



## CONTENT

<b>SPEAKERS AND AUTHORS: BIOGRAPHY NOTES.....</b>	<b>6</b>
Erlan Sagadiev .....	6
Talgat Narikbayev .....	7
Shigeo Katsu .....	8
Dr. Birger Hendriks .....	9
Mr. Marcin Duszynski, .....	10
Dr. Loretta O'Donnell .....	11
Dr. Ewan Simpson .....	12
Dr. Anatoli Vakhguelt.....	13
Dr. Kadisha Dairova .....	14
Dr. Dina Vyourtkina .....	15
<b>PLENARY SESSION.....</b>	<b>16</b>
Dr. Ewan Simpson .....	16
Building a Business School in Partnership - KBTU Business School .....	16
Dr. Dina Vyortkina .....	17
Academic Integrity Principles for Students and Faculty .....	17
Mr. Marcin Duszynski, .....	18
Towards a Systemic Solution Enforcing Academic Integrity.....	18
Dr. Loretta O'Donnell .....	19
Creating a Culture of Academic Integrity .....	19
<b>PANEL SESSIONS.....</b>	<b>20</b>
<b>Session 1. Academic Integrity and International Accreditation .....</b>	<b>20</b>
Dr. Anatoli Vakhguelt.....	20

International Research Forum ACADEMIC INTEGRITY: ISSUES AND  
PERSPECTIVES. BEST PRACTICES

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Accreditation of Educational Programs by Professional Bodies .....	20
<b>Svetlana Baimoldina</b> .....	<b>21</b>
Intellectual Property in Education System.....	21
<b>Session 2. Legal Aspects of Academic Integrity</b> .....	<b>22</b>
<b>Dr. Dina Vyortkina</b> .....	<b>22</b>
Legal Aspects of Academic Integrity: Policies, Strategies, Approaches, and Practices (International Perspective).....	22
<b>Prof. Unzila Shapak</b> .....	<b>23</b>
Academic Integrity as a Factor of Getting High-Standard Education.....	23
<b>Prof. Salakhiden Sabikenov</b> .....	<b>24</b>
<b>Prof. Ainur Sabitova</b> .....	<b>24</b>
<b>Dilzhan Yergaliyev</b> .....	<b>24</b>
Legal Support of Higher Institution Students as a Factor of Providing Academic Integrity.....	24
<b>Dr. Miras Daulenov</b> .....	<b>25</b>
Academic Integrity in the Context of International Obligations of the Republic of Kazakhstan.....	25
<b>Aigerim Korzhumbayeva</b> .....	<b>26</b>
Principles of Academic Integrity at Stanford and Harvard Universities: My Personal Experience.....	26
<b>Ardak Biyebayeva</b> .....	<b>27</b>
Presumption of Honesty and Enforcing Academic Integrity.....	27
<b>Prof. Zhumabek Bussurmanov</b> .....	<b>28</b>
National Mentality as a State Measure against Academic Dishonesty .....	28
<b>Prof. Alpysbay Zhussupov</b> .....	<b>29</b>

International Research Forum ACADEMIC INTEGRITY: ISSUES AND  
PERSPECTIVES. BEST PRACTICES

---

Academic Integrity as the Result of High-Standard Education and Development of Professional Competences .....	29
<b>Prof. Alua Ibrayeva .....</b>	<b>30</b>
Legal Culture as a Basis for Developing and Enforcing Academic Integrity	30
<b>Arthur Alkhastov .....</b>	<b>31</b>
Academic Integrity in Students' Research (the Case of KAZGUU University) .....	31
<b>Sergey Pen.....</b>	<b>32</b>
Legal Responsibility for Breaking Academic Integrity Principles .....	32
<b>Session 4. Academic Integrity in the Secondary and Higher Educational Institutions (NIS, NU &amp; KAZGUU University) .....</b>	<b>33</b>
<b>Heleen Tims.....</b>	<b>33</b>
Implementation of the Academic Honesty Policy in Nazarbayev Intellectual School of Astana.....	33
<b>Arslan Kopeyev .....</b>	<b>34</b>
Academic Integrity Policy of Nazarbayev Intellectual School of Pavlodar ...	34
<b>Dr. Duishonkul Shamatov .....</b>	<b>35</b>
<b>Fatima Issenova .....</b>	<b>35</b>
PhD Students' Challenges with Impact-Factor in Kazakhstan .....	35
<b>Dr. Uldana B. Baizyldayeva .....</b>	<b>37</b>
<b>Saule B. Berkimbayeva.....</b>	<b>37</b>
<b>Guliya Y. Nurmagambetova .....</b>	<b>37</b>
Business University IT Course Integrity Issues .....	37
<b>Aisulu Sanat.....</b>	<b>38</b>
Academic Integrity: Creating a Community of Scholars in Kazakhstan and Beyond .....	38

