



**COLLEGE OF
HUMAN SCIENCES
AND EDUCATION**
KIMEP UNIVERSITY

CALL FOR PARTICIPATION

**LevelUpLab 2025 – Research
and Pedagogy Summer School**

**June 2–6, 2025 | KIMEP University |
Almaty, Kazakhstan**



ABOUT LEVELUPLAB

Building on the success of its inaugural run in 2024, LevelUpLab returns as a 72-hour professional development program over ten days. The program features an intensive five-day in-person Research & Pedagogy Summer School that brings together early-career academics, PhD students, and experienced faculty for hands-on, high-impact professional development. This is where pedagogy meets research, and where academic ambition turns into tangible output. The College of Human Sciences and Education at KIMEP University hosts this event, which blends academic rigor with practical relevance. The structured training provided will culminate in concrete academic products: a personalized teaching action plan and a systematic review paper outline ready for publication.

What makes LevelUpLab unique?

- *LevelUpLab prioritizes depth, not breadth.*

Unlike many professional development programs that compress numerous topics into a short time frame, LevelUpLab is deliberately focused only on two core themes—pedagogical engagement and systematic review methodology. These are explored over five days through scaffolded activities, enabling participants to engage in deep, sustained learning rather than fragmented exposure.

- *LevelUpLab is designed around doing, not just knowing.*

The program emphasizes experiential learning and output production as participants actively apply concepts through guided practice, peer exchange, and individualized project work. Each track culminates in a tangible academic product: a teaching engagement plan and a draft systematic review outline. This approach allows learning to translate directly into scholarly and pedagogical outcomes.

- *LevelUpLab brings global expertise to local practice.*

The program is led by internationally renowned scholars—Dr. Kenneth Bartlett from the University of Minnesota (ranked 87th globally in the Times Higher Education World University Rankings 2025) and Dr. Kim Dang from Monash University (ranked 58th globally in the Times Higher Education World University Rankings 2025). Both are affiliated with top-tier institutions with international reputations in education and research. Through their leadership, participants engage with globally informed perspectives, evidence-based approaches, and innovative pedagogical practices grounded in academic rigor and real-world relevance.

The structure of the event

- **Preparation Phase (May 26–30)** – Participants review online, open-access materials curated by the experts in advance of the in-person sessions. These materials are listed under the Pre-Workshop Reading List sections provided in each expert's track and are designed to maximize the effectiveness of interactive discussions and activities during the Active Learning Phase.
- **Active Learning Phase (June 2–6)** – Participants attend interactive, skills-based workshops at the KIMEP campus and work toward an academic end-product.



REGISTRATION DETAILS

Eligibility:

LevelUpLab 2025 is open to:

- University faculty members (senior and junior)
- Doctoral students in education, social sciences, or related fields
- Researchers seeking focused academic development in teaching and publishing

Maximum Capacity:

Due to the high-intensity and hands-on nature of the training, the number of available slots is limited to a maximum of 40 participants. Therefore, participation will be on a first-come, first-served basis. The first 40 participants to complete the online registration form will secure their places, while others will be placed on a waiting list.

Registration Fee Structure

Participant Category	Fee (KZT)	Notes
KIMEP Senior Faculty (professorial positions)	50,000	Full fee applies
KIMEP Junior Faculty (lecturer positions)	15,000	70% discount
KIMEP PhD Students	0	100% waiver
External Faculty	50,000	Full fee applies
External PhD Students	25,000	50% discount

Participants who pay the full LevelUpLab registration fee (i.e., 50,000 KZT) will also receive free access to the Central Asia Higher Education Workshop Conference (May 31, 2025). Others may register separately for the conference at a fee of 10,000 KZT.

What the Fee Covers:

- 5 days of intensive workshops
- Two daily coffee breaks
- Participation kit (badge, notebook, pen)
- Certificate of completion
- Access to pre-event online materials
- Admission to the CAHE Workshop Conference (for full-fee participants)

How to Register:

Participants must complete the online registration form available at: <https://forms.gle/W4i6QjLpDiKU3nE67>

- Upon completing the form, the first 40 participants will receive an email from the organizing committee inviting them to pay the registration fee within 3 working days. Information on how to make the payment will be enclosed in our email. After payment, the participants must email the receipt to Nurbeine Kossylganova at Nurbeine.k@kimep.kz, with the subject line "Participation in LevelUpLab-2025", to confirm their places in the summer school. Do not make any payment if you do not receive an email from us.
- If payment is not made within 3 working days, the next person on the waiting list will be invited to make the payment and secure their spot.
- Participants are responsible for their own travel and accommodation arrangements.

