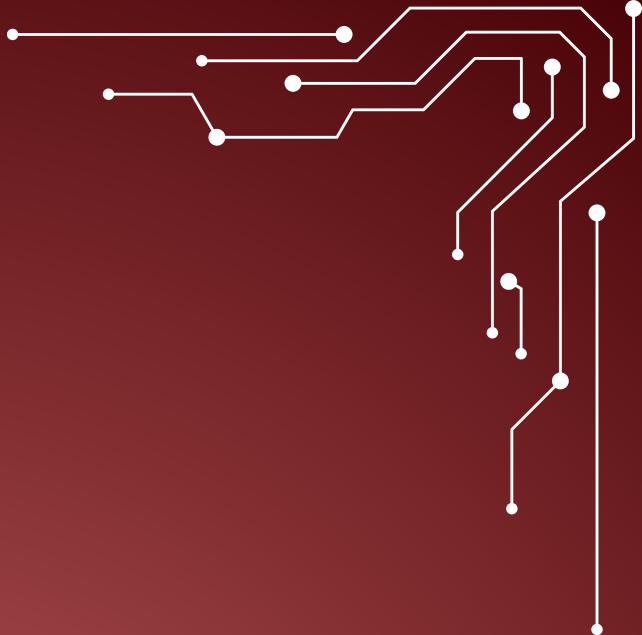




COLLEGE OF
HUMAN SCIENCES
AND EDUCATION
KIMEP UNIVERSITY



Psychology and Education: Bridging the Gap between Theory and Practice

CONFERENCE PROGRAM

18-19 April 2025
KIMEP University



PROGRAM

Friday, 18 April 2025

Time	Activity	Venue and Presenters	Venue and Presenters
12:00-13:00	Registration and Light Lunch	2 nd floor New Academic Bld	
13:00-14:00	Keynote Speech	Hall #2 Dr. Lieve Cuypers “From Challenge to Co-creation: Collaborating for Sustainable Solutions”	
14:15-15:00	Workshop/ Presentation	Hall #2 Su Jin Lee & Yekaterina Rudenko “Exploring TESOL Student-Teachers’ Reflections and Perceptions of Reflective Tools”	Hall #3 Gyuzal Akhmetova “Forming academic and life skills through cognitive and neurobiological strategies in discussion of popular science literature in English classes”
15:15-16:00	Workshop/ Presentation	Hall #2 Anna Kudiyarova “Psychological resources of the teacher: using the program of the exercises against conflict and stress”	Hall #3 Timur Akishev & Ulzhan Kazybekova “Syntax is giving me a headache!”: Exploring student perceptions, emotional well-being, and pedagogical support in a generative syntax course”



PROGRAM

Saturday, 19 April 2025

Time	Activity	Venue and Presenters	
09:00-10:00	Registration and Coffee	2 nd floor New Academic Bld	
10:00-10:45	Panel	Hall #2 Arman Rakhimov, Oxana Gulak, Oksana Zhdanovic, Natalya Nuraldin, Herman Grobler “Licensing, Training, and Professional Standards in Psychological Practice, Kazakhstan”	
11:00-11:45	Workshop/ Presentation	Hall #2 Aizhan Turgumbayeva “The impact of AI on mental health of students: Insights from one private university in Kazakhstan”	
12:00-12:45	Workshop/ Presentation	Hall #114 Tracy Darch-Hall & Claire Salmi “What does it mean to be a diverse, equitable, and inclusive education provider? Exploring concepts and practices”	Hall #3 Olga Karpushina “Purposeful personalization: Utilizing Vervaeke’s relevance realization to build critical thinkers and curb AI cheating”
12:45-13:15	Break		



PROGRAM

Saturday, 19 April 2025

Time	Activity	Venue and Presenters	Venue and Presenters
13:15-14:00	Workshop/ Presentation	Hall #2 Gulnaz Agibayeva The world through the eyes of Autism	Hall #3 Zhansaya Aden Cognitive abilities of bilinguals
14:15-15:45	Workshop/ Presentation	Room #114 Dr. Lieve Cuypers Bridging Worlds: Cultivating connection with culturally responsive & nonviolent communication	Room #116 Matthew Hall & Elmira Tolepbergenova Cyberbullying in Education: What is it and what can be done?
15:45-16:00	Closing	Hall #2	

Keynote

“FROM CHALLENGE TO CO-CREATION: COLLABORATING FOR SUSTAINABLE SOLUTIONS”

Lieve Cuypers
PXL Education, Belgium

In alignment with the UN 2030 Agenda for Sustainable Development and its Leave No One Behind (LNOB) principle, this keynote highlights the critical need for cultural inclusion in education as a pathway to peace and equity. Through the lens of a VLIR-UOS initiative—a collaborative project bridging Flemish and global partnerships—this presentation explores how educators, and researchers at institutions in Ecuador (UTN), Cambodia (RUPP), South Africa (NWU), Ethiopia (JU), and Belgium (PXL) are reimagining education to foster inclusivity while honouring cultural identity.

