



LEVELUPLAB 2025 PROGRAM

	TIME	SESSIONS	VENUE: Valikhanov Building
DAY 1 – JUNE 2	08:30 – 09:00	REGISTRATION	220 VB
	09:00 – 09:30	OPENING CEREMONY	220 VB
	09:30 – 10:25 Short Break 10:35 – 11:30	Research Track – Systematic Review Mastery Expert: Dr Kim Dang Title: Planning, Conducting & Reporting Systematic Reviews in Education	322 VB
	11:30 – 13:00	COFFEE BREAK/LUNCH	222 VB
	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	220 VB
	15:00 – 17:00	Self-Guided Learning	
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	322 VB
	11:00 – 12:00	COFFEE BREAK	222 VB
	12:00 – 12:55 Short Break 13:05 – 14:00	Teaching Track – Engaging with Engagement Expert: Dr Kenneth Bartlett	220 VB
	14:00 – 15:00	COFFEE BREAK/LUNCH	222 VB
	15:00 – 16:30	COLLABORATIVE KICK-OFF (an interactive and fun community-building activity)	222 VB
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	322 VB
	11:00 – 12:00	COFFEE BREAK	222 VB
	12:00 – 12:55 Short Break 13:05 – 14:00	Teaching Track – Engaging with Engagement Expert: Dr Kenneth Bartlett	220 VB
	14:00 – 14:30	COFFEE BREAK/LUNCH	222 VB
	14:30 – 16:30	Self-Guided Learning	
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	322 VB
	11:00 – 12:00	COFFEE BREAK/LUNCH	222 VB
	12:00 – 12:55 Short Break 13:05 – 14:00	Teaching Track – Engaging with Engagement Expert: Dr Kenneth Bartlett	220 VB
	14:00 – 14:30	COFFEE BREAK/LUNCH	222 VB
	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	322 VB
	11:00 – 12:00	COFFEE BREAK/LUNCH	222 VB
	12:00 – 12:55 Short Break 13:05 – 14:00	Teaching Track – Engaging with Engagement Expert: Dr Kenneth Bartlett	220 VB
	14:00 – 14:30	COFFEE BREAK/LUNCH	222 VB
	14:30 – 15:30	Research Track – Presentations / Feedback	220 VB
	15:30 – 16:30	Teaching Track - Presentations / Feedback	
	16:30 – 17:30	CLOSING CEREMONY	220 VB
END OF THE EVENT			



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>