

Curriculum Vitae

Que Anh Dang, PhD

Assistant Professor

Research Centre for Global Learning (GLEA)

Coventry University

Coventry CV1 5FB, UK



Google Scholar Profile: <https://scholar.google.com/citations?user=QQDY5M8AAAAJ&hl=en>

ORCID ID: <https://orcid.org/0000-0003-2104-0856>

PURE: <https://pureportal.coventry.ac.uk/en/persons/que-anh-dang>

Summary

Dr. Que Anh Dang has been working in international education and lifelong learning since 1996 in various roles including management, research, and policy advice, with nearly 20 years in Denmark, Germany and the United Kingdom.

Her research concerns globalisation, Europeanisation in education, cross-border policy travel, the cultural political economy of higher education, learning cities, lifelong learning policies and practices in Asia and Europe, the role of universities in adult education, transnational education, [SDGs](#)-related research partnerships, the role of international organisations in policy-making in the Global North and South. In recent years, her research has also focused on international doctoral partnerships, especially cotutelle dual award programmes, university alliances in a global changing geopolitical context. She supervises 9 PhD students.

Her academic work draws on her trans-disciplinary background combining educational sociology, international development and cultural political economy perspectives. She holds a PhD in sociology of education from the University of Bristol (UK), an MSc in business and development studies from the Copenhagen Business School (Denmark), an MA in educational sociology from Aarhus University, Denmark – a joint Erasmus Mundus programme with the Institute of Education, UCL London and Deusto University, Spain.

In terms of methodology, her research is informed by critical realism and one of her major strengths is qualitative research. In particular, she has in-depth knowledge of, and extensive experience in conducting case studies, process tracing, ethnographic observations, semi-structured elite interviews and discourse analysis.

Education and Qualifications

2013-2016	PhD in Sociology of Higher Education, Bristol University, UK With EU Marie Skłodowska-Curie Research Grant
2008-2010	MSc in Business and Development Studies, Copenhagen Business School, Denmark With full scholarship of the Danish government
2006-2008	MA in Educational Sociology: Lifelong Learning Policy and Management, Aarhus University, Denmark, London Institute of Education (UCL), and Deusto University, Spain With EU Erasmus Mundus scholarship
1991-1996	BA (Hons.) in Economics, Hanoi Foreign Trade University With scholarship of the Vietnamese government

Employment

2020 -	Assistant Professor, Research Centre for Global Learning, Coventry University, UK
2018-2020	Collaborative PhD Programmes Manager, Doctoral College, Coventry Uni (Mar 2018- July 2020)
2017-2018	Post-doc Research Associate, The German Institute for Global and Area Studies (GIGA), Institute for Asian Studies, Hamburg, Germany
2013-2016	Marie Curie Research Fellow, Faculty of Social Sciences and Law, University of Bristol, UK, member of a consortium of 6 European universities for the joint research project 'Universities in the Knowledge Economy- UNIKE '
2010-2013	Programme Manager of the Erasmus Mundus Master's Programme in 'Lifelong Learning: Policy and Management' at the Danish School of Education, Aarhus University, Denmark
2007-2013	Head of the Secretariat, ASEM Education and Research Hub for Lifelong Learning at the Danish School of Education in Copenhagen, Aarhus University, Denmark
1996-2006	Education Partnership Manager, the British Council, Vietnam

PhD Supervision

Co-supervision Completion:

- Mark Dawson, 9.2020-24. "Reflecting on the Exchange: A Critical Realist Appraisal of the Value of COIL-VE in Higher Education".

On-going principal supervisor for:

- Benih Hartanti, 2021-25. Theme: Value-based Governance in Private Universities in Indonesia.
- Jacoba Magdalena Barnard, 2021-25, Dual Award PhD Programme with Stellenbosch Uni. Theme: Creativity and Higher Education Curriculum in South Africa
- Bontle Beauty Monnanyane, 2021-25, Dual Award PhD Programme with Stellenbosch Uni. Theme: HE Curriculum and Graduate Attributes
- Mark Andrew Elepano, 2023-26, Cotutelle PhD Programme with Aarhus Uni, Denmark. Theme: A Shared Compass: Examining Supervision in International Collaborative Doctoral Programmes,
- Sarah Patrick, PT 2022-28. Theme: Students Lived Experiences in Collaborative Doctoral Programmes
- Ciaran Floyd Mullan, PT 2023-29, Theme: Education policy on artificial intelligence in teacher training in Vietnam to meet SGD 4.7 targets.
- Guessan Alain Benie, PT 2025-2031. Theme: the impact of SDG4 on curriculum reforms in Ivory Coast.
- Xingbin Zhu, 2025-2029. Theme: International University Alliances: Reframing Higher Education Internationalisation in a Changing Geopolitical Context.

