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The International Research Conference on Academic Integrity is a peer reviewed conference proceedings designed for scholars, early career researchers, practitioners and graduate students from the local, regional and international universities and institutions. The primary aim is to discuss the current issues and challenges of academic integrity and university governance and share the best practices in building a culture of research excellence.

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CONTRIBUTORS

Editorial Board

Loretta O'Donnell, PhD, Vice-Provost, Academic Affairs, Nazarbayev University.

Dilbar Gimranova, M.Phil, MBA, Dean of Higher School of Economics, KAZGUU University

Ann Scholl, PhD, Innovative Learning Lead, Office of the Provost Nazarbayev University, Astana, Kazakhstan

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Organising Committee

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Galym Makhmejanov, PhD, Director of the Qazaq Institute of Development Studies, KAZGUU University

Saule Kemelbayeva, Post Graduate Researcher, PhD student in Economics at Newcastle University Business School, United Kingdom.

Galyngan Kudaibergenov, the Deputy, Chairman of the Board, KAZGUU University

Aizhan Kashkenova, MA in TESOL, Chair of Translation Studies Department, KAZGUU University

Kamar Kozhakhmetova, MA in Economics, Academic Adviser, HSE, KAZGUU University

Saltanat Yerbolatova, MA in Translation Studies, Director of International Relations, HSE, KAZGUU University

Botagoz Zhanbekova, MA in Translation Studies, Instructor, HSE, KAZGUU University

Madina Mussagadzhinova, Master in Marketing, Manager of External Affairs, HSE, KAZGUU University

SPEAKERS AND AUTHORS: BIOGRAPHY NOTES



Erlan Sagadiev

Minister of Education and Science of the Republic of Kazakhstan

Erlan Sagadiev is the Minister of Education and Science of the Republic of Kazakhstan.

Mr. Sagadiev received a BS in Political Economy at the Al-Farabi Kazakh National University and pursued a Master degree in Applied Economics from the University of Minnesota. In 1992, while obtaining his graduate degree he also completed internships with the World Bank and United Nations. He served as the President of Frontier Mining Ltd. and FML Kazakhstan LLP since February 9, 2009 until December 7, 2012. Mr. Sagadiev has been the Chief Executive Officer of Frontier Mining Ltd. since March 2009. Mr. Sagadiev worked in the Department of Foreign Economic Relations at the Ministry of Foreign Affairs in Kazakhstan. He served as a Director of University of Internal Business, Almaty, Kazakhstan.



Shigeo Katsu

President, Nazarbayev University, Astana, Kazakhstan

Since December 2010 Shigeo Katsu has served as President of the Nazarbayev University in Astana, Republic of Kazakhstan, a national university founded in June of the same year, designed to serve as the country's flagship academic institution with aspirations to become a global level research university.

Prior to this appointment, Mr. Katsu worked for three decades at the World Bank: he joined the World Bank as a Young Professional in 1979, and soon was assigned to the West Africa Region as an infrastructure economist, then in 1985, as the Bank's Resident Representative in Benin. Between fall 1989 and end 1991, Mr. Katsu was seconded to the Export-Import Bank of Japan as Deputy Director, Country Economic Policy Analysis Department. Following successive assignments in the China Department (responsible for enterprise and financial sector reforms, 1992 - 1995), Cote d'Ivoire (as Country Director, 1995-1999), and the Europe and Central Asia Region (Regional Director, Operations and Strategy, 1999-2003) he became Vice President of the ECA Region, in which position he served for six years followed by a short stint as Special Advisor to the Managing Directors before retirement in December 2009.

In addition to the above, during 2010 - 2011, Mr. Katsu consulted with the Asian Development Bank and the World Bank, advised governments, and collaborated with think tanks and not-for-profit organizations. During 2011-2012 Mr. Katsu served as the chair of the US Board of Restless Development, an international NGO that focuses on Youth development and mainstreaming of the Youth Agenda in national development strategies mainly in the African continent. He still is member of the board.

Further, Since May 2011, Mr. Katsu has served on the Advisory Panel to the Asean+3 Macroeconomic



Talgat Narikbayev

Chairman of the Management Board, Rector, KAZGUU University, Astana, Kazakhstan

Talgat Narikbayev is the Chairman of the Board, Rector of KAZGUU University. He received a BA in Law in 1996 and pursued a Candidate of Law in 2007. Between 2000 and 2006, he worked in the National Security System of the Republic of Kazakhstan. In 2006, he worked as an Advisor at the Department of Europe and America in the Ministry of Foreign Affairs of the Republic of Kazakhstan. His research interest is focused on the Criminal Law and Criminology.



Professor Ilesanmi Adesida

Provost, Nazarbayev University, Astana, Kazakhstan

He is a successful scientist and administrator in both scientific and educational circles. Prior to his appointment at Nazarbayev University, Professor Ilesanmi served as Provost and Vice Chancellor for Academic Affairs at the University of Illinois, Urbana-Champaign (UIUC). Professor Adesida received his Bachelor of Science in 1974, Master of Science in 1975, and Ph.D. in Electrical Engineering in 1979 (University of California, Berkeley). From 1979 to 1984, he served as a Visiting Researcher and Assistant Professor at Cornell University. He was then head of the Department of Electrical Engineering at the University of Tafawa Balewa in Nigeria from 1985 to 1987. He joined the ranks of University of Illinois faculty in 1987, where he was a Professor of Engineering Sciences, Professor of Electrical and Computer Engineering, as well as Special Advisor on International Programs. He served as the Director of the Laboratory of Micro- and Nanotechnology from 2000 to 2005, as well as the Director of the Center for Nanoscale Sciences and Technologies from 2001 to 2012. In addition, during those years, he was the Dean of the Faculty of Engineering. He also nurtured a number of national and international partnerships in the field of education, research, and innovation entrepreneurship.

Professor Adesida has published more than 350 peer-reviewed articles and has made more than 250 presentations at international conferences. He is a member of the Institute of Electrical and Electronics Engineers, the American Association for the Advancement of Science, American Vacuum Society, Optical Society of America and the Materials Research Society. He was awarded the Oakley Kunde for Excellence in Undergraduate Education. He was named an outstanding graduate of the Department of EECS, University of California, Berkeley. He was awarded the IEEE EDS for special merits in 2011. In 2016 he won the TMS Prize for outstanding contributions to electronic materials in the category of John Bardeen functional materials. Professor Adesida was also a member of the Board of ASEE Engineering Deans and acted as chairman of its Public Policy Committee from 2009 to 2011.

He was Chairman of the session of the 5th Global University Summit held in Chicago in 2012, which was attended by the presidents and chancellors of the largest international universities to discuss the development of talents for the world economy.

He has served as Chairman of the NSF Engineering Advisory Board, NSF Waterman Award Committee member, and worked for CIC and Provost Committees. He has worked in a number of committees of the National Academies and is a member of the prestigious National Academy of Engineering of the United States.



Luk Van Langenhove

Director of the Comparative Regional Integration Studies Institute of the United Nations and Senior Advisor (European Strategy), University of Warwick

Luk Van Langenhove studied psychology and criminology at the Free University of Brussels (VUB) where he also obtained his Ph.D. in 1981. He started his career as a researcher at VUB and became Deputy Secretary-General of the Belgian federal ministry of Science Policy in 1992. In October 2001 he was appointed founding Director of UNU-CRIS, the Institute for Comparative Regional Integration Studies of the United Nations University in Bruges. From 2008 until 2010 he acted as Vice-President of the International Social Sciences Council. Since March 2016 he combines part-time directorship at UNU-CRIS with the position of Research professor at the Institute of European Studies (VUB) as the Scientific Coordinator of the EL-CSID project under the Horizon 2020 programme. This project studies the potentials of science and cultural diplomacy for the EU's policies. He has published widely on regional integration, international relations as well as on social sciences theory, positioning theory and psychology. Recent books include *De Opmars van de Regio's* (Die Keure, 2014), *Building Regions* (Ashgate, 2011), *People and Societies* (Routledge, 2010) and *Innovating the Social Sciences* (Passagen Verlag, 2007). Recent publications in journals include *European Integration*, *International Spectator*, *Review of International Studies* and *Nature*.



Alexander Van de Putte

PhD, Doctor of International Relations, Member of the Board of the National Investment Corporate, National Bank of Kazakhstan, Managing Director (Strategy) of the Kazakhstan Development Bank

Alexander Van de Putte is Member of the Board of the National Investment Corporation of the National Bank of Kazakhstan, and Managing Director of the Sustainable Foresight Institute. At IE Business School, Alexander is a Professor of Strategy and Strategic Foresight. Previously, Prof. Van de Putte was Managing Director with the Kazakhstan Development Bank. Before he was Senior Director and Head of Global Practices with the World Economic Forum where he led the research practices (Scenario Planning, Global Risks and Competitiveness) with a global network of leading academic institutions and experts. As the first incumbent head of scenario planning at the Forum, he developed the scenario planning processes and tools, and directed a series of scenario projects as part of the Forum's objective to help shape the industry, regional and global agendas. At Shell, Alexander was the Senior Strategy and Portfolio Advisor to the Committee of Managing Directors. Part of his work for Shell was to evaluate and restructure the Group's global investment portfolio. He also explored ways to improve the Group's strategic position as influenced by scenarios and managed a two-year Group sponsored initiative on real options. Prior to Shell, Alexander was Director and co-leader of the shareholder value practice at PricewaterhouseCoopers. At McKinsey, Alexander was a core team member of the European Corporate Finance and Strategy Practice. During his career as a consultant, Alexander has worked in more than 30 countries, mainly for automotive, aerospace, energy and metals & mining companies. Alexander is an economist and engineer by training. He holds advanced degrees in Management and Decision Sciences from Boston University, was a BAEF Fellow at Harvard University, holds a PhD in Applied Economics (Strategy & Finance) from the University of London, a Doctorate in International Relations from the Geneva School of Diplomacy, and a PhD in Engineering-Economic Systems at Cambridge University. In 2004, he was elected an Honorary Teaching Fellow at Birkbeck College (University of London), and in 2011 he was elected an Associate Fellow at the Torino World Affairs Institute. In 2006, he joined the Brains Trust of the Evian Group at IMD, and in 2007, he was appointed as a U.S. National Intelligence Council (NIC) Associate. Alexander is co-Director of the Executive Master in Energy & Sustainability Leadership at the Graduate Institute of International and Development Studies, a Researcher and Lecturer with the Cambridge University Centre for Economics and Policy, and a Visiting Professor of Scenario Planning and Energy Economics at Energy Delta Institute (The Netherlands). From 2006 to 2007, he was a Visiting Professor of scenario planning at

INSEAD and from 2001 to 2004, he was (part-time, full) Professor of Strategy & Finance and Dean of the Grande Ecole Programme at the Rouen School of Management (France) and a Teaching Fellow at the University of London. His research has been published in the Business Environment Review, the California Management Review, the European Risk Management Review, the Journal of World Energy Law & Business, and the Journal of International Financial Analysts.



Alisher Faizullaev

D.Sc., PhD, professor in the Department of Practical Diplomacy and Director of the Negotiation Laboratory, the University of World Economy and Diplomacy (UWED)

Dr. Alisher Faizullaev is a scholar, teacher, trainer, writer and former Ambassador of Uzbekistan to the United Kingdom, Benelux countries, the European Union and NATO. Currently he is a Professor in the Department of Practical Diplomacy and Director of the Negotiation Laboratory at the University of World Economy and Diplomacy (UWED), Tashkent, Uzbekistan. He teaches “International Negotiation”, “Public Diplomacy” and “Diplomacy and Communication” courses. He was a Fulbright Scholar at the Fletcher School of Law and Diplomacy, Tufts University and the Institute for the Study of Diplomacy, School of Foreign Service, Georgetown University (2011-2012), as well as a Visiting Scholar at McGill University (2014), Cambridge University (2005) and Western Washington University (1992). He holds a Ph.D. in Psychology from the Institute of Psychology, Academy of Sciences of the former USSR, Moscow (1984), and a Higher Doctorate (D.Sc.) in Political Science from UWED (2006). He published 7 scholarly and fictional books and numerous articles on social and behavioral sciences. His articles have appeared in “Review of International Studies”, “Diplomacy and Statecraft”, “Negotiation Journal”, “Process of International Negotiation – Network Perspectives”, “The Hague Journal of Diplomacy”, “Cambridge Central Asia Reviews”, “International Relations: Politics, Economics, Law” and other journals. Some of his short stories written in Russian have been translated into English and Korean languages and published in the United States and Republic of Korea. He participated and made presentations at numerous academic and diplomatic conferences in many countries, and conducted lectures, seminars and workshops at Harvard University, Tufts University, Georgetown University, Johns Hopkins University, the Ohio State University, California School of Professional Psychology, Center for Creative Leadership (San Diego), University of Washington, Western Washington University, Thomas Jefferson University, University of Cambridge, University of Oxford, Moscow State University, McGill University and others.

ABSTRACTS

PLENARY SESSION

**REFLECTIONS ON ACHIEVING ACADEMIC EXCELLENCE IN A TURBULENT
WORLD**

Luk Van Langenhove

PhD, Research Professor, Vrije Universiteit Brussel

Senior Adviser (European Strategy), University of Warwick

It is a truism to say that we are living in exiting times. The world is changing dramatically and rapidly. Not only are there the geopolitical changes that are changing the world order. There are also the technological revolutions that strengthen globalisation and challenge many old business models. And then there are also the global problems that need deep understanding of what is going on and what can be done.

These trends force universities around the world to reinvent themselves. Here are a couple of questions (borrowed from my friend John Wood) that universities need to ask themselves:

- How can universities operate in this space?
- Students have access to universal knowledge
- Information is free, how you use it becomes more important
- Training students and staff at all levels to think and operate globally is essential
- As national barriers erode between universities how will governments and policy makers react?
- How to train academics in this environment?

Although, not everyone seems to be convinced, such as Prof. Chris Rowley (Oxford) who when addressing the impact of Brexit on British Higher Education, declared in the Financial Times on 3/1/2017: “Universities are old, long term institutions that have persisted through many different regimes, contexts and situations before. Brexit should be taken as just another example. Indeed, research obviously occurred pre-EU membership.” In reality, universities cannot ignore the avalanche of changes.

GOVERNANCE AND ACADEMIC INTEGRITY

Alexander Van de Putte

PhD, Doctor of International Relations, Member of the Board of the National Investment Corporate, National Bank of Kazakhstan, Managing Director (Strategy) of the Kazakhstan Development Bank

In this presentation, I will argue that both governance and academic integrity are driven by shared values that exist within the academic institution and that governance does not solely reside at the top, but is present at all levels. I intend to use Donald Kennedy's seven academy duties and illustrate what these imply for both governance and academic integrity.

SOCIAL CONSTRUCTIVISM IN MODERN EDUCATION: TEACHING AND RESEARCH INTEGRITY

Alisher Faizullaev

D. Sc., PhD., Professor in the Department of Practical Diplomacy and Director of the Negotiation Laboratory, the University of World Economy and Diplomacy (UWED), Tashkent, Uzbekistan

The basic assumption of social constructivism in education is that knowledge is socially constructed, and for being effective, the process of learning needs to be meaningful and active. Construction of knowledge takes place in social interaction among learners, and the teacher mostly acts as a facilitator and mediator rather than an authoritative instructor and giver of knowledge. Through interaction – debates, simulations, role playing, games and other social activities, learners create so called knowledge community which provides a stimulating environment for the meaningful and active learning process.

Social constructivism considers both teaching and learning as a meaning-making process. Teachers act and interact with students not only as mentors, supporters and motivators but also as learners. Each class session also appears as a collaborative research activity – investigation, experimentation and analysis through social interaction. Constructivist approach to education helps to integrate teaching, learning and research. The integration of teaching, learning and research promotes academic integrity. There is no place for plagiarism in an effective knowledge community because the genuine motivation for knowledge is stronger than the motivation of cheating. Joint construction of knowledge embodies an innovative activity.

The stimulating and meaningful learning environment – through engagement, dialogue, supporting creativity, critical thinking, problem solving attitude and using students' and teachers' previous experiences – can be created not only in traditional classroom and online education but also in the entire educational establishment. Appreciation of individual differences and respect to personalities of students and teachers are essential for ensuring a constructivist atmosphere in the school or university as a larger knowledge community.

**PANEL SESSION 1: THE ROLE OF SENIOR LEADERSHIP: WITHIN & BEYOND
UNIVERSITY**

**UNDERSTANDING ACADEMIC INTEGRITY THROUGH THE LENS OF ETHICS
IN CORPORATE AND SPORTS GOVERNANCE**

Ann Scholl

PhD, Innovative Learning Lead

Office of the Provost Nazarbayev University, Astana, Kazakhstan

ann.scholl@nu.edu.kz

In the corporate governance and business ethics, the question of supporting ethical conduct and reducing corporate risk due to unethical behaviour frequently revolves around issues of align self-interests of both internal and external agents with those of corporate interest in maintaining high levels of individual ethical conduct and institutional integrity. This also involves understanding the motivations of individuals as well as policies that hedge corporate institution risk so as to align or suppress the motivations to engage in unethical conduct having deleterious effects upon the institution as a whole.

In higher education, we frequently discuss academic integrity in moralistic terms: questions of vice and virtue, character, and relative moral value of individual's motivations, with a focus on moral evaluation of individuals' character. We often resolve integrity issues as a matter of bad or good agency.. As corporations have done, academics should move to discussions that centre on self-motivated agency and policies designed to align personal achievement with institutional achievement, including policies that focus on development of an institutional culture of integrity when addressing the issue of academic integrity. This presentation will suggest ways in which cognitive moral psychological theory, modern ethical reasoning standards as used in business sports and other ethical settings can be applied in academia to align and promote ethical institutional culture that promotes institutional as well as individual integrity.

HOW CAN TRANSFORMATIVE LEARNING THEORY INFORM A FOUNDATION YEAR PLAGIARISM POLICY

Elizabeth Molyneux

Teaching Fellow, English for Academic Purposes, Nazarbayev University, Astana, Kazakhstan

Plagiarism can be a source of confusion and frustration, not least for those who are unfamiliar with the citing and referencing expectations of a university academic writing community. This paper uses Transformative Learning Theory (Meirow, 1997) to understand the subjective experiences of novice writers as they acquire the academic conventions used to incorporate sourced material in the construction of an argument. Theoretical conceptualisations of epistemological shift (Taylor, 2007) and identity change (Illeris, 2014) underpin an analysis of the contrasting perspectives of students and tutors on a pre-sessional Academic English course, as described in a study by Gu and Brooks (2008). Time, motivation and trust are found to be key factors in this potentially transformative experience. The paper concludes with the implications of this analysis for a plagiarism policy which enhances rather than undermines students' commitment to academic integrity as they graduate into university programmes.

Key words: Transformative Learning Theory; epistemological shift; identity change, plagiarism.

**PANEL SESSION 2: EXTERNAL REVIEW & INTERNAL ACADEMIC
MANAGEMENT PROCESSES (ERIAMP)**

EXTERNAL PROGRAM REVIEWS: ACCOUNTABILITY AND OPPORTUNITY

Phil Enns

Vice Dean of Academic Affairs

School of Humanities and Social Sciences

Nazarbayev University, Astana, Kazakhstan

In this presentation, I will argue that regular external reviews should be an essential part of the functioning of any university program. External review by independent members of peer programs in other universities represents one way in which a program can evaluate whether it is efficiently and effectively meeting its own goals, committed to improving quality, and ultimately contributing to the goals of the University. In this way, programs can hopefully be held to the highest international standards of the profession, reassuring stakeholders, both in government and University administration, that resources are being used wisely and in support of the mission of the University. It also provides an opportunity for programs to reflect on what is and is not working. While such reviews can be an exercise in ticking boxes, if done thoughtfully, they can provide the occasion for innovation and identifying new opportunities, to the benefit of students, the program and ultimately the University.

EUROPEAN NETWORK FOR ACADEMIC INTEGRITY

Tomáš Foltýnek

PhD, Vice-Dean for International Affairs, Faculty of Business and Economics, Mendel University in Brno

A consortium of twelve European higher education and research institutions is embarking on an ambitious three-year project to establish a European Network for Academic Integrity (ENAI), led by Mendel University in Brno, Czech Republic, funded through the European Union's Erasmus+ Strategic Partnerships scheme. The idea for the network and associated research stems from two conferences held at the leading institution, first in 2013 as part of the IPPHEAE project (Impact of Policies for Plagiarism in Higher Education across Europe), and again in 2015.

IPPHEAE explored policies in higher education institutions (HEIs) at bachelor and master's degree levels through a survey of 27 EU countries. The new project will have a wider scope, both geographically and educationally. The EU-wide ENAI platform is being developed as a

sharing portal with learning and teaching materials for everyone to make use of, including members and non-members of the network.

ENAI was inspired by and is affiliated with several other organisations including the International Center for Academic Integrity (ICAI) and the Asia-Pacific Forum for Educational Integrity (APFEI). The paper describes what resources the consortium members will provide, how the network will work and what events will be organized (annual conferences, training events) in the course of the three year project.

The presenters will provide information about the plans and progress of the ENAI project and explain how conference participants, from all levels of education and business, can take advantage of the resources being developed.

