, J. D., & Marshall, D. (2023, August). *Mental Health, Motivation, and Learning Strategies on High School Students' Grade during COVID-19*. American Psychological Association (APA) Annual Convention, Division 15, Virtual Meeting.
 29. Salisbury-Glennon, J.D., **Dai, Y.**, Jang, H.S, Wang, C.-H., Dong, J., Manning, K. Q., Marshall, D. & Wyckoff, C (2023, August). *Qualitatively Examining College Students' Anxiety, Learning and Motivation During COVID-19*. American Psychological Association (APA) Annual Convention, Division 15, Washington, D.C.
 30. Dong, J., **Dai, Y.**, Manning, K, Wang, C.-H., Salisbury-Glennon, J. D., & Marshall, D. (2023, August). *Graduate Students' Adjustment, Mental Health, Motivation on Learning Strategies During COVID-19*. American Psychological Association (APA) Annual Convention, Division 15, Washington, D.C.

31. **Dai, Y.** (2023, February). *Disentangling the relationship between motivation, peer learning and college students' academic engagement*. [Paper Session]. The Annual Meeting of the Eastern Educational Research Association (EERA), Myrtle Beach, SC.
32. **Dai, Y.** (2023, February). *The Relative Contributions of Motivation Factors in Predicting College Students' Academic Engagement in the Post-Pandemic Era*. [Paper Session]. The Annual Meeting of the Eastern Educational Research Association (EERA), Myrtle Beach, SC.
33. Dong, J.W., Manning, K., **Dai, Y.**, Wang, C.H. & Salisbury-Glennon, J.D. (2023, February). *Gender Differences in Graduate Students' Adjustment, Mental Health, Motivation and Learning Strategies During COVID-19*. [Poster Session]. The Annual Meeting of the Eastern Educational Research Association (EERA), Myrtle Beach, SC.
34. Salisbury-Glennon, J.D., Wang, C.H, **Dai, Y.**, Jang, H. S. (2023, April). *The Effects of Learning Modality, Social Support and Resilience on Motivation and Cognitive Learning Strategies*. [Poster Session]. The Annual meeting of the American Educational Research Association (AERA) Division C. Chicago IL.
35. Lin, X., **Dai, Y.**, & Zhou, S.L. (2023, February) *Comparing sense of online classroom community between Chinese college students from urban and rural area*. [Paper Session]. The 67th Annual Meeting of the Comparative and International Education Society (CIES 2023). Paper presentation. Washington, D.C.
36. **Dai, Y.**, & Zhong, M. (2022, November). *The Differences Learning Assistant Made for STEM Learning*. [Poster Session]. 2022 International Learning Assistant Conference (ILAC), Boulder, CO.
37. Murphy, K., Billingslea, W., & **Dai, Y.** (2022, October). *Environmental Correlates of Student Learning in Alabama*. Southern Regional Council on Educational Administration (SRCEA) annual Conference, paper/roundtable presentation, Tuscaloosa, AL.
38. **Dai, Y.**, Wang, C.H., & Zhong, M. (2022, October). *Assessment of the Auburn University Learning Assistant Program (AULAP): Does a Learning Assistant Make a Difference for STEM Learning?* [Paper Session]. Assessment Institute Conference, 60-minute session, Indianapolis Marriott.
39. **Dai, Y.** (2022, October). *Changes in STEM students' learning engagement and academic entitlement with indoor mask mandate drop*. [Paper Session]. American Association for Adult and Continuing Education (AAACE) Main Conference. Concurrent 25-minutes, Colleges and Universities SIG, Virtual.
40. **Dai, Y.** & Lin, X. (2022, June). *Changes in Students' Technology Acceptance of an LMS after a Variety of Online Learning Experiences*. [Paper Session]. The Learning Ideas Conference, Online and in New York, (NY).
41. **Dai, Y.**, & Salisbury-Glennon, J.D. (2022, May). *Understanding Self-Efficacy and Self-Regulation from a Cross-Cultural Perspective: US vs.China*. American Psychological Association (APA) Annual Convention, Division 45, Virtual Meeting.