Research Grants

2024-2025 (Col): Research grant [€ 20,000] awarded by the German Research Foundation, coordinated by the University of Bayreuth, Germany for the project '[Rethinking Accelerated Learning in the Global South](#)' comparing fast education reforms in Asia and Africa.

2024 (Col): Research grant [£4,500] awarded by the British Council in Lisbon to conduct a study on '[UK transnational education partnerships with Portugal](#)'. This is a collaborative project with the University of Porto.

2021-2023 (PI): Research grant [£250,000] awarded by the British Council to lead the research project on UK-Southeast Asia Partnerships and Exchanges Baseline Research ([PEER](#)). This international project has seven partners in Singapore, Hongkong, Japan, China, Brunei, Thailand. It studied research, higher education and vocational education and training between the UK and 15 countries and territories in East and Southeast Asia. <https://peer.coventry.ac.uk>

2024-2028 (DoS): PhD studentship [approx.£125,000] including tuition fees and stipends awarded by Coventry University's Quality-Related Research (QR) Funding Scheme to serve as Director of Studies (DoS) for the project "International University Alliances: Reframing Higher Education Internationalisation in a Changing Geopolitical Context," starting in early 2025. This project is a

collaboration with Deakin University, Australia, which sponsors another PhD student in a cotutelle agreement.

2023-2027 (DoS): PhD studentship [approx. £120,000] including tuition fees and stipends awarded by CU Quality-Related Research (QR) Funding Scheme to serve as Director of Studies for the project 'The Role of Universities in Creating a Democratic Europe' in cooperation with the Council of Europe, France.

2022-2026 (DoS): Trailblazer PhD studentship [approx. £120,000] including tuition fees and stipends awarded by CU Quality-Related Research (QR) Funding Scheme to serve as DoS for the project 'Social Imaginaries and International Collaborative Doctoral Programmes'. This is a cotutelle project with Aarhus University, Denmark.

2013-2016 (PI): Grant [£200,000] awarded by the EU Marie Skłodowska-Curie scheme for the project 'Asia-Europe Meeting (ASEM): Processes of Higher Education Regionalism', hosted by the University of Bristol.

2011-2013 (PI): Grant [DKK 4,000,000] funded by the Danish Ministry of Foreign Affairs for project 'Asia-Europe Lifelong Learning' hosted by the Danish School of Education.

2008-2011 (CoI): Grant [SGD 500,000] funded by the Asia-Europe Foundation and Danish Ministry of Higher Education for the project 'ASEM eLearning and Workplace Learning' hosted by the Danish School of Education.

Publications (in English, Selected)

[Google Scholar profile and citations](#)

Journal Articles

1. Dang, Q.A (2025, under review), *Contested Normative Power in Higher Education: European and Chinese Cooperation with Southeast Asia*, Higher Education.
2. Dang, Q.A, Highman, L., Lim, M.A. & Nastas, P. (2025, accepted), *Rethinking sustainable internationalisation of higher education beyond the pandemic: Insights from England and Hungary*, Learning and Teaching Journal.
3. Farkas, É., Dang, Q.A., & Torlone, F. (2024). *Revitalising Adult Continuing Education for Positive Social Changes and Personal Fulfilment*. Form@re - Open Journal Per La Formazione in Rete, 24(2), 1–13. <https://doi.org/10.36253/form-16748>
4. Dang, Q. A. (2023), 'Nordic added value': a floating signifier and a mechanism for Nordic higher education regionalism, *European Journal of Higher Education*, 13:2, 142-160, <https://doi.org/10.1080/21568235.2022.2106262>
5. Dang, Q.A, Matei, L, & Popovic, M. (2023), *Reimagining Academic Freedom: An Introduction*. *Philosophy and Theory in Higher Education Journal*, 5(2), 209-222. <https://doi.org/10.3726/PTIHE.022023.0209>
6. Dang, Q.A. (2018) *An Anatomy of Authority: The Bologna and ASEM Education Secretariats as Policy Actors and Region Builders*, 16:2, 254-267, *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2017.1402297> [European Consortium for Political Research (ECPR) Excellent Paper Award for Emerging Scholars]
7. Dang, Q.A. (2017), *Regionalising Higher Education for Repositioning Southeast Asia*. *Oxford Review of Education Journal*, 43:4, 417-432, <https://doi.org/10.1080/03054985.2017.1327427>

