

## IN THIS ISSUE

**A Language Policy Project**  
(page: 2)

**Google.docs: Writing Practices and Potential Use in ELL Environments**  
(page: 3)

**Law Roundtable Discussion**  
(page: 4)

**Regulatory Inconsistencies Resulting In Expropriatory Measures: The Duty Of The State To Warn, Or Duty Of Investor To Be Aware?**  
(page: 5)

**Teaching and Learning Symposium**  
(page: 6)

**Employability Skills: the Case of WIUT**  
(page: 7)

**Empowering Women Entrepreneurship**  
(page: 8)

**Extracurricular Activities: Pleasant or Useful?**  
(page 9)

**Globalization: from Tashkent to London**  
(page: 10)

Central Asia is a fascinating and one of the most under-researched regions. Throughout my academic travels, I often hear that universities in Central Asia do struggle to find academic staff who produce international-quality



**Bakhrom Mirkasimov**

research. If there are good Central Asian academics, some say, then they are usually based outside the region. My *'ikigai'* mission, hence, was aimed at facilitating high-quality research culture amongst academics and students in Central Asia. I chose Westminster International University in Tashkent (Uzbekistan) to capture and share my imagination. Ask yourself: should we be impressed about what we have already learned about Central Asia or should we be overwhelmed that many (basic) knowledge and policy gaps remain unaddressed? I believe the latter.

Momentum for active engagement in the high-quality research process continues in the region. Scholars in Central Asia are very hardworking and determined to generate evidence to inform policymaking. For instance, academics and students at Westminster International University in Tashkent (WIUT) are learning the craft of doing research and producing original knowledge (<http://www.wiut.uz/research/wiut-publication>). We have made important progress, but we are yearning to make the affairs of the Great Silk Road countries (linking Europe, Central Asia, Russia and China) an area of significant interest, scholarship and impact. I imagine that one day Westminster International University in Tashkent (WIUT) will become the space for local and regional scholars to present inside-out perspective to share with the world rather than the usual outside-in perspective on the region. Food for thought - what is your *'ikigai'* when you imagine WIUT & Central Asia?

**Bakhrom Mirkasimov**

*Deputy Dean on Research and Consultancy*

## A LANGUAGE POLICY PROJECT

WIUT prepares non-native speakers of English to become professionals in different spheres utilizing English as a medium of instruction. The students studying at WIUT come from different regions of Uzbekistan speaking many Uzbek dialects, Russian, Tajik, etc. The university also accepts students from abroad who also vary in their native languages. With these variety of multiple languages used, the university still does not have an explicit language policy. However, it is not merely a technical question to decide which language, when, and in what variety to use when it comes to promotion of language policy within a multilingual university students and teachers. Thus, there has to be some prior research done. Under the guidance and with the assistance of the



University of Westminster Professor Andrew Linn (pictured above), who has significant experience in language policy development, it was proposed to launch a research project on the investigation of language attitudes at WIUT. On the basis of the data and a thorough analysis of current issues in the field of language policy it is planned that the WIUT language policy will be proposed to the WIUT community in Academic year 2017-2018. The adoption of an explicit language policy for WIUT will be developed by Professor Andrew Linn (project director) and two research assistants Saida Radjabzade and Anastasiya Bezborodova (Global English department). In order to explore lecturers' perspective on the use of English and other languages Professor Linn visited Tashkent and organized a workshop on the topic "Language Policy in Universities" for all lecturers at WIUT in May. The workshop was divided into two parts, theoretical and practical. The theoretical part

covered his research background in language policy and the importance of language policy as a study. He also shared a possible research plan for WIUT language policy project. The second part included the following four discussion questions:

- *When should we use English and when should we use other languages on campus?*
- *What are the challenges of using English in and outside class? Is it easy or difficult?*
- *What additional language support do you want?*
- *Would a language policy be helpful, and how would we encourage people to accept and follow it?*



These questions provoked a very interesting discussion among participants. For instance, one of the lecturers stated that it was difficult to formulate ideas as there was not enough vocabulary in English or the equivalent for the word was difficult to find; therefore, the use of native language saved time when it came to explanation. Another lecturer talked about certain awkwardness when speaking in English outside the class among students and/or lecturers. Some lecturers suggested establishing Academic English clinic to support students to improve their English. Although most of the participants expressed their doubts about the benefits of language policy, we believe that establishing a transparent language policy at WIUT will make both staff and students' experience enjoyable and successful.

**Saida Radjabzade and Anastasiya Bezborodova**

*Lecturers at WIUT*

## GOOGLE.DOCS: WRITING PRACTICES AND POTENTIAL USE IN ELL ENVIRONMENTS

Nowadays, it has become a normal routine for many English language learners (ELL) to make use of Web 2.0 tools in order to text a friend to learn about homework, to use Google to search for information for a homework assignment, to post a comment on YouTube, to comment on a friend's Facebook



**Irina Kerimova**

page. An increasing number of writing teachers, realizing the potential of such tools for writing instruction, have started exploring the use of message boards, online wikis, and Google.Docs to create collaborative writing, peer assessment, and teacher feedback activities. Recently, the limitations and strengths of these tools have been under writing practitioners' scrutiny for their effective use in writing classrooms.