42. **Dai, Y.**, Wang, C.H., & Salisbury-Glennon, J.D. (2022, May). *College Students' Academic Entitlement, Motivation and Self-Regulation During the COVID-19 Pandemic*. American Psychological Association (APA) Annual Convention, Division 15, Virtual Meeting.
43. Yoo, H. J., **Dai, Y.**, & Lee, S. (2022, May). *Older Adults' Experiences of Using Mobile Devices: Influences, Help-seeking, and Inclusiveness*. American Psychological Association (APA) Annual Convention, Division 20, Virtual Meeting.
44. Salisbury-Glennon, J.D., Wang, C.H, **Dai, Y.**, Jang, H. S., & Wyckoff, C. (2022, May). *Effects of COVID-19 on College Students' Social Support and Strategies*. American Psychological Association (APA) Annual Convention, Division 15, Virtual Meeting.
45. Wang, C.H, Salisbury-Glennon, J.D., **Dai, Y.**, Dong, J.W., & Manning, K.Q. (2022, May). *The Impact of Learning Modality Changes on Graduate Students During COVID-19*. American Psychological Association (APA) Annual Convention, Division 15, Virtual Meeting.
46. **Dai, Y.** (2022, February). *The Relative Contributions of Self-Efficacy, Self- Regulation, Effort Regulation and Testing Anxiety in Predicting College Students' Academic Entitlement*. [Paper Session]. The Annual Meeting of the Eastern Educational Research Association (EERA), Clearwater, FL.
47. **Dai, Y.** & Lin, X. (2022, February). *Exploring the Impact of Online Learning Experiences on Chinese College Students' Technology Acceptance of Using LMS*. [Paper Session]. The Annual Meeting of the Eastern Educational Research Association (EERA), Clearwater, FL.
48. **Dai, Y.**, Petri, J.M., Salisbury-Glennon, J.D. (2022, February). *Initial Psychometric Evaluation and Cross-Cultural Generalization of the Resilience Evaluation Scale (RES)*. [Paper Session]. The Annual Meeting of the Eastern Educational Research Association (EERA), Clearwater, FL.
49. Jang, H. & **Dai, Y.** (2022, February). *Culturally-Based Interpretations of Students' Self-Efficacy, Goal Orientations, and Learning Strategies: Differences Between America and Korea*. [Poster Session]. The Annual Meeting of the Eastern Educational Research Association (EERA), Clearwater, FL.
50. **Dai, Y.** & Arnberg, B. (2022, April). *"Don't Want to Die in America" A Speculative Ethnography of International Student Isolation During COVID-19*. [Paper Session]. The Annual meeting of the American Educational Research Association (AERA), Division G, San Diego, California.
51. Jang, H. S., **Dai, Y.** & Strunk, K. K. (2022, April), *Testing Mastery-Avoidance Goals from the Achievement Goal Questionnaire for Sports: A Meta-Analytic Confirmatory Factor Analysis*. [Round Table Session]. The Annual meeting of the American Educational Research Association (AERA), Division C, San Diego, California.

