

NAZARBAYEV UNIVERSITY GRADUATE SCHOOL OF EDUCATION

Addressing Plagiarism & Academic Integrity at NUGSE

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Academic English Instructor





About Me

Almost two decades working in education and a decade in English for Academic Purposes (EAP)

EAP teaching, course leadership, assessment design & curriculum development

Durham University, UCL, Teesside University & Nazarbayev University (CPS & NUGSE)

United Kingdom, Kazakhstan, South Korea, Taiwan & Jordan

Programs of Study at NUGSE

Master of Arts in Multilingual Education

(2 years of full-time, on-
campus studies)

Master of Science in Educational Leadership

(2 years of blended studies
that combine face-to-face and
online engagement)

Doctor of Philosophy in Education

(4 years of full-time, on-
campus studies)

Higher Education

School Education

Inclusive
Education

Programs of Study at NUGSE

Master of Arts in Multilingual Education

(2 years of full-time, on-campus studies)

Master of Science in Educational Leadership

(2 years of blended studies that combine face-to-face and online engagement)

Doctor of Education in Educational Leadership

(3 years of full-time, on-campus studies)

Higher Education

School Education

Inclusive
Education

Credit-Bearing Courses and Support in Academic English

Discussion Overview

What is academic integrity?

The issues of academic misconduct and plagiarism

Avoiding plagiarism and Academic English at NUGSE

Integrity

noun: *the quality of being honest and having strong moral principles*

e.g. *to behave with integrity; personal/ professional/ artistic integrity*

Oxford Dictionaries (2019)

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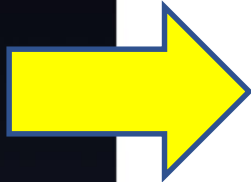
...so what is academic integrity?



NUGSE Academic Integrity Policy

Academic Integrity: A GSE Commitment

First of all, what is “Academic Integrity”? The University of Michigan Office of the Ombudsman website describes it like this:



Academic Integrity is honest and responsible scholarship. As a student, you are expected to submit original work and give credit to other peoples' ideas. Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work;
- Acknowledging all sources of information;
- Completing assignments independently or acknowledging collaboration;
- Accurately reporting results when conducting your own research or with respect to labs;
- Honesty during examinations.

Academic integrity is the foundation of university success. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. Academic dishonesty not only cheats the student of valuable learning experiences, but can result in a failing grade on assignments, a failing grade in a course, or even expulsion from the university for the student.

NUGSE & Academic Integrity

NUGSE is committed to developing emerging scholars and researchers with the highest level of academic integrity and who are capable of leading educational development in Kazakhstan.

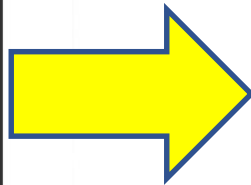
NUGSE & Academic Integrity

NUGSE is committed to developing emerging scholars and researchers with the highest level of academic integrity and who are capable of leading educational development in Kazakhstan.

This also means that we must ensure our students develop strategies for avoiding ***academic misconduct***.



AUTONOMOUS ORGANISATION OF EDUCATION
“NAZARBAYEV UNIVERSITY”



STUDENT CODE OF CONDUCT
AND
DISCIPLINARY PROCEDURES

Approved by the resolution of the Academic Council of
the autonomous organization of education “Nazarbayev University”
Minutes # 1 of 19.08 2015



Astana 2015

Academic Misconduct

This refers to violations of Academic Integrity, and is defined in the NU Student Code of Conduct as acts that include: **plagiarism**, **forgery**, **interference** with other's ability to learn and work, **misrepresentation** of others' work, **cheating**, and assisting others in the commission of these acts.

Nazarbayev University (2015)

Academic Misconduct

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Nazarbayev University (2015)

*...so what is **plagiarism**?*

Plagiarism

Nazarbayev University (2015) defines this as, “intentionally or carelessly presenting the work of others as one’s own”.

Plagiarism

Nazarbayev University (2015) defines this as, “intentionally or carelessly presenting the work of others as one’s own”.

...so **plagiarism** can occur through carelessness, or ‘by accident’!

Therefore, unlike blatant forgery, interference, misrepresentation, and cheating, **plagiarism** can be difficult to avoid.

NUGSE & Plagiarism

...so if NUGSE is committed to developing emerging scholars and researchers with the highest level of **academic integrity** and who are capable of leading educational development in Kazakhstan....

...and this also means that we must ensure our students develop strategies for avoiding **academic misconduct**...

...then the most important of these strategies could be those by which **plagiarism** can be avoided!

Avoiding Plagiarism

...but how can plagiarism be avoided?