International Research Forum ACADEMIC INTEGRITY: ISSUES AND  
PERSPECTIVES. BEST PRACTICES

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<b>Katerina Levchenko</b> .....	<b>39</b>
Improve Academic Integrity & Engage Students.....	39
<b>Zhanagul Turmanova</b> .....	<b>40</b>
Enforcing Academic Integrity in Research.....	40
<b>Prof. Zhainagul Beyssanova</b> .....	<b>41</b>
Academic Writing: Practices of Adapting the.....	41
Course in the Institutional Environment.....	41
<b>Madina Anafinova</b> .....	<b>42</b>
New Approaches to Combat Plagiarism.....	42
<b>Jason Myrick</b> .....	<b>43</b>
Integrating Plagiarism Detection Software into Foundation Programs.....	43
<b>Lori Enns</b> ,.....	<b>44</b>
<b>Victoria Nem</b> ,.....	<b>44</b>
Three Ways That Universities Can Make Students Better Writers.....	44
<b>Miras Gabdushev</b> ,.....	<b>46</b>
<b>Ayan Kulzhabayev</b> ,.....	<b>46</b>
Perspectives of Adapting Academic Integrity for Future Professionals.....	46

## 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 International Business, Almaty, Kazakhstan.



### **Talgat Narikbayev**

Chairman of the Management Board,  
Rector, KAZGUU University

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.



**Shigeo Katsu**

President, Nazarbayev University

Shigeo Katsu is the President of Nazarbayev University. After receiving a BA in International Relations and Economics from Tokyo University, he pursued his graduate studies in the Diplomatic Academy of Vienna. He joined the World Bank as an economist in 1979. Between 1992 and 1995, he served as a Principal Operations Officer for the Industry and Energy Operations Division, China Department, East Asia and Pacific Region, in charge of financial sector and enterprise reforms and was appointed Chief, and then Country Director of the Bank's Regional Mission in Abidjan, Cote d'Ivoire.





**Dr. Birger Hendriks**

Managing Director, FIBAA

Dr. Hendriks, Doctor of Law, is the Director of FIBAA. From 1993 to 2010 he served as Director General for Higher Education and Research and Deputy State Secretary in the federal state of Schleswig-Holstein, Germany. He was also member of the Conference of Directors General for Higher Education in Germany and of the Steering Committee for the development of a national qualifications framework as well as German Representative to the Bologna Process and member of the Bologna Follow-up Group. In 2013/14, Dr. Hendriks was employed as Founding Commissioner by Brandenburg Technical University Cottbus / Senftenberg.

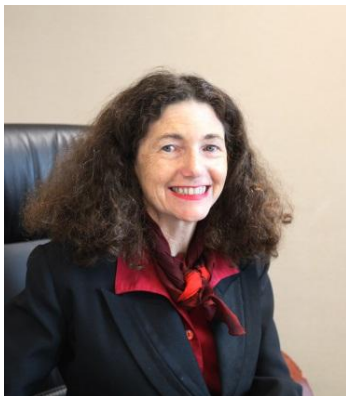


**Mr. Marcin Duszynski,**

Vice President, University of  
International Business (UIB)

A professional academic manager, specializing in strategic development, international cooperation, quality assurance and change management. Graduated UWE in Bristol (United Kingdom) with degrees in Politics and Social Sciences. Has worked as a lecturer since 1998 in Southeast Asia, British Isles and Central Europe, alongside holding managerial posts with a focus on academic programme management and quality assurance as well as administrative duties oriented on developing international cooperation. Since 2005 he has undertaken multiple consultancy projects for academic clients, focusing on obtaining of degree rights (licensing, validation, franchising), international academic cooperation, accreditations, quality assurance and international student recruitment. Since 2012 he has been working in Kazakhstan. Currently holding the post of Vice President at the University of International Business (Almaty), with primary responsibilities for: international cooperation, strategic development and change management, development of IT systems and international accreditations.

Research interests include: Academic Internationalization, International Student Recruitment, Degree Franchising and Validation. Most recent publication presented a complete framework for developing Polish university international activities through validations and franchising of degree rights.



**Dr. Loretta O'Donnell**

Interim Provost, Nazarbayev  
University

Dr. Loretta O'Donnell is Interim Provost of Nazarbayev University. She pursued a PhD in Management (Macquarie Graduate School of Management), MBA (AGSM, UNSW), Graduate Diploma in Education and Bachelor of Arts (Honours). More than twenty years she has been working as an academic teacher at Executive MBA, Postgraduate Business and Undergraduate Business levels in the University of New South Wales (UNSW), Sydney.