52. **Dai, Y.** & Arnberg, B. (2021, November). *"I Don't Want to Die in America: " Speculative Ethnography for Moments of Crisis*. [Paper Session]. Conference of the Australian Association for Research in Education (AARE), Qualitative Research Methodologies Special Interest Group, both at Melbourne, Australia, and Virtual Meeting.
53. **Dai, Y.**, Salisbury-Glennon, J.D., & Wang, C.H. (2021, August). *A Cross-Cultural Comparison of Self-Efficacy, Self-Regulation, and Resilience During a Pandemic*. American Psychological Association (APA) Annual Convention, Division 45, Virtual Meeting.
54. Salisbury-Glennon, J. D., Wang, C. -H., **Dai, Y.**, Collins, T. M. L., Durham, K., & Jang, H. (2021, August). *How relationships affect autonomy, relatedness, competence and resilience during a pandemic*. the American Psychological Association (APA), Annual Convention, Division 15, virtual meeting.
55. **Dai, Y.**, Lin, X., & Su, S. (2021, April). *The Effect of Self-Regulated Learning and Academic Entitlement on Students' Online Learning Achievement*. [Poster Session]. American Educational Research Association (AERA), Virtual Meeting.
56. Salisbury-Glennon, J., Wang, C.H. & **Dai, Y.** & Jang, H (2021, April). *The Effects of Parental Relationships on Motivation, Learning Strategies and Metacognition During the COVID-19 Pandemic*. American Educational Research Association (AERA), Virtual Meeting.
57. **Dai, Y.** (2021, April). *Chinese International Students' Learning Experience at a U.S. University During a Pandemic*. Southeastern Universities Graduate Research Symposium (SUGRS), Virtual Symposium.
58. Lin, X., **Dai, Y.**, & Hui, S. (2021, February). *A comparison of Chinese College Students' Online Classroom Community Sense: Rural-Urban and Online Learning Experience*. [Paper Session]. Eastern Educational Research Conference (EERA), Virtual Meeting.
59. **Dai, Y.**, Lin, X., & Su, S. (2020, October). *The Relative Contributions of Self-Regulated Learning and Academic Entitlement to Students' Academic Achievement in Online Learning Environments*. [Paper Session]. Mid-South Educational Research Association (MSERA), Little Rock, AR.
60. Shannon, D., Wang, C.H. Lee, S., Mastrogiovanni, M., & **Dai, Y.** (2020, February). *The I-TEST STEM Summer Academy Using Drone Technology*. [Poster Session]. Eastern Educational Research (EERA) Annual Conference. Orlando, FL.

Invited Presentations/Lectures

1. **Dai, Y.** (2025). Herbert M. Handley Outstanding Dissertation Award Presentation. Mid-South Educational Research Association (MSERA), New Orleans, LA.

2. **Dai, Y.** (2023). *The Ecology of Opportunity: Bioecological Health and Student Learning in Alabama*. Innovative Discourses in Education at Auburn (IDEAS) Series, Auburn University, Auburn, AL. October.

GRANT AND EVALUATION EXPERIENCE

Funded Proposals

- 2026 **Co-Principal Investigator**
Sherman Fairchild Foundation Grant for STEM Equipment and Instructional Innovation
 Amount Funded: \$600,000 (2-year project)
 Sponsor: *Sherman Fairchild Foundation*
 Status: Fully Funded

Proposals Not Funded

- Principal Investigator** (Independent)
 Title: *From Soil to School: A Bioecological Analysis of Environmental Opportunity and Academic Development*
 Amount: \$5,000 (18-month duration)
 Sponsor: APA Division 15 (Educational Psychology) Early Career Research Award.
 Status: Rejected
- Co-Principal Investigator**
 Title: *Algebra Co-Curricular Engagement for Student Success (ACES)*
 Amount: \$399,995 over 3 years
 Sponsor: National Science Foundation (NSF IUSE Program)
 Role: Co-PI leading research design, instrument development, data analysis, and dissemination
 Status: Rejected

- 2025 **Principal Investigator** (Independent)
 Title: *Enhancing Student Engagement and Learning Outcomes through AI-Supported Pedagogy in Undergraduate Education*
 Amount Requested: \$450,000 over 3 years
 Sponsor: NSF – HBCU-UP Research Initiation Award (RIA)
 Status: Rejected

- Principal Investigator** (Independent)
 Title: *From Soil to School: Nested Environmental Influences on Student Achievement and Policy Implications in Alabama*
 Amount Requested: \$5,000 (1-year project)
 Sponsor: APA Division 15 -Policy Research Grant Program
 Status: Rejected

2022 Co-Principal Investigator

Title: *Supporting international students' academic job seeking in US: Practice of "Keeping International Talents" online learning community*

Amount: \$500

Sponsor: Comparative and International Education Society (CIES) Study Abroad and International Studies (SAIS) SIG Research and Scholarship Grant

Status: Rejected

Evaluation**2024 External Advisory Board, Experiment Design, Advise on Data Analysis**

Center for AI, Human Perception, and Media at Belmont University

Amount: \$150,000

Sponsor: National Endowment for the Humanities (NEH)