8. Dang, Q. A. (2014) *The Role of Universities and Institutional Changes for Lifelong Learning. Leadership and Governance in Higher Education*, Volume No. 3, pp. 78-96. Berlin: Raabe Vorlage.
9. Dang, Q.A. and Nguyen C. (2014) *Governance in Vietnamese Higher Education*. Leadership and Governance in Higher Education, Volume 4: 95-124. Berlin: Raabe Vorlage
10. Dang, Q. A. (2013) *ASEM – the Modern Silk Road: travelling ideas for education reforms and partnerships between Asia and Europe*, Comparative Education, 49(1): 107-119.
<https://doi.org/10.1080/03050068.2012.740223>

Book Chapters and Research Reports

1. Dang, Q.A. (2025, forth coming), *Accelerated Learning and Temporal Imagination in International Doctoral Programmes*. In Woldegiorgis, E., Dang, Q.A, Vollmer, M. T., Otundo, B. & Johnson, E (Eds), *Rethinking Accelerated Learning in the Global South*, Brill Academic Publishers.
2. Dang, Q.A. (2024), *Learning about and from Normative Power China in International Education Cooperation*. In Halász, G. & Setényi, J. (Eds.), [Learning from Asia in Education: How can the West learn from the East in education in the 21st century?](#) Budapest. MCC Press Kft.
3. Dang, Q.A. & Veiga, A.(2024), [UK-Portugal Transnational Education](#). Lisbon: British Council.
4. Wimpenny, K., King, V., Ciske, E., **Dang, Q.A.**, Gerber, F., Kariyan, I., Madolo, Y., Morini, L., Musodza, B. & Tshuma, N. (2024), *Transforming Doctorate Education: Views from Supervisors*. [2nd Multi-Inter-Transdisciplinary Conference on Africa Transformation Perspectives](#) - Mthatha, South Africa.
5. Dang, Q. A., Lim, M. A., & Highman, L. (2023), ["England"](#) - The Role of European Universities in an Age of Pandemic. (pp. 59-98). Aarhus Universitet.
6. Dang, Q.A and Dao, V. (2021), *ASEAN HRD Readiness: Vietnam*. Jakarta: ASEAN Secretariat.
7. Lee, J, Ying, T.W, and Dang, Q.A (2021), *ASEAN HRD Readiness: Singapore*. Jakarta: ASEAN Secretariat.
8. Dang, QA and Kamibeppu, T. (2020), *Curbing University Autonomy and Academic Freedom in the Names of Quality Assurance, Accountability and Internationalisation in East Asia*. In Bergan, S., Gallagher, T., and Harkavy, I. (Eds.) *Academic Freedom, Institutional Autonomy, and the Future of Democracy*, p.103-.120. Strasbourg: Council of Europe
9. Dang, Q.A. (2018), *The Bologna and ASEM Education Processes: Comparing Governance Models and Outcomes*. In Angress, A. and Wuttig, S. (eds) *Looking Back and Looking Ahead: The ASEM Education Process- History and Vision* 2008-2018, p36-45. Bonn, Germany: Lemmens.
10. Dang, Q.A. (2018) [Unintended Outcomes of the EHEA and ASEAN: Peripheral Members and their Facade Conformity](#). In Curaj, A., Deca, L. & Pricopie, R. (eds.), *European Higher Education Area: The Impact of Past and Future Policies*. Springer, Vol. 1, p. 387-406.
11. Dang, Q.A. (2017) *Crossing Borders and Shifting Boundaries in Joint Master's Programmes between Asia and Europe*. In R. Egetenmeyer, P. Guimarães, Németh, B. (Eds.), *Joint Modules and Internationalisation in Higher Education*, pp.53-63. Frankfurt: Peter Lang.