**Dr. Ewan Simpson**

MA, MSc., PhD, Dean of Business  
School, KBTU

Ewan Simpson MA, MSc, PhD is from Scotland. Ewan is the Dean of Kazakh-British Technical University Business School (KBS) and the Director of the Kazakh-British Competitiveness Centre, a business research centre funded by the Newton Al-Farabi Programme. Ewan has worked in higher education in Kazakhstan since 2004, as faculty and at dean and vice-rector levels. Currently, he is engaged in developing KBTU's business school as an international standard business school, driving change in new program development, faculty transformation and international accreditation, building on current recognitions from ACCA, CFA, NKAOKO and candidacy with ACBSP. His research interests cover entrepreneurship, value chain development, innovation and high technology entrepreneurship as well as energy finance.



**Dr. Anatoli Vakhguelt**

Dean, School of Engineering,  
Nazarbayev University

Anatoli Vakhguelt, FIEAust, CEng FIMechE is the Dean of the School of Engineering at Nazarbayev University. He contributed a strong teaching and administrative background working as a faculty and a researcher in Russia and Australia. He was assigned as Accreditation Panel Member of Malaysia and took part in accreditation of the School of Engineering at Monash University and the School of Engineering Nottingham University, Malaysia.

His research interests are Heat and Mass Transfer in Heterogeneous Mediums, Finite Amplitude Wave Propagation, Pneumatic Transportation Powder Materials (Food, Chemical, and Pharmaceutical Industries) and Engineering Materials (Thermoplastics), Environmental Engineering.



**Dr. Kadisha Dairova**

Vice President for Student Affairs and  
International Cooperation of  
Nazarbayev University

Kadisha Dairova is the Vice President for Student Affairs and International Cooperation of Nazarbayev University. Mrs. Dairova received a degree of Candidate in Philology at the Moscow Teacher's Institute of Foreign Languages. She was an Associate Professor of the Diplomatic Academy of the Kazakh State University. She was the President of the Center for International Programs JSC, Vice-Rector for Development of the Kazakhstan Institute of Management, Economics and Strategic Research (KIMEP), Director of the Department of International Cooperation of the Al-Farabi Kazakh National University.



**Dr. Dina Vyourtkina**

Head of Instructional Technology,  
Office of the Provost, Nazarbayev  
University

Dina Vyourtkina is the Head of Instructional Technology of the Provost Office at Nazarbayev University. Dina Vyourtkina defended her PhD thesis at Florida State University, the USA. Dr. Vyourtkina has a broad range of experience in Administration and Teaching at College of Education Florida State University, the USA and University of East London, the UK, starting as an instructor and at director level. Working at Nazarbayev University Dr. Vyourtkina is involved and interested in defining, assessing and applying new instructional technologies and innovative methodologies to strengthen the University's pedagogic mission.

## Plenary Session



**Dr. Ewan Simpson**

MA, MSc., PhD, Dean of Business  
School, KBTU

### **Building a Business School in Partnership - KBTU Business School**

In the last three years, the KBTU Business School (KBS) has invested heavily in an internationalization strategy with two key elements: building a strong international faculty with experience of Kazakhstan; and developing strong partnerships with a small number of elite universities – Harvard, Henley (UK) and EADA (Spain) to drive a step change in the quality of programs. Having a core faculty on the ground committed to the delivering on the mission of the Business School, which is “to deliver best in class services in all areas in partnership” has enabled KBS to enter these partnerships as an equal rather than junior partner, since it has developed its own systems in line with international standards based on its core values of integrity, trust, transparency and respect. This has generated ownership of the process among the team and has had major positive effects.



**Dr. Dina Vyortkina**

Head of Instructional Technology,  
Office of the Provost, Nazarbayev  
University.



**Academic Integrity Principles for Students and Faculty**

I will explore principles of academic integrity (international perspective) as they apply to both students and faculty at all stages of learning and teaching experiences. Participants will benefit from practical tips that can be applied in individual courses and University-wide.



**Mr. Marcin Duszynski,**

Vice President, University of  
International Business (UIB)

### **Towards a Systemic Solution Enforcing Academic Integrity**

The paper presents a holistic approach to creating a national system that enforces academic integrity. Key components are centred on: academic standard improvements that force students and staff to undertake realistic assessments; transparency at institutional level favouring honesty and integrity; new digital infrastructure and mechanisms, allowing for the removal of human frailties, the objective enforcement of state-wide standards and state-wide indexing of staff and students; legal framework, penalising dishonesty through state and institutional means; and reporting / review mechanisms which will permit the ranking of honesty / dishonesty across Kazakhstan.



**Dr. Loretta O'Donnell**

Interim Provost for Academic Affairs,  
Nazarbayev University

**Creating a Culture of Academic Integrity**

This presentation seeks to identify the main constituents of a culture of academic integrity and proposes some strategies universities can use to prevent academic misconduct. It emphasizes that though policies and structures are not effective in shaping students' perceptions of academic integrity, personal commitment, shared values, the involvement of the entire community, and a robust academic quality enhancement system may make it a university-wide paradigm.