Status: Rejected

2024 Project Coordinator, Experiment Design, Data Analysis, Report Drafting

Enhancing K-12 Security Awareness and Preparedness: A Nationwide Initiative Starting in Nashville Elementary Schools

Amount: \$150,000

Sponsor: Institute of Education Sciences (IES)

Status: Rejected

Project Coordinator, Experiment Design, Data Analysis, Report Drafting

AI-Driven Digital Safety Training Program for Children and Elderly

Amount: \$100,000

Sponsor: The Google Academic Research Awards (GARA) program

Status: Rejected

Program Evaluation (Funded Research), Data Analyst, Report Drafting

RET Site: Project-Based Learning for Rural Alabama STEM Middle School Teachers in Machine Learning and Robotics Year 2, End of Year Report.

Amount: \$589,889

Sponsor: National Science Foundation (NSF)

Status: Fully Funded

Program Evaluation (Funded Research), Data Analyst, Report Drafting

Developing and Testing Innovations (DTI): Tuskegee Partnership to Provide Technology and Cyber-Security Experiences to Alabama Black Belt through Mobile Application Development Year 3, End of Year Report.

Amount: \$999,995

Sponsor: National Science Foundation (NSF)

Status: Fully Funded

- 2022 **Program Evaluator, Experiment Design, Data Analysis, Report Writing**
 Assessment of the Auburn University Learning Assistant Program (AULAP):
 Does a Learning Assistant Make a Difference for STEM Learning? Report
 prepared for Auburn University, AULAP Program Assessment.
 Sponsor: Auburn University
 Status: Fully Funded
- 2020 **Program Evaluator; GRA**
 NSF ITEST Drone research project evaluation. Report prepared for National
 Science Foundation (NSF) iTEST.
 Amount: \$221,809
 Sponsor: National Science Foundation (NSF)
 Status: Fully Funded

HONORS AND AWARDS

- 2025 Herbert M. Handley Outstanding Dissertation Award
Mid-South Educational Research Association (MSERA)
- 2024 2024 Frank Sturm Memorial Fellowship Runner-Up
Auburn University
- Graduate Research and Travel Awards
Auburn University College of Education
- 2023 2023–2024 Harry Merriwether Fellowship
 Award Stipend: \$ 2,000
Auburn University, Auburn, AL
- Best Reviewer Award
Asian Journal of Distance Education
- Frank Sturm Memorial Fellowship Runner-Up
Auburn University
- Graduate Research and Travel Awards
Auburn University College of Education
- 2023 Graduate Research and Travel Fellowship
Auburn University Graduate School
- 2022 Auburn University's Outstanding Doctoral students for 2021-2022
Auburn University
- Graduate Research and Travel Awards
Auburn University College of Education
- 2021 Graduate Research and Travel Awards
Auburn University College of Education
- 2020 Graduate Research and Travel Fellowship
Auburn University College of Education

- 2015 Outstanding Faculty Award
Hebei University of Economics and Business, Hebei, China
- 2014 Third Prize of College Teaching Contest
Hebei University of Economics and Business, Hebei, China
Third Prize, ESL Online Teaching Contest (State level)
Hebei Higher Education Association, Hebei, China
- 2013 Outstanding ESL Mentor Award (National level)
China Foreign Language Teaching Association, China
- 2012 Outstanding ESL Mentor Award (National level)
China Foreign Language Teaching Association, China
- 2011 Outstanding ESL Mentor Award (National level)
China Foreign Language Teaching Association, China
- 2010 Second Prize, Innovative Teaching Pedagogy and Teaching Technology Contest
Hebei University of Economics and Business, Hebei, China
- 2003 Second Prize, Early Career Faculty Teaching Contest
Hebei University of Economics and Business, Hebei, China

TEACHING

Graduate Courses Taught, University at Albany

EPSY 623–Advanced Human Development, (F26)

Graduate Courses Taught, Tuskegee University

PSYC-0679–01 Psychology of Guidance (S26)

PSYC 0672 – Research and Evaluation (F25)

Undergraduate Courses Taught, Tuskegee University

PSYC 0377 – Human Development (S26; 2 sections, SU26)