12. Dang, Q. A. (2016), '*Shaping an ASEM (Higher) Education Area: Hybrid Sectoral Regionalism from Within*', in Robertson, Olds, Dale and Dang (eds.), *Global Regionalisms and Higher Education: Projects, Processes and Politics*, pp.143-165. Cheltenham, UK. Northampton, MA, USA: Edward Elgar
13. Robertson, S., Dale, R., Olds, K. & Dang, Q.A. (2016), '*Introduction: Global Regionalisms and Higher Education*', in Robertson, Olds, Dale and Dang (eds.), *Global Regionalisms and Higher Education: Projects, Processes and Politics*, pp.1-23. Cheltenham, UK. Northampton, MA, USA: Edward Elgar
14. Dang, Q.A. (2016), '*Academic mobility for enhancing Asia-Europe connectivity: Why and How?*', in '*Asia-Europe Connectivity: Recent Development and Future Outlook*', pp. 277-298. Asia-Europe Foundation, Singapore.
15. Dang, Q. A. (2015) '*The Bologna Process Goes East? From 'Third Countries' to Prioritizing Interregional Cooperation between the ASEAN and EU*'. In Curaj, A., Matei, L., Pricopie, R., Salmi, J. and Scott, P. (Eds.), *The European Higher Education Area: Between Critical Reflections and Future Policies*, pp.773-793. Springer.
16. Dang, Q.A. (2009), '*Recent higher education reforms in Vietnam: The role of the World Bank*'. WP13 – EPOKE. Working Papers Series on University Reform. Danish School of Education, Aarhus University.
http://edu.au.dk/fileadmin/www.dpu.dk/forskning/forskningsprogrammer/epoke/workingpapers/WP_13.pdf

Research-based Short Articles

- 1) Dang, Q.A (2025), [How university consortia can reframe internationalisation](#), University World News, 2 April
- 2) Dang, Q.A, Vollmer, M. T., Woldegiorgis, E., Otundo, B. & Johnson, E. (2025) [Rethinking accelerated learning in relation to quality goals](#), University World News, 7 March
- 3) Dang, Q.A. & Abdullah, D. (2024), [ASEAN declaration is milestone for regional HE space](#), University World News, 27 September.
- 4) Dang, Q.A., Kasinathan, J. & Paryono (2023), [ASEAN-United Kingdom TVET Partnerships for sustainable futures](#), University World News, 11 November.
- 5) Dang, Q.A and Morini, L. (2023) [Between sameness and difference: challenges for TNE](#). University World News, 11 March.
- 6) Dang, Q.A. (2023) [Thách thức đối với các chương trình liên kết đào tạo giữa Vương quốc Anh và Đông Nam Á](#), Tin Tuc, 22 March [in Vietnamese, Vietnam News]
- 7) Dang, Q.A. (2021), [Thinking Higher and Beyond: Alternative Futures of ASEM Education](#), pp 91-94. ASEM Education Secretariat, Belgium.
- 8) Dang, Q.A. and Echno, M. (2019) [Opportunities and Challenges of Training 'triple-helix knowledge workers' in collaborative doctoral Programmes](#), the European University Association's Council for Doctoral Education Debate, 7 March.
- 9) Dang, Q.A. (2018) [Lifelong Learning in Southeast Asia](#): An Awakening of Vigorous Debate and Cooperation, pp.9-11. DVV International, No 1 & 2/2018
- 10) Dang, Q.A. (2017) [Research Executive Agencies in Europe: Some Reflections](#). In *Europe of Knowledge*, 12 October.
- 11) Dang, Q.A. (2017) [Can Education Build ASEM?](#) in *ASEM Education Gazette*, Vol 3, November.
- 12) Dang, Q.A. (2017) [Vietnam Navigates Change to Defuse APEC's Internal Crisis](#). In *GIGA Focus Asia*, Oct 2017.
- 13) Dang, Q.A. (2017) [Out of the Shades: The Bologna and ASEM Education Secretariats as Transnational Policy Actors in their own Right](#). 17 September.
- 14) Dang, Q.A. (2016) The 'ASEAN Way' of Regional Higher Education Cooperation: Process and Progress, in *ASEM Education Gazette*, Vol 2, April 2016.