At the heart of this transformation is the development of intercultural competencies (IC) among teacher trainers (TT), enabling them to adopt culturally responsive teaching practices. By centring cultural identity as a cornerstone of inclusive education, the project challenges traditional pedagogical approaches and advocates for the decolonisation of curricula. Grounded in a pluralistic framework, the initiative integrates insights from Johan Galtung’s dimensions of violence and concept of peacebuilding, educational neuroscience, transformative pedagogies such as Freire’s and bell hooks’ pedagogy of love and courage, Buber’s concept of I-Thou relationships, and Trauma-Informed and Culturally Responsive Teaching.

The culmination of this collaborative effort is currently an e-course for project participants, followed by a website for global reach, blending theory, critical reflection, and actionable strategies. These resources empower educators to harness the power of awareness and intercultural dialogue, amplify marginalised voices, and create inclusive learning environments.

This keynote is a call to action for professionals to embrace their role as agents of change in building sustainable, equitable, and inclusive educational systems. Together, we can co-create solutions that equip learners and educators to not only navigate but hopefully thrive in a super diverse world. Join us in reimagining education as a force for peace, equity, and global transformation.

Panel Discussion

LICENSING, TRAINING, AND PROFESSIONAL STANDARDS IN PSYCHOLOGICAL PRACTICE, KAZAKHSTAN

Arman Rakhimov, Oxana Gulak, Oksana Zhdanovic, Natalya Nuraldin, Herman Grobler

In Kazakhstan, psychologists are currently allowed to operate private psychological practices without mandatory licensing or formal accreditation. This panel will explore the implications of this practice, examine the need for professional standards, and discuss pathways for strengthening the field of psychology through regulation and training.

Abstracts

EXPLORING TESOL STUDENT-TEACHERS' REFLECTIONS AND PERCEPTIONS OF REFLECTIVE TOOLS

Dr. Su Jin Lee & Yekaterina Rudenko
KIMEP University

This case study examines the nature of three TESOL student-teachers' reflections and their perceptions of the impact of reflective tools employed in their teaching practicum course. We implemented Farrell's (2015) framework for Reflective Practice recommended for EFL/ESL instructors through various reflective tools, such as lesson plans, reflective journals, video recordings, discussion groups, peer observations, and individual tutor-trainee meetings. Thematic analysis of students' journals, final reflective tasks, and interviews through the lens of Gunstone & Northfield's (1994) phases of conceptual change. Students demonstrated all three stages of conceptual change attributing their success mostly to lesson plans, individual meetings with the course tutor, and peer-observations. In contrast, they found discussion groups, reflective journals, and written reflections on their recorded lessons as the most challenging ones due to time constraints and emotional demands. Findings also reveal that while student-teachers predominantly reflect on their principles, theory, and practice, they rarely engage with aspects of teacher identity and the sociocultural dimensions of teaching. The study highlights the importance of a teaching practicum component in initial teacher education programs and provides some recommendations for practicum course tutors regarding the effective use of reflective tools among pre-service EFL/ESL teachers.

FORMING ACADEMIC AND LIFE SKILLS THROUGH COGNITIVE AND NEUROBIOLOGICAL STRATEGIES IN DISCUSSION OF POPULAR SCIENCE LITERATURE IN ENGLISH CLASSES

Akhmetova Gyuzal Bazarbayevna
Master of ESL, Methodologist,
Department of English Language, Shoqan Private School

The article reports on the application of universal cognitive learning methods—specifically test-enhanced learning and interleaved (alternating) practice—within the context of English as a foreign language instruction through the discussion of popular science literature. Particular emphasis is laid on the synchronization of scientific material with the circadian rhythms of students to enhance both their cognitive processing and overall learning efficiency. Adapted synopses of bestselling science books in the English language serve as a foundation for teaching grammar and vocabulary in alignment with the Common European Framework of Reference (CEFR). Empirical research cited in the paper demonstrates the positive impact of these techniques on academic performance and metacognitive development of learners. The paper also recommends the inclusion of the FOSTER model of learning, which seeks to build grit, resilience, and a growth mindset. Keywords: cognitive strategies, circadian rhythms, test-enhanced learning, interleaved practice, popular science literature, ESL pedagogy, FOSTER model, resilience, grit, growth mindset