PSYC 0303 – Test and Measurements (S26)

PSYC 0270 – Introduction to Psychology (F25; 2 sections)

PSYC 0274 – Educational Psychology (F25, SU26)

Graduate Courses Taught, Auburn University

ERMA 8200 – Survey Research Methods (SU25)

EPSY 8540 – Educational Psychology Research Apprenticeship (SU25)

Undergraduate Courses Taught, Auburn University

FOUN 3120 – Adolescent Development: Learning, Motivation & Assessment I (S25)

FOUN 3110 – Adolescent Development: Learning, Motivation & Assessment II (S25)

FOUN 3100 – Child Development: Learning, Motivation & Assessment (F24)

FOUN 3110 – Adolescent Development: Learning, Motivation & Assessment I (S24)

Co-Teaching and Guest Instruction, Auburn University

FOUN 3100 – Child Development: Learning, Motivation & Assessment (F20, F21, F23, S24)

ERMA 8200 – Survey Research Methods (SU21, S22, S24)

ERMA 7200 – Basic Methods in Education Research (F22)

ERMA 2400 – Applied Quantitative Data Analysis in Education and Health Professions (F23)

QMER Lab – Survey Design, Research Methods, and Data Analysis (F21)

Courses Taught, Hebei University of Economics and Business

College English Reading Comprehension (2002–2017)

College English Listening Comprehension (2002–2017)

Speaking English (2002–2017)

SERVICE EXPERIENCE

Editorial Service

- 2026–present **Editorial Board Member**, *International Journal of Educational Research (IJER)*, Elsevier
- 2026 **Guest Advisor**, *Cogent Education*, Article Collection: “Innovative Teaching, Learning Mechanisms, and the Sustainable Landscape of Education”
- 2026, 2022 **Guest Editor**, *AERA Studying and Self-Regulated Learning (SSRL) SIG Times Magazine*, August 2026 Issue; August 2022 Issue
- 2025–present **Editorial Board Member**, *Applied Studies in Innovative Learning and Teaching (ASILT)*, Elsevier
- 2024–present **Co-Editor**, *The Professional Educator (TPE)*, Auburn University, Auburn, AL
- 2023–2024 **Section Editor**, *The Professional Educator (TPE)*, *Critical Studies in Education Section*, Auburn University, Auburn, AL
- 2020–2023 **Editorial Manager**, *The Professional Educator*, Auburn University, Auburn, AL

Research Service

- 2026 **Reviewer**, *Journal of Educational Technology Development and Exchange (JETDE)*
- 2026 **Program Committee**, *International Conference on Computers in Education (ICCE)*
- 2025 **Session Presider**, *the 2025 Mid-South Educational Research Association (MSERA) Annual Meeting*, New Orleans, LA
- 2024 **Session Chair**, *the 45th International Stress Trauma, Anxiety and Resilience (STAR) Conference*, North Carolina
- 2021–present **Ad Hoc Reviewer**, *Behavior & Information Technology* (2×)

- Humanities and Social Sciences Communications* (2×)
Journal of Transformative Education (2×)
BMC Psychology (1×)
Discover Education (2×)
Frontiers in Psychology (1×)
International Journal of Educational Research (IJER) (1×)
Journal of Further and Higher Education (1×)
Trends in Psychology (4×)
European Journal of Education (EJED) (1×)
Cogent Education (7×)
Open Praxis (2×)
Current Psychology (17×)
Psychology in the Schools (5×)
Adult Education Quarterly (AEQ) (4×)
Asian Journal of Distance Education (AsianJDE) (1×)
Journal of Educational Technology Development and Exchange (JETDE) (3×)
Journal of Research in Education (JRE) (2×)
- 2020–present **Submission Reviewer,**
American Educational Research Association (AERA) Conference. Division C. (2022, 2023, 2024, 2025, 2026, 2027)
American Psychological Association (APA) Conventions, Division 15. (2021, 2024, 2026)
International Conference on Computers in Education (ICCE)(2026)
American Association for Adult and Continuing Education (AAACE) Conference (2021, 2022, 2023)
Mid-Western Educational Research Association (MWERA) Annual Meeting (2025)
Eastern Educational Research Association (EERA) Conference, (2020, 2023, 2024)
Mid-South Educational Research Association (MSERA) Conference (2024, 2025)
- 2023–present **Book Chapter Reviewer,**
 STAR Scholar Book Series: *Routledge Studies on Global Student Mobility*. JIS Open Access Publishing. (2023) (2×)
Examining the Cognitive and Psychological Effects of the COVID-19 Global Pandemic on High School, Undergraduate and Graduate Learners. IAP Information Age Publishing. (2024) (3×)
- 2022 **Volunteer Reviewer,**
 AERA SSRL SIG the Times Magazine (December issue)
- 2021 **Academic Presentation Judge,**
 Auburn Research: Student Symposium