Key words: European Network for Academic Integrity; Integrity in education and business; educational resources

BUILDING A CULTURE OF INTEGRITY THROUGH LIBRARY INITIATIVES, ACADEMIC COLLABORATION AND ADMINISTRATIVE SUPPORT

Reysa Alenzuela

MLIS, PhD Nazarbayev University Library, Astana, Kazakhstan

Carlene Groen

MIS, Nazarbayev University Library, Astana, Kazakhstan

Yelizaveta Kamilova

MLIS, Nazarbayev University Library, Astana, Kazakhstan

Paschalia Terzi

MLIS, Nazarbayev University Library, Astana, Kazakhstan

Darya Zvonareva

Nazarbayev University Library, Astana, Kazakhstan

An engaged community is a way to build a culture of academic integrity. The challenge to develop institutional policies and practices is that everyone in academia is responsible for collaborating to achieve the outcome. The authors advocate that academic and research libraries play a key role for not only promoting literacy but also integrating academic honesty towards improved research and knowledge exchange. This paper will discuss current library initiatives to support academic integrity from a global perspective and the specific case of the Nazarbayev University Library. An empirical analysis of how the current management system involves the library in accreditation or other forms of external audit will be analyzed in order to identify the possibilities of developing a framework for an academic integrity policy. Documentary analysis and focus group discussion on policies, institutional plans and programs will also be employed to determine the extent of collaboration with faculty and

extent of administrative support. Ultimately, this study aims to contribute to the development of an academic integrity toolkit for Higher Education Institutions in the country.

Keywords: academic integrity, library initiative, collaboration, administrative support, policy framework.

ENHANCING INTEGRITY THROUGH EXTERNAL REVIEW: THE EXPERIENCE OF NAZARBAYEV UNIVERSITY

Duncan Priestley

PhD, Head of Academic Quality Enhancement in the Office of the Provost, Nazarbayev University, Astana, Kazakhstan

Academic integrity is a responsibility of all members of the university community, applying equally to students, faculty and administrators. Definitions of integrity focus on values such as the avoidance of plagiarism, academic standards, and honesty and rigour in both teaching and research. In the context of increasing autonomy for Kazakhstani universities, here we focus on the experience of Nazarbayev University (NU) in establishing and maintaining academic standards (i.e. quality assurance) for programs and courses. Specifically, we describe the place of external review in NU's internal processes of program approval and annual monitoring; in addition, we outline how external review via institutional evaluation, program accreditation and the use of strategic partnerships can contribute to the development of a culture of integrity.

PREDATORY PUBLISHING

Dina Vyortkina

PhD, Nazarbayev University/Florida State University

Ann Scholl

PhD, Innovative Learning Lead

Office of the Provost Nazarbayev University, Astana, Kazakhstan

ann.scholl@nu.edu.kz

The phenomenon of predatory publishing diminishes editorial processes, peer-review, or other procedures of a reputable publisher in order to attract high publication fees from submitters. As the result, quality of research in circulation might be of low credibility,

reputation of researchers and their institutions might suffer, and integrity of legitimate journals might be questioned.

Though there are multiple stakeholders affected by predatory publishing (including publishers, professional bodies, accreditation agencies, funding agencies, etc.), I will focus only on authors and universities. My paper will address the issues of predatory publishing for researchers, provide an overview of the think/check/submit, relatively new world-wide initiative that has a checklist of quality indicators that can help researchers identify if a journal is a trustworthy place to submit their research. Although limited research exists in the areas, some preliminary analysis of predatory journals and distribution of authors demonstrated that the authors are typically inexperienced researchers based in developing countries. Thus, being aware of XXX and being diligent in identifying the venues to disseminate one's research finding would greatly contribute to the quality of published research. In addition, I will discuss practices for higher education administrators/leaders in making sure they employ right approaches for examining research records of their colleagues for hiring or promotion granting, advising on establishing the research agenda for early career colleagues, and overall achieving high reputation for research, academic excellence and innovation, teaching, and scholarship. Participants will be provided with the link to supporting resources that they can use in their work and share with colleagues.

“BUT I’M NOT A GOOD WRITER!”: HOW WRITING CENTERS SUPPORT ACADEMIC INTEGRITY

Lori Enss

PhD, Nazarbayev University, Astana, Kazakhstan

While writing centers are common place among colleges and universities in North America, they are almost unknown in tertiary institutions of the post-Soviet states. This is unfortunate because the influences that such centers can have on the overall performance of students and faculty are largely positive. One of the outcomes that a good writing center has on its institution is establishing and perpetuating a culture of academic integrity among those who participate in consultations. Consultations are one-on-one conversations with students/faculty and tutors, and center around the developing writer and her expression of ideas. Students often struggle with their expression of ideas (especially when they are writing in an L2 context) and some resort to plagiarizing as a way to deal with the difficulties of appropriating their own academic voice. This presentation will consider several reasons why students plagiarize (ranging from *technical* – ‘how do I use APA?’ to *time management* – “But I have too much to do!”, to *confidence* – “I’m a terrible writer!”), and demonstrate how a writing center can address each of these issues, and give students other options that steer them away from such bad choices.

PLAGIARISM: MONITORING AND SOURCING SYSTEM

Laurence Kinsella

EAP Instructor, NUFYP, Nazarbayev University, Astana, Kazakhstan

Craig Coulson

EAP Instructor, NUFYP, Nazarbayev University, Astana, Kazakhstan

Huw Cumming

EAP Instructor, NUFYP, Nazarbayev University, Astana, Kazakhstan

Plagiarism, collusion and time management are major issues in university foundation and undergraduate programs. In an effort to minimize the impact of these issues, the Nazarbayev University Foundation Program has devised and piloted a monitoring, feedback and anti-plagiarism system on a Google Drive based platform.

This allows tutors to continually monitor our students' writing in real time; to keep a record of their writing progress; and to keep a record of tutor feedback at each stage. Tutors can also see the sources each student uses as these are also uploaded to the system. Thus MASS creates a trail of student work and source material; making plagiarism easier to detect and guarding against the possibility of 'ghost written' submissions.

Whilst piloting the system, we have seen improvement in the quality of tutor feedback and also in the ability of students to manage their work on research projects. In addition, the system has enabled tutors and student support staff to quickly identify 'at risk' students. Once identified, these students are provided with any extra support needed at an early stage of their university career.

The system has the additional benefit of developing the IT skills of both tutors and students.

**A PROJECT-ORIENTED UNIVERSITY MANAGEMENT – THE WAY TO
COMPETITIVENESS INCREASING**

Nailya Bagautdinova

Head of Institute of Management, Economics and Finance, Full professor, Doctor of Economics
Science, Kazan Federal University, iuef@kpfu.ru

Tatiana Palei

Head of General Management Department, Associate professor, Candidate of Economics
Science, Institute of Management, Economics and Finance, Kazan Federal University,
kmen555@gmail.com

Due to the purpose of entry into the world rankings of universities there is a need for increase in management effectiveness of educational and innovative activity. With growth of changes dynamics of consumers demand flexibility of organizational processes and structures has to grow. One of mechanisms of such transformation of the higher school is project-oriented management. Each educational, research, entrepreneurial, administrative project can be considered as the independent market product significantly raising indicators of university activity. Projects are implemented within the scientific and educational centers on the basis of the intercathedral principle of interaction (subsequently the system will allow to leave in general from departments). Participants of educational process are integrated into development of projects therefore Groups of design training during study work on the solution of specific problems of customers that increases interest of business in university. The purposes of project-oriented model of university management are described, the scheme of management, stages of model introduction are represented in the article.

Key words: A project-oriented management, University, project.

**PANEL SESSION 3: BUILDING A CULTURE OF RESEARCH EXCELLENCE: THE
ROLE OF GOVERNANCE**

**DEVELOPING RESEARCH COMPETENCE THROUGH A STUDENT-RUN PEER-
REVIEW JOURNAL AT HIGHER EDUCATION INSTITUTIONS OF
KAZAKHSTAN**

D. Philip Montgomery

Instructor, Nazarbayev University Graduate School of Education, Astana, Kazakhstan

Anna Cohen Miller

Assistant Professor, Nazarbayev University Graduate School of Education, Astana, Kazakhstan

Kamila Kozhabayeva

MA student, Nazarbayev University Graduate School of Education, Astana, Kazakhstan

Dilara Orynassarova

PhD student, Nazarbayev University Graduate School of Education, Astana, Kazakhstan

Kazakhstan's recent efforts to develop research capacity of its higher education institutions have made it a regional leader in publishing research. However, as Klemenkova (2017) warns, there remain a number of concerns about the state of scholarly research as a whole in Kazakhstan, including falsified results, unsound research methods, and preferential citations, all of which undermine the quality of scholarly work. Researchers suggest that such research concerns are mainly led by an excessive pressure on students and researchers to meet a quota of published articles, coupled with a poor understanding of research methods and inadequate funding (Mizimbayeva, Mankesh, & Survutaite, 2015; Shamatov & Isenova, 2016). To address this issue and to promote research competence, one Kazakhstani university has created a student-run peer-reviewed journal, where with faculty guidance graduate students and alumni author, review, edit and publish research articles. In this way, the journal represents an exercise in developing student governance, leadership, and research competence. Employing Tierney's (1997) and Gardner's (2008) understanding of graduate student learning as a process of socialization into an organizational culture, we aim to better understand the general institutional characteristics and the specific participatory activities that help students develop research competence. This mixed methods study uses a quantitative survey of authors (N=30), peer reviewers (N=35) and editors (N=10), followed by qualitative interviews (N=9) of selected representatives from each role, in order to identify and evaluate the ways in which participation in the student journal contributed to developing research competence. This study identifies strengths of the student-run project, opportunities for improvement, and considerations for application in similar contexts to improve research competence.

Keywords: research competence, graduate students, Kazakhstan, peer review, academic publishing, organizational culture.

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WRITING PHD DISSERTATION IN KAZAKHSTAN: DOCTORAL STUDENTS' EXPERIENCES AND METHODOLOGICAL ISSUES

Kairat Moldashev

PhD, Assistant Professor, SDU University

The move towards internationalization of science and education in Kazakhstan brought new reforms, including publication requirements to get PhD degree and tenure track positions. These requirements to publish in SCOPUS and Web of Science listed journals became a challenge for academicians in Kazakhstan and many refer to language and time as the main barrier towards internationalization. Although language and time barriers are significant, it is argued that there are more serious methodological and organizational issues that hinder doing research in Kazakhstan. Particularly, constructing broad and unattainable aims and objectives, paying limited attention to literature review, different understanding of novelty and modeling, and ignoring detailed description of methods, which often arise from lack or insufficient training in research methodology, are main barriers towards internationalization.

The study draws on in-depth interviews with doctoral students and recent PhD graduates and content analysis of PhD dissertations. Methodological issues are identified by using widely recognized requirements for scientific publications as the benchmark to analyze the content of local PhD dissertations. The reasons for methodological flaws are explored through in-depth interviews with doctoral students and recent graduates. Due to ethical considerations, the study will not uncover any names, titles or other content that may lead to criticism of particular dissertation or person and it intends to identify only general patterns and issues.

PREVENTING PLAGIARISM – PRACTICAL SKILL DEVELOPMENT

Janice GT Penner

EAP Instructor, NUFYP, Nazarbayev University, Astana, Kazakhstan

Many writers plagiarize because they have not developed paraphrasing skills. This is a challenge for native English speakers and language learners alike. This interactive workshop will introduce 4 hours of lesson materials that focus on developing confident paraphrasing skills - from breaking down the actual process into 7 steps, from examining 7 ways to “change the words” and to identifying and evaluating example paraphrases. The content for the teaching/ learning material is about Kazakhstan so the writers can focus on the skills rather than an unfamiliar topic.

Because of the time limit, only the highlights of the “7x7x7 Paraphrasing Method” will be addressed in this workshop. The set of materials will be available.

THE SCOPE OF SCIENTIFIC AND PUBLICATION MISCONDUCT

Elijah O. Kehinde

MBBS (Ib), FMCS (Nig), FRCS (Eng), MD (Leics, UK)

PhD, Professor of Urological Surgery, Department of Medicine, School of Medicine,
Nazarbayev University, Astana, Kazakhstan

The aims of this update/review are to: a) define the scope of the term scientific or publication misconduct; and to discuss b) examples of scientific misconduct, c) Guidelines of the Committee on Publication Ethics and d) the penalty for scientific misconduct.

In legal terms misconduct implies inappropriate behavior. In scientific publications, misconduct refers to a number of derelictions which can give authors a number of undue advantages including number of publications, authorship and opportunities to promotion. The World Association of Medical Editors defines scientific misconduct as follows: falsifying data, plagiarism, unethical authorship, disregard for generally accepted research practice, failure to follow legal requirements, ghost authorship and inappropriate behavior. Publication misconduct also includes duplicate publication, salami publication, text recycling, failure to disclose conflict of interest and failure to obtain consent from patients involved in clinical research. The scope of each of the above terms will be discussed and pertinent examples cited.

EXAMINING ETHICS IN EDUCATIONAL RESEARCH

Duishon Shamatov

Associate Professor, Graduate School of Education, Nazarbayev University, Astana,
Kazakhstan

In this paper I discuss issues of ethics in educational research. Ethics has to do with treating research participants with respect and morality. “Nothing is more indicting to a professional than to be charged with unethical practices” (Bogdan & Bicklen, 1992, p. 49). Ethics requires considerate efforts and care. It is the responsibility of a researcher to follow the ethics of the study in order to protect the participants from various harms. As Hitchcock and Hughes (1993, p. 44) state “Ethics refers to questions of values, that is, of beliefs, judgments and personal viewpoints”. However, ethical practices are not hard rules and regulations that one can apply to every situation. The practical aspects of research ethics are much more complex than might be anticipated. Thus, this paper explores complexities, challenges and dilemmas of ethics. As Eisner (p.213) observes, “If the matter was quite so simple, the need for books, chapters in books, and scholarly articles on ethical issues in social research would be unnecessary”.

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ASSESSING RESEARCH PERFORMANCE OF UNIVERSITIES IN KAZAKHSTAN

Sultan Orazbayev

PhD, Independent Researcher, Astana, Kazakhstan

The paper will contain an analysis of research performance of universities in Kazakhstan, with an emphasis on cost-effectiveness. The research performance will be evaluated using bibliometric data (publications, citations, collaborations and such). Based on this information, I will propose policy actions aimed at increasing efficiency and accountability.

UNIVERSITY GOVERNANCE AND ACADEMIC PRODUCTION

Danagul Yembergenova

PhD student at University of Geneva, ERDIE, Faculty of Education

Reform and change in the system of higher education governance became the central facet of meeting the needs of a modern competitive economy and achieving the goal of 30 most developed economies of the world for Kazakhstan. Particularly, one of the aspects of the most recent document leading to governance reform State Programme for Education Development 2011-2020 was change in the approach to research governance. Thus, Government of Kazakhstan while reforming the higher education governance expected that new approach will improve research capacity of universities. Despite changes in higher education governance, Kazakhstan is weak in the overall Global Innovation Index score ranking 82 among 141 economies and even weaker in knowledge production (83). Thus, empirical study systematically analyses the distance between planned reform and implementation process and how the implementation of governance reform at universities is influencing their research capacity. Given the complex nature of university governance, focusing at structural-instrumental, cultural-institutional and environmental perspectives as a conceptual framework (Christensen and Leagreid, 2001) helped me understand dynamics and content of governance reform implementation at university governance structure. Identified success factors and constraints within each perspective then assisted me to find out barriers and opportunities created for university research capacity. While study focuses on the impact of university governance on the university private sector research collaborations, internationalization of academic research and academic research career, for this conference it is academic research career and their work, including collegiality and research integrity are the specific focus of analysis. Therefore, preliminary analysis of the empirical study that took place at public university in Kazakhstan illustrates that the current implementation of governance reform at universities that increasingly became obsessed with raking regimes with the climate of strengthened hierarchy and performance indicators, is devaluing collegiality and academic integrity. The results of the study will be reported during the conference which particularly illustrates underlying reasons for current university governance apathy that is weakening university research capacity.

Key words: University governance, research capacity, academic production

СОБЛЮДЕНИЕ АКАДЕМИЧЕСКОЙ ЧЕСТНОСТИ ПРИ СОЗДАНИИ ПРОИЗВЕДЕНИЙ НАУКИ КАК ОБЪЕКТОВ АВТОРСКОГО ПРАВА

Естер Бабаджанян

Магистр юриспруденции, старший преподаватель

Кафедра гражданского, предпринимательского и гражданско-процессуального права,
Университет КАЗГЮУ

Доклад посвящен актуальным в вузовской системе вопросам соблюдения академической честности на всех стадиях создания произведений науки, являющихся одним из объектов авторского права. Рассматриваются правовые аспекты содержания академической честности в контексте соблюдения правил цитирования и защиты авторства.

Ключевые слова: академическая честность, произведение науки, объект авторского права, присвоение авторства, принуждение к соавторству, плагиат, правила цитирования.

IMPLEMENTATION OF ACADEMIC FREEDOM IN KAZAKHSTANI UNIVERSITIES

Assem Seitkhadyrova

MA in Translation Studies, KAZGUU University, Astana, Kazakhstan

assemseyt@rambler.ru

The proposed article considers the notion of “academic freedom” formed and developed in higher education of Kazakhstan.

The purpose of this research is to develop understanding of ideas, experiences and practices of Kazakhstani universities’ work on realization of academic freedom with a particular emphasis on academic affairs management. It examines how universities understand the notion of “academic freedom”, how successful universities are in realization of academic freedom, to what extent they are independent in academic affairs management (the right to determine admission procedures, entry requirements, education language, introduction of minors, number of students per group, course content). The purpose mentioned above is achieved due to a case study of Kazakhstani universities in general and KAZGUU University particularly.

Key words: academic freedom, academic affairs management, principle of academic freedom, innovation, university autonomy.

HONOR CODES AND OTHER CONTEXTUAL INFLUENCES ON ACADEMIC INTEGRITY IN KAZGUU SETTINGS

Banu Oralbayeva

MA in Applied Linguistics for TESOL

Instructor of Translation Studies Department, KAZGUU University, Astana, Kazakhstan

Research has shown that lower level of student academic dishonesty is generally associated with academic honor codes in educational institutions. Students and faculty of KAZGUU University were surveyed on the influences of honor codes and contextual factors on academic dishonesty. Results suggested that cheating was influenced by a number of contextual factors including the level of cheating among peers, grade-point average, peer disapproval of cheating, and the perceived severity of penalties for cheating. Penalties were the strongest influential factor. Moreover, we investigated the influence of honor codes on faculty attitudes and behaviors. It was found that honor code faculty have more positive attitudes toward their schools' academic integrity policies and are more willing to allow the system to take care of monitoring and disciplinary activities.

Key words: academic integrity, contextual factors, honor codes, penalties for cheating, KAZGUU University

ACADEMIC HONESTY AT DURHAM UNIVERSITY: THE REFLECTION OF AN EDD STUDENT

Aliya Khasseneyeva

Edd student, Durham University, the UK

Any induction programme at the British university includes introduction to the academic integrity policy of the university. Obviously, the stumbling stone of academic honesty is plagiarism. Plagiarism is viewed as the decease of the international students. Based on my experience as an EdD student at Durhm University, this presentation will start with the examination of the terminology used in Durham teaching and learning handbook concerning plagiarism. Then I will explore the procedures taken by Durham University to prevent and/or follow up any unethical misconduct of the students. The presentation will conclude with some preliminary recommendations to maintain ethical behavior of the students in their academic studies and research in Kazakhstan.

PAPERS

PLENARY SESSION

**REFLECTIONS ON ACHIEVING ACADEMIC EXCELLENCE IN A TURBULENT
WORLD**

Luk Van Langenhove

PhD, Research Professor, Vrije Universiteit Brussel

Senior Adviser (European Strategy), University of Warwick

Introduction

It is a truism to say that we are living in exiting times. The world is changing dramatically and rapidly. Not only are there the geopolitical changes that are changing the world order. There are also the technological revolutions that strengthen globalisation and challenge many old business models. And then there are also the global problems that need deep understanding of what is going on and what can be done.

These trends force universities around the world to reinvent themselves. Here are a couple of questions (borrowed from my friend John Wood) that universities need to ask themselves:

- How can universities operate in this space?
- Students have access to universal knowledge
- Information is free, how you use it becomes more important
- Training students and staff at all levels to think and operate globally is essential
- As national barriers erode between universities how will governments and policy makers react?
- How to train academics in this environment?

Although, not everyone seems to be convinced, such as Prof. Chris Rowley (Oxford) who when addressing the impact of Brexit on British Higher Education, declared in the Financial Times on 3/1/2017: “Universities are old, long term institutions that have persisted through many different regimes, contexts and situations before. Brexit should be taken as just another example. Indeed, research obviously occurred pre-EU membership.” In reality, universities cannot ignore the avalanche of changes.

Today, I want to focus upon three issues:

- The HE landscape in the world
- The link between research excellence and teaching
- Strategies towards research excellence

The Higher Education Landscape in the World

In today’s knowledge-based economy, research centres, colleges, universities and think tanks are on the front line in the search for talented students and staff. States are competing for ideas, knowledge and skills, and it is indisputable how universities are playing a pertinent role

in this game. With the international comparative measures of academic quality moulded in World University Rankings, universities are basically forced into competitive relations with each other. Some call it the *Knowledge Wars*, representing the highest stage in evolutionary development (Brown, Lauder, & Ashton, 2007).