- 15) Honeyman, C.; **Dang, Q.A.**; Persson, A; Thomas, M., and Waugh, M. (2016) *25 Ways to Improve Learning: A collection of research briefs on quality education*. UNESCO IIEP Paris.
- 16) Dang, Q.A. (2015) [The EHEA and ASEM: Creating Regions of Higher Education](#). In GlobalHigherEd Blog, 18 June.
- 17) Dang, Q.A. (2015) [Why does ASEM education cooperation matter?](#) In ASEM Education Gazette, Vol.1, May 2015, pp.4-5. <https://unike.au.dk/news-archive/single-news/artikel/180c6db825>
- 18) Dang, Q.A. (2015) *ASEM Education Secretariat: the first and only Secretariat of ASEM Ministerial Cooperation*. In ASEM Education Gazette, Vol.1, May 2015, pp. 11-15.
- 19) Dang, Q.A. (2015) [A Decade of working together for ASEM Lifelong Learning: Looking back and Looking ahead](#). In ASEM Education Gazette, Vol.1, May 2015, pp. 19-24.
- 20) Dang, Q.A. (2015) *ASEM education four-point agenda in one pilot project: joint degrees in tourism and hospitality*. In ASEM Education Gazette, Vol.1, May 2015, pp. 27-30
- 21) Dang, Q.A. (2014) [New momentum and energy behind Bologna](#). University World News, 5 December.
- 22) Dang, Q.A. (2013). [GRALE and PIAAC – \(De\)constructing the world of adult learning and education](#)
- 23) Dang, Q.A. (2010) Book review: Teachers and Trainers in Adult and Lifelong Learning: Asian and European Perspectives, edited by Regina Egetenmeyer and Ekkehard Nüssli. Journal of Educational Sciences, Vol. 1, pp.90-93.
- 24) Various commentaries and articles in the [ASEM Magazine for Lifelong Learning](#) (2011-2015)
 - Ten Challenges for Lifelong Learning
 - Asia starts in Australian Schools
 - How have Finland and Japan become giants of PISA and PIAAC
 - Trajectories of Lifelong Learning in Latvia
 - Regional Qualifications Frameworks are still a Promise
 - Teachers for adults should be as professional as teachers for children at school.

Editorship Experience

- 2024: Co-editor of the Special issue *Revitalising Adult Continuing Education for Positive Social Changes and Personal Fulfilment*. Form@re - Open Journal Per La Formazione in Rete, 24(2), 1–13. <https://doi.org/10.36253/form-16748>
- 2023: Co-editor of the Special issue 'Reimagining Academic Freedom' in the Philosophy and Theory in Higher Education journal. Doi: [10.3726/PTIHE.022023.0209](https://doi.org/10.3726/PTIHE.022023.0209)
- 2016: Co-editor of the book '[Global Regionalisms and Higher Education: Projects, Processes, Politics](#)'. Edward Elgar Publishing.

Grant Reviewer

- Member of the UKResearch and Innovation, Economic and Social Research Council ([ESRC](#)) [Peer Review College](#).
- Invited expert reviewer for ESRC grant application (£790 000) in January 2025
- Invited expert reviewer for ESRC New Investigator grant applications (£300 000) in Nov. 2023.
- Invited expert reviewer for the Leverhulme Foundation grant applications (£200,000), Aug-Sep 2024.
- Invited reviewer for the British Academy 10 small grant applications, Oct-Nov 2024.

Peer Reviewer for

- the [Higher Education](#) journal, Springer
- the journal [Globalisation, Societies and Education](#), Taylor and Francis
- the journal [Policy Futures in Education](#), SAGE
- the [Higher Education Policy Journal](#), Palgrave
- the [Asia Pacific Education Review](#) Journal, Springer
- the [European Journal of Higher Education](#), Taylor and Francis
- the [Journal of Asian public policy](#), Taylor and Francis

- the [Journal of marketing for higher education](#), Taylor and Francis.

Prize and Awards

- The Excellent Paper Award of emerging scholars by the European Consortium for Political Research (ECPR), Knowledge Politics and Policies Standing Group, (only one award per year), for the paper in 2018: <https://doi.org/10.1080/14767724.2017.1402297> - the first academic paper published about the agency and powerful role of regional secretariats in higher education regionalism.
- Finalist for the 2023 Award of 'the Outstanding PhD Supervisory Team of the Year' at Coventry University for doctoral co-supervision with Professor Katherine Wimpenny and Dr Jos Beelen from the Hague University of Applied Sciences.