## Panel Sessions

### Session 1. Academic Integrity and International Accreditation



#### Dr. Anatoli Vakhguelt

Dean of School of Engineering, Nazarbayev  
University

### Accreditation of Educational Programs by Professional Bodies

Accreditation of educational programs is a very important exercise which shows quality of programs. To be accredited by professional body it is necessary to prove quality of a program as well as relevance of program objectives to professional standards. Professional bodies are not governmental ventures and they formulate their own standards which usually address the requirements of successful performance of the professional. Accreditation of a program is related to a few very important issues. They are program structure and its content, students, faculty, facilities, and quality management system. New trend in education is based on outcome based approach. All educational programs should be designed having in mind objectives for the program. These objectives are aims the institution wants to have in graduates in five to ten years after graduation. Programs are supposed to create graduates 10 years after graduation to be able to manage medium or big companies, work in international environment, with good knowledge of English or another language and a few other qualities. After setting these objectives developers of a program should develop program outcomes graduates should meet at the graduation stage. When these outcomes are defined program should have subject learning outcomes which are supposed to create stated program outcomes. When using this approach a program development is done top down with consideration of attainment of program objectives at the final stage. Accreditation of an educational program is usually done after the institution has prepared and submitted to professional body a self-assessment report. The accreditation panel is checking statements which are done in the submitted report and address them to the body's standards.



### **Svetlana Baimoldina**

Acting Assistant Professor of Criminal  
Law Department, L.N. Gumilyov  
Eurasian National University

### **Intellectual Property in Education System**

Legal protection of intellectual property of academic process participants as well as authors and rightholders of manuals used in academic process has become of special significance due to academic integrity policy. There are not only Kazakhstani, but also foreign authors and rightholders, copyright and related rights successors whose rights are to be respected on equal terms with national authors. Properties covered by copyright and related rights as well as patent rights are usually used to compile teaching materials, to design manuals, etc. Moreover, intellectual properties are allowed to be used by students while preparing for classes, writing essays, graduation and postgraduation theses, research papers, etc. Any of these cases requires respecting intellectual property rights of both authors and legal rightholders.

## **Session 2. Legal Aspects of Academic Integrity**



### **Dr. Dina Vyortkina**

PhD, Head of Instructional  
Technology, Office of the Provost,  
Nazarbayev University

### **Legal Aspects of Academic Integrity: Policies, Strategies, Approaches, and Practices (International Perspective)**

Academic integrity (AI) is fundamental for the mission of the University. Clearly defining academic integrity, educating faculty and students, embedding academic integrity standards into curriculum and all academic operations of the University, and promoting AI University-wide is a concerted effort, which requires commitment and consistency. I will share international approaches and provide brief overview of international practices related to AI policy formation and avoidance of legal pitfalls.



**Prof. Unzila Shapak**

Doctor of Law, Member of  
the Constitutional Council of  
the Republic of Kazakhstan

**Academic Integrity as a Factor of Getting High-Standard  
Education**

Nowadays academic integrity is one of the most important problems of research world-wide. The roots of the problem are closely connected with the development of globalization. The Internet era has provided the access to various sources for conducting researches and, at the same time, led to negative consequences in educational process, i.e. plagiarism. Education nowadays is aimed, first of all, to develop critical thinking of students. Students need to be creative to get deep knowledge. Those who plagiarize while preparing written works will not be able to develop themselves for copying someone's work they do not make their mind function in appropriate way. Therefore it is necessary to foster academic integrity and creativeness in students if we want them to get profound knowledge. Globalization era should become a source of new ideas for graduates for only in this case they would be considered competitive qualified experts in the global labour market.



**Prof. Salakhiden Sabikenov**

Doctor of Law, Academician of NSA  
RK Sorbonne-Kazakhstan Institute,  
Abai Kazakh National Pedagogical  
University



**Prof. Ainur Sabitova**

Doctor of Law, Head of International  
Law Department of Sorbonne-  
Kazakhstan Institute, Abai Kazakh  
National Pedagogical University



**Dilzhan Yergaliyev**

Master of Public Administration,  
International Law Department of  
Sorbonne-Kazakhstan Institute, Abai  
Kazakh National Pedagogical  
University

**Legal Support of Higher Institution Students as a Factor of  
Providing Academic Integrity**

With the increasing role of globalization academic integrity in higher institutions of the world is becoming more and more relevant subject for discussion. Significance of academic integrity for higher institutions of the world has grown as a result of rapid development of science. Any reputable university should provide an adequate academic integrity policy. The key issue of this policy consists in legal literacy for legal aspects have to provide successful work of university faculty as well as of students. Moreover, it lays the ground for academic justice in the promotion of science. Developed legal aspects of this issue may form the stable approach to preparing any research projects. It will enable education institutions to increase their ranking. Nowadays it is the legal aspect that requires special investigation as there is also a moral side of the issue. Academic integrity as the number of rules of conduct in academic environment is to provide legal support of higher institution students and requires special attention.