Scholarly work must now fulfill an arbitrary ranking system of 'world leading' and 'excellence', be it for the sake of increased funding from central government, or to build up reputation for employers who need to recruit based on the name or 'the brand' of the university. After all, it is impossible for those employers to have first-hand knowledge of every university or the quality of their students.

Universities should therefore think strategically about their brand (Pasternak, 2017). Not just a few Latin words and a fancy logo, but a real culture that shapes the way you behave and communicate, inspiring a desire to participate. The university brand should also be able to explain itself in terms of what it is not, by making clear choices about what they will or will not do or say. For instance, in the steps towards research excellence, it is important to set priorities and invest in certain areas, as it is impossible to be the absolute top in everything.

There are different models of university development available:

- Medieval – closely linked with religious foundations
- Napoleonic – a department of state
- Humboldtian – a community of scholars
- Utilitarian – contributing to society

Universities are being more and more pressured to adopt business-like *modi operandi* in market-like competitions between scholars, departments, schools, universities, and countries. Plus, the combination of ever-increasing costs of academic research and the decreasing willingness or ability of governments to finance it with taxpayer's money leads to the growing emphasis on seeking new sources of revenue. The recent global model of 'the entrepreneurial university' may also open new opportunities. It entails stronger links between universities and the world of business. Of course, alliances between HE and industry is one thing, alliances between HE institutions is another. It is a developing trend to set up these inter-organisational collaborations in order to pool resources and/or to create research excellence. These networking initiatives can be seen as strategic processes and I argue that this is the way forward.

Finally, the rise of the globalised knowledge economy seems to have increased the significance of universities' contribution to the places in which they are located. Universities are more and more expected to foster development and innovation, and contribute to their region.

The Basis for Research Excellence is Teaching

Universities see hiring big names as a way of giving a boost to their reputation and their finances. The chase for talent is accelerating rapidly because there is global competition. Recruiting the right talent is important, but holding on to your own bright minds is also crucial albeit more challenging. Although, the latter is the key: to stand a chance against the tempting offers from other universities, you need to nurture your own talent and keep them satisfied.

Nurturing research talent starts from the very beginning, but the relationship between teaching and research is often ignored. There are ample ways to develop excellent researchers

and I would like to highlight two ways that appear to become global trends: MOOCs and University Colleges.

The first opportunity to seize is the one opened through technology. The quality of online education and distance learning has increased immensely over the last few years, the experiences that are possible through technology and design are nothing like before, and the instructors now frequently are academia superstars. Early evidence suggests that the quality of teaching and learning online could be better than face-to-face, because all the interactions are explicit and can also instantly be analysed and improved upon (Barber, Donnelly, & Rizvi, 2013). Technology such as virtual and augmented reality is also making it a lot easier to simulate in-person experiences at a distance. One could argue that you don't get the same interaction as in a classroom, but from my own experience in Belgium, the clear majority of students almost never show up on campus if participation isn't forced. Universities will have to do more than developing standard curricula for basic courses to stay relevant. This could for instance involve customising MOOC curricula according to the local context of the university, or a prioritised research niche.

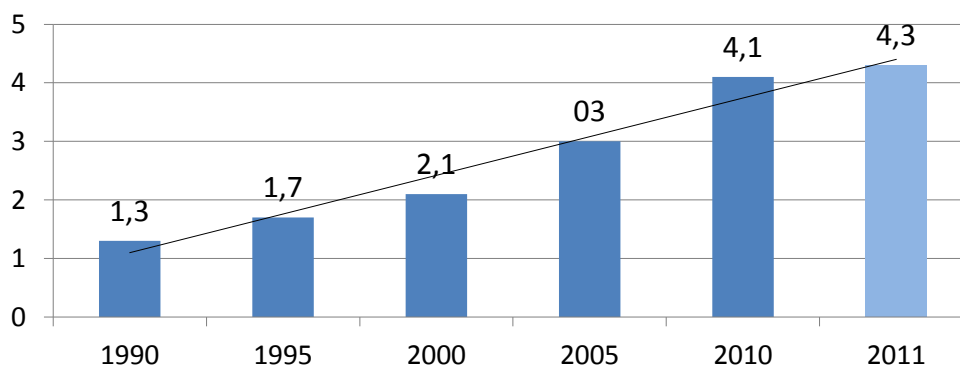
A second trend is the worldwide growth of the Liberal Arts and Sciences (LAS) model, frequently incorporated by 'University Colleges'. An LAS teaching model is characterised by selective, intensive, international, broad, interdisciplinary and small-scale education.

The current LAS programmes in Europe seem to be initiated to overcome the disadvantages of early and over-specialisation at the bachelor's level. They offer an alternative for most university programmes in Europe that have a mono-disciplinary and rigid nature. The features of LAS education create a very supportive and comfortable environment for learning and yield individuals who are better able to deal with complexity across disciplines. That way, LAS students are better equipped to meet the changing nature of the world and the changing nature of work.

There is, however, one major disadvantage of independent LAS colleges. Namely, their lack of access to (expensive) equipment that enables more sophisticated research projects, or their access to books, cannot match that of large research universities. One way to solve this problem is by establishing sustainable partnerships with the bigger academic institutes. For the already established universities, it could be strategy to develop a new LAS programme.

Next to nurturing local talent, it will also be important to attract students from elsewhere. The number of students enrolled outside their country is steadily increasing. HE is becoming a global market as illustrated by these OECD figures:

**Students enrolled outside their country of citizenship, millions,
1990 - 2011 (OECD data, 2013)**



Steps Towards Research Excellence

Scientific research excellence basically is prioritised research concentrated in selected areas. It is imperative to determine which research areas one wants to develop as areas of expertise. This could for example be a specific area that is of strategic importance to the region in which the university is located.

Once priorities are set, it is important to invest in big teams, especially in the social sciences. Social scientists tend to work more individually, while social science research would have more power if it came from a big, diverse team of researchers. More people simply means more perspectives and more insights. It is the whole idea behind interdisciplinary. The twenty-first century is characterised by an increasing (global) connectivity combined with increasingly rapid change. Interconnectedness among diverse elements on different scales lead to changes so rapid and complex, that they are impossible to comprehend from only one disciplinary perspective. Students are facing and will continue to face challenges dealing with this, as will scholars and policy-makers. The answer seems to be a multi-perspective approach where different disciplines are used to deal with complex problems.

A discipline can conveniently be defined as any comparatively self-contained and isolated domain of human experience which possesses its own epistemic community of experts. Interdisciplinarity can best be seen as bringing together distinctive components of two or more disciplines. In today's HE system, these disciplines are institutionalised into departments and faculties. Such a disciplinary approach to teaching and research has become increasingly criticised. Bringing them together in an integrated approach simply holds a greater promise of bringing one closer to attaining a firm grasp of a complex subject than any important but one-sided study.

By way of example, I can refer to the global research priorities of the University of Warwick. Our Global Research Priorities programme addresses some of the most challenging problems facing the world today, providing a platform for multidisciplinary research in 11 key areas of international significance, from food to sustainable cities, energy to innovative manufacturing. The programme supports cross-departmental collaboration, enabling our researchers to work together across departmental and disciplinary boundaries on issues of global importance.

Excellent research of course mainly stems from the researchers, and researchers only thrive under good working conditions. It is therefore crucial to create a good research environment, where an optimal life work balance is respected, where researchers are accountable for their results and where red tape is limited.

A good work-life balance is essential for one's mental health, but is also beneficial for the organisation. It can make employees less likely to leave the organization, give them greater pride in the organisation, stimulate them to recommend it as a place to work and create higher overall job satisfaction. HR policy is the easiest if it's universally applicable, but everyone's life is different, and everyone needs different things at different times. A one size fits all mentality perpetuates frustrations among employees, and especially among researchers. It therefore needs to be customised.

In the same context, researchers should in the first place be accountable for their research results, and not so much for how they divide their time or in which places they work on their research. All bureaucratic measures to track activities or the need to rigidly conform to strict rules all hinder the researcher's core activity. The endless need to fill out paperwork, or having to wait on multiple people or committees to approve a decision, they are all obstacles to action. There is of course need for some control, but the more you can limit red tape in research, the better.

Another step towards excellence is the investment in networks with excellent partners. It depends on each university how far they can go, but international partnerships are absolutely necessary if a university wants to be truly global. The decreasing willingness or ability of governments to subsidise research with taxpayer's money, the rising costs of undertaking research, and the investment sometimes required in the latest hi-tech equipment is now such that only the big universities can compete. Only HE institutes with real research power have a future in these fields. The message for those that don't is clear: partner up or step aside.

Increasingly, in all areas, research involves universities building partnerships both with other universities but also with other emerging players, such as think tanks, private companies, government agencies, etc. The choices of which strategic partnership to build are probably amongst the most challenging long-term decision universities must make.

СОЦИАЛЬНЫЙ КОНСТРУКТИВИЗМ В ОБРАЗОВАНИИ: ЕДИНСТВО ПРЕПОДАВАНИЯ И ИССЛЕДОВАНИЯ

Алишер Файзуллаев

доктор политических наук, профессор, директор Лаборатории переговоров
Университета мировой экономики и дипломатии, Ташкент, Узбекистан

Каким становится наш мир?

Мир стремительно меняется: он становится чрезвычайно сложным и трудно предсказуемым, в нем появляются невиданные до сих пор вызовы, риски и угрозы. Как современная система образования отвечает на меняющийся мир? Очевидно, что добротное традиционное образование уже не выдерживает натиск времени.

Традиционное образование

Как учили раньше? Схема довольно простая: был учитель, был ученик, и было знание, которое передается учителем ученику. При этом учитель – главное действующее лицо, более активная сторона, непререкаемый авторитет. Ученик, конечно, может задавать вопросы, но лишь в рамках установленного регламента. Хороший преподаватель представляет собой знающего специалиста, который способен успешно передать знания ученику. Плохо, если учитель что-то не знает, и стыдно, если он признается в этом. Учитель есть и воплощение справедливости: хороший ученик получает от него высокие оценки и заслуженную похвалу, а плохой – «неуд» и порицания. Пусть ученики заучивают и запоминают материал, главное, чтобы они показали свои знания, если у них об этом спросят. Были времена, когда в ход пускали палку или руку, но все, как говорится, ради блага ученика – чтобы он приобретал полагающиеся знания.

И что же произошло?

Увы, классическая модель преподавания и приобретения знаний стала обнаруживать недостатки и давать сбои. Оказывается, даже усвоившие полагающийся объем знаний часто многое забывают. И главное, полученные в школе или вузе знания зачастую мало помогают в жизни и профессиональной деятельности. Особенно в сложных, непредсказуемых, нестандартных ситуациях. Во многих случаях сам процесс обучения рассматривался школьниками и студентами как тяжелый и не очень интересный труд. Всякого рода формальные оценки знаний приводили к формальному отношению к образованию, и нередко погоня за оценками или правильным выбором ответа на варианты теста заслоняли процесс познания. Критическое мышление школьника или студента нередко вызывало подозрение.

Социальный конструктивизм в познании

Человечество всегда искало эффективные системы обеспечения познания, и такие поиски до сих пор продолжаются. Один из современных ответов – социальный конструктивизм в образовании. Ж.Пиаже, Л.С.Выготский, Дж.Брунер и другие исследователи внесли большой вклад в становление конструктивистской парадигмы в обучении и познании.

Конструктивизм исходит из посыла о том, что знание конструируется в ходе социального взаимодействия. В частности, во взаимодействии между учителем и учеником, а также между самими учащимися. Но при этом задача учителя меняется: он теперь выступает не как инструктор, а скорее как ментор и человек, содействующий ученику в выработке знания, т.е. как фасилитатор. Конструктивистский подход центрирован не на учителе, как это было в традиционном образовании, а на ученике. В процессе обучения учитель тоже превращается в познающего: для него каждый урок – это увлекательный процесс совместного познания, общее путешествие в мир знания. Объем современных знаний такой колоссальный, что даже лучшему специалисту невозможно все знать. И отвечая на какой-нибудь сложный вопрос, учитель теперь может открыто и без всякого смущения признавать, что он не знает ответа. Но его задача – предложить своим ученикам предпринять совместные усилия, чтобы найти лучший ответ.

Конструктивистское обучение

Каждый урок в конструктивистском духе представляет собой попытку решения проблем. Познающие раскрепощены, они могут свободно дискутировать, обмениваться идеями и наблюдениями, анализировать кейсы и жизненные примеры, играть ролевые или другие игры, симулировать, экспериментировать, выражать себя, свое отношение к обсуждаемым вопросам, привнести в учебный процесс личный опыт. Учитель избегает закрытые вопросы, требующие лишь ответа «да» или «нет», но он использует открытые вопросы, которые поощряют мыслительную активность учащегося. Не обязательно все время сидеть в классе: выездные или «полевые» занятия, «сократовские» диалоги на природе, экскурсии, совместные просмотры художественного или документального фильма и его обсуждение – часть познавательного процесса. И все это происходит в групповом взаимодействии, в режиме активного диалога и самовыражения. Ученики и учитель создают так называемое сообщество знания, или познающее сообщество. Это сообщество отличается особой атмосферой, поощряющей процесс познания. У членов сообщества появляется высокая мотивация к познанию, желание совместно искать и делать открытия.

Социальный конструктивизм может оказаться весьма ценной методологией познания и в онлайн обучении. Многие современные онлайн классы ставят целью создания интерактивного познающего сообщества. По интенсивности общения между преподавателем и студентами, а также между самими учащимися онлайн классы способны даже превосходить обычные классы: члены познающего онлайн сообщества, по существу, могут на постоянной основе взаимодействовать между собой путем переписки, видео или голосовых конференций, обсуждения тех или иных статей, книг или кейсов. Познающие Facebook группы также могут работать по такому же интерактивному принципу, помогать своим членам совместно конструировать знания.

Конструктивистский класс поощряет критическое мышление, самостоятельность и ответственность учащихся, их способность выражать собственное мнение, использовать не только разум, но и чувства, визуальные образы, движения и другие невербальные средства. Преподаватель мотивирует своих учеников быть активными, не бояться использовать предыдущие знания и жизненный опыт. Конструктивизм не исключает оценку результатов учебы, но такая оценка учитывает участие ученика и его продвижение в познавательном процессе. И очень важно, чтобы процесс познания был наполнен для познающего смыслом, а вырабатываемые знания имели для него

значение. Механическое познание, зазубривание материала противоречит духу социального конструктивизма. Совершенно чужд конструктивизму и тесты с выбором правильного ответа из предоставленных вариантов. Конструктивизм предпочитает использование в образовательном процессе не учебников, а дискуссионных материалов.

Новые умения и навыки преподавателя

Социальный конструктивизм в образовании требует от учителей новых умений и навыков. Это и способность поощрять самостоятельную работу и развивать критическое мышление у школьников или студентов, мотивировать их, вовлекать в совместную активность, и, что очень важно – создавать стимулирующую атмосферу познания. Учитель теперь не просто дает знание, но помогает учащимся вырабатывать его, то есть выступает как бы медиатором в познавательном процессе. Важнейшая задача учителя – превратить процесс познания в значимый и смыслообразующий процесс, помочь познающим понять смысл и значение концепций, событий и явлений. Теперь сам преподаватель должен все время учиться, а также вести исследования – иначе он не будет органически вписываться в сообщество знания. Учитель, если он не хороший коммуникатор, не может мотивировать и заниматься инновациями, не в состоянии организовать увлекательный и значимый для учеников процесс познания, не способен быть успешным и важным членом познающего сообщества. Учитель – это и лидер сообщества знания, но его лидерство не авторитарное, не направлено на утверждение собственного видения и понимания мира, не подавляет учеников. Более того, это такое лидерство, при котором сам учитель может «раствориться» в группе, стать лишь одним из ее активных членов. Это лидерство, которое ставит в центр познающего сообщества учеников и сам процесс познания. Для современного учителя, преподающего в конструктивистском духе, лекции могут сохранить свою значимость, но все-таки они теперь не очень длинные по времени, но обязательно интерактивные и вовлекающие слушателей.

Образовательный конструктивизм и исследования

Социальный конструктивизм в образовании приветствует совместные исследовательские проекты учащихся, а также учеников и учителя. Это и ценный социальный опыт, и возможность выражать себя, и вносить вклад в познающее сообщество.

В каждом конструктивистском классе или уроке обязательно присутствуют элементы поиска, исследования. Умелые преподаватели превращают решение проблем, в том числе из реальной жизни, в творческий и значимый для познающих процесс. Лучшие учителя не отделяют процессы преподавания и исследования: образование и наука взаимно дополняют друг друга, помогают друг другу. Учащиеся могут стимулировать научное творчество учителя, и преподаватель, обсуждая свои научные проблемы в познающем сообществе, может получить от студентов ценные инсайты.

Преподаватели-конструктивисты широко используют стимулирующие возможности вопросов. Хороший преподаватель-конструктивист – это мастер интересных вопросов. Но преподаватели поощряют и самих студентов ставить перед познающим сообществом вопросы. В частности, преподаватель может просить студентов во время экзамена не отвечать, а задавать оригинальные, нестандартные вопросы, чтобы затем совместно искать ответы. Чтобы задать хороший вопрос, познающему необходимо

углубиться в предмет познания, увидеть его проблемные стороны, иметь критическое мышление.

Социальный конструктивизм в познании vs плагиат

Существуют фундаментальные факторы, порождающие плагиат. Среди них и чрезмерный упор на оценку знания и «правильность» ответов, и боязнь быть неудачным, и незнание предмета и методов исследования, и неумение выполнять самостоятельную работу, и нехватка времени, и т.п. Немотивированный школьник или студент, незаинтересованный в познании или не включенный в познавательный процесс, может поддаться искушению прибегнуть к плагиату, тем более, что в эпоху Интернета это делать довольно легко.

Образовательные учреждения используют различные методы борьбы против плагиата, в частности, воспитательную и разъяснительную работу, обучение методам добросовестного научного исследования, проверку представленных работ специальными программами, а также наказание за списание. Конструктивистский подход делает упор и на формирование мотивации к познанию, создание стимулирующих познающих сообществ и поощрение поиска, познавательных усилий, даже если не всегда и не во всем успешного.

Социальный конструктивизм в образовании также поощряет индивидуальный подход к учащимся. Считается, что каждый школьник и студент – это уникальная личность со своими когнитивными и эмоциональными особенностями. У каждого учащегося может быть собственный стиль познания. Стараясь не сравнивать учащихся, но содействовать развитию своеобразного потенциала каждого из них, преподаватель-конструктивист способствует созданию духа неприемлемости и ненужности плагиата. Плагиат бывает не востребованным и тогда, когда задания ставятся и формулируются преподавателем (зачастую с помощью самих учащихся) оригинальным образом и побуждают школьников и студентов делать свое исследование и находить собственные ответы.

Университет как познающее сообщество

С точки зрения конструктивизма хорошо, когда высокий дух познания присущ не только учебным классам, но и школам и университетам в целом. К сожалению, из-за сложностей в управлении и бюрократических элементов, учебные заведения как организации нередко теряют такой дух, и их трудно характеризовать как познающее сообщество. В этой связи важной задачей представляется управление учебным заведением не как бюрократической организацией, а как сообществом знания.

Для того, чтобы сформировать такое сообщество, важно взаимное уважение между учениками и учителями. Нельзя построить эффективное познавательное сообщество без уважения личности и индивидуальных различий между людьми. Социальный конструктивизм более эффективно внедряется в образовательный процесс, если в школе или вузе царит атмосфера поощрения поиска знания и сотрудничества, а не наказания за незнание. Позитивную роль играет и архитектура открытого пространства в образовательном учреждении – она способствует коммуникации и взаимодействию людей, находящихся в помещении.

**PANEL SESSION 1: THE ROLE OF SENIOR LEADERSHIP: WITHIN & BEYOND
UNIVERSITY**

**HOW CAN TRANSFORMATIVE LEARNING THEORY INFORM A FOUNDATION
YEAR PLAGIARISM POLICY**

Elizabeth Molyneux

Teaching Fellow, English for Academic Purposes, Nazarbayev University, Astana, Kazakhstan

Plagiarism can be a source of confusion and frustration, not least for those who are unfamiliar with the citing and referencing expectations of a university academic writing community. This paper uses Transformative Learning Theory (Meirow, 1997) to understand the subjective experiences of novice writers as they acquire the academic conventions used to incorporate sourced material in the construction of an argument. Theoretical conceptualisations of epistemological shift (Taylor, 2007) and identity change (Illeris, 2014) underpin an analysis of the contrasting perspectives of students and tutors on a pre-sessional Academic English course, as described in a study by Gu and Brooks (2008). Time, motivation and trust are found to be key factors in this potentially transformative experience. The paper concludes with the implications of this analysis for a plagiarism policy which enhances rather than undermines students' commitment to academic integrity as they graduate into university programmes.