Deadline to Register: May 23, 2025

Contact information:

- For queries regarding the structure of the summer school, program, trainers, or the nature of the sessions, please contact the head of the organizing committee, Dr Askat Tleuov at A.Tleuov@kimep.kz
- For inquiries related to registration process please contact Miss Nurbeine Kossylganova at Nurbeine.k@kimep.kz
- All the on-site sessions during June 2-6 will be conducted at KIMEP University. See the program below for more details. Address: Abay Avenue 2, Almaty 050010, The Republic of Kazakhstan, KIMEP University.

Working languages:

The working language of the summer school is English.

Summer school organizing committee:

- Askat Tleuov, PhD
- Juldys Smagulova, PhD
- Nurbeine Kossylganova, MA
- Marina Kim, MBA



TEACHING TRACK: ENGAGING WITH ENGAGEMENT



Expert: Dr Kenneth R. Bartlett

Affiliation: Professor of Human Resource Development, University of Minnesota, USA

Academic Background: PhD in Human Resource Development, University of Illinois, USA

Email: bartlett@umn.edu

About the Expert:

Kenneth (Ken) Bartlett (PhD) is Professor of Human Resource Development and Hellervik Chair in Leadership and Adult Career Development in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota. Originally from Christchurch, New Zealand, he previously worked in a variety of management positions in the public sector and tourism industry in both New Zealand and the United States. His M.Sc. and Ph.D. in human resource development are from the University of Illinois at Urbana-Champaign. For over 30 years, he has engaged with an active research agenda focused on the processes and outcomes of human resource development and workforce planning and development. In 2023, he received the Outstanding Scholar Award from the Academy of Human Resource Development and previously served as the editor-in-chief for the Sage-published journal *Advances in Developing Human Resources*. He has considerable international experience as a consultant and adviser with organizations across the United States as well as with educational institutions, not-for-profits, and government agencies in over 40 countries. Previous academic leadership positions include Chair of the Department of Organizational Leadership, Policy, and Development, Chair of the Department of Work and Human Resource Education, and terms as Associate Dean for Graduate, Professional, and International Programs as well as Associate Dean for Faculty Development in the College of Education and Human Development.

- [University of Minnesota Profile](#)
- [Google Scholar Profile](#)

Training Title:

Strategies for Enhancing Faculty Engagement to Improve Positive Learning Environments and Outcomes for Students

Overview:

Prior research has suggested that lack of motivation, deficient knowledge of effective study habits, competing demands on student time, and non-alignment between student and faculty objectives for the course are the reasons why many university students are not fully engaged in their learning. Shifting the focus from techniques to encourage motivation to a broader engagement strategy, this five-day workshop aims to highlight reciprocal links between faculty and student engagement. Research-based evidence for specific techniques, strategies, and activities to foster critical thinking along with higher levels of engagement in the classroom (both online and in person) will be presented. The critical role of faculty engagement as a catalyst for improved student engagement and performance will be emphasized. In addition, the need to foster critical thinking skills in students as preparation for the demands of the 21st century workplace will be discussed. A range of instructional methods, techniques, and tips will be reviewed. Workshop participants will develop an individualized action plan of specific high-engagement approaches to instruction, classroom activities, and assessments for application to teaching in the coming year.



DAILY SESSIONS SCHEDULE:

Day 1 – June 2: Understanding Student Disengagement

- Explore root causes of disengagement in higher education
- Examine global and regional student engagement trends
- Introduce key elements of Cognitive Load Theory as a lens for engagement

Day 2 – June 3: Faculty Engagement as a Strategic Imperative

- Define faculty engagement and its importance in university settings
- Introduce the Five-Step Engagement Model
- Analyze the role of leadership in sustaining engagement
- Learn how to measure and track engagement in institutional contexts

Day 3 – June 4: Fostering Critical Thinking in the Classroom

- Discuss the relevance of critical thinking in 21st-century education
- Apply the “5 C’s Model” for enhancing critical thinking
- Practice six+ techniques to activate critical thought in students

Day 4 – June 5: High-Impact Engagement Strategies – Part I

- Discover 15 tips for promoting student engagement
- Select and customize 10+ teaching strategies for individual use
- Begin developing a teaching engagement action plan

Day 5 – June 6: High-Impact Engagement Strategies – Part II

- Learn 10 additional student engagement strategies
- Explore innovative approaches to student assessment
- Finalize individualized engagement action plans
- Peer feedback and discussion of application in the 2025–26 academic year

Expected Outcome:

Participants will complete the program with a **personalized, evidence-based action plan** that integrates high-engagement instructional techniques, active assessment approaches, and faculty engagement principles tailored to their university context.