**Dr. Miras Daulenov**

PhD, Director of S.Z. Zimanov  
Academy of Fundamental and Applied  
Sciences

**Academic Integrity in the Context of International Obligations  
of the Republic of Kazakhstan**

Practical implementation of academic integrity only in terms of Kazakhstani legislation and internal regulations of the university is not possible without taking into account international obligations of the Republic in copyright and other forms of intellectual property rights. As a general matter, undergraduate and PhD students illegally use intellectual properties of foreign authors. Hence, it becomes an issue of transnational level making foreign authors refer in court not only to Kazakhstani legal norms, but also international treaties of Kazakhstan. It can be supported with an example of reference to Berne Convention for the Protection of Literary and Artistic Works dated 9 September, 1886 in regulatory resolution No. 3 dated 25 June, 2015 “Concerning the Introduction of Amendments and Additions to Regulatory Resolution of Supreme Court of the Republic of Kazakhstan No. 11 dated 25 December, 2007 “On Implementing Legal Norms of Copyright and Related Rights Protection”.



### **Aigerim Korzhumbayeva**

alumnus of Stanford University, Harvard University, author of the project *educator.kz*, author of the book *Fundamentals of Critical Thinking*

### **Principles of Academic Integrity at Stanford and Harvard Universities: My Personal Experience**

In my speech I will give an overview of academic integrity standards at Stanford University and Harvard University as well as focus on examination standards at these universities. While sharing my personal experience, I will shed light on the principles upheld by the students and faculty at these universities that came as a surprise to me. I will give suggestions as to how students and faculty in local universities may potentially implement some of the aspects of academic integrity principles at American universities.



**Ardak Biyebayeva**

Candidate of Law, Assistant Professor,  
KAZGUU University

**Presumption of Honesty and Enforcing Academic Integrity**

The speech is devoted to analysing moral decadence of the society where ethic norms are not enough for providing honest relations in any kind of activity and obligations. Relevancy of legal acts regulating educational sphere and academic integrity requirements does not exclude solutions based on moral aspect. Unlike legal settlements where desired behaviour is achieved due to the risk of adverse effects using moral ideals can lead to informed renunciation of immorality and cheating. Using regulatory potential of moral enables to prevent from turning the process of enforcing academic integrity into witchcraft trial. Providing legal basis of academic integrity it is necessary to proceed on the assumption that all subjects of educational operations are considered to be innocent until proven guilty for a proper purpose.



**Prof. Zhumabek  
Bussurmanov**

Doctor of Law, Professor, L.N.  
Gumilyov Eurasian National  
University

**National Mentality as a State Measure against Academic  
Dishonesty**

Plagiarism can be revealed in many postgraduation theses, and there is no responsibility for this in Kazakhstani legislation. Such works should not be admitted to the defense. And if plagiarism is detected after the defense, the works are to be abrogated. One must pay respect to people whose work they use, but not everyone understands it this way. In western countries a person accused of plagiarism would feel ashamed and leave notwithstanding their position and status. It is common for civilized countries. But our mentality is not mature enough. So, the problem consists in cultural level of a learner who does not often realize immorality and illegality of their action. The Asian mentality is more tolerant to such phenomena. We need to extirpate it, to change our stereotypes in the way of thinking and behaviour, especially in science and education. Countermeasures against academic dishonesty have to become a national target.



**Prof. Alpysbay Zhusupov**

Doctor of Law, Professor, KAZGUU  
University

**Academic Integrity as the Result of High-Standard Education  
and Development of Professional Competences**

The modern society evaluates personal characteristics of an individual, first of all, according to their professional aptitude, work ethic, fitness and properness. Professional competence per se is based on such moral principles as duty, honesty, self-discipline, perfectionism and responsibility for the results of the work.

Freedom of choice in educational process becomes an important factor of increasing students' commitment in their professional training. It enables students to choose, to set and to carry out goals which are beyond existing standards, to analyse the results of their work as well as fosters subjectivity, harmony and wholeness of a personality. Academic freedom becomes of utmost importance in training of lawyers who would be able to perform successfully in their professional area under changing social economic situation in our country. Meeting personal needs in intellectual, cultural and ethic development academic freedom has become an essential constituent part of humanization of education which enabled students to grow a free subject of education providing them with the right to participate in forming their learning path, to choose types of educational institutions, terms, methods and means of education.



**Prof. Alua Ibrayeva**

Doctor of Law, Professor, Al-Farabi  
Kazakh National University

**Legal Culture as a Basis for Developing and Enforcing  
Academic Integrity**

The report is devoted to considering legal culture as a system of legal values. This system has been and is being created with the development of society and ensues of the best legal achievements. In this regard, the principle of academic integrity accords with achievements of legal culture in democratic society. Defining legal culture as the number of legal values it is of primary importance to take into consideration raising legal consciousness of a scholar, an instructor at higher institution, which is based on such principles as justice, humanism, honesty, kindness. It is necessary to form these features in the current context.