Key words: Transformative Learning Theory; epistemological shift; identity change, plagiarism

Introduction

The last two decades have witnessed a dramatic rise in the internationalisation of higher education and it has now become a mainstream notion (Jones & de Wit, 2012). Internationalisation is a contested term which 'means different things to different people' (Knight, 2004, p.5), and although it has often been used in a narrow sense to refer to faculty and student mobility, its impact on curriculum and pedagogy is now increasingly a research focus (e.g. Leask, 2015; Svensson & Wihlborg, 2010) which drives enquiry into the delivery of higher education, including the rapid growth of English as a medium of instruction (Dearden, 2014). There are encouraging signs that recent research aims at 'improving the quality of teaching and learning in an increasingly international and global HE environment' (Maringe & Woodfield, 2013, p.1). However, simply acknowledging that there are 'pedagogic implications' of internationalisation (Gu, 2009, p.38) is not sufficient. As Magyar and Robinson-Pant (2011) perceptively argue, accepting the need for transformative change in higher education is less problematic than articulating what such changes may look like and how such change can be encouraged. It is to this end that this paper is directed. Transformative Learning Theory (TLT) will be used to analyse the experiences of English language learners preparing to enter university in order to make recommendations for policy and practice which enhance the learning experience. To begin, this paper will give an overview of TLT and some of the criticisms against it. Then, a study by Gu and Brooks (2008) on the contrasting perceptions of plagiarism of tutors and English language learners on a university preparation course will be described. After that, TLT will be used as a lens to interpret these contrasting perceptions. Finally, this paper concludes with recommendations for policy and practice which aim to strengthen students' intrinsic motivation as aspiring members of an academic community as they begin their university careers.

Transformative Learning Theory

What is Transformative Learning Theory?

TLT stems from the field of adult education and development. It can be traced to Mezirow's study of his wife and her colleagues' experiences on a re-entry programme at a community college in the US (Mezirow, 1978), although he has subsequently added to and refined his initial articulation of the theory in the decades since the publication of its first iteration. An important aspect of the theory is concerned with changing frames of reference, where frames of reference are defined as 'the structures of assumptions through which we understand our experiences' and are comprised of two dimensions: 'habits of mind' and 'points of view' (Mezirow, 1997, p. 5). Under Mezirow's conception of the theory, our frames of reference are changed, or transformed, 'through critical reflection on the assumptions upon which our interpretations, beliefs and habits of mind or points of view are based' and we become 'critically reflective of our generalised biases' (Mezirow, 1997, p.7). Taylor has surveyed the range of ways that researchers have attempted to identify and describe a change in a subject's frames of reference, and has summarised his findings in two extensive critical reviews on the TLT literature (Taylor, 1997; Taylor, 2007). From these reviews, it seems that a changing frame of reference, or a perspective transformation, can be described in wide variety of ways, but for the purposes of this paper it is important to note that a perspective transformation can include 'epistemological change' and 'identity development' (Taylor, 2007, p.180).

Illeris (2014) provides a further examination of the issue of identity and TLT. In response to Kegan's crucial question, 'what form transforms?' (Kegan, 2000 quoted in Illeris, 2014, p.149), Illeris suggests that a more rounded conception of identity is the target of transformation, rather than only the cognitive dimension which is often read as being paramount in Mezirow's iteration of the theory focusing on changing frames of reference. Illeris understands identity as both a psychological and psychosocial concept, and stresses the importance of the 'interaction between the individual and the social environment and how this influences the development of the individual' (Illeris, 2014, p.152). He draws on Giddens' work to explain his understanding of identity as a 'reflexive project' which implies the constant need to change, and a balancing of stability and flexibility (Giddens, 1991 cited in Illeris, 2014, pp. 154-155).

Hobson and Welbourne (1998) also conducted a review of TLT by examining the intellectual discourses on adult development and learning to construct a collage of theories. The concept of adult education which emerges from their review is rather broad. Their key points are that transformation is concerned with both the intellectual/cognitive and the personality/role domains of development, and that 'physical, psychological and social' (ibid, p.74) changes can be stimuli for development. Furthermore, maturity is 'always in the process of being achieved... it is never an accomplished fact' (ibid). This draws attention to the consideration that transformation is often not sudden or epochal, but can be incremental, and highlights the point that transformation is a process which occurs over time. The authors are also in agreement with Illeris (2014) on the importance of contextualism: adults are socially and historically interactive, so transactions between the individual and society must be recognised as highly influential. Consequently, development should not be viewed as a purely biological-psychological process, but also a socio-cultural one. Moreover, there are echoes of Mezirow's conception of TLT in Hobson and Welbourne's (1998, p.77) assertion that transformative learning 'is more than adjustment to a particular society. It is a qualitative change in how one views the world'. Of significance for the purposes of this paper, it is also necessary to note that these authors do not view learners as objects of transformation. Learners are not seen as passively accepting what is taught or adapting to it, but instead learning 'is negotiated... where meaning is contested, confirmed or negated' (ibid, p.79).

Criticisms of Transformative Learning Theory

Transformative Learning Theory is susceptible to criticism from a number of angles. Aspects of Mezirow's version of TLT could be viewed as being too prescriptive, in particular his ten stage sequence describing the steps of transformation (Mezirow, 1994). It seems unlikely that transformation occurs in such a neatly predictable sequence for all learners regardless of context or disposition. On the other hand, Hobson and Welbourne's description of TLT (Hobson & Welbourne, 1998) arguably suffers from the opposite weakness; they seem to be attempting to reconcile competing theorists by focussing on what they have in common or how they can be read to provide mutual support, rather than to compare and contrast theorists in order to identify contradictions which would need to be resolved. As a result, the vision of adult education which emerges from their synthesis seems to be all-inclusive, so it is not clear how these authors would differentiate transformative from non-transformative learning experiences. This failure to be discerning in identifying instances of transformation has long been recognised. For example, Brookfield (2000, p.141 quoted in Newman, 2012, p.50) was worried that the word 'transformative' was experiencing 'the twin dangers of evacuation and reification of meaning', and Taylor (2007, p.180) expressed a similar concern following his review of TLT research by noting the 'often celebratory nature of transformative learning'.

Howie and Bagnall (2013, p.816) have also reviewed the literature on TLT and conclude that the theory is 'conceptually problematic'. They identify several overlapping problems. Some of these criticisms can be loosely grouped as empirical in nature, such as the failure to validate or quantify the theory, and its lack of predictiveness. Other criticisms may be directed more towards the lack of criticality that they perceive in researchers working with the theory and reporting on it. Criticisms of this kind include observations that there is a lack of critique in the literature in part because researchers exhibit 'selective attention to research outcomes' and are guilty of 'terminological meaningless' (ibid, p.823). This suggests that Brookfield's fears of 'evacuation and reification of meaning' (Brookfield, 2000, p.141 quoted in Newman, 2012, p.50) may have been well-founded. However, Howie and Bagnall (2013) avoid the conclusion that TLT is rendered useless as a result of these flaws by proposing that the theory should instead be viewed as a conceptual metaphor. When viewed as a conceptual metaphor, TLT can generate 'an image of learning as a transformative experience, which then provides the basis for the research, theorising and practice that follows' (ibid, p.831), and can act as a stimulus for academic enquiry, including providing a point of entry for exploring learning processes related to 'significant shifts in individuals' conceptions of themselves, the world and how the world works' (ibid, p.831). In this way, by viewing TLT as a conceptual metaphor rather than a theory, Howie and Bagnall avoid the need to establish its validity and can accept that TLT can be informative for researchers interested in understanding adult education and development, even if it may not be theoretically sound.

Newman (2012) also questions the validity of TLT. Whilst he accepts that change is a fundamental tenet of deep learning, he argues that change in knowledge, skills and attitudes can be understood less controversially as effective learning, without the need to eulogise that the learning is in some sense transformational. He proposes that the distinction between transformational and non-transformational learning be abandoned, and instead educators should focus on the characteristics of good learning, which he goes on to describe as possessing the following nine aspects: it is instrumental, communicative, affective, interpretive, essential, critical, political, passionate and moral (Newman, 2012, p.51-52).

Cranton and Kasl (2012) have responded to Newman's charges against TLT. Although they accept that some of the flaws that he identifies may be applicable when levied against

Mezirow's predominantly cognitive version of the theory, they counter that other theoretical approaches to TLT may perhaps be more robust. However, given the context of learning which is the focus of this paper, (i.e. epistemological change in students' views of the construction of knowledge in academic writing), a predominantly cognitive version of TLT is arguably the most applicable, and therefore it is beyond the scope of this paper to explore other theoretical approaches to TLT, for example the emotional and imaginative approach explicated by Dirkx (2001).

Despite accepting Newman's analysis of the empirical problems of differentiating the transformational from the non-transformational, Cranton and Kasl's conclusion is remarkably similar to Howie and Bagnall's above. They maintain that although the theory may have some weaknesses, the literature on TLT can still be a 'rich source for guiding educators' (Cranton & Kasl, 2011, p.394). If this is the case, then the questions of whether learning is *transformational*, or more simply *good* (to use Newman's favoured terminology), and whether TLT is properly conceptualised as a *theory* or a *metaphor* (to appease Howie and Bagnall) become moot. The commentators reviewed here seem to agree that the literature on TLT can be usefully employed to guide educators who are trying to understand and support effective learning in situations where learners may be experiencing significant changes in perspective or epistemological change. It is to such a context that this paper will now turn.

Foundation Year Context

English for Academic Purposes (EAP courses)

The internationalisation of higher education has taken many forms since it started gaining traction in the 1980s (Knight, 2004). A significant aspect of this is the current dominance of English in academia (Lills & Curry, 2010). This is closely related to the growth of English for Academic Purposes (EAP) courses which are commonly offered as part of a foundation programme for entry into English language universities. Although there are differences between the courses on offer, a common goal is to prepare students whose first language is not English to enter programmes offered by the university's academic departments. These courses generally have the dual aims of supporting students with their English language acquisition as well as providing a grounding in the academic skills and practices which they are anticipated to need in order to pursue their chosen programme of study within a university department. A core component of many EAP courses is to provide the opportunity for students to write an extended assignment. This extended assignment often requires students to conduct research and to incorporate this research into their assignment in support of their argument. This incorporation of sourced materials also requires students to use the conventions of a citing and referencing system. EAP tutors work with students to produce an extended written assignment which displays solid research, a coherent argument, accurate citing and referencing in addition to appropriate and reasonably accurate academic language.

Plagiarism

Problems can occur if students on EAP courses do not display sufficient control of citing and referencing conventions when attempting to incorporate sourced materials into their assignments. If appropriate citations are missing, students may find themselves accused of committing plagiarism and this can have severe consequences. The penalties for plagiarism can range from losing marks on an assignment to failing the course, though it is also possible for students who are repeatedly found guilty of plagiarism to be excluded from a university. Given that the stakes are high, many universities now adopt plagiarism policies and make

efforts to communicate these to students. However, even with the adoption of transparent policies, a number of studies have found 'widely differing conceptions of plagiarism by students, staff and institutions' (Sutherland-Smith, 2005, p.85). This is not surprising if it is accepted that 'plagiarism is a multi-faceted issue' (Sutherland-Smith, 2005, p.94), which is 'centrally concerned with questions of language, identity, education and knowledge' (Chandrasoma et al., 2004, p.174 quoted in Abasi & Graves, 2008, p.230). Perhaps more worryingly, not only are some plagiarism policies failing to result in consistent conceptions of and approaches to dealing with plagiarism, they may even have the effect of 'trivializing "the complex meanings of [academic] authorship attribution"' (Frisk, 2006, p.52 quoted in Abasi & Graves, 2008, p.230) by leading students to believe that citing and referencing conventions in English academic writing are there to serve the primary function of allowing students to avoid plagiarism charges, rather than to 'achieve multiple pragmatic functions' (Abasi & Graves, 2008, p.230) including acknowledgement of the 'epistemological assumption' (ibid, p.230) underpinning English academic writing that 'knowledge is contingent and that all published sources... are to be approached as provisional claims to truth that are always subject to rational scrutiny' (Dillion, 1991; Toulmin, 1958 cited in Abasi & Graves, 2008, p.230). The picture that emerges from this is that appropriating citing and referencing conventions for incorporating sourced material into English academic writing is a complex process. A closer look at a study carried out with EAP tutors and students can provide insight into this area.

The study

Gu and Brooks (2008) collected data from ten Chinese students studying at a UK university over a fifteen-month period. Interviews were first conducted when the students were on their EAP course, and they were interviewed again towards the end of their Masters' courses. Three EAP tutors who had taught the students were also interviewed.

Gu and Brooks (2008) found some divergence in perspectives towards incorporating sourced materials into written work. First, they discovered conceptual confusion amongst the students about the role of references. Some students thought that they had to have references to support their ideas because their own ideas could not stand alone, and that writing in English was easier than in Chinese because in English it was not necessary to have your own ideas to the same extent as was required when they wrote in Chinese. Gu and Brooks suggest that this view is a simplistic or superficial view of referencing which displays misunderstanding of how to use existing knowledge to construct an original argument. Another example of conceptual confusion is given by contrasting accounts of a student and her tutor on reactions to a first draft of an extended assignment. The student had thought that citing was merely a mechanical task and therefore was something to be done at the end of the drafting process before the final submission, so had given her first draft to her tutor without citations or references. The student was hoping for feedback on the organisation of her ideas, but was shocked and upset when her tutor returned her essay with no feedback because he thought he had caught her attempting to commit plagiarism.

Second, Gu and Brooks (2008) discovered differences in attitudes towards intentional and unintentional plagiarism. Two of the tutors made comments to the effect that unintentional plagiarism might be possible, but seemed to contradict this by suggesting that perhaps plagiarism occurred because students were lazy, or by questioning how a student could plagiarise without realising. In contrast, a student explained his confusion over how to distinguish his own ideas from an author's and that he often felt as though his ideas became integrated with his source's, so sometimes he was not sure when a citation was required or where to position it.

In addition, Gu and Brooks (2008) found different attitudes towards memorisation and understanding. Students saw memorisation of good writing as a way to improve their own writing by using 'effective rhetorical styles and useful writing techniques' which they had come across during their reading, as this is an acceptable strategy in some Chinese universities. Moreover, one student explained that he had been encouraged to 'follow a flow' (ibid, p.346) when writing in Chinese, but that when he did this in English, he struggled to recall all the references at the end, and adding citations whilst writing interrupted his 'flow'. Memorisation, then, is 'not meant as a tool for copying' (Liu, 2005, p.234 quoted in Gu & Brooks, 2008, p.347) but instead can be 'a form of learning that also promotes deep cognitive and affective learning' (Gu & Brooks, 2008, p.347).

Finally, Gu and Brooks (2008) explored students' use of patchwriting, which they explain involves copying a chunk of text, and then making slight modifications such as deletions or synonym substitutions. Some of the tutors viewed this strategy as suspect because it involved copying and was therefore close to plagiarism, and they assumed that students resorted to patchwriting because their English was still developing so they lacked the resources for more sophisticated paraphrasing. Conversely, some of the students explained that they used patchwriting as a learning strategy to improve their writing style by reproducing structures which they liked and found effective. One student expressed his caution towards making too many changes to a sourced chunk of text because he was afraid he would alter the author's intended meaning if he changed it too much. So although the tutors may be correct in seeing patchwriting as an intermediate strategy employed by developing writers, Gu and Brooks (2008) suggest that it should be viewed positively as a transitional strategy rather than suspiciously as a form of plagiarism.

Understanding the appropriation of English academic writing conventions as a transformative learning experience

Based on the findings summarised above, Gu and Brooks (2008) recognise that both tutors and students on EAP courses can face frustrations as a result of misunderstandings when students are required to write extended assignments which incorporate sourced materials. They conclude that this is because the process of acquiring the ability to cite and reference involves more than simply training learners to conform to normative citing and referencing conventions in order to avoid plagiarism; it requires a fundamental shift in how the learner conceptualises academic writing. They explain that 'learning to write according to an "alien" set of academic conventions requires... conceptual and holistic development [because] it involves a range of issues related to understanding the construction of knowledge, the ownership of knowledge, and perceptions of self' (ibid, p.348). This can be interpreted as 'epistemological change' or 'identity development' which Taylor suggests is a form of perspective transformation (Taylor, 2007, p. 180), and Illeris (2014) would describe as a transformative learning because it involves a transformation of the core identity. Furthermore, Gu and Brooks (2008, p.349) argue that, through 'enculturation into... disciplinary discourses', international students discover a 'new authorial self'. They suggest that this should be viewed as a process, and that different students will undergo this change at different rates, where some students' epistemological shift may begin after perhaps six months, whereas others may never fully integrate the new meaning perspective, (to use Mezirow's terminology (Mezirow, 1994)). Gu and Brooks (2008, p.349) describe this development of a new authorial self as 'change at the deepest level' as 'students construct their thinking as a result of negotiation, mediation and reflection'. This strongly suggests that students are not passive recipients of their new identities, but that they are actively engaged in contesting, confirming and negating meaning, as described by Hobson and Welbourne (1998).

Implications for policy and practice

It has already been noted above that using citing and referencing conventions in English academic writing is not merely a mechanical process, but rather it is a practice which has developed based on epistemological assumptions about the construction and presentation of knowledge. As this is one epistemological position amongst possible others, it would be naïve to expect that students who have been inducted into other epistemological positions through their previous educational and societal experiences would readily recognise and adjust to the epistemological assumptions underpinning the English language academic tradition. Instead, as argued in the previous section, it is helpful to view this shift in perspective as a transformative learning experience. However, transformative learning is a complex phenomenon and as such it does not offer any easy, quick-fix solutions for educators. Taylor (2007, p.187) guards against seeking a simple pedagogic answer by cautioning that ‘fostering transformative learning is much more than implementing a series of instructional strategies’. This point is also recognised by Illeris who urges teachers to accept, understand and respect identify defence from students who are undergoing transformation. He stresses that ‘the way to deal with this is not to employ some cunning methods and activities’ (Illeris, 2014, p.160). Therefore, in this final section, rather than proposing a set of activities claiming to eliminate all citing, referencing and plagiarism issues which may arise, some considerations which EAP tutors may take into account when supporting their students with extended written assignments are suggested.

Time

Transformation should be viewed as a process which often occurs incrementally. Therefore, tutors should be wary of expecting to see immediate changes in their students’ perspectives towards the incorporation of sources into their written work: just because a tutor has explained the uses of citing and referencing, this does not mean that their students have learnt it. This realisation may reduce tutors’ feelings of frustration, and reduced frustration can increase their capacity for patience. Illeris (2014, p.159) explains that transformative learning may require students ‘to overcome learning barriers in the form of defence or resistance,’ so tutors should try not to feel surprised or frustrated if their students initially reject or do not fully appropriate English academic citing and referencing conventions which do not fit their existing frames of reference. This analysis suggests that a preoccupation with applying a plagiarism policy from the start of a course may be counterproductive.

Motivation

Some of the unintended consequences of plagiarism policies have already been outlined, but it is worth repeating that an overemphasis on penalties for plagiarism at an early stage of students’ academic journey may have the effect of subverting their motivation for appropriating citing and referencing convention in written work. Illeris (2014) explains that transformation requires strong motivation, and that this motivation should not be created or imposed by teachers. It is possible that by forcing students to comply with citing and referencing conventions through the threat of punishment, plagiarism policies are instrumentalising students’ motivation as they are only complying in order to appease their tutors and avoid trouble. A better strategy might be to reduce the emphasis on plagiarism when introducing citing and referencing, and instead for tutors to try to build on their students’ intrinsic motivation as aspiring members of the English language academic writing community. Plagiarism policies and penalties could be introduced at a later stage after students have already started to understand the epistemological assumptions upon which their use is based.

Trust

Taylor outlines the need for trust in transformative relationships (Taylor, 2007). He explains that 'it is through trustful relationships that allow individuals to have questioning discussions, share information openly and achieve mutual and consensual understanding' (Taylor, 2007, p.179). Some of the conditions for trustful relationships, such as that they should be 'non-evaluative' and 'non-hierarchical' (Eisen, 2001 quoted in Taylor, 2007, p.179) may be difficult to satisfy in the context of a tutor/student relationship on EAP courses, particularly if the tutor is at least in part responsible for assessing the student. However, this does not negate the contribution that recognising the need for trust can make. Sometimes, tutors can be inclined to approach students' work sceptically and conclude that students have intentionally plagiarised before they have had a chance to discuss their work. Alternatively, a default position of trust may be more conducive to a transformative relationship and which would leave the tutor better placed to support their students through this complex transitional phase.

Conclusion

This paper has reviewed the aspects of Transformative Learning Theory which may be relevant to understanding the subjective experiences of students on foundational English for Academic Purposes courses. Although TLT has been subjected to some strong criticisms, this paper argues that even if these criticisms are valid, the literature on TLT remains a valuable resource and so insights from research in the field can be used by tutors to support their students as they begin the process of perspective transformation on entry into higher education. In particular, careful consideration of time, motivation and trust can lead to a more supportive environment in situations where students are struggling with English academic conventions related to incorporating sourced materials into extended written assignments. It is hoped that this can contribute towards a more transformative version of the internationalisation of higher education, where students' experiences are viewed through a holistic and developmental lens, leading not only to further internationalisation via increased access to English medium instruction and the mobility of students, but ultimately to the improvement in the quality of education they experience.