Pre-Workshop Reading List (May 26-30):

- Trowler, V. (2010). Student engagement literature review. *The higher education academy*, 11(1), 1-15. <https://rb.gy/019098>
- Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in higher education*, 38(5), 758-773. <https://doi.org/10.1080/03075079.2011.598505>
- Barrineau, S., Engström, A., & Schnaas, U. (2019). *An active student participation companion*. Avdelningen för kvalitetsutveckling-Enheten för universitetspedagogik. <https://rb.gy/ueuzrs>
- Paas, F., Renkl, A., & Sweller, J. (2003). Cognitive load theory and instructional design: Recent developments. *Educational psychologist*, 38(1), 1-4. https://doi.org/10.1207/S15326985EP3801_1
- Bakker, A. B., & Albrecht, S. (2018). Work engagement: current trends. *Career development international*, 23(1), 4-11. <https://doi.org/10.1108/CDI-11-2017-0207>



RESEARCH TRACK: SYSTEMATIC REVIEW MASTERY



Expert: Dr Kim Dang

Affiliation: Associate Professor in TESOL & Languages Education, Monash University, Australia

Academic Background: PhD in TESOL Teacher Education, University of Melbourne, Australia

Email: kimanh.dang@monash.edu

About the Expert:

Associate Professor Thi Kim Anh Dang is an academic in TESOL and Languages Education at the Faculty of Education, Monash University, and a Senior Fellow of the Higher Education Academy (UK). She holds a PhD in TESOL Teacher Education from the University of Melbourne. Kim was the convenor of the Teacher Education and Research Innovation Special Interest Group (TERI SIG) within the Australian Association for Research in Education (AARE), from 2018 to 2022, and she served as Acting Research Lead for the School of Curriculum, Teaching & Inclusive Education at Monash University from March to May 2024.

Dr Dang brings extensive experience in research leadership, consultancy, and systematic reviews. Her work is both practice-driven and theoretically grounded, with a research program that explores English-medium instruction, teacher professional learning, and globalization in education, underpinned by Vygotsky's cultural-historical theory. Kim has received multiple research awards from institutions and associations including the University of Melbourne, Monash University, the Vietnam National University, AARE, the Applied Linguistics Association of Australia, and the American Educational Research Association. Her publications appear in leading international journals such as *Teaching and Teacher Education*, *Critical Studies in Education*, and *Current Issues in Language Planning*.

- [Monash University Profile](#)
- [ORCID](#)
- [Google Scholar Profile](#)

Training Title:

Planning, Conducting & Reporting Systematic Reviews in Education

Overview:

This series of workshops offers researchers an accessible, practical introduction to the core elements of planning, conducting, and reporting rigorous systematic reviews in education research. Blending hands-on activities with research-informed knowledge, the training will support participants in distinguishing between different types of reviews, including traditional literature reviews and systematic reviews, and provide a step-by-step guide to each stage of the systematic review process. The overall aim is to guide researchers in planning and conducting rigorous systematic reviews, structuring high-impact review papers, and preparing them for submission to academic journals.

Participants will explore real examples, gain practical experience, and have opportunities to apply their learning to their own areas of interest. It is highly recommended that attendees come with a potential systematic review topic in mind, which can serve as the focus of their work during the training.



DAILY SESSIONS SCHEDULE:

Day 1 – June 2: Introduction to Systematic Reviews

- Differentiate between traditional literature reviews and systematic reviews
- Identify reviewable topics and research gaps
- Learn the structure and scope of a rigorous systematic review

Day 2 – June 3: Planning the Review

- Conduct a scoping search to frame the review
- Define research questions, inclusion and exclusion criteria
- Identify key databases and build search strategies

Day 3 – June 4: Conducting the Review

- Execute structured literature searches
- Manage and organize sources using digital tools
- Apply PRISMA and screening processes

Day 4 – June 5: Reporting and Structuring the Review

- Analyze, synthesize, and code findings
- Draft key sections: introduction, methods, findings
- Ensure transparency and replicability

Day 5 – June 6: Finalizing the Paper

- Present and critique review outlines
- Receive guided feedback and suggestions
- Discuss pathways to publication in Q1-Q2 journals

Expected Outcome:

By the end of the training, the participants should be able to conduct a systematic review of a topic of their choice and create a **rough outline of a systematic review paper** ready for them to continue developing post-training.