### **Arthur Alkhastov**

third-year student of HSL KAZGUU University, a member of the Ethics Council

### **Academic Integrity in Students' Research (the Case of KAZGUU University)**

Development of research and integration of science and education are considered to be in the list of the overriding priorities of KAZGUU University. Involvement of students in research enables future professionals to form an ability to carry out independent researches. In this regard, academic integrity policy of the university is of utmost importance to forming research competencies of students.

The article is devoted to analysing the problem of plagiarism in students' researches at KAZGUU University.

The author has revealed reasons for academic dishonesty in students' researches and its negative consequences and defined influence of academic environment at the university on students' behaviour.

The author has considered KAZGUU practices in development of academic integrity in research and suggested additional measures against academic dishonesty of students in research.



### **Sergey Pen**

Candidate of Law, Director of the  
Higher School of Law, KAZGUU  
University

### **Legal Responsibility for Breaking Academic Integrity Principles**

Academic integrity principles are of paramount importance as an element of legal education. Thus, it is not enough to evaluate the facts of breaking these principles just from an ethical standpoint. Orientation at the protection of these values is at the forefront in all countries with developed legislation system while in Kazakhstan there is no responsibility for breaking principles of academic integrity in criminal and administrative law, except for cases of financial loss of a rightholder of intellectual property covered by copyright or related rights.

In some countries (France, Spain, Germany, China, etc.) criminal responsibility for cheating during academic and national examinations, disclosure of examination tasks is equal to responsibility for fraud according to the level of social danger. I fully share the opinion for the difference between such types of crimes consists only in form of the benefit (deferred benefit such as getting an academic or scientific degree instead of immediate financial reward).



## **Session 4. Academic Integrity in the Secondary and Higher Educational Institutions (NIS, NU & KAZGUU University)**



**Heleen Tims**

Deputy Principal of Nazarbayev  
Intellectual School of Astana

### **Implementation of the Academic Honesty Policy in Nazarbayev Intellectual School of Astana**

Academic honesty at NISA is promoted through encouraging a culture of learning for learning; the roots of academic misconduct need to be addressed to create an environment where academic honesty is valued. In a world where there can be great pressure on producing high students' results, there is an inherent temptation to cheat. The NISA Academic Honesty Policy is an important element in setting norms and sanctions, but, in itself, this is not sufficient to establish the desired climate of academic honesty. For that, we also need address the learning culture, the role of teachers as examples and the development of students' 'ethical muscle'. Adolescent brains are still in the process of development, particularly the part of the brain that is responsible for impulse control. Discussion and reflection upon ethical choices, not only with regard to academic honesty, are an essential part of students' education.



**Arslan Kopeyev**

Kazakh Language Teacher of  
Nazarbayev Intellectual School of  
Pavlodar

**Academic Integrity Policy of Nazarbayev Intellectual School  
of Pavlodar**

The article is devoted to considering the problem of academic integrity in Nazarbayev Intellectual School of Pavlodar. First of all, students, teaching staff and parents were interviewed and the results were analyzed to study the problem. In addition, documents on academic integrity policy were examined in Nazarbayev Intellectual School oriented at individual learning. Finally, the work describes factors of the problem and suggests possible solutions.



### **Dr. Duishonkul Shamатов**

Associate Professor of Graduate  
School of Education, Nazarbayev  
University



### **Fatima Issenova**

Candidate of Philology, Senior  
Lecturer of Kazakh and Russian  
Language Department, KAZGUU  
University

## **PhD Students' Challenges with Impact-Factor in Kazakhstan**

This presentation is about Kazakhstan's PhD students' experiences with impact-factor publication requirement. Since the break-up of the USSR, Kazakhstan has been attempting to improve its higher education system at undergraduate and graduate levels. From March, 2010 Kazakhstan joined Bologna process and entered European space of higher education. To align with the European system of higher education, three level of preparation of specialists (undergraduate, master and PhD) was adopted to replace the Soviet system. The changes were aimed at promoting high quality higher education that meets the demands of labor market and growing needs of the industrial-innovative development of the country, and meeting the international standards. The shift to the European system has brought many benefits, but there are also some serious challenges. One of those challenges is related to the requirements for the PhD candidates to publish in national and international journals. Thus, a PhD candidate should have 7 publications in total, out of which one has to be in an international impact factor journal. A qualitative research was conducted to explore the PhD students' views of their experiences with impact-factor publications. With the help of purposeful sampling, 30 PhD students from seven universities across Kazakhstan were selected for individual and focus group interviews. The key findings of the study are as follows. While the Kazakh PhD students have no difficulties in publishing in local journals, they face great challenges in attempting to publish in impact-factor journals for a range of reasons. They include but not limited to lack of research and publication skills, poorer knowledge of academic English,

not familiarity with the peer review publication processes and expectations, and very short time to get published due to their PhD programme requirements. This situation is pushing some these young scholars explore alternative ways to get published in impact factor journals and they seek to publish by any means and often by any costs (which means even paying large sum of money for a publication). This in turn, creates a myth in the scholars' circles in Kazakhstan, that to get published in impact factor journals, one should necessarily pay much money. This paper offers some policy recommendations on how to improve preparation of future PhD candidates in Kazakhstan.