Committee and University Service

2025–2026	Master’s Committee Member, Tuskegee University
2025–2026	Faculty Academic Advisor for Sophomore Psychology Majors, Tuskegee University
2024	Committee Member, AERA, Graduate Student Committee, Studying and Self-Regulated Learning Special Interest Group
2023–2025	Graduate Student Representative, Graduate Student Issues Committee (GSIC) of National Council on Measurement in Education (NCME)
2023–2025	Graduate Student Representative, COE Graduate Student Advisory Committee (Dean’s Advisory Council), Auburn University
2021	Expert Instructor, Quantitative Methods in Educational Research (QMER) Steering Committee, Auburn University
2020–2023, 2025–present	Historian, AERA Studying and Self-Regulated Learning SIG https://www.youtube.com/watch?v=we4qyzH_xtk
2020–2023	Committee Member, EFLT Educational Psychology Student Committee, Auburn University
2009–2015	Coordinator, The Academic Salon, Hebei University of Economics and Business, China

PROFESSIONAL AFFILIATIONS

2024–present	International Stress Trauma, Anxiety and Resilience (STAR)
2022–present	Assessment Institute in Indianapolis
2022–present	Comparative and International Education Society (CIES)
2022–present	International E-Learning Association
2021–present	Australia Association for Research in Education (AARE)
2021–present	American Educational Research Association (AERA)
2021–present	American Psychological Association (APA)
2021–present	American Association for Adult and Continuing Education (AAACE)
2021–present	Distance Learning and Technology (CDLT)
2021–present	Southeastern Universities Graduate Research Symposium (SUGRS)
2020–present	Eastern Educational Research Association (EERA)
2020–present	Mid-South Educational Research Association (MSERA)

TRAINING, SKILLS, AND CERTIFICATES

- ◆ Quantitative research software: *R*, *Mplus*, SPSS– Advanced proficiency
- ◆ Qualitative research software: NVivo, Dedoose–Advanced proficiency
- ◆ Reference management software: EndNote, Zotero–Advanced proficiency
- ◆ Brightspace, Canvas, Banner, Qualtrics, Panopto– Advanced proficiency

- ♦ Adobe: Accessibility checking and issue fixing– Advanced business-level proficiency

PROFESSIONAL DEVELOPMENT

2025	Webinars on AI on Campus: Building Fair, Transparent, and Forward-Thinking Approaches, <i>Alchemy by Nectar</i>
2025	Webinars on Taking AI Integration to the Next Level, <i>Macmillan Learning</i>
2024	Webinars on Artificial Intelligence in Education: Developing AI EdTech for Learning; AI in the Classroom: Real Instructors, Real Applications, <i>McGraw Hill</i>
2024	Webinars on Developing AI EdTech for Learning: Creating Real Value, Not Hype, <i>McGraw Hill</i>
2024	Webinar on Bridging the Skill Gap: Leveraging the NACE Competency Assessment Tool for Student Success, <i>National Association of Colleges and Employers (NACE)</i>
2023	IDEAS Speaker Series: Artificial intelligence and the Future of Educational Research, <i>Auburn University</i>
2022	AERA Systematic Review and Meta-Analysis (SRMA) SIG Seminar Series
2020-2023	Workshop: Quantitative Methods in Educational Research (QMER), <i>Auburn University</i>