Invited Talks and Conferences (most recent and relevant)

- 2025: 'Cultivating novice doctoral supervisors in England, Malaysia and Vietnam', at the 9th Postgraduate Supervision Conference, 26-28 March, Stellenbosch, South Africa.
- 2025: 'Rethinking Accelerated Learning in the Global South', 18-20 February, at the Conference in Bayreuth University, Germany.
- 2024: 'Connecting through Communication: Clear, Concise and Confident (5Cs) in Cross-cultural Research', UniWell University Alliance Conference, 22 April, Florence, Italy.
- 2023: 'Social Imaginaries and International Doctoral Education in China, Japan and the UK', Conference of the German Educational Research Association (GERA), the Comparative and International Educational Research Division, 29-30 November, Frankfurt, Germany.
- 2023: 'Normative Power China in International Education Cooperation', at 'Learning from Asia in Education' Conference, 30-31 October, Budapest, Hungary.
- 2022: 'Resilient partnerships for sustainable development: research collaborations between the UK, ASEAN and China', SEAMEO Conference 'Sustainable Learning in Higher Education: Towards Sustainable Development', 23-25 November, Bangkok, Thailand.
- 2021: 'We cannot take inclusive and equal partnerships for granted', PEER Conference, 28 June 2021, Bangkok, Thailand.
- 2021: 'The COVID-19, Brexit and Internationalisation Strategies of English Universities', at the Keystone Conference 'European Universities – Critical Futures', 13-15 Dec, Copenhagen, Denmark
- 2020: 'The Belt and Road Initiative and Brexit: How can ASEAN engage with the changing higher education world?', University of Manchester Online Conference 'China and Higher Education', 7-11 Dec.
- 2019: Panel 'Knowledge Policies and Politics', at the European Consortium for Political Research (ECPR) Conference, 4-7 September, Wroclaw, Poland.
- 2019: 'Good Neighbourliness in Higher Education Cooperation in the Nordic region', at EDUnighbours conference, 21 March, Tampere, Finland.
- 2019: 'Power and Problems of International Collaborative Doctoral Education', at the EUA-CDE Thematic Seminar on "Inter-institutional Collaboration in Doctoral Education, 17-18 January, Amsterdam, the Netherlands.

Membership of professional networks

- Member of the [ASEM research network](#) on learning cities and learning regions.
- Member of the Standing Group 'Politics of Higher Education, Research, and Innovation' - a network within the European Consortium for Political Research ECPR. (<http://ecprknowledgepolitics.com>)
- Member of the 'Philosophy and Theory of Higher Education Society' (<https://pathes.org>)
- Member of the European Research Network 'Policy Studies and Politics of Education-Network 23. - <https://eera-ecer.de/networks/23-policy-studies-and-politics-of-education>

- Member of the 'Philosophy and Theory of Higher Education Society' (PaTHES) - <https://pathesorg.wordpress.com/>
- Member of the European Research Network 'Sociologies of Education' - Network 28 - <https://eera-ecer.de/networks/28-sociologies-of-education>

Advisory Boards

Member of the Selection Committee for the German Academic Exchange Service (DAAD) "Fundamental Academic Values Award", 2024.

Advisory Board member for the Centre for Higher Education Futures, Danish School of Education, Aarhus University (2022-2027). <https://dpu.au.dk/en/research/research-programmes/chef/people>

Member and former Vice Chair of the Board of the Vietnamese Intellectual Society in the UK and Ireland, a network of 170 Vietnamese academics working in over 60 universities and research institutes across the UK and the Republic of Ireland. <https://vis-ukandireland.org/current-boards/>

Advisory Board member for the Global Observatory on Academic Freedom (2021-2023), <https://elkana.ceu.edu/goaf-people>

Community Work and Hobbies

- Member of the EU Marie Curie Alumni Association, the UK and Denmark Chapters
- Member of the EU Erasmus Mundus Alumni Network, Southeast Asia Chapter
- A volunteer for Oxfam UK, Leamington Spa Bookshop
- An experienced traveller, wine lover and keen gardener.

Que Anh Dang,
April 2025