Avoiding Plagiarism

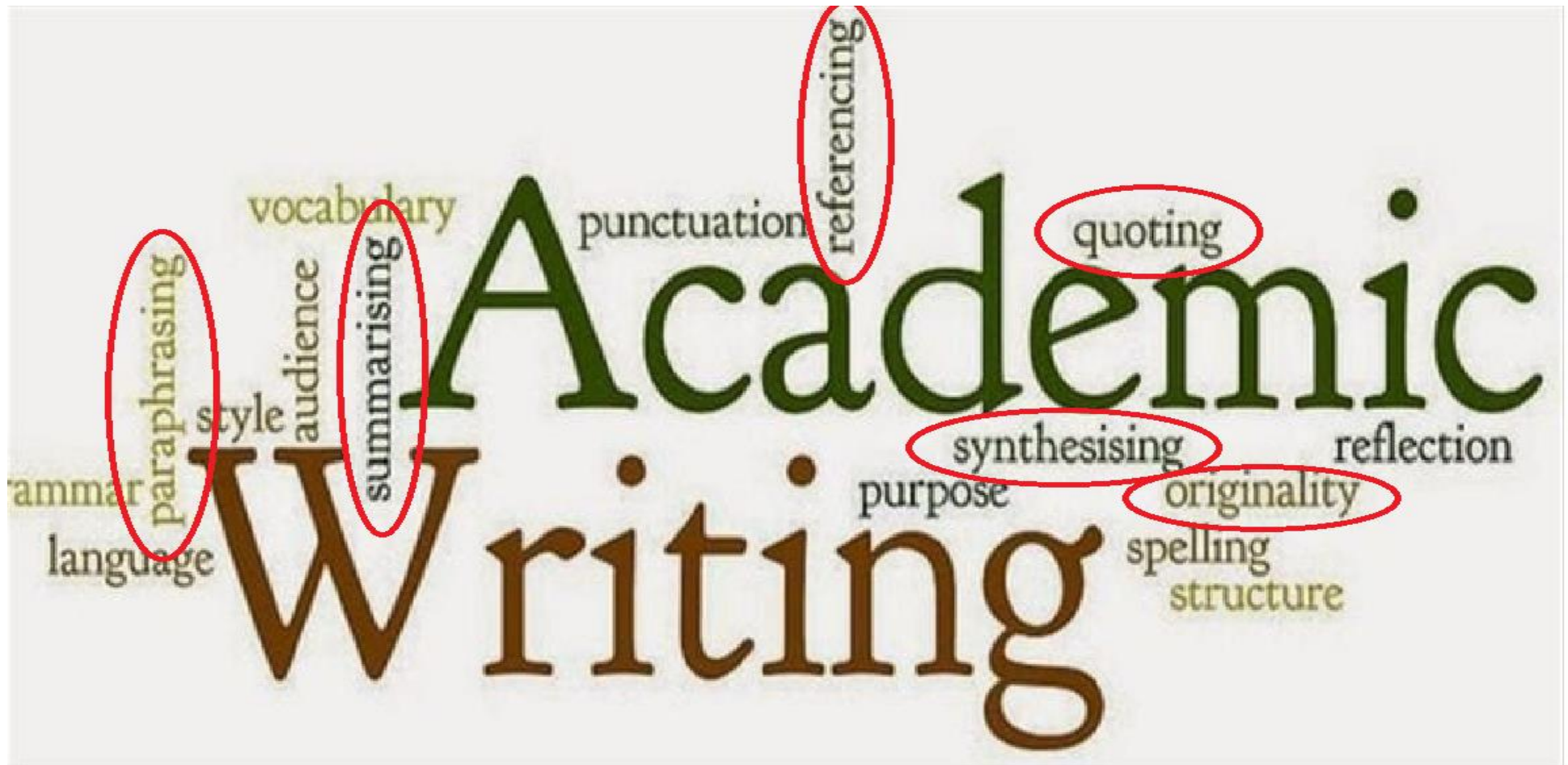
All NUGSE programs (MA, MSc, & PhD) include tuition, assessment, and support in **Academic English**.

This ensures that all NUGSE students are given the correct tools for avoiding plagiarism.

...but what are some examples of those tools?