Abstracts

PSYCHOLOGICAL RESOURCES OF THE THEACHER: USING THE PROGRAM OF THE EXERCISES AGAINST CONFLICT AND STRESS

Anna Kudiyarova

This paper explores the psychological foundations of school leadership in the context of contemporary educational demands in Kazakhstan. It emphasizes the importance of psychological competencies in managing interactions with teachers, parents, and students. Effective leadership today requires awareness of staff motivation factors, a high level of emotional intelligence, and the ability to foster a supportive organizational culture. The training program described in this study aims to enhance the psychological literacy of school leaders, particularly in areas such as conflict resolution, emotional regulation, communication, and self-development. Special attention is given to the role of a leader's personality, interpersonal attention skills, and psychological maturity in shaping productive educational environments. The article also reviews key theoretical perspectives on communication and leadership psychology, underlining the need for school principals to integrate psychological methods into their daily practice for improved organizational outcomes

“SYNTAX IS GIVING ME A HEADACHE!”: EXPLORING STUDENT PERCEPTIONS, EMOTIONAL WELL-BEING, AND PEDAGOGICAL SUPPORT IN A GENERATIVE SYNTAX COURSE

Timur Akishev, Ulzhan Kazybekova, and Kamshat Kadyrova
KIMEP University

This presentation explores the intersection of generative syntax, which is both a linguistic framework and an academic subject, psychology, whose emotional well-being concepts are used to shed light on students' emotional challenges connected with this discipline, and general education, which offers specific pedagogical guidelines and recommendations to address student learning issues comprehensively. Focusing on data collected during class discussions in the Language and its Structure II: Morphology and Syntax course taught at KIMEP University (KIMEP, n.d.), the study aims to explore how students perceive the assumed difficulty of generative syntax, and how their perceptions may affect their learning progress, motivation, and emotional well-being. Generative syntax is widely regarded by students as an abstract and overly complex subject (Carnie, 2023), especially in programs where its relevance is not immediately clear, such as foreign language teaching and translation studies, in contrast to cognitive science. This perception often leads to frustration and stagnation in introductory linguistics courses. Additionally, in courses like Language and its Structure II, syntax is condensed as it is taught alongside much less challenging topics like morphology, so the difficulty levels of these combined topics may seem disproportionate. Finally, as English is a second or foreign language for most students taking this course, additional cognitive demands exacerbate the learning difficulties.

The presentation concludes by offering specific pedagogical strategies and emotional well-being recommendations designed to address these issues. These include clarifying course content and relevance across different linguistics and language-related programs, adjusting the course structure and modifying the course content to make it more engaging, and integrating student support mechanisms. These implications and implementations are not only relevant to linguistics but can also be applied to other academically challenging courses.

Abstracts

THE IMPACT OF AI ON MENTAL HEALTH OF STUDENTS: INSIGHTS FROM ONE PRIVATE UNIVERSITY IN KAZAKHSTAN

Aizhan Turgumbayeva
Turan University

This qualitative study delves into the intricate and multifaceted impact of Artificial Intelligence on the mental well-being of students within the unique socio-cultural context of Kazakhstan. As AI technologies become increasingly integrated into various aspects of education and daily life, it is crucial to understand how these advancements are shaping the mental health landscape of students, who represent a particularly vulnerable population. Employing a qualitative research design, this study seeks to explore the lived experiences, perceptions, and coping mechanisms of students as they navigate the evolving AI-driven environment. The research uses in-depth interviews and focus group discussions to gather rich, nuanced data from a diverse sample of students from one private educational institution in Kazakhstan. This approach allows for a comprehensive exploration of the complex interplay between AI technologies, academic pressures, social dynamics, and individual mental health outcomes. The study is designed to uncover both the potential benefits and the potential drawbacks of AI on student mental well-being, considering factors such as increased access to information, personalized learning experiences, and the ever-present influence of social media. Furthermore, the research aims to identify specific stressors and coping strategies related to AI use, as well as to explore the role of cultural values and social support systems in mitigating any negative impacts. The findings of this study are expected to provide valuable insights for educators, policymakers, mental health professionals, and technology developers in Kazakhstan. By gaining a deeper understanding of the complex relationship between AI and student mental health, stakeholders can make informed decisions about the design, implementation, and regulation of AI technologies in educational settings.