**Keywords:** Bologna process, impact-factor publications, post-graduate education, Kazakhstan



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**Business University IT Course Integrity Issues**

Modern education can't be imagined without academic integrity. In this article we present academic integrity in higher education as integrity of programs and courses with other fields of study like information technology (IT), information systems (IS). On the other hand, IT courses of higher institution combined with applications of IT in study field can be also considered as academic integrity. Moreover, any human activity in any field of human business can't be imagined without IT facilities. So, in this article, we share with our experience of business higher institution course arrangement to be on feet with modern trends in information technologies and business management.

**Key words:** Distance learning - DL, IT, IS, cloud services, ELMS, SaaS, PaaS, IaaS



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### **Aisulu Sanat**

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### **Academic Integrity: Creating a Community of Scholars in Kazakhstan and Beyond**

Past research indicates that as much as 75% of students cheat in their College years, suggesting significant problem of academic integrity for most university students. Some reasons maybe a lack of trust in academia and a lack of understanding of academic integrity, which facilitates academic dishonesty. I will be presenting at whether an honor code system, which has an explicit emphasis on values of trust, might be a solution for the reduction of academic dishonesty in Kazakhstani higher education institutions. This discussion will be informed by my own personal experience of academic integrity while studying in a private Liberal Arts College in the United States of America.



**Katerina Levchenko**

Account Manager, Turnitin Company

### **Improve Academic Integrity & Engage Students**

Writing is becoming more and more important and increasingly touches all aspects of learning. To ensure better writing, instructors use educational technology to leave immediate, formative and personalized feedback in less time. Instructors can easily evaluate if students understand how to respect copyright and, above all, how to declare when they are expressing their own ideas and when they are using other people's ideas.

Technology also eliminates the time-consuming process of verifying student authorship by presenting easy-to-use reports that show how much of a document is original. This way educators can promote academic integrity in their classroom. Students learn the importance of original writing and foster critical thinking skills that are important to student success.

Turnitin is the global leader in evaluating and improving student learning. The company's cloud-based service for personalized feedback, online grading, and originality checking saves instructors time and provides rich feedback to students. One of the most widely distributed educational applications in the world, Turnitin is used by more than 15,000 institutions in 140 countries to manage the submission, tracking and evaluation of student work online.



### **Zhanagul Turmanova**

Senior Lecturer of Psychology  
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### **Enforcing Academic Integrity in Research**

The modern education system provides all learners with splendid opportunities irrespective of their age, gender, race, religious affiliation for Kazakhstani and international educational programmes enable everyone to get deep knowledge.

Bachelor programme has its own specific features connected with its versatility and diversity. The report is devoted to considering the problem of choice of research topic and describing stages of work. Choosing a research topic is a cornerstone of academic integrity. If one wants their research to have theoretical and practical relevance, it is necessary to work out tactic and strategic ways of investigation of relevant issues.

It comprises defining available information on the problem which has been chosen as an object of the research, analysing real ways of its solution and realizing connection of research with practice. Thus, the problem of academic integrity in research is of paramount importance and requires careful attention of both researchers and supervisors.





**Prof. Zhainagul Beyssenova**

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**Academic Writing: Practices of Adapting the  
Course in the Institutional Environment**

A modern higher institution is not aimed to produce primarily researchers. But no matter what sphere graduates choose in the future they will need experience in independent research. To that end, integration of education and research is relevant at the moment. The article presents an attempt of introducing *Academic Writing and Reading* course in Foundation School of KAZGUU University. The course format has been designed for two years in empiric way and is going to change in future. Nevertheless, some results described in the article will be of certain interest to Kazakhstani instructors.

Factors of introducing such course are: lack of academic knowledge (i.e. ineptitude for logical text formation by using linking words and other language means taught at academic writing course), lack of systemic and critical thinking, mainly literary style of reasoning, cramming and memorizing, lack of interdisciplinary connections as well as the fact that the main written task in literature classes at school is composition where references to sources are substituted for citations from literary works instead of using their own ideas.

Lack of academic knowledge of Kazakhstani students as well as some graduates is connected with general policy of secondary education and professional integrity of teaching staff.