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**PANEL SESSION 2: EXTERNAL REVIEW & INTERNAL ACADEMIC
MANAGEMENT PROCESSES (ERIAMP)**

**BUILDING A CULTURE OF INTEGRITY THROUGH LIBRARY INITIATIVES,
ACADEMIC COLLABORATION AND ADMINISTRATIVE SUPPORT**

Reysa Alenzuela

MLIS, PhD, Nazarbayev University Library, Astana, Kazakhstan

Carlene Groen

MIS, Nazarbayev University Library, Astana, Kazakhstan

Yelizaveta Kamilova

MLIS, Nazarbayev University Library, Astana, Kazakhstan

Paschalia Terzi

MLIS, Nazarbayev University Library, Astana, Kazakhstan

Darya Zvonareva

Nazarbayev University Library, Astana, Kazakhstan

An engaged community is a way to build a culture of academic integrity. The challenge to develop institutional policies and practices is that everyone in academia is responsible for collaborating to achieve the outcome. Academic and research libraries play a key role not only in promoting literacy but also integrating academic honesty towards improved research and knowledge exchange. This paper discusses the initiatives of Nazarbayev University Library in supporting academic integrity. The Library has created more than 100 programs related to academic integrity providing various forms of support services to faculty and students, both online and in person. An empirical analysis was conducted to probe the current management system involving the library. The study aimed to determine the library's extent of collaboration with faculty and the extent of administrative support. Documentary analysis and interview were employed. It was found out that the faculty respondents were not fully aware of the support system that the library provides; however, majority of the respondents are willing to collaborate. Moreover, it was realized that involving the library in the support framework is not feasible in Nazarbayev University's context at the moment. Nowhere in the institutional policy also mentioned about the library as a support component. Also, it was recognized that sound academic management processes that meet international standards for quality assurance require that all stakeholders are involved and that procedures are institutionalized. This paper recommends a framework for collaboration needed to fully embed academic integrity in the University.

Keywords: academic integrity, library initiative, collaboration, administrative support, support framework

Background of the Study

To understand academic integrity requires the implementation of academic integrity policies that have quality control processes, are effective management tools, and ensures the contribution of all the members of the academia.

Effective and transparent management tools (Hallak and Poisson 2006) as well as sound academic management processes are needed to meet international standards for quality assurance. The demand for quality in academic institutions requires mechanisms, processes,

and outputs that are beyond reproach because universities are organizations of special standing in society. With globalization, the failure to uphold academic integrity can cause damage to institutional brands and the credibility of higher education systems (Altbach 2004).

As a part of a quality management process, policy development and implementation entails all stakeholders to work together. The Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) highlights that the most effective quality assurance policies support academic integrity implementation by all institutional stakeholders. Canada, Hong Kong, India, and the United States have particularly relevant experiences for developing academic integrity standards and codes of practice (Hallak and Poisson 2006). Additionally, comparative studies from the International Institute for Educational Planning (IIEP) concluded that two conditions are required for such codes to be effective and adhered to: 1) participatory procedures for design and maintenance for the standards and codes and 2) a proper information system on the content and enforcement (Nuland et al. 2006).

In Australia, a strategic collaboration of various higher institutions developed an academic integrity policy toolkit that emphasized an evidence based policy and support framework (Exemplary Academic Integrity Project 2013). Moreover, a comparative study of academic integrity policies was conducted in higher education institutions across the European Union based on the Academic Integrity Maturity Model (AIMM) that assessed the “maturity” of policies (Glendenning 2016). This project on Impact of Plagiarism in Higher Education Across Europe (IPHEAE) focused on the growing problem of student plagiarism as tackled by Higher Educational Institutions (HEIs) across the European Economic Area and nearby countries. The study found that the majority of HEIs in the European Union have inadequate policies and procedures to detect and deter academic dishonesty. Good practices in national policies were found in Sweden, Austria and Slovenia, with all three countries committed to strengthen and enforce policies to bring about proportional responses, consistency, transparency, and fair outcomes for students. In Malaysia, one study investigated the integrity policies of five top public universities using five core elements of access, approach, responsibility, detail, and support that was previously used by Bretag et al. (2014). The study also provided a clear outline of student and staff academic integrity responsibilities that can serve as a reference for universities interested in developing a holistic integrity policy (Zangenehmadar et al. 2015).

Kazakhstan has made noteworthy strides to meet strategic targets for educational quality assurance (Organisation for Economic Co-operation and Development 2007). The report recommendations include relevant provisions to improve management mechanisms and give more emphasis to academic honesty. Also noted were implementation gaps in the underlying principles of governance in Kazakhstani higher education institutions because they do not conform completely to those advocated in the European Higher Education Area outlined in the 2015 Standards and Guidelines for Quality Assurance in the European Higher Education Area (OECD 2017). Reviews of National Policies for Higher Education in Kazakhstan 2017 pointed to the gap between the standards and the current educational system levels on academic integrity and freedom.

Response to this gap has been made on the institutional, regional, and national level such as the development of the Annual Conference on Academic Integrity in collaboration of various institutions in Astana, Kazakhstan. However, looking into studies and papers on academic integrity, most are written in the context of comparison with the global perspectives, analysis of laws, and policies as well as faculty-student experiences and perspectives. This study can contribute to an internal management process perspective because it includes the

participation of different entities, including librarians, in the development and implementation of academic integrity policies. Therefore, this study explored the role of the library and Librarians to build an institutional culture of academic integrity.

Objectives of the Study

This study explored building a culture of integrity through library initiatives, academic collaboration, and administrative support. Specifically the aim was to:

1. describe current library initiatives that support academic integrity;
2. determine the extent of collaboration between faculty and librarians to begin understanding how to build a culture of academic integrity; and
3. find out how policies and/ or development plans on the administrative level recognize the library's role in academic integrity.

Review of Related Literature

Academic Integrity in the Context of the Study

The definition of academic integrity is dependent on institutional context, scope, application and purpose. Exemplary Academic Integrity Project or EAIP (2013) adapted the definition of academic integrity as “acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research” .

Cummings (cited in MacFarlane, Zhang, Pun 2014) emphasized the pressing need for greater understanding of academic integrity practice across teaching, research, and service. Academic integrity can also be understood in the context of violations such as unfair behaviour (Clough et al. 2015) and plagiarism (Gunnarsson et al. 2014). In the study of Clough et al. (2015) a preliminary review of university guidelines and staff responsible for handling academic misconduct at the University of Sheffield were interviewed. The study enumerated a list of academic conduct that covers unfair means that can serve as basis for the scope of academic misconduct.

In Kazakhstan, an example of a definition of academic integrity is from the Nazarbayev University School of Astana (NISA) “the fulfillment of all academic work honestly, without seeking to obtain unfair advantage over other students; when other people's words, work, thoughts and ideas are used by a student (or teacher), there are appropriate signals and acknowledgement”.

Based on the above concepts, this study defines academic integrity as academic action that reflects the values of honesty, trust, fairness, respect and responsibility in learning, teaching, research, and services of the academic community. The academic community is not only defined within the scope of faculty and students but also by other stakeholders such as non-teaching academic staff such as librarians, guidance counselors, administrative staff whose actions directly or indirectly involve the teaching and implementation of academic integrity codes and standards.

Varying cultures and social groups have differences in understanding the seriousness of academic dishonesty behaviors such as copyright (work ownership), attribution of credit, and cheating. The authors of this study agree that our definition of academic integrity, components, and frameworks are not comprehensive to cover all the areas of this issue.

Towards a “Firm but Gentle” Paradigm

The importance of global university brands and influential international rankings means that positive and negative perceptions of academic integrity can have a significant impact on institutional reputations (Macfarlane et al. 2014). With issues of internationalization, quality higher education, and quality management processes a growing interest in research about academic integrity spurs on a wide subject. Discussions on academic integrity has covered various topics from proposed frameworks (Barnhardt and Ginns 2017; Glendinning 2014; Caldwell 2010); some advocate a ‘holistic approach’ (Bertram Gallant 2008; Davis, Drinan, and Bertram Gallant 2009; Sutherland-Smith 2008; Macdonald and Carroll 2006) others looked into technology integration (Cronan et al. 2017; McCullough and Holmberg 2005; Buehler 2004).

The above mentioned literature can serve as basis for developing and implementing an institutionalize policy. Glendenning (2014) noted that “there are important questions to explore for every institution about how consistently and fairly the policies have been implemented and whether they are effective at discouraging, detecting and penalizing cases of plagiarism.” The whole spectrum of tasks and responsibilities cannot only be carried out by faculty or administration. For a clear understanding of academic integrity by students, it is necessary that a thorough discussion between faculty and students with the support of stakeholders involved in the teaching and learning process is provided. Mahmud and Bretag (2014) proposed an evidence based policy and support framework in postgraduate research that encompasses a consistent and educative approach to academic integrity.

Various tools and metrics for assessing how well the policies and procedures has been explored in different countries. The AIMM used in Europe comparing results from 27 EU countries evaluated good practice for institutional policies . The assessment of a “maturity” of policies used nine criteria: research, training, level of knowledge, communications, prevention strategies, use of software tools, consistency of sanctions and of policies, and transparency of processes. It can be understood that preventive measures and knowledge are a part of the criteria for academic integrity policies. Consistency is also emphasized.

Similarity of context can be seen with Australia’s Academic Integrity Policy Toolkit which was developed based on the core elements: access, approach, responsibility, detail, and support (Bretag et al. 2014). As a criteria, the section on responsibility includes all relevant stakeholders such as university management, academic and professional staff, and students. Support as a criteria evaluates how systems are in place to enable implementation of the academic integrity policy including procedures, resources, modules, training, seminars, and professional development activities to facilitate staff and student awareness and understanding of policy. Knowledge and understanding of all constituents are given importance along with consistency of procedures and policies.

La Trobe University, applied the core elements to develop academic integrity resources with the understanding that “the ethical issues relate to dishonesty and cheating, while conventions of practice are concerned with the pedagogical specifics of acknowledgment, referencing and how knowledge is discussed” (East and Donnelly 2012). The University’s policy recognized that demonstrating academic integrity is not just a student and faculty responsibility but also requires involvement of every member of the academic community. Common to all the underlying concepts, metrics, and investigation is the support of all stakeholders. It is also important to note that adopting preventive measures through discussion and values inculcation is a way to build a culture of integrity.

The Role of the Librarians in Academic Integrity

As early as 2000, Librarians have emphasized the issue of academic integrity. Arp and Woodard's (2002) (cited in Kloda and Nicholson (2005) librarian survey revealed that "the rise of plagiarism, questions of copyright and social and ethical use of information" is one of the most significant issues facing Information Literacy Librarians. Wood (2004) singled out that "Librarians should enter into the discussion on academic integrity and dishonesty, since what happens in the classroom between faculty and student inevitably influences use of library and its resources." Lampert (2008) discussed the pivotal role of librarians as campus partners who are committed to increasing student and faculty awareness about the common problems associated with a lack of knowledge about academic integrity practices.

Many academic studies demonstrate that librarians teach students how to do research (Burke 2004), reference, and citation by developing guides and tutorials both print and online (Harrison 2004, cited in Kloda and Nicholson 2005). Additionally, librarians assist faculty to track down plagiarized text, teach effective search strategies to detect plagiarism, and maintain lists of term paper mills (Arp and Woodard 2002; Oliphant 2002). Librarians use instructional strategies to promote academic integrity and deter plagiarism that includes modeling the ethical use of information (Wood 2004). Discussions of plagiarism and academic integrity are also components of library workshops (Auer and Krupar 2001; Lampert 2004). It can be gleaned from the programs that the library plays an active role in educating the academic community about academic integrity.

Methodology

For this paper, the researchers used qualitative approaches such as drawing cases, issues, practices, frameworks, and models on academic integrity from a global perspective that promotes academic integrity. First, local and international studies, reports, policies, and conference papers related to academic integrity were reviewed. Second, a desk research was conducted by gathering relevant online information about policies, procedures, and frameworks related to the topic. Third, faculty members at the Nazarbayev University (NU) were interviewed to determine the possibilities for collaboration. Based on the literature gathered, an interview questionnaire was developed. To explore potential for improvement of the questions, a focus group evaluated the content (Alcock and Rose 2016). Four librarians and one external validator reviewed the questions using the criteria of clarity, structure, objectivity, and relationship to the problem.

Summary of Findings, Analysis and Conclusion

Current NU Library Initiative to Support Academic Integrity

Nazarbayev University Library (NUL) reports and other documents provide evidence that the library promotes academic integrity through instruction, tools and resources, and other promotional activities.

In 2016 until the first quarter of 2017, more than 100 library workshops were conducted. In most workshops, academic integrity topics were indirectly discussed. For example, during the sessions on "Finding Data", "Beginner Data Visualization", "Patents", and "Multimedia" participants were introduced on how to properly cite the information used. In "Critically Read Scientific Literature" discussions about article retractions and corrections, peer review biases, and manipulation of data through techniques such as p-hacking were included. Other sessions such as "Open Access Resources and Scholarly Communication" discussed the ways students

can ethically use and share information from the Internet for assignments and research by understanding copyright and creative commons.

During the past two years, a collaboration between the Writing Center and a Librarian resulted in many students receiving indirect instruction on academic integrity during sessions on “How to find and evaluate information sources”. Students were trained on proper citations from databases and Google Scholar as well as citation management software. Several instructors had video essay assignments where a Librarian discussed issues of copyright for multimedia use and creation.

Faculty from different NU Schools invited Librarians to provide in-class instruction for undergraduate and graduate students. A Librarian also participated in several classes through Moodle by helping to connect students with resources at the point of need. Resources have included links to books, LibGuides, and citation software programs.

As listed on the Ask a Librarian webpage, students can seek help from Librarians for one-on-one and group research consultations at the reference desk, chat, in-person, and through Skype. Conversations that begin with discussions on how to find information often lead to academic integrity topics on the proper use of information such as proper note keeping for citations, crediting the author, copyright, and plagiarism.

Librarians promote the use of plagiarism detection software such as TurnItIn and Grammarly, the latter is a free online software. Librarians educate on academic integrity topics by posting on Facebook and attending conferences.

Faculty- Librarian Partnership: Prospects for Library Involvement

To determine the possibility for library and faculty collaboration, 17 faculty members from seven schools were interviewed about existing academic integrity policies and initiatives within the university and their department. The interview questions also probed on possibilities for collaboration between faculty and librarians to strengthen academic integrity at the university.

A. Nazarbayev University Policies

Ten respondents explicitly confirmed that there is an existing policy in the department and in the university and two respondents are not fully aware but believe there is. One respondent said their department has a policy separate from the University Policy on Misconduct. Two respondents explained that policies and procedures have some indication they are expected to maintain research integrity and that an Institutional Research Ethics Committee is responsible for overseeing human subjects research. Two respondents said there is no policy. One commented that, “I think there is not (sic) because we have seen such situations of violating academic integrity but there were no penalty for the offender”.

Responses revealed that policies exist at an institutional level and integrated into other documents but are not fully understood or used by faculty. Looking into the core elements of academic integrity, Nazarbayev university fails in the area of access and responsibility as the policies are not fully relayed to all stakeholders who have direct responsibility.

B. Academic Integrity in the Classroom

Eleven respondents replied that academic integrity is integrated in their syllabus. While five respondents confirmed that academic integrity is indirectly integrated in the classroom. One respondent said that it is integrated into an instructional rubric. In the classroom, it is clear that academic integrity is emphasized as an initiative of the department. However, the varied

responses indicate the policy is implemented unevenly and inconsistently. The vague responses reveal a lack of understanding and execution of the policy.

C. Knowledge on Library Programs and Services on Academic Integrity

Six respondents had no knowledge of library activities that support academic integrity. One of the respondents explained that “I use the Library for journals... I’m not a consumer of the Library.” Another respondent noted that “The library is a way to get through paywalls. I don’t even go to the Library webpage.”

Six were aware that the library conducts workshop on proper citation and referencing. They identified Workshops, Integrated in Information Literacy sessions, and IL sessions integrated for online writing assignments. They knew about the resources prepared by the library to promote academic integrity. One respondent is not fully cognizant but recalled being offered by the Subject Librarian to provide classroom sessions. Another respondent noted that “You have workshops but I have not sent the students so I am unaware.” Another one said that “I know very little. I don’t have any example where the library could help with academic integrity.” One respondent explained that “Access to databases/information is important. ILL services. If there is no information provided by the Library, students have to obtain it illegally.” From the varying responses, awareness on library programs and the role of the library for academic integrity is not clear to many faculty. This will be a challenge for librarians to become a part of the support framework.

D. Specific Initiatives for Collaboration

Out of 17 respondents, 10 are willing to collaborate with the Library. Three respondents do not think that the library can help. “But the Library could help by providing expanded access to information”. One explained that “We think of academic dishonesty as an internal issue so we don’t think of that as a library issue.” One respondent provided options instead of collaborating with the library suggesting that “The Library could help by providing expanded access to information.” Another respondent shared that “It would make sense but I think it should be with the Writing Centre, because the WC is overwhelmed.” Although one respondent is not fully aware but he/ she suggested “maybe...even...give talks about modern publishing”. While a majority of the faculty see a possibility where the Library can be involved, some faculty are not fully aware of the library academic integrity support services. Based on the faculty responses, the library is not fully recognized as part of the support system.

Administrative Support

With the idea in mind that every institutional endeavor has connection with the management processes, another area probed by the researchers is the administrative support. Given the time constraint, document search and analysis was the only means undertaken on this aspect. This area also tested how accessible and comprehensive the policies, plans and procedures pertinent to academic integrity.

Looking into the documents, the most that can be referred to are the Students’ Code of Conduct and Rules from IREC. The Code of Conduct defines academic misconduct but nothing mentions about the procedures and responsibilities of the academic community.

Future Directions and Recommendations

Library Plans and Strategies

The library will continue to pursue an active involvement in the issue of academic integrity as an essential component of information and media literacy program. Strategies for promoting academic integrity in research will be pursued not only for compliance in the accreditation system but as the libraries contribution in quality education bearing in mind that the Library's mission and goals should be consistent with those developed by the parent institution.

Forging Faculty-Librarian Partnership

A genuine institutional commitment to academic integrity should engage everyone in the academe, including university management, academic and professional staff, and students. A policy towards partnership between faculty and librarians must be considered at the departmental and institutional level. Studies, policies, and toolkit from other countries point out that support systems to enable implementation of the academic integrity policy include procedures, resources, modules, training, seminars, and professional development activities to facilitate staff and student awareness and understanding of policy.

In an assessment of a "maturity" of policies adopted in Europe, consistency of penalties is an essential component. Policies should be reviewed not only in the departmental level but also in an institutional level to address the inconsistent and uneven implementation.

Further studies on how effective and applicable is a support framework in Nazarbayev University context must be embarked upon.

Academic integrity is expected not only in formal coursework situations, plagiarism etc., but in all university relationships and interactions connected in the educational process, including the use of University and library resources. While this study looked into how the policy at the institutional level involved the library as a component of the academe, the Library should not fail to integrate and emphasize a clear commitment to academic integrity through their own departmental policy.

Administrative Support

Sound academic management processes enable implementation of the academic integrity policy at all levels. Recognition from the administration level on the library's role is the only way in which it can fully function.

Due to time constraint and submission requirement, this paper has not discussed a framework for developing an institutionalized academic integrity toolkit. Further researches must be done as a continuation of this case study to have in depth content and relevant output that can be useful in developing an Academic Integrity Toolkit for the institution.

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ENHANCING INTEGRITY THROUGH EXTERNAL REVIEW: THE EXPERIENCE OF NAZARBAYEV UNIVERSITY¹

Duncan Priestley

PhD, Head of Academic Quality Enhancement in the Office of the Provost, Nazarbayev University

Academic integrity is a responsibility of all members of the university community, applying equally to students, faculty and administrators. Definitions of integrity focus on values such as the avoidance of plagiarism, academic standards, and honesty and rigour in both teaching and research. In the context of increasing autonomy for Kazakhstani universities, here we focus on the experience of Nazarbayev University (NU) in establishing and maintaining academic standards (i.e. quality assurance) for programmes and courses. Specifically, we describe the place of external review in NU's internal processes of programme approval and annual monitoring; in addition, we outline how external review via institutional evaluation, programme accreditation and the use of strategic partnerships can contribute to the development of a culture of integrity.

Keywords: external review; academic integrity; academic standards

Introduction

It is well-established in public and private sector organisations that external review is an important process on the road to increased integrity. The OECD (OECD, 2009) makes it clear that sound integrity frameworks are fundamental for the modern public sector and service delivery; this applies just as much to education as it does to other public services.

It is the responsibility of all members of a university community to uphold high standards of academic integrity. This paper focuses on the integrity of academic programmes and courses, and specifically on the role of external review in establishing and maintaining academic standards. In this context, it is vital that faculty and academic managers utilize best practices to model high standards of integrity for their students, and develop and manage academic offers which are rigorous and conform to recognised international standards.

Given the increasing autonomy which is developing in Kazakhstani universities in the areas of curriculum design and content, this issue is assuming increasing importance. Here we endeavour to give guidance to faculty and managers needing to design new or revised programmes based on the experience of Nazarbayev University. We emphasize the need to do this with integrity and rigour – characteristics best introduced through strong internal peer review processes, comprehensive benchmarking and external review.

External review provides one of the principal means for maintaining and enhancing academic standards at NU, and is an integral and essential part of the institution's quality assurance and enhancement processes. NU's policy for external review shapes the university's practices and processes, and outlines a university-wide approach to employing external review mechanisms. Such mechanisms provide evidence that the standards of academic programmes and delivery processes are internationally benchmarked, rigorous and consistently maintained. They include:

¹ Dr Duncan Priestley, Head of Academic Quality Enhancement, Office of the Provost, Nazarbayev University 53, Kabanbay Batyr Ave, 010000 Astana, Kazakhstan, t: +77172709051 e: duncan.priestley@nu.edu.kz

- Consideration of external reference points in the setting of academic standards and curricula appropriate to the award;
- Rigorous programme and course approval with external participation (which can include partners, industry stakeholders, experts and other academic and/or professional bodies);
- Accreditation by professional, statutory and regulatory bodies;
- External review by established NU strategic partners;
- The employment of external examiners.