Academic Writing Skills Courses

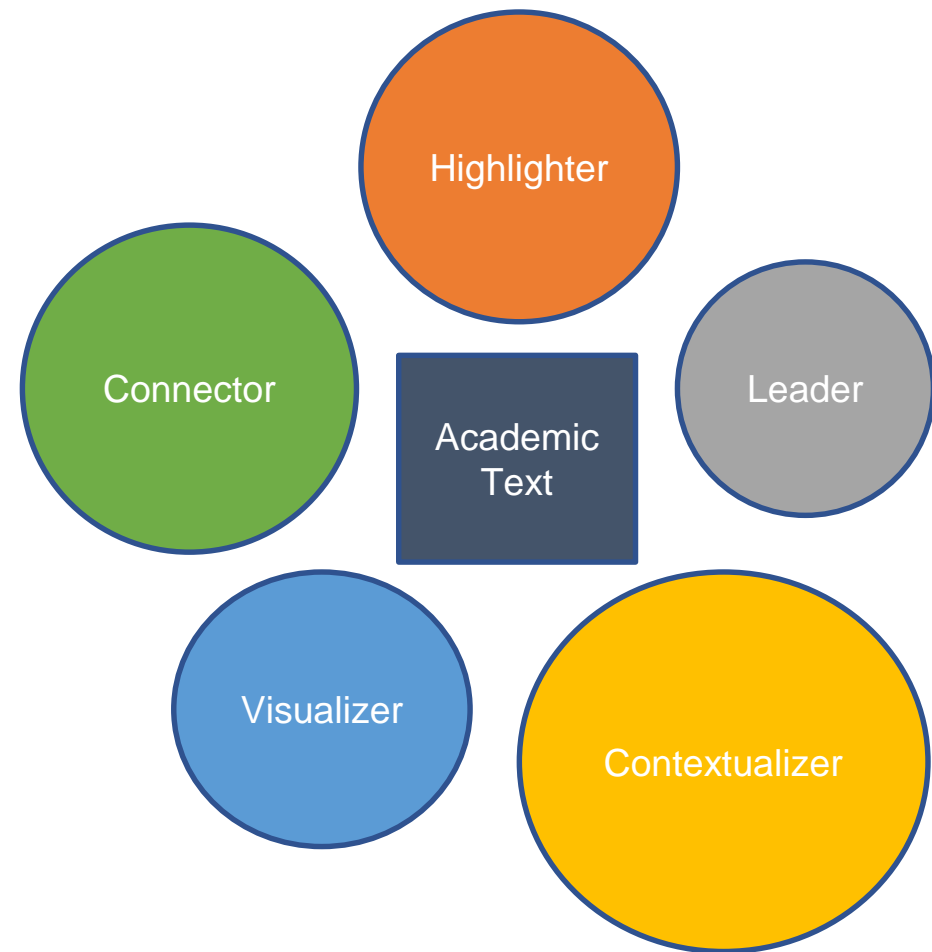


Critical Reading Skills

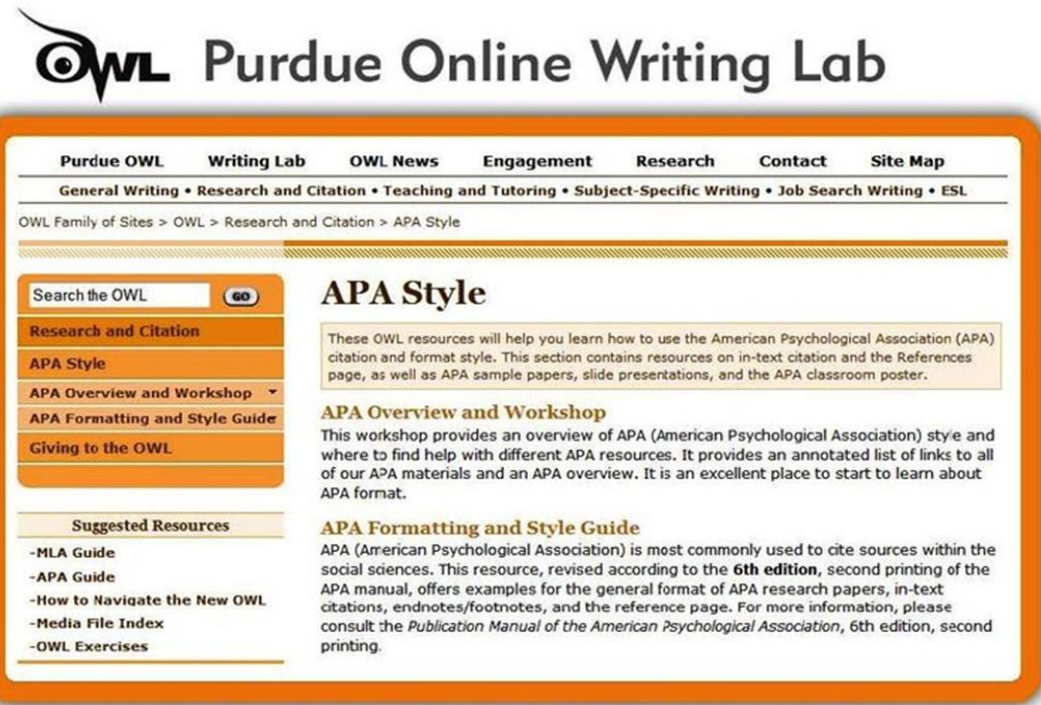
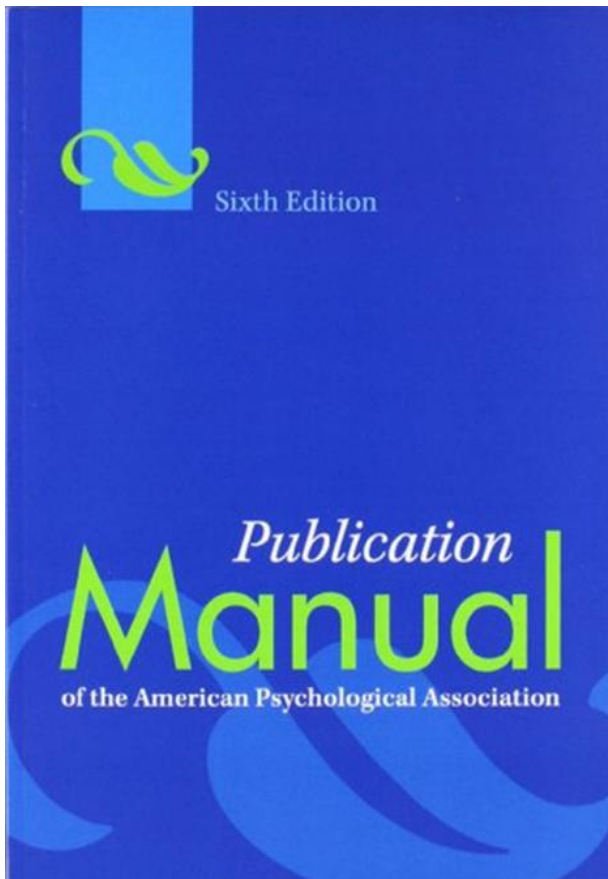
e.g., Academic Reading Circles
(Seburn, 2016)

Learn strategies for approaching
academic texts

Develop skills for incorporating
literature in academic writing



APA Referencing



The screenshot shows the Purdue Online Writing Lab (OWL) website. At the top, the OWL logo is followed by the text 'Purdue Online Writing Lab'. Below this is a navigation menu with links for 'Purdue OWL', 'Writing Lab', 'OWL News', 'Engagement', 'Research', 'Contact', and 'Site Map'. A secondary menu lists 'General Writing', 'Research and Citation', 'Teaching and Tutoring', 'Subject-Specific Writing', 'Job Search Writing', and 'ESL'. The main content area is titled 'APA Style' and includes a search bar, a list of resources, and a 'Suggested Resources' section.

Purdue OWL **Writing Lab** **OWL News** **Engagement** **Research** **Contact** **Site Map**

General Writing • Research and Citation • Teaching and Tutoring • Subject-Specific Writing • Job Search Writing • ESL

OWL Family of Sites > OWL > Research and Citation > APA Style

Search the OWL

- Research and Citation
- APA Style
- APA Overview and Workshop
- APA Formatting and Style Guide
- Giving to the OWL

APA Style

These OWL resources will help you learn how to use the American Psychological Association (APA) citation and format style. This section contains resources on in-text citation and the References page, as well as APA sample papers, slide presentations, and the APA classroom poster.

APA Overview and Workshop

This workshop provides an overview of APA (American Psychological Association) style and where to find help with different APA resources. It provides an annotated list of links to all of our APA materials and an APA overview. It is an excellent place to start to learn about APA format.

APA Formatting and Style Guide

APA (American Psychological Association) is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, 6th edition, second printing.

Suggested Resources

- MLA Guide
- APA Guide
- How to Navigate the New OWL
- Media File Index
- OWL Exercises

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<http://owl.english.purdue.edu/owl/section/2/10/>

APA Referencing

Information prominent

The Bologna Process is making higher education more standardized, accessible and English-language based (Healey, 2009; Xu, 2008).

Paraphrase

This trend has been touted as both a stabilizing force across Europe (Johnson, 2009), and criticized as giving an unfair advantage to English-speaking countries (Kovaleva, 2010).

For countries like Kazakhstan that signed the initiative in 2011, this is not a straightforward transition (Piven & Pak, 2006).