Literacy concept outlined in global literacy concept of UNESCO includes three main skills: reading (scanning, comprehension and critical analysis of received information), writing (organizing one's own ideas), logic (logical thinking). In traditional teaching practice there are also listening and speaking.

Academic writing concept in European education is based on three principles: ability to organize one's own substantiated and well founded ideas, ability to structure one's own ideas in writing and ability to systematize the material following international standards of a work.



### **Madina Anafinova**

Candidate of Philology, Assistant Professor of Translation Studies Department, KAZGUU University

### **New Approaches to Combat Plagiarism**

The strategies discussed in the article can be used to combat the plagiarism in the KAZGUU University. Translating papers from Kazakh into Russian and vice versa even translating parts of English papers into Russian are the new kinds of plagiarism among our students. That situation short circuits a number of learning experiences and opportunities for the development of skills. From one hand it gives the student not only knowledge of the subject and insights into the world of information and controversy, but improves language and translation skills. In contrary thinking and analyzing, organizing, writing, planning and time management is missed when the student's paper is faked. What kind of research paper really helps to develop the skills of writing, researching, problem solving, critical thinking and commitment? One of the approaches that may have some effect is to present the assignment and the proper citation of sources in concrete examples – their investigation on some cases of the University.



## **Jason Myrick**

Technology Enhanced Learning &  
English for Academic Purposes  
Coordinator of Nazarbayev University

### **Integrating Plagiarism Detection Software into Foundation Programs**

This presentation will give a brief introduction to integrating plagiarism detection software into university foundation programs. The presentation will focus on Turnitin, the plagiarism detection software currently used at Nazarbayev University. The session will look at integration, training, challenges, Turnitin originality reports, and how they are used in Nazarbayev University's Foundation Year Program.



**Lori Enns,**

MA in Applied Linguistics, Writing Center Coordinator, Nazarbayev University



**Victoria Nem,**

fourth - year student of Political Science / International Relations, Nazarbayev University

### **Three Ways That Universities Can Make Students Better Writers**

Students feel pressure to get good grades. Employers and graduate school committees evaluate student performance largely on their GPAs, and so it is common for students to see grades as more important than the process of learning. Using someone else's written work is too often considered a reasonable alternative to struggling through the process of understanding course content and assignment expectations, and working through the writing process until you are satisfied with the finished product. Writing is hard work and too many of us cut corners. However, students who take the time to struggle through the process of learning are more successful in their academic careers. As writing is the foundation for evaluation at the university, students need writing support – at all stages, but especially in the first years – to help them navigate the customs of writing in their disciplines, and in the larger culture of academic discourse. While there are several strategies that provide support, we feel that three are particularly helpful in the Kazakhstan context: 1) scaffolding assignments in the classroom, 2) assigning Writing Fellows as peer reviewers in writing-heavy courses, and 3) having a Writing Center that coaches students through any stage of the writing process. We argue that these three strategies discourage plagiarism by giving students multiple options for working through the content and form of their assignments. They are peer-centered, interactive platforms that encourage students to own their assignments, and become more confident writers. More confident writers are

International Research Forum ACADEMIC INTEGRITY: ISSUES AND  
PERSPECTIVES. BEST PRACTICES

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less likely to cheat. This talk will feature:

- a) an assignment from Professor Spencer Williamson's PLS 210 course – to demonstrate a scaffolded Political Science paper
- b) Viktoriya Nem, Writing Fellow for ANT 306, Anthropology of Performance
- c) The story of Ainur S – a typical appointment in the Writing Center

**Miras Gabdushev,**

**Ayan Kulzhabayev,**

first-year students of KAZGUU  
University

## **Perspectives of Adapting Academic Integrity for Future Professionals**

### **General Provisions**

The paper has been prepared by first-year students of JSC *KAZGUU University* Miras Gabdushev and Ayan Kulzhabayev. The work is aimed to define regulations for providing academic integrity by giving examples of enhancing academic integrity policy. Thus, the authors emphasize positive aspects of academic integrity. Moreover, the authors express their support of academic integrity policy.

### **Introduction**

Students of KAZGUU University are committed to the principles of academic integrity. These principles include fair self-assessment and academic politeness which should be reflected in research papers, module tasks and any kind of academic activity as students are future professionals working in government bodies as well as in legal and economic spheres. Integrity results in students' responsibility for their future.

**Academic Integrity** – is

confidence and honesty

fundamental of a first-class professional

honestly gained knowledge

ideas and skills implemented in work

fair results

### **Conclusion**

After giving examples of positive results of academic integrity regulations we would like to consider some prohibited acts and corruption in particular as academic dishonesty for plagiarizing someone's ideas, cheating at the examinations and copy-pasting written works are inappropriate among students. Thus, enhancing academic integrity leads to increasing the number of high-qualified professionals in the country and raising the University's reputation.-