External Review at the Strategic Level

External Institutional Review: The EUA Institutional Evaluation Programme (IEP)

From an institutional perspective, NU made the decision in 2016 to commit to the process of external evaluation through the European University's Institutional Evaluation Programme (IEP). Amongst the many elements addressed by this review is the integrity of the governance system.

The IEP is (IEP Guidelines for Institutions, 2016) a comprehensive evaluation, which takes into account an institution's, objectives and profile, with emphasis on an inclusive self-evaluation process and institutional self-knowledge. To this end, through the winter of 2016-2017, NU conducted an extensive and rigorous self-evaluation process. The IEP adopts an improvement-oriented approach, to actively support an institution in fulfilling its mission. It is not geared towards an accreditation or rankings, although it could prove useful for planning purposes in these regards. IEP targets the institution as a whole rather than individual study programmes or university units, and focuses upon:

- The capacity of strategic leadership and effectiveness of internal governance and management processes that support it;
- The relevance of internal quality processes and the degree to which their outcomes are used in decision making and strategic management as well as perceived gaps in these internal mechanisms.
- The evaluation is structured around four central questions:
 - What is the institution trying to do?
 - How is the institution trying to do it?
 - How does the institution know it works?
 - How does the institution change in order to improve?

The process of self-evaluation proved particularly useful for NU, enabling the university to reflect on the effectiveness and integrity of its governance processes, as well as the degree to which its academic programmes and other activities were meeting the mission of the university.

Strategic partnerships

NU's partners guide the university in its ambition to be a world-class education and research institution. They apply their high standards across all crucial processes within NU, such as hiring NU faculty and administration, admission, curriculums, course materials, teaching and assessment. NU's strategic partners also have an important role to play, particularly in the development of new programmes and the review and modification of existing programmes. Here, then, 'external reviewers' refers to both academic reviewers from NU strategic partners

and recognized institutions, and appointed external examiners from reputable international universities.

External Review in Programme and Course Design

From an institutional perspective, academic programmes are expected to align with the vision, mission, strategic goals and graduate attributes of the university. NU's vision is: 'to give Kazakhstan and the world the scientists, academics, managers and entrepreneurs they need to prosper and develop', whilst its mission is 'to be a model for higher education reform and modern research in Kazakhstan and to contribute to the establishment of Astana as an international innovation and knowledge hub'. The key strategic goal that is relevant to curriculum design is goal II: Academic Excellence: to achieve NU's mission by developing and maintaining academic excellence.

Particularly important are the graduate attributes of the university, against which all programmes are mapped. These state that all NU graduates shall:

1. Possess an in-depth and sophisticated understanding of their domain of study.
2. Be intellectually agile, curious, creative and open-minded.
3. Be thoughtful decision makers who know how to involve others.
4. Be entrepreneurial, self-propelling and able to create new opportunities.
5. Be fluent and nuanced communicators across languages and cultures.
6. Be cultured and tolerant citizens of the world.
7. Demonstrate high personal integrity.
8. Be prepared to take a leading role in the development of their country.

Underlying Curriculum Design Principles

All NU programmes are expected to align with the Academic Excellence goal ('to achieve NU's mission by developing and maintaining academic excellence') enshrined in the university strategy. Equally, programmes must also align with the NU Learning and Teaching Strategy, which focuses on innovation, integration and inclusion, but also emphasizes the requirement for integrity - specifically:

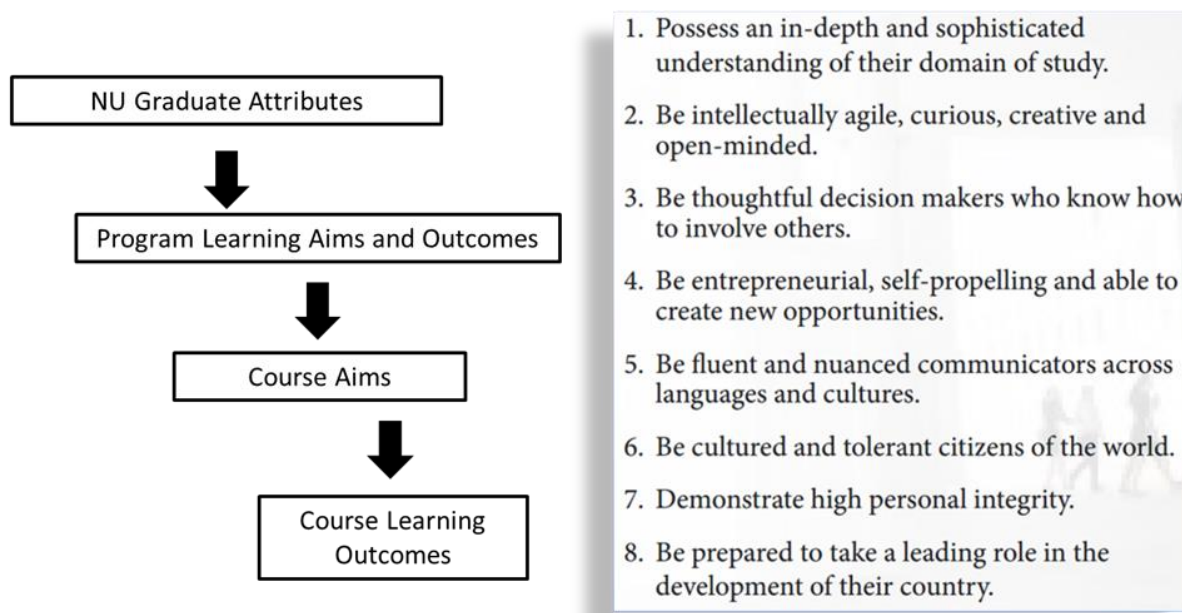
"Students will learn how to learn in an ethical and sustainable way. Students will help us to create a culture in which all cheating is unacceptable and will be punished appropriately."

Fundamental questions that curriculum designers are encouraged to ask themselves in order to encourage integrity include:

- Are you designing with integrity (original thought), or simply adapting another university's programme?
- What makes your programme unique?
- To what extent is your programme contextualized?
- Are you benchmarking against international standards, in terms of both content and level of delivery?
- Is your assessment aligned with the student outcomes, and set at the appropriate level?

Additionally, and in alignment with both the Bologna Process (EHEA, 2008) and most forms of programme and institutional accreditation, NU adopts a student-centred and outcomes-based approach to curriculum design. Learning outcomes are formulated in accordance not only with Bloom's Taxonomy (Bloom *et al.*, 1956), but also Anderson and Krathwohl's (2001) revision of the original Bloom's taxonomy and Biggs' Solo Taxonomy (Biggs and Collis, 1982).

Implicit in the design process at NU is the type of curriculum design model advocated by Moon (2002) (Fig. 1).



Focus on the alignment of attributes, aims and outcomes.....and of teaching, learning and assessment

Figure 1. Alignment of the Curriculum with the NU Graduate Attributes

Programmes are expressed in terms of aims and learning outcomes, and benchmarked against subject (content) and level descriptors (Fig. 2). Following the principles of constructive alignment advocated by Biggs (2003) the NU approval process expects that the components of the teaching system - notably the teaching methods used and the assessment tasks - are aligned to the learning activities assumed in the intended outcomes.

Alignment necessitates a coherent and integrated approach to design, where the learning outcomes shape the approaches to teaching and learning. The learning outcomes determine the assessment criteria, and the assessment tasks enable students to develop appropriate learning and competencies and demonstrate the progress they have made towards attaining the learning outcomes. Feedback on student assessment is given in relation to specific criteria (and therefore outcomes), and marking is guided by the extent to which performance meets criteria (and therefore outcomes).

A further important component of the curriculum design process is alignment with the NU enhancement theme of research-integrated teaching.

Schools employ an appropriate, yet comprehensive range of external review mechanisms to provide evidence that the academic standards they establish in their programmes are internationally-benchmarked, and that these standards are rigorously and consistently verified and maintained. As part of the programme development process, due consideration is given to external reference points in the setting of academic standards and curricula appropriate to the award. External reference points can include subject benchmark statements, academic level benchmark statements, including, for example:

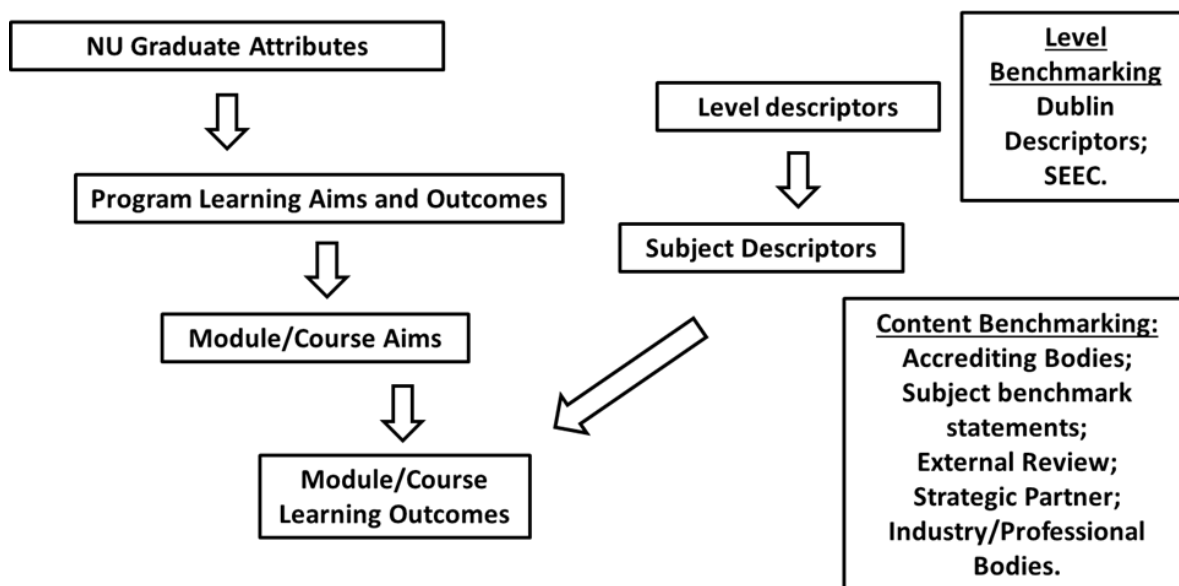


Figure 2. Programme and Course Design at Nazarbayev University (adapted from Moon, J., 2002)

- the Dublin Descriptors and other elements of the Bologna Process (the use of ECTS, and student-centred, outcomes-based approaches) (EHEA, 2008);
- QAA (UK) subject benchmark statements (QAA, 2017);
- the SEEC level descriptors (SEEC, 2010);
- the Degree Qualifications Profile (Lumina Foundation, 2017);
- the specific requirements of programme accrediting bodies (e.g. ABET, 2016), who provide programme-level outcomes to assist curriculum designers).

External Review in the Approval of Academic Programmes and Courses

NU’s Programme Approval processes include external review of a new programme’s content and academic standards in the form of a supporting statement. This review can be conducted by recognized and highly reputable international universities (including strategic partners) or faculty members and experts in a relevant subject area. Similarly, the NU Proposal Form for an Academic Programme requests Schools to describe the role of external reviewers in the assessment process as a means of verifying standards. The criteria against which NU programmes are approved are:

1. Programme Design: the programme specification, including aims and learning outcomes; the alignment of programme aims and learning outcomes with the NU graduate attributes; the alignment of teaching, learning and assessment; with course and programme outcomes; the embedding of appropriate technology-enhanced learning, and the integration of research into teaching and student support arrangements;
2. Academic Standards: the compliance with NU Regulations; the appropriateness of academic standards to the level and title of the award; the alignment with appropriate qualification/level descriptors; the meeting of requirements of appropriate professional accreditation bodies and external review arrangements;

3. Programme Feasibility: the appraisal of the impact of the programme on academic resources; administrative services, estate and IT infrastructure, and programme viability;
4. Quality Assurance and Enhancement Mechanisms: internal and external validation mechanisms, and the annual monitoring, review and enhancement arrangements.

Faculty planning a new programme begin this process by following the prescribed internal procedures of their School, including planning consultations with appropriate personnel. The consultations at this stage should cover such issues as whether the proposed programme fits the department and School-level directions, the need and demand for this programme to avoid unnecessary duplication with other existing programmes, faculty and space resources and finance and equipment. All proposed programmes together with the supporting information - including external review - are reviewed by the School Teaching and Learning Committee.

Subsequently the programme proposal is submitted to the Academic Quality Committee of the Academic Council which includes student and faculty representatives from all NU Schools. This peer review body scrutinizes all new programme proposals and makes recommendations about their approval to Academic Council at an institutional level. The supporting documentation at this stage includes a requirement for external review (a supporting statement from a reputable external reviewer(s) with appropriate subject expertise. The last stage of approval is at the University level through the Academic Council, which provides further rigorous peer review of the proposal.

The Role of External Review in Annual Programme Monitoring

The purpose of Annual Programme Monitoring (APM) is to provide an academic quality appraisal of all taught programmes and their constituent courses; it also helps to maintain currency of programmes after initial approval. External reviewers generally act in a moderating role, supporting the programme team by sampling student work in order to make a judgement on the academic standard - as demonstrated by overall student performance and achievement. Their role is partly that of an external moderator and to an extent that of a critical friend. Where schools choose to utilize external reviewers as part of the APM process, those reviewers can provide informative comments and recommendations related to:

- Verifying and maintaining academic standards;
- Commenting on the student performance and standard of awards with respect to their experience of other comparable institutions;
- Ensuring the integrity, rigour and fairness of assessment procedures – specifically whether summative assessments rigorously and fairly assess programme and course learning outcomes;
- Assessing a programme's approach to 'fitness to practice' (for professional programmes);
- Good practice and innovation in teaching, learning and assessment.

The provision of feedback by external reviewers provides a basis for the development of an action plan to enhance the programme's quality in the subsequent academic year.

External Reviewers should become familiar with the programme structure, learning and teaching methods and assessment techniques in his/her assigned programmes and courses (in particular the consistency and standards of marks/grades), provide advice and comment

on such matters, and recommend change where appropriate. They should have the opportunity to review, comment upon, or contribute to:

- School handbooks (including Academic Policies and Procedures);
- Programme handbooks (including programme structure, aims and learning outcomes);
- Course/Module descriptions (including course aims and learning outcomes);
- Assessment information (including methods, briefs provided to students, grading criteria, descriptors and scales, marking practices (e.g. verification of marking));
- Draft examination papers;
- Graded examination scripts (an appropriate sample should be provided);
- Dissertations/project reports (an appropriate sample should be provided);
- Coursework/continuously assessed work;
- Orals/professional placements/internships and other summatively assessed activities;
- Relevant professional guidelines/policies;
- Final examination boards.

These guidelines may be adapted by Schools to meet their individual requirements. Additional elements deemed necessary by Schools may also be added. Schools employing external reviewers are encouraged to formally respond to their feedback and incorporate agreed recommendations into their annual action plans resulting from the monitoring process.

Conclusion

External review is a fundamental process in the establishment and maintenance of academic standards (i.e. quality assurance). As such, it is essential to the credibility and integrity of a university's academic offer. In addition, external examiners have an important role to play in the continuous improvement of academic programmes and courses (i.e. quality enhancement).

At NU, external reviewers' engagement in institutional governance, and programme design, review and modification has been crucial in enabling the university to benchmark against high international standards of university management and academic programmes. Given the increasing academic autonomy now being afforded to Kazakhstani universities, we recommend the utilization of comprehensive external review to develop integrity in both governance and academic delivery.

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A PROJECT-ORIENTED UNIVERSITY MANAGEMENT – THE WAY TO COMPETITIVENESS INCREASING

Nailya Bagautdinova

Head of Institute of Management, Economics and Finance, Full professor, Doctor of Economics Science, Kazan Federal University, iuef@kpfu.ru

Tatiana Palei

Head of General Management Department, Associate professor, Candidate of Economics Science, Institute of Management, Economics and Finance, Kazan Federal University, kmen555@gmail.com

Due to the purpose of entry into the world rankings of universities there is a need for increase in management effectiveness of educational and innovative activity. With growth of changes dynamics of consumers demand flexibility of organizational processes and structures has to grow. One of mechanisms of such transformation of the higher school is project-oriented management. Each educational, research, entrepreneurial, administrative project can be considered as the independent market product significantly raising indicators of university activity. Projects are implemented within the scientific and educational centers on the basis of the intercathedral principle of interaction (subsequently the system will allow to leave in general from departments). Participants of educational process are integrated into development of projects therefore Groups of design training during study work on the solution of specific problems of customers that increases interest of business in university. The purposes of project-oriented model of university management are described, the scheme of management, stages of model introduction are represented in the article.

Key words: A project-oriented management, University, project.

In the modern world, universities are undergoing a fundamental transformation, which consists of the transition from the model of the university, which was formed in the post-Napoleon period, subordinated to the interests of science, to the so-called model of the "Third Generation University" (1).

If the universities of the first generation fulfilled only the educational functions, then the functions of second-generation universities were supplemented by scientific research, and in the function of the third-generation universities the entrepreneurship is also added. This transformation is caused by changes in the priorities of state policy, the scale of globalization, demographic processes. Besides, in connection with the need to enter the world rankings of universities, there was a need to improve the management of educational and innovation activities, to develop and implement measures to improve the level of competitiveness leading to the transformation of the university into an entrepreneurial organization (2). This university is actively engaged in innovative activities, i.e. differs from traditional motivation, direction of development, readiness to transform scientific knowledge into commercial ideas, to risk. With the growth of the dynamics of changes in the demands of consumers, the flexibility of organizational processes and structures must be built. One of the mechanisms for such a transformation of higher education is project-oriented management.

The advantage of project management technology is that it can be used along with the available management tools and does not require significant changes in the structure and processes of the institution. At the same time, each project can be viewed as an independent market product, which significantly improves the efficiency of the organization and qualitative indicators of the university's activities.

The main task of implementing various projects by a higher educational institution is to create conditions for:

- Training of professionals for the real sector of the country's economy, able to find themselves in the labor market in any country in the world and to increase their qualification throughout life. To do this, a multi-level system with flexible internal capabilities that allows horizontal and vertical movements and that ensure the continuity of higher education programs is needed.
- increasing the volume of knowledge and the achievement of the world level of the scientific research and development through the university development as a scientific and educational center that effectively integrates professional education and research;
- development, introduction and dissemination of effective technologies, the formation of innovative entrepreneurial culture, support of innovation entrepreneurship.

Accordingly, the projects implemented at the university are divided into educational, research and business.

Among the educational projects can be identified:

- research projects - implementation of research and development aimed at solving current theoretical and practical educational problems, monitoring and marketing research when opening new specialties, specializations, etc .; Identification / selection of the direction and structural components of the national-regional component of the main educational programs, the development of curricula for specialties, the definition of elective courses and electives, the definition of directions for additional education; The development of a mechanism for interaction between the educational institution and customers of educational services, etc .;
- educational projects, on the one hand, it is the definition of effective educational technologies through which students are trained, incl. project development, development of the electronic library, development of distance learning, on the other - providing educational services (subject courses for the population, refresher courses for external clients, refresher courses for internal clients, special training programs for personnel on company orders, training bachelors or masters on joint international programs, training in higher professional education programs). The assignment of the latter activity to projects is the least obvious. From the management point of view, the process of training under the Higher Professional Education Program (HPE) has traditionally been considered as the current operational activity. Nevertheless, it corresponds to all formal features of the project: the presence of a goal, a limited period of implementation, a set of interrelated actions of project participants and the uniqueness of the result. Specific features of such a project are: long terms of implementation and direct involvement of the client in the process of providing educational services. At the same time, each graduation of students is unique, due to a special combination of resources used in the learning process, modification of a set of disciplines, the quality of basic knowledge, the characteristics of students, and so on.
- educational and organizational and structural and organizational projects that do not require large investments, but require the creation of a regulatory framework. These documents are an integral part of the project: the correlation with the main functional points of the work plan of higher education is important in them, such as: intermediate certification, final certification, and so on; Time-management, quality, communications, human resources, supplying, risks, etc .;

- The management project aims to implement systemic changes in the management of the educational institution - the organizational structure, the distribution of functional responsibilities, monitoring, planning, monitoring, etc.

The model of the K(P)FU's project-oriented control is shown in Fig. 1. The Academic Council forms a strategy. The Rectorate implements the developed strategy aimed at increasing the competitiveness of the University, through project-oriented management. Projects initiated in response to customers' requests are realized within the framework of scientific and educational centers (RECs) on the basis of the inter-departmental principle of interaction. The participants in the educational process are integrated into the development of projects, like tutors, consultants and executors, as a result of which the Design Study Groups work on solving specific customer problems during their studies (3). In the aftermath based on the results of project training, they defend course, bachelor's master's and master's theses.

The most successful projects get into the Student Business Incubator. The team of specialists and masters that is formed in the project working process after graduating the University represents a problem-oriented "personnel division" for profile firms or a ready business team for the organization of its own science-intensive enterprise (4).