WHAT DOES IT MEAN TO BE A DIVERSE, EQUITABLE, AND INCLUSIVE EDUCATION PROVIDER? EXPLORING CONCEPTS AND PRACTICES

Tracy Darch-Hall and Claire Sami
KIMEP University

People are on the move more than ever before. Global educational tourism is forecast to surpass \$970 billion annually by 2030. Driven by the demand for experiential learning, student cohorts are becoming increasingly diverse. Educational providers must, therefore, respond to disparate student needs in order to be inclusive and provide students with high-quality and equitable learning experiences. This workshop explores how education providers might respond to this modern global educational trend. Looking through student perspectives to enable cultural sensitivity and inclusive teaching practice to reflect the modern classrooms. By considering both student and educator perspectives, participants will gain practical knowledge to foster inclusive learning environments.

Abstracts

"PURPOSEFUL PERSONALIZATION: UTILIZING VERVAEKE'S RELEVANCE REALIZATION TO BUILD CRITICAL THINKERS AND CURB AI CHEATING"

Olga Karpushina, M.A.,
KIMEP University

This work aims to show how the framework of relevance realization, a concept popularized by the U of Toronto cognitive psychologist Dr. John Vervaeke's, can enhance critical thinking through humanizing (i.e., personalizing and localizing) learning materials. Verveake discusses exploitation (mastery of core concepts) and exploration (contextual adaptation), as well as compression (general principles) and particularization (case-specific applications). To bridge cognitive theory with practical pedagogy, several heuristics will be shared demonstrating how by making personalization an integral part of in-class exercises and assignments, learners' ability to better retain, critically evaluate, and apply newly acquired information can be enhanced. These humanizing practices also serve as a defense against academic dishonesty through assignment designs that require compression-particularization cycles, thus making AI-generated content insufficient and easily spotable. The findings suggest that incorporating humanizing practices can both foster critical thinking competencies of our students and preserve academic integrity.

THE WORLD THROUGH THE EYES OF AUTISM

Gulnaz Agibayeva

This presentation offers an introductory yet comprehensive overview of Autism Spectrum Disorder (ASD), covering its definition, key statistics, common characteristics, and potential causes. It explores the role of mirror neurons in emotional development and their possible connection to autism. Historical insights from Leo Kanner and Hans Asperger are discussed, including a comparison of Kanner's Syndrome and Asperger's Syndrome. The session also addresses the core challenges faced by individuals with ASD—sensory, behavioral, social, and communicative—and reviews evidence-based intervention methods and support strategies. Finally, the presentation touches on the concept of autism as a "genius disorder" and includes cultural portrayals of autism in film, promoting both awareness and understanding.

COGNITIVE ABILITIES OF BILINGUALS

Zhansaya Aden
Al-Farabi Kazakh National University

In the context of globalization, increasing labor mobility, and active migration processes, the number of bilinguals in Russia continues to grow. Bilingualism has a positive impact not only on intercultural communication but also on the development of cognitive functions. Research shows that bilinguals demonstrate a higher ability to concentrate and switch between tasks compared to monolinguals, as they engage in cognitive processes from different cultural perspectives. Moreover, bilingualism benefits people of various age groups: bilingual children adapt more easily to changing environments, while elderly bilinguals exhibit a slower decline in cognitive functions.

Abstracts

BRIDGING WORLDS: CULTIVATING CONNECTION WITH CULTURALLY RESPONSIVE & NONVIOLENT COMMUNICATION

Lieve Cuypers
PXL Education, Belgium

Effective communication across cultures is both a challenge and a life-enriching opportunity. In this workshop, participants will explore Marshall Rosenberg's Nonviolent Communication (NVC) model through a culturally responsive and trauma-informed lens. As culture and trauma influence language and ways of relating and communicating, we will, through reflective dialogue and a practical model, discuss strategies and ways of being that invite us to:

- Increase awareness of our own cultural frames of reference and biases.
- Navigate cultural differences with empathy and compassion.
- Strengthen communication skills to build mutual respect and understanding.
- Create spaces where every voice is heard and valued.

Whether in personal relationships, workplaces, or communities, this workshop will equip you with considerations and strategies to deepen connections, heal divides, and foster meaningful dialogue.

CYBERBULLYING IN EDUCATION: WHAT IS IT AND WHAT CAN BE DONE?

Matthew Hall, Elmira Tolepbergenova
KIMEP University

Cyberbullying has become a reality for an increasing number of people in the digital age, with as many as 50% of some groups being affected. Thus, it becomes imperative to understand exactly what cyberbullying is, who the likely perpetrators are, who is at risk of becoming a victim-survivor, and what can be done to address this phenomenon. In this workshop, we will explore what we know about cyberbullying in educational settings and the interplay between them and other contexts. We will also explore global and regional responses and consider how educational providers can be at the forefront of combating cyberbullying