Author prominent

Fairclough (2006) points to the struggles in Romanian HEIs to implement the required guidelines of the process.

Direct quote

Fairclough adds that educational reform comes slowly and “only through widespread institutional, administrative and faculty support” (p.36).

Turnitin Submission & Feedback

Online feedback studio

Allows investigation of authorship

Encourages original work

Deters the submission of work which compromises academic integrity



contains main idea and concentrates on phrases.

Chunk 1. According to the strategy that concentrates on students' development

Chunk 2. teacher ensures giving all the required materials

Chunk 3. intensifies the way how the discussion is held

Chunk 4. by giving students the freedom to satisfy their curiosity

Chunk 5. participate in conversations where they need to think and communicate with

of their age or position

Chunk 6. and stimulates them to find the essential data on their own

Chunk 7. Students have a motivation and stimulation to engage in groups of approximately

2-5 people

Chunk 8. they work not only with teacher, but also with each other

Chunk 9. which eventually results in a productive discussions and cooperation.

Cohenmiller, Merrill & Shamatov, 2018) that according to the strategy that concentrates on students' development, teacher ensures giving all the required

Is this the same as enhances? How about 'improved'?

Convert to QuickMark

Feedback Summary

Voice Comment 0:00 / 3:00

Text Comment

Subject Knowledge: A-
Excellent understanding of the subject and its complexities. Fulfills all components of the task on a high level. Accurate and insightful use of relevant sources.

Analysis: B+
Strong argument with successful critical analysis and synthesis of ideas. Clear focus.

Organization: B-
Sufficient organization pattern with mostly clear purpose. Paragraphs or other markers organize ideas, but could be improved. Some cohesion of ideas.

Clarity: B+
Writing overall clear. Ideas are easy to follow or understand due to strong style, sentence or grammatical structure.

Conventions: B-
Very few English spelling, grammar, and structure errors distract the reader. Style/format do not follow all guidelines. Adequate citation of sources with errors.



resources. Nowadays, most educators prefer applying student-centered approach in their classes, to encourage the students to be more active in the discussions; to work in a group to analyze and provide feedback to each other; to discover new resources by themselves.

There are few questions are staying on my mind: How the learner-centered approach can be assessed. Is there any clear criteria for that? In perspective of the learners, do they think that the student-centered method is the most effective one?

2. Page 12 - Activity 2: Chunks

Original: “Effective Teaching” by Merrill, M., & Shamatov, D., 2018, p.3

files.eric.ed.gov
Internet Source

...s may actually be more effectively taught in the mentioned approach since they are more accustomed to it. Nonconventional Learner-Centered (NLC) Approach In the nonconventional learner-centered (NLC) approach, the teacher, who provides the necessary resources, enhances the quality of discussion by allowing the students to tap into their curiosity, engage in intellectual interpersonal discourse with their peers, and encourages them to

In the student-centered approach, “the teacher provides the necessary resources, enhances the quality of discussion by allowing the students to tap into their curiosity, engage in intellectual interpersonal discourse with their peers and encourages them to discover vital information themselves” (Gonzales, 2014, p. 65). Students are encouraged and motivated to work either in pair or small groups; they interact with both teachers and student peers, ultimately leading to fruitful discussions and collaboration.

1. In the student-centered approach, (#1 chunk) “the teacher provides the necessary resources, (#2 chunk) enhances the quality of discussion by allowing the students to tap into their curiosity (#3 chunk), engage in intellectual interpersonal discourse with their peers and encourages them to discover vital information themselves”. (#4 chunk)

Explanation of chunks:

- 1) In the context of learner-centered method;

Match Overview

22%

Match 1 of 2

1	files.eric.ed.gov Internet Source	9%
2	www.mcser.org Internet Source	8%
3	Submitted to Curtin Uni... Student Paper	3%
4	Submitted to Victoria U... Student Paper	2%



Final Words

Academic misconduct not only cheats the student of valuable learning experiences, but can result in *a failing grade on assignments, a failing grade in a course, and expulsion from the university.*

Academic integrity is the foundation of university success. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills which carry students beyond their academic career.

Although students must be warned about the consequences of **plagiarism**, it is more meaningful to equip them with the skills to avoid it.

References

Integrity. (2019). In *OxfordDictionaries.com*. Retrieved from <https://www.oxfordlearnersdictionaries.com/definition/english/integrity?q=integrity>

Nazarbayev University. (2015). *Student Code of Conduct and Disciplinary Procedures*. Nur-Sultan, Republic of Kazakhstan.

Seburn, T. (2016). *Academic Reading Circles*. United Kingdom: The Round