The standard curriculum does not provide for a separate unit of project training. Therefore, to work on the project in the variable part of the curriculum, in the list of coursework and master's theses, correctives are introduced, taking into account the wishes of the heads of firms (customers).

The proposed model for a project-oriented educational institution's team formation consists of the following elements:

1. Organizational structure analysis of the educational services field establishment, which allows identifying the directions of the change in the communications and interaction nature between the educational institution units for the horizontal links development, assess the effectiveness of the powers and responsibilities distribution between levels of management, in the creation of new organizational structures. Along with functional units (educational department, deans, accountants, cadres, etc.), new project-oriented structural units (for example, the Innovative Projects Department, the Development Department, etc.) are created, which can function both on a permanent basis, and on a temporary (project) basis.
2. Development of the professional-environmental competency structural scheme and psychological characteristics of employees, which allows you to build a matrix of professional competencies in the context of the main activities directions of the educational organization and assess the breadth of the general and special staff spectrum competencies required for the successful implementation of professional responsibilities in the project.
3. Development of the educational organization personnel policy and organizational culture on the basis of the evaluation of the human resources of the projects, which allows identifying key points of growth in the staff component of management, the direction of retraining and upgrading of staff skills and the costs of their implementation, assess the advantage of the intra-organizational climate for professional development Project staff.
4. Development of standards and regulatory legal regulation of the project teams activities.
5. Creation of mechanisms for financing projects to optimize the educational organization economic policy of in the context of "the income received from the project minus the cost of labor and the development of the project team."

ACADEMIC INTEGRITY AND UNIVERSITY GOVERNANCE

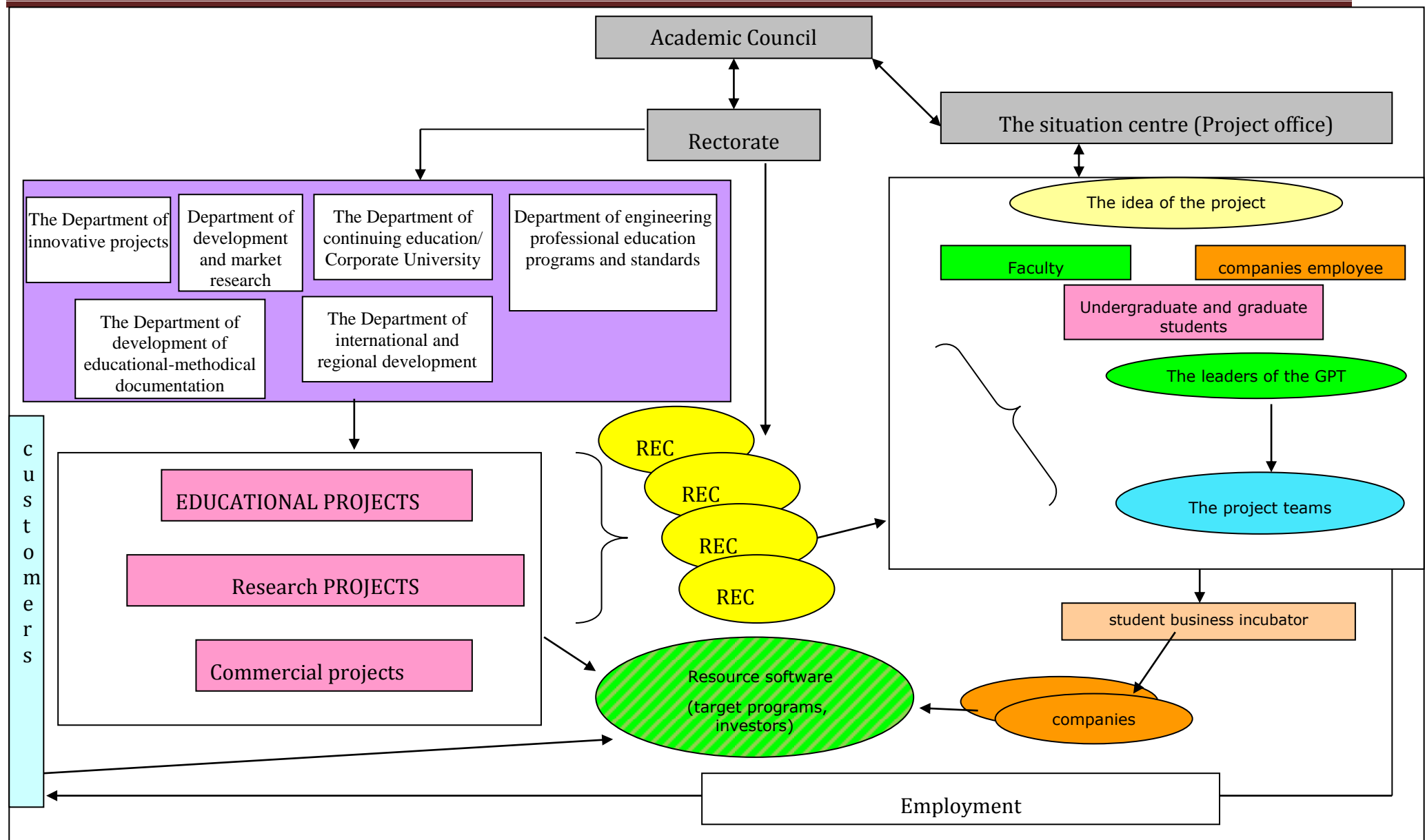


Fig. 1. The model of project-oriented university management

6. Development of an information support system for project implementation. The process of project-oriented management requires comprehensive informatization, support of modern information technologies, it is necessary for:
 - creating and maintain up-to-date database on all phases and stages of the life cycle of the projects of the educational institution;
 - introducing modern automated planning and control systems, as well as data processing and transmission facilities.

In order to obtain social and professional recognition by the university educational programs, it is necessary to improve various ways and methods of interaction with employers, including questionnaires, involving employers' representatives in the expert evaluation of graduates' competencies, holding seminars and conferences. An important role in this respect should be played by socio-professional accreditation in industry associations of employers and higher education institutions in the form of a non-profit partnership (public associations).

The project-oriented approach is also aimed at the development of scientific research and involves the implementation of the following activities:

- the implementation of fundamental and applied research in order to achieve a world-class level, while special attention should be paid to projects with international participation in order to attract scientists from universities-world leaders to joint projects;
- improvement of the R&D management system;
- creation of economic societies on the basis of innovative developments of employees, post-graduate students and students;
- equipping scientific research with modern equipment and information resources;
- development to the world scientific periodicals level in accordance with the main scientific directions of the university and bringing existing scientific journals to the level of the world citation indexes.

The organizational effectiveness of a project-oriented management model is expressed in the ability to form an interdisciplinary composition of research units, to take into account the fact that some scientists are more productive in carrying out fundamental research, while others are more suitable for carrying out development and solving practical problems, with sufficient attention paid both to fundamental and applied research. With regard to economic efficiency, we note that each of the projects carries in itself both the costs and the inflow of monetary resources in the process of financing from various sources and the profits from the implementation of projects. In general, the internal system of a project-oriented university acquires the features of an entrepreneurial organization, according to which the main task of the organization's management is not the planning and monitoring of workers' actions, but the creation of favorable conditions for the initiative and the full support of personnel implementing projects in accordance with the strategy development. At the same time, the delegation of authority to those who directly provides the organization with the desired results. On the other hand, projects need to be considered not only from the point of economic efficiency view, but also social view. The effectiveness of university projects can be expressed in improving the education system as a whole, in the emergence of a variety of interpersonal, organizational and managerial, social effects that directly or indirectly affect people.

As a result of our studies, we have developed a scientific and methodological support for the implementation of a project-oriented model for managing the educational process, scientific and commercial activities at the university (5). Namely, within the framework of the

educational process management, the methodology for the formation of a professional module, the methodological support for the implementation of projects within the framework of group project training (GPT), including a model program, recommendations for the calculation of loans, the formation of individual curricula, examples of standard contracts for rendering Additional educational services and targeted training of specialists, methodologies for assessing the effectiveness of the GPT. As part of the scientific and commercial activities management, methodological support for the work of RECs and student business incubators was developed, and standard contracts were presented. The team of authors of the project developed a methodology for evaluating the effectiveness of a project-oriented management model in the field of higher professional education, which includes methods for determining the organizational, economic, social effectiveness of the project-oriented management model in the university, the mechanism for selecting evaluation criteria and the evaluation procedure, the methodology for conducting a survey of different groups of respondents: students, business leaders, pre-applicants, the university management. The developed methodology for assessing the effectiveness of a project-oriented management model in the field of higher professional education makes it possible to significantly facilitate the process of introducing project management in the university by identifying specific quantitative and qualitative performance indicators.

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**PANEL SESSION 3: BUILDING A CULTURE OF RESEARCH EXCELLENCE: THE
ROLE OF GOVERNANCE**

**DEVELOPING RESEARCH COMPETENCE THROUGH A STUDENT-RUN PEER-
REVIEW JOURNAL AT HIGHER EDUCATION INSTITUTIONS OF
KAZAKHSTAN**

D. Philip Montgomery

Instructor, Nazarbayev University Graduate School of Education

Dr. A. S. CohenMiller

Assistant Professor, Nazarbayev University Graduate School of Education

Kamila Kozhabayeva

MA student, Nazarbayev University Graduate School of Education

Dilara Orynbassarova

PhD student, Nazarbayev University Graduate School of Education

This paper seeks to better understand the general institutional characteristics and the specific participatory activities that help students in higher education develop research competence. This paper presents the first part of an ongoing mixed methods study which uses a quantitative survey of authors (N=30), peer reviewers (N=35) and editors (N=10), followed by qualitative interviews (N=9) of selected representatives from each role, in order to identify and evaluate the ways in which participation in a student-run peer-reviewed journal contributed to developing research competence. In this part, we discuss the state of scholarly research in Kazakhstan, and provide a definition of research competence, and present the methodology employed in this study. The second part of the study will identify strengths of the student-run project, opportunities for improvement, and considerations for application in similar contexts to improve research competence. In this way, it makes a concrete step toward understanding how to improve scholarly research in Kazakhstan.

Keywords: research competence, higher education, student publication, organizational socialization

Introduction

Higher education in Kazakhstan has evolved significantly in the last decade. As noted by the OECD (2017), educational reforms in the country are expansive, addressing topics ranging from preschool to higher education. Kazakhstan's recent efforts to develop research capacity of its higher education institutions have made it a regional leader in publishing research. However, within higher education, reports indicate a continued need for strengthening six key areas: quality, access, internationalization, research and innovation, funding and governance (OECD, 2017, p. 6). A particularly relevant concern, as Klemenkova (2017) warns, is the state of scholarly research as a whole in Kazakhstan, including falsified results, unsound research methods, and preferential citations, all of which undermine the quality of scholarly work. Researchers suggest that such research concerns are mainly led by an excessive pressure on students and researchers to meet a quota of published articles, coupled with a poor understanding of research methods and inadequate funding

(Mizimbayeva, Mankesh, & Survutaite, 2015; Shamatov & Isenova, 2016). These aspects coupled together reveal significant concern for both research design and output.

Without sufficient supports in place for developing scholars, Klemenkova (2017) explains that Kazakhstani researchers struggle to develop their research. The lack of supports and exemplars for developing and implementing internationally accepted research practices are problematic and are notable within the humanities and social sciences (Klemenkova, 2017). These constraints are not unique to Kazakhstan but also faced by scholars in other countries. For example, in Pakistan, university students struggle with access to equipment and mentoring to support acquisition of research skills (Naoreen & Adeeb, 2014). Despite the negative findings, there is room for hope. International higher education research points to potential solutions dependent upon the local and global context to support researchers, including students and faculty (Crossley & Holmes, 2001). While some universities are focusing on encouraging a collaborative research culture (Billot & Codling, 2013), others have concentrated efforts to support those at beginning of the academic pipeline, graduate students (Gardner, 2008).

To address this issue and to promote research competence, one Kazakhstani university has created a student-run peer-reviewed journal, where with faculty guidance graduate students and alumni author, review, edit and publish research articles. In this way, the journal represents an exercise in developing student governance, leadership, and research competence. Employing Tierney's (1997) and Gardner's (2008) understanding of graduate student learning as a process of socialization into an organizational culture, we aim to better understand the general institutional characteristics and the specific participatory activities that help students develop research competence. It is suggested then that a student-run scholarly journal may contribute to developing research culture in multiple ways, such as through giving explicit opportunities for co-creative socialization. To that end, this article examines the development of research culture as seen through a student-run peer-reviewed journal. In order to identify and evaluate the ways in which participation in the journal contributed to developing research competence, this study uses a mixed methods approach, including quantitative survey of journal authors (N=30), peer reviewers (N=35) and editors (N=10), followed by qualitative interviews (N=9) of selected representatives from each role. This study identifies strengths of the student-run project, opportunities for improvement, and considerations for application in similar contexts to improve research competence.

Defining Research Competence

In order to address the problem discussed above, we need to understand the concept of research competence. Various definitions exist, including the six components of the *Australian and New Zealand Information Literacy Framework* (ANZIL) (Bundy, 2004), Schlosser and Kahn's (2007) nine criteria to evaluate research competence, and Willison and O'Regan's (2007) model which draws together elements from the ANZIL standards (Bundy, 2004) and Bloom's Taxonomy (Bloom et al., 1956). By combining the essential components of these models, we developed a working definition of research competence, which includes the following six components: 1) *inquisitiveness*, the ability to identify meaningful research questions; 2) *planning*, the ability to design a research project using an appropriate method; 3) *critical evaluation*, the ability to analyze and evaluate research literature and findings; 4) *organization*, the ability to carefully and systematically collect, store and analyze data; 5) *knowledge construction*, the ability to build on the work of others to create new ideas; and 6) *communication*, the ability to share and present those new findings and insights. These

elements become the foundation of the student survey, as we seek describe and evaluate students' research competence.

Organizational socialization and cultural change in higher education

In our goal of understanding research competence at HEIs in Kazakhstan, we turn now to address the ways that HEIs in general change their organizational culture, and the ways new members of the academic community are accepted into that organizational culture.

Tierney's (1997) work on *organizational socialization* provides a useful framework to discuss the process by which students, faculty and staff in HEIs interact and change over time. In brief, the term refers to the various ways in which new members in an organization "understand and incorporate... symbolic and instrumental [activities] that exist in the organization and create shared meaning" (p. 3). More broadly, Gardner (2008) defines socialization as "the process through which an individual learns to adopt the values, skills, attitudes, norms, and knowledge needed for membership in a given society, group, or organization" (p.126). When students receive feedback on their word choice, or are penalized for plagiarism, or are expected to complete an ethics review process before conducting research, they are being socialized into a certain set of values, skills, attitudes and norms that the organization collectively holds.

Weidman et al. (as cited in Gardner, 2008) sees socialization of graduate students as a four-step process, including *anticipatory, formal, informal, and personal* stages. In the first stage, students are first exposed to the new roles, attitudes, procedures, and rules of the school, which they get from syllabi, assignment guidelines and program handbooks. In the second, students receive formal instructions and feedback about their behavior. Mentoring, training and collaborative work with faculty members fall in this stage. In the third, informal interactions between students, like group projects and peer evaluation tasks, reinforce the community norms. Finally, students internalize the new ways of doing things, thereby becoming accepted members of the majority group. For example, experienced members of an academic community have a certain way of searching for information, citing sources, presenting their ideas, and analyzing the ideas of others, all like it is second nature.

Tierney (1997) highlights both a simplistic, modernist view of induction into an organizational culture, and a more nuanced, postmodernist view of this socialization process. Following a modernist view of organizational socialization, "the new recruit's task is to learn the cultural processes in the organization and figure out how to use them" (p. 4). This view implies that socialization is something that can be done well or poorly, and that any deficiencies in an organization to socialize its new members can be "fixed," either by better training and support on the part of the organization, or better adaptability and hard work from the new members. In this case, culture is a tangible concept that can be learned. If newcomers are having difficulty adjusting to the organization's culture, the organization should be doing more to train and support its new members. Newcomers, for their part, should be actively adapting to a concrete, agreed way of doing things (Tierney, 1997).

The implications of this view are evident in more recent literature. As Gardner (2008) argues, HEIs should provide more support for doctoral students, as students struggle to adapt to new ways of doing things and drop out at surprising rates. Support systems can come in many ways. For example, Ion and Ceacero (2017) describe at length the way young researchers learn by working with senior lecturers, and although the different peer groups (senior researchers, junior researchers, administration) in the university have distinct cultural values and norms, it is possible for newcomers to be assimilated into the established culture. Furthermore, Mizimbayeva et al. (2015) see research culture as personal characteristic that

students should develop or gain. These authors seem to view the “culture” of academia as a set of norms that HEIs should help students and early career researchers to adopt.

A postmodernist view of *organizational socialization*, on the other hand, recognizes that culture is “constantly being re-created” and therefore is not something that one can acquire through socialization (Tierney, 1997, p. 6). Socialization is a give-and-take, co-creative process. Tierney sums up this view nicely:

Culture is not waiting "out there" to be discovered and "acquired" by new members. The coherence of an organization's culture derives from the partial and mutually dependent knowledge of each person caught in the process and develops out of the work they do together. Culture is not so much the definition of the world as it is, but rather a conglomeration of the hopes and dreams of what the organizational world might be. (p. 6)

According to this view, organizations seeking to improve the ways they socialize new members should instead be seeking to re-imagine the organization itself. In contrast to the focus of assimilating recruits into becoming “us”, Tierney (1997) emphasizes the need for organizations to learn and change, allowing for diversity and creativity, and seeing the organization as a “we” made of both new and old members in the process of change.

Although these two views—the modernist and post-modernist—may initially appear mutually exclusive, it is possible to adhere to parts of each. McAlpine (2015) seems to do this by championing the *individual agency* of early career researchers, while simultaneously reminding us of the need for *structures* that support learners in a new environment. Organizational culture then becomes personally defined from person to person, but both the individual and the group share responsibility for developing and improving it in practice. In our discussion of developing research competence, we view HEIs as a family of related working environments. In each HEI, students develop research competence through learning activities that model the norms, attitudes, and values held by that HEI, and to some extent we can define and communicate our shared understanding of research competence. The aim here is therefore largely modernist, as we aim to describe the ways a student peer-reviewed journal can contribute to the development of research competence, in order then to improve the ways we and other HEIs socialize our students into these practices. At the same time, we recognize the many ways that HEIs differ, by region, size, specialization, prestige, funding, and organizational structure, not to mention the personal, cultural, linguistic, and social values that student and faculty in those HEIs bring to their community. In this sense, each HEI is responsible for working together with its students and faculty to define and support their own organizational culture.

Developing research competence: International HEI experiences

Higher education institutions (HEIs) worldwide aiming to develop students’ research capacity have found that this issue comprises psychological problems, insufficient academic training, physical barriers, lack of facilities, lack of research experience. In this section, we discuss these specific problems and the solutions or suggestions presented in various contexts.

Broadly speaking, creating the conditions for an efficient development of research competence stems from a thorough planning of a HEI’s goals; without it, the efforts made to develop research competence would eventually hinder students’ academic performance and research activity. Crossley and Holmes (2001) point out the challenge of determining goals and steps for developing the university in accordance with international standards and the

local context. To ensure following high standards set by well-developed countries does not impede achieving the goals relevant to the local context of developing countries, Crossley and Holmes (2001) suggest that HEIs start long-term strategic planning by locating the local issues that need solving.

However, a well-structured strategic plan does not guarantee efficient development of students' research competence if the faculty and staff have different expectations of what skills and knowledge students should have. Brooks and Monirith (2010) recommend examining the level of research knowledge and skills of students first, and then to determine faculty members' understanding of the research competence and perceptions of a student who obtains sufficient skills and knowledge. Locating the gap between these two points would then provide the hint of the work that is needed.

Both the most predictable challenges of developing research competence—lack of funding or facilities and insufficient research methods training and experience—and their effects on certain individuals should also be considered (Brooks & Monirith, 2010; Naoreen & Adeeb, 2014). For instance, the mixed method study conducted by Naoreen and Adeeb (2014) has identified an overarching problem that Pakistani students face: embarrassment and insecurity when it comes to research work. They report that these feelings are generally caused by a lack of research knowledge and experience, which leads students to underestimate their research abilities. Likewise, the scholars agree that these issues might be solved by extensive teaching of both theoretical and practical basics of research, and providing research opportunities to students who want to assist in conducting studies.

In addition to augmenting teaching, Billot and Codling (2013) highlight that active cooperation of the experienced and the emerging researchers is instrumental in overcoming barriers of various kinds. They assert that by working together, sharing experience, and assisting each other, graduate students can obtain confidence, practical knowledge and, most importantly, space for sharing the work they conduct. Brooks and Monirith (2010) add that this collaboration between researchers can raise the spirit of individuals. The culture of research partnership of this kind can also stimulate an efficient alliance of faculty (Crossley & Holmes, 2001), which would surely integrate the efforts of various HEIs.

Developing research competence: Kazakhstani HEI experiences

Despite the few number of studies dedicated to developing students' research competence in Kazakhstani HEIs, there is a baseline to compare with international examples. This comparison helps to further differentiate which similar issues appear when Kazakhstani universities encourage their students' research activity, and which issues are unique to the local context.