Pre-Workshop Reading List (May 26-30):

- Dang, T. K. A., Bonar, G., & Yao, J. (2023). Professional learning for educators teaching in English-medium-instruction in higher education: A systematic review. *Teaching in Higher Education*, 28(4), 840–858. <https://doi.org/10.1080/13562517.2020.1863350>
- Macaro, E. (2019). Systematic reviews in applied linguistics. In J. McKinley & H. Rose (Eds.), *The Routledge Handbook of Research Methods in Applied Linguistics* (pp. 230–239). Routledge. <https://doi.org/10.4324/9780367824471>
- Rowan, L. et al. (2021). How does initial teacher education research frame the challenge of preparing future teachers for student diversity in schools? A systematic review. *Review of Educational Research*, 91(1), 112–158. <https://doi.org/10.3102/0034654320979171>
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36–76. <https://doi.org/10.1017/S0261444817000350>
- Lee, H., Rose, H., Macaro, E., & Lee, J. H. (2025). Success of EMI in Higher Education and Its Key Components: A Meta-Analytic Structural Equation Modelling Approach. *Educational Research Review*, 100684. <https://doi.org/10.1016/j.edurev.2025.100684>



LEVELUPLAB 2025 PROGRAM

	TIME	SESSIONS	VENUE: NEW ACADEMIC BUILDING
DAY 1 – JUNE 2	09:00 – 09:30	REGISTRATION	TBA
	09:30 – 10:00	OPENING CEREMONY	TBA
	10:00 – 10:55 Short Break 11:05 – 12:00	Research Track – Systematic Review Mastery Expert: Dr Kim Dang Title: Planning, Conducting & Reporting Systematic Reviews in Education	TBA
	12:00 – 13:00	COFFEE BREAK/LUNCH	TBA
	13:00 – 13:55 Short Break 14:05 – 15:00	Teaching Track – Engaging with Engagement Expert: Dr Kenneth Bartlett Title: Strategies for Enhancing Faculty Engagement to Improve Positive Learning Environments and Outcomes for Students	TBA
	15:00 – 17:00	Self-Guided Learning	TBA
END OF DAY 1			
DAY 2 – JUNE 3	09:00 – 09:55 Short Break 10:05 – 11:00	Research Track – Systematic Review Mastery Expert: Dr Kim Dang	TBA
	11:00 – 12:00	COFFEE BREAK	TBA
	12:00 – 12:55 Short Break 13:05 – 14:00	Teaching Track – Engaging with Engagement Expert: Dr Kenneth Bartlett	TBA
	14:00 – 15:00	COFFEE BREAK/LUNCH	TBA
	15:00 – 16:30	COLLABORATIVE KICK-OFF (an interactive and fun community-building activity)	TBA
END OF DAY 2			
DAY 3 – JUNE 4	09:00 – 09:55 Short Break 10:05 – 11:00	Research Track – Systematic Review Mastery Expert: Dr Kim Dang	TBA
	11:00 – 12:00	COFFEE BREAK	TBA
	12:00 – 12:55 Short Break 13:05 – 14:00	Teaching Track – Engaging with Engagement Expert: Dr Kenneth Bartlett	TBA
	14:00 – 14:30	COFFEE BREAK/LUNCH	TBA
	14:30 – 16:30	Self-Guided Learning	TBA
END OF DAY 3			



DAY 4 – JUNE 5	09:00 – 09:55 Short Break 10:05 – 11:00	Research Track – Systematic Review Mastery Expert: Dr Kim Dang	TBA
	11:00 – 12:00	COFFEE BREAK/LUNCH	TBA
	12:00 – 12:55 Short Break 13:05 – 14:00	Teaching Track – Engaging with Engagement Expert: Dr Kenneth Bartlett	TBA
	14:00 – 14:30	COFFEE BREAK/LUNCH	TBA
	14:30 – 16:30	Self-Guided Learning	
END OF DAY 4			
DAY 5 – JUNE 6	09:00 – 09:55 Short Break 10:05 – 11:00	Research Track – Systematic Review Mastery Expert: Dr Kim Dang	TBA
	11:00 – 12:00	COFFEE BREAK/LUNCH	TBA
	12:00 – 12:55 Short Break 13:05 – 14:00	Teaching Track – Engaging with Engagement Expert: Dr Kenneth Bartlett	TBA
	14:00 – 14:30	COFFEE BREAK/LUNCH	TBA
	14:30 – 15:30	Research Track – Presentations / Feedback	TBA
	15:30 – 16:30	Teaching Track - Presentations / Feedback	
	16:30 – 17:30	CLOSING CEREMONY	TBA
END OF THE EVENT			