In order to encourage students' research activity, Kazakhstani universities set requirements for graduate students to publish a certain number of scholarly articles while studying at master and doctoral levels. Crossley and Holmes (2001) argue that this type of requirement raises unnecessary challenges, as when rather high standards are put in place without considering the local context. Consequently, a lack of research awareness and unrealistic expectations that universities have for their graduate students may contribute to a formalistic attitude towards research and publishing activity (Klemenkova, 2017; Shamatov & Isenova, 2016). For instance, to meet the requirement of publishing seven articles in three years of PhD studies, students submit their work to "fictitious" or "predatory" journals which require authors to pay for publishing (Shamatov & Isenova, 2016, p. 68).

Furthermore, research culture and specific research method training can be lacking within Kazakhstani HEIs. Graduate students need effective and extensive research methods courses where they would learn various aspects of research culture in a holistic way (Mizimbayeva, Mankesh & Survutaite, 2015). To do so, better training of Kazakhstani HEIs faculty is also needed. As Shamatov and Isenova (2016) revealed, research supervisors whose job is to teach research methods sometimes lack experience themselves.

Not only do Kazakhstani students struggle with conducting research in accordance with the research methodology (Klemenkova, 2017), but they also experience difficulties accessing the resources that might be helpful to learn it (Kairatbekkyzy, 2016). As databases of scholarly journals require very expensive paid subscriptions, students often only have access to open-access journals with low impact factor. Although such databases can contain reliable quality research, students have less exposure to the updated knowledge and this may be a reason why students struggle with evaluating research articles.

Another problem that is often discussed in the Kazakhstani context is students' low proficiency in English, which limits their chances to write and publish papers in widely-read, reputable international journals. Students' insecurity about their poor English significantly adds to their anxiety levels (Klemenkova, 2017). However, Shamatov and Isenova (2016) emphasize that developing students' research competence should not necessarily set a goal of conducting and reporting studies only in English. There is also a need to enhance the status of Kazakhstani journals where articles in Kazakh and Russian would be published.

In summary, Kazakhstani and international HEIs appear to encounter common challenges in developing research competence, including a lack of research methods knowledge and practical experience, which may lead to anxieties and a lack of confidence in writing and publishing academic work. To address these issues, it is necessary to understand the local context and capabilities of local researchers. Research on Kazakhstani HEIs report specific challenges, including low English language proficiency, an emphasis on English language as the favored language of publication, and the difficulty of meeting ambitious requirements to publish in high impact factor journals. The literature suggest better training of both faculty and students, raising the status of local research journals publishing in local languages, providing access to reliable, high-quality research, and providing more practical learning experiences for students to learn and gain confidence.

Methodology

The experiences and suggestions from both international and Kazakhstani scholars seeking to improve research competence indicate that graduate students can benefit from structured opportunities to participate and collaborate in research activities. As we have defined research competence as skill in the categories of *inquisitiveness*, *planning*, *critical evaluation*, *organization*, *knowledge construction*, and *communication*, and as we understand organizational change as a *co-creative socialization process*, we expect that interactive research activities--including mentoring, collaboration, student-student and student-faculty communication, leadership and decision-making roles, and creative projects--will have a positive influence on developing research competence. It is those activities in a student-led peer review journal that become our focus. As these questions have yet to be sufficiently explored in Kazakhstani HEIs, this section will present the methodology used to describe and evaluate student research competence.

Research design

The study will apply a mixed methods research design in order “to simultaneously collect both quantitative and qualitative data, merge the data, and use the results” (Creswell, 2014, p. 570) to better understand the research problem. Specifically, a mixed methods sequential explanatory case study design including a quantitative survey and qualitative semi-structured interviews will be used to describe graduate students’ research competence development at a higher education institution in Kazakhstan. A case study research design is the most fitting for our analysis since our study is dedicated to answering “how” and “what” questions about a given phenomenon (Yin, 1994).

In our attempt to understand the extent to which a student-led scholarly journal develop student research competencies, we have identified three sub-questions: 1) What specific research competencies need to be developed in Kazakhstani researchers? 2) To what extent do authors and peer reviewers use and enhance those competencies in the journal project? 3) What challenges and opportunities does this project present to its participants?

Research Site

In 2015, students, faculty, graduate students and alumni of Nazarbayev University Graduate School of Education created *NUGSE Research in Education*, a student-run peer-reviewed journal. This is an open-access research journal, where the graduate students and alumni with faculty guidance author, review, edit and publish research articles. According to the journal’s editorial policy, the journal, focused on educational reform in Kazakhstan, “presents original, English-language, scholarly work in the form of empirical studies, critical book reviews, theoretical and policy analysis papers” (NUGSE Research in Education, 2015). The journal involves an editorial board, readers, authors and a bank of peer reviewers that tend to be students and emerging scholars. This site represents a Kazakhstani HEI that demonstrates a commitment to developing its students’ and faculty research competence and is accessible to the researchers.

Data collection instruments, participants and sampling procedures

The data collection procedure and instruments will be based on the mixed methods sequential explanatory design. We will collect a quantitative survey of authors (N=30), peer reviewers (N=35) and editors (N=10), followed by qualitative interviews (N=9) of selected representatives from each role. The data collection process will consist of two stages: we will first collect and analyze the quantitative (numeric) data; and then collect and analyze the qualitative (text) data, which will help to explain the quantitative results collected in the first stage (Ivankova, Creswell & Stick, 2006). The participants will include student readers, authors, peer reviewers and editors self-enrolled in the online journal system (nugserie.nu.edu.kz), representing a census approach to the quantitative stage, and a non-random sampling in the qualitative part (Creswell, 2014). The study will target the entire population of current journal participants, but only the participants who complete the survey will be selected to participate in the interviews, given their availability and willingness to be studied.

Data analysis

The quantitative data from the surveys will be coded and analyzed using the SPSS Windows software package. We will analyze the qualitative data by employing Creswell’s six steps of data analysis (2014, p. 261), including coding, “the process of segmenting and labeling text to form descriptions and broad themes in the data” (p. 267). All interviews will be conducted in English, audio-recorded, transcribed manually and organized into the following categories:

strengths of the student journal project, opportunities for improvement, and considerations for application in similar contexts. Within each of these categories, thematic codes will be sought through a constant comparative process of looking through the data, reading and assessing themes, within an iterative process (Glaser & Strauss, 1967).

Conclusion

Throughout the world, graduate students struggle with developing research competence. For those studying within HEIs which have yet to fully establish an internationally recognized research culture, there are additional obstacles. This research addresses noted problems within Kazakhstani HEI research culture and competence and provides insight on a unique approach in this context. Findings will showcase the effects of a student-led peer-reviewed journal as a structure for developing graduate student research competence from general institutional characteristics and specific participatory activities. This work adds to the limited research on HEIs in Kazakhstan, focusing in particular on research culture and student research competence in this context, and adding significant insight into the ways in which a student-led peer-reviewed journal can be utilized as a structure for developing graduate student research competence. Insights from this work will be of interest to other institutional settings within Kazakhstan, and those interested in the development of student research competence in underdeveloped national HEI contexts.

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SOME PROBLEMS OF THE RESEARCH WORK ORGANIZATION

Professor Tuyakpay Rysbekov

Doctor of History, M.Utemisov WKSU., Uralsk, Kazakhstan

Professor Shyntemirova B.G.

Doctor of History, WKITU, Uralsk, Kazakhstan

Rysbekova S.T.

Doctor of History, KazNU Al-Farabi, Almaty, Kazakhstan

The strategic goal of the development of each university is the integration of science and education. Scientific research work at High school should be based on the best traditions of the university and interact harmoniously with the socioeconomic realities of modern society. The strategy of university innovation policy is aimed at ensuring of competitiveness of its scientific products. In the framework of this strategy, the priority is deep knowledge and research which are aimed to the development of scientific technologies.

Today, in connection with the introduction of modern information and communication technologies into the educational process, special attention is paid to these problems. They began to acquire an interdisciplinary and integrative character. Thus, information and communication technologies become relevant not only within certain disciplines, but acquire their importance for the improvement of the entire educational process.

Unity of educational activities and the organization of education on the basis of scientific research are traditionally attributed to the important foundations of the university. A typical form of personal staff for such unity is the scientific-pedagogical school of the university. In connection with this, the training of personnel in the leading university should be regarded as a process of constant production and development of their scientific schools.

The scientific school of High School is formed on the Chairs. When the Chair begins to engage in a wide range of the research work, there is a need for a scientific and pedagogical staff. Representatives of the research institutes of universities are also entering to this association. Along with this, there is the need for scientific and educational cooperation with higher education partners with exactly the same structure.

Thus, the opportunities for new forms of these interrelationships are greater than in the case of the chairs, as several scientific schools are united. In many universities these units are united in scientific educational centers. This work is headed by the Vice-Rector for science, at the faculty this work is assigned to the Deputy of the Dean for scientific work (of course, this primarily depends on the size of the university and the number of students).

The problems of science are usually handled by the Vice-Rector who heads this field of activity. Vice-Rector, basically, acts as an expert in his work and forms a team with a propensity for the research work. If the Chair carries out extensive research work, it is possible to form a scientific laboratory. Such laboratories are a structural subdivision of the scientific research department (SRD) of the university. Employees of SRD for laboratory staff ensure the implementation of contracts, regulatory control functions and financial transactions. This structure, on the one hand, does not create any obstacles to the normal

work of the Chair, secondly, it performs its work in accordance with the interests of the partner organizations. In turn, the partners of the organization take the initiative in the following issues:

- expanding of sources of innovative development (i.e. new ideas and projects);
- attraction of new talented employees to local departments (through probation, production practice, etc.);
- expansion of the market for the sale of own products, and for this, reliable sales areas are needed. In this case, this role is performed by the university;
- development of training facilities for technologies required for the production of enterprises.

The above mentioned tasks are effectively solved at the university at the Chairs' sessions for training specialists. Consequently, such centers and laboratories opened at the Chairs can be considered as a cell of cooperation.

There is one problem, "how to attract teachers to the research work?", which, while engaging in education, they devote most of their time to conducting classes.

Therefore, the administrative policy should pay attention to the following points: increase of salary, reduction the training load, entering into the labor contract obligations for conducting of the research work.

According to the researchers, who are studying this problem, in most cases, the decision whether or not to engage in science or not is influenced by institutional factors (society, policy, type of contract), but they have little effect on the results of each teacher.

The scientific sphere in comparison with other branches of providing work has several features. First, in some situations, the internal motivation of the individual plays an important determining role. Second, the university teacher, along with teaching and the research work, often performs administrative work.

Therefore, the participation of the teacher in the research work is not considered an additional source of income. To stimulate scientific activity at the university, it is important to consider a number of the following measures: investment in the academic environment of the university (grants for research teams, subscription to electronic libraries, etc.); to create conditions that stimulate the possibility of an independent assessment of the quality of scientific activity and the academic content of the teacher, the possibility of comparing standards; Adhere to the personnel policy aimed at attracting teacher researchers to universities and financial support from the government of this policy.

Groups that work in one direction and engaged in joint activities in the study of a particular topic are called a team. Team management will be effective if:

1. To build partnership relations.
2. To form a team, to select team members.
3. to demonstrate operativity
4. Be able and be ready to solve problems.
5. Coordinate the team work
6. To create conditions, a favorable climate for team work
7. To resolve conflicts.
8. To analyze and present the results of the team's activities.
9. To represent the team outside of it.
10. To negotiate in the interests of the team.

11. To take responsibility for decisions and results.
12. To show flexibility of orientation.
13. To motivate the employees for implementation of teamwork.
14. To ensure the openness of teams.
15. To take care of improving the skills of team members.
16. To involve specialists in the team, professionals on various issues, contributing to the formation of team intelligence.
17. To determine the organizational culture of the institution, the subculture of the group. (1, p. 24-26).

Today, the assimilation of finished knowledge is not considered an effective direction. Therefore, the modern team of the university should intensively instill the skills of conducting of the research work in the future personnel, which they prepare. The organization of the research work of university students should be adapted to the following conditions:

- improving the quality of students' professional training;
- support of talented youth and, through development, ensure the growth of permanent scientific elite;
- increase the contribution to the development and dissemination of scientific knowledge of the university.

In these conditions, the role of scientific Master Course students is also important (2, p. 249-254).

For the effective organization of the research work of students, it is necessary to create a scientific educational environment, the formation of which is provided through the implementation of a number of areas of development of the organization of the research activities of students.

The first direction is - "Adaptation of students in the research space of the university."

The second direction is "Creation of a system of moral and material incentives for subjects involved in the organization of the research activities of students."

The third direction is "Strengthening the research component in the content of curricula implemented in the university in accordance with state educational standards."

The fourth direction is "Improvement of professional skills of the teaching staff".

The fifth direction is - "Ensuring a high level of scientific and methodological support for research activities of students."

The sixth direction is - "Creating a system for assessing the quality of the research activities of students."

The seventh direction is "Intensification of university cooperation with other scientific and educational institutions".

The eighth direction is "Open system of informing about normative legal documents that determine the organization's features, goals and objectives, the content of the research activities of students."

The ninth direction is "The scientific and professional orientation of students' research activities". (3, p. 129-130).

Scientific and educational integration plays an important role in ensuring their competitiveness. The descendants of new specialists who come to academic and branch

scientific organizations determine the level of future scientific achievements. Integration does not ensure the active participation of university teachers at the research work, along with it gives an opportunity to develop vocational education programs. In this case, it is necessary to take into account the fact that in order to increase the level of competitiveness, it is necessary to pay special attention to the marketing of educational activities.

Marketing, like other social and organizational innovations, makes significant changes to the management work of the university. These changes destroy the formed statistical structure of management, but at the same time gives it the flexibility of the market quality. Control works, which are timely carried out in universities, accelerate the assessment of the marketing analysis of the university environment, the conceptual interpretation of the regional development program, the diagnosis of human resources and its tasks in various sectors of enterprises, as well as the potential of the university in accordance with the requirements of regional market requirements. When there is implementation of these measures can create a full system of agreements for the purchase and sale of specialists.

In market conditions, not only students, but also universities themselves, are compelled to compete among themselves. Therefore, the image of the university occupies a special place. In this regard, one of the primary tasks is the management of the university. The image of the university can be composed of many components. Traditionally, as components of the image of the university, there are:

- educational services of the university (the demand for the offered specialties, the quality of teaching, the prestige of diplomas, the cost of the services provided, the possibilities of labor);
- the teaching staff of the university (appearance, socio-demographic characteristics, general cultural level, competence);
- Founder / Heads of the university (external appearance, socio-demographic characteristics, psychological characteristics);
- University students (appearance, lifestyle, general cultural level);
- internal socio-psychological characteristics of the university (organizational culture, social and psychological climate of the collective);
- visual characteristics of the university (architecture, interior design, elements of corporate identity, the appearance of staff);
- social characteristics of the university (social aspects of the university). (4, p.55).

Principles of designing a quality management system for the education and science of the university are the basic rules of management theory. Their application contributes to the effective implementation of management activities and allows achieving qualitative results in the training of future professionals. The process of managing the quality of education will be more effective if it is built on the following principles of management:

- the principle of systematic and strategic orientation of the quality management of education in the university;
- the principle of collegiality, based on cooperation, mutual assistance, joint decision-making;
- the principle of sustainability of the development of the quality management system of education;
- the principle of corporatism, which implies the harmony of interests of university management and the teaching staff for the analysis and improvement of the quality management system of education;

- the principle of taking into account the individual characteristics of participants in the management process;
- principle of synchronization of management decisions;
- the principle of objectivity and consistency of the adopted administrative decisions;
- the principle of improving the monitoring of the quality of education. (5, p. 40).

Consequently, scientific research work is the main indicator of the activity of High School. Only in conditions of the correct organization of planning can significant achievements be achieved. Scientific research work is a matter and indicator of not one scientist or the whole team, but represents a contribution to the development of the society of the whole collective. This is an indicator of the image of High School. And the aim of managing the image of the university is to change the increase in competitiveness. These requirements apply to all universities.

One of the main problems is human resources, namely, improving the quality of management of teachers and students. All of the above is currently an activity aimed at creating an effective management system aimed at increasing the level of scientific research and the quality of training specialists at universities.

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СОБЛЮДЕНИЕ АКАДЕМИЧЕСКОЙ ЧЕСТНОСТИ ПРИ СОЗДАНИИ ПРОИЗВЕДЕНИЙ НАУКИ КАК ОБЪЕКТОВ АВТОРСКОГО ПРАВА

Естер Бабаджанян

Магистр юриспруденции, старший преподаватель

Кафедра гражданского, предпринимательского и гражданско-процессуального права,
Университет КАЗГЮУ, Астана, Казахстан

Доклад посвящен актуальным в вузовской системе вопросам соблюдения академической честности на всех стадиях создания произведений науки, являющихся одним из объектов авторского права. Рассматриваются правовые аспекты содержания академической честности в контексте соблюдения правил цитирования и защиты авторства.

Ключевые слова: академическая честность, произведение науки, объект авторского права, присвоение авторства, принуждение к соавторству, плагиат, правила цитирования.

Произведение науки наряду с произведениями литературы и искусства являются объектом авторского права и охраняются Гражданским Кодексом Республики Казахстан² (далее ГК РК), Законом Республики Казахстан от 10 июня 1996 года № 6-І «Об авторском праве и смежных правах»³ (далее – Закон «Об авторском праве и смежных правах») и другими законодательными актами. При этом охрана и защита подобных произведений начинается с момента факта их создания – то есть выражения в материализованном виде, доступном для воспроизведения⁴. Закон не требует обязательной регистрации прав на произведения науки для его защиты. Тем самым, факт создания произведения науки уже является основанием для его правовой защиты и охраны.

В сфере образования вопросы правовой охраны произведений науки становятся особо актуальными, так как организации образования, а в условиях университетов еще и науки, являются средой воспроизводства новых знаний и их использования в дальнейшем, а также использования уже имеющихся в образовательных и иных целях. То есть, это та самая среда, в которой аккумулируются большинство произведений науки, и на их основе создаются новые. В подобных условиях особую актуальность приобретают вопросы правильного (правомерного) использования результатов научной деятельности одних авторов другими. Действующее законодательство не запрещает использование произведений науки в образовательных и научных целях, в том числе и посредством цитирования, однако, важно при этом соблюдать два основных условия:

² Гражданский кодекс Республики Казахстан (Общая часть), принят Верховным Советом Республики Казахстан 27 декабря 1994 года // online.zakon.kz/Document/?doc_id=1006061 (дата обращения: 10.04.2017); *Гражданский кодекс Республики Казахстан* от 1 июля 1999 года № 409-І (Особенная часть) (с изменениями и дополнениями по состоянию на 27.02.2017) // https://online.zakon.kz/Document/?doc_id=1013880 (дата обращения: 10.04.2017).

³ Закон Республики Казахстан от 10 июня 1996 года № 6-І «Об авторском праве и смежных правах» // online.zakon.kz/Document/?doc_id=1005798 (дата обращения: 10.04.2017).

⁴ Там же.

1. Объем цитирования должен оправдать цели цитирования⁵. Это означает, что автор, цитируя часть произведения другого автора, преследует определенную научную цель: либо тем самым подтверждает и укрепляет свои выводы, указывая на мнения других ученых в исследуемой сфере, либо приводит цитату для опровержения некоторых тезисов цитируемого автора, либо указывает на уже существующие в науке определения и выводы (результаты), на которых он будет опираться в дальнейшем и так далее. Говоря простым языком – это должна быть не бездумная (не обработанная) цитата для компиляции своей работы и ни в коем случае цитирование больших текстов.
2. Необходимо указать на источник цитирования⁶. Другими словами, автор, приводя цитату, должен оформить ссылку на первоисточник. Закон не указывает, каким образом должна быть оформлена ссылка. В научной практике сложилось несколько форм и способов оформления ссылок и сносок. С позиции законодателя, главное – чтобы было ясно видно, где начинается и заканчивается цитата и указано, кто автор.

Не соблюдение указанных выше условий приводит к нарушению авторских прав и действия могут быть квалифицированы как присвоение авторства, что является составом уголовного правонарушения, ответственность за который установлен статьей 198 Уголовного Кодекса Республики Казахстан⁷ (далее – УК РК). Тем самым, плагиат – как одна из форм академической нечестности является уголовно-наказуемым деянием.

Однако, к сожалению, нарушение академической честности при создании произведений науки, осуществляется не только в форме присвоения авторства, но и принуждения к соавторству⁸. По своей природе принуждение к соавторству – это также плагиат, но в отличие от присвоения – это открытое «хищение» чужого произведения. Зачастую субъектами состава принуждения к соавторству выступают научные руководители проектов и исследований. Подобная практика отрицательно отражается на развитие науки и объективности результатов научных исследований. Полагаем, ужесточение ответственности за совершение подобного правонарушения положительно отразится на их предотвращение.

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⁵ Там же.

⁶ Закон Республики Казахстан от 10 июня 1996 года № 6-І «Об авторском праве и смежных правах» // online.zakon.kz/Document/?doc_id=1005798 (дата обращения: 10.04.2017).

⁷ Уголовный кодекс Республики Казахстан от 3 июля 2014 года № 226-V (с изменениями и дополнениями по состоянию на 28.12.2016 г.) // https://online.zakon.kz/Document/?doc_id=31575252 (дата обращения: 10.04.2017)

⁸ Там же (ст. 198).

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