What is Google.Docs? Google.Docs (GD) is a web-based word processing tool. In GD, a document can be shared between two or more people, allowing both parties to write, to add to, and to edit the document simultaneously using the automated update feature of the tool. Novice users of GD can learn about it by browsing through <https://sites.google.com/site/docsforesl/home>, a website created by Firth and Mesureur (2010), who continue to maintain it. This website includes useful tutorials featuring GD and an array of GD-mediated activities. Why is GD useful for L2 (second language) writing? Writing teachers have used GD for a number of reasons. First, GD enables teachers to monitor students' progress. Because all the writing occurs online and drafts are saved on students' Gmail accounts, teachers do not have to formally collect the students' drafts (Kessler, Bikowski, & Boggs, 2012). Second, teacher comments and peer feedback are also automatically saved, similar to the Microsoft Word format. Most importantly, dates for each revi-

sion, editing, and teacher feedback are saved, and the document is automatically updated (Kim, 2009). Third, students can do most of their work electronically; thus it creates convenience because students do not have to carry a hardcopy draft, save the draft on a jump/USB drive, or send the updated draft to their emails after making changes (Zhou, Simpson, & Domizi, 2012). Fourth, it promotes collaborative learning by allowing students to share a document to work on a course project and to chat online at the same time in order to negotiate, contributing to the development of the project (Rowe, Bozalek, & Frantz, 2013). GD has some untapped potential for L2 writing classrooms and offers ways to enhance computer-assisted writing instruction.

### Contribution of Research

As writing instructors in the two respective contexts, we attempted to implement GD in L2 writing classrooms to support our syllabi and to mediate our course content with the use of technology. There are several considerations that teachers need to keep in mind before and during the use of GD in writing classrooms. First, teachers need to identify avenues to use GD. Teachers should not just use GD because it involves technology and it is new (i.e., a novelty factor). Instead, it needs to be linked with second language learning theories, research, or foundational practices. Teachers should integrate GD as a part of a curriculum so that classroom activities can be implemented with the use of this tool whether inside or outside of the classroom. Second, both teachers and students need to be trained to use this tool because there is always a learning curve when technologies are involved in L2 writing (Bloch, 2013). Learner training is particularly important to implement new technology in classrooms because the process of training learners aims "at the construction of a knowledge and skill base that enables language learners to use technology more efficiently and effectively in support of language learning objectives" (Hubbard, 2013, p. 164).

(continued on next page)

## LAW ROUNDTABLE DISCUSSION

Although GD has a user-friendly interface, students often find it challenging to use new software effectively. To avoid this challenge, teachers first should experience GD themselves and then introduce the technology to their course by providing students with a short informative tutorial (e.g., <https://sites.google.com/site/docsforesl/tutorials>). If students are asked to use GD as a peer-review tool, they need to be trained as well. Similarly, students need to understand how to incorporate GD-assisted electronic teacher comments while revising their drafts. It is recommended to be patient with the students at the earlier stages of the GD implementation in writing classrooms. Finally, students should have access to computers in a classroom, and a teacher should preferably have a projector device available to display students' GD writings. We hope that those who have the appropriate institutional setting and infrastructure will consider exploring the potential of Google.Docs, bearing in mind the challenges and solutions we have outlined here.

Still, some technological glitches could occur. During these times, teachers have to listen to their students in order to address a reported GD issue. From the student reflections on the implementation of GD in their L2 writing classes, we now know that "gathering constant feedback from students and keeping their perception in check can prove to be much more helpful than expected" (Kim, 2009, p. 176). Some teachers might pose the following question: "How do you know that the use of pen and pencil is less effective than technology?" We do not know an answer for the abovementioned question yet. To address this question, teachers could, in the form of small-scale informal action research, find out themselves whether GD works in their instructional context or not.

***Teaching English Reflectively with Technology (2017)***

**Irina Kerimova**

*Lecturer at WIUT*

**Ulugbek Nurmukhamedov**

*University of Illinois at Urbana-Champaign*



### **Roundtable discussions on Economic Aspects of Legal Reforms in Uzbekistan**

On 17th of May 2017 Westminster International University in Tashkent (WIUT) organized a roundtable discussions on Economic Aspects of Legal Reforms in Uzbekistan.

The roundtable highlighted some of the key issues relating to latest and proposed legal reforms in the area of wider commercial law, identified the law as it stands today, challenges and opportunities and placed these issues within a framework to stimulate discussion. The discussions centered around six main areas: natural resources and energy, corporate governance reforms, foreign investment, commercial dispute settlement, banking and capital markets, economic crimes.

Participants included members of academic staff of WIUT, University of Diplomacy and World Economy, Tashkent Law University, Grata Law Firm and visitors from the University of Westminster and Queen Mary College, London. Each speaker made a short presentation, which was followed by a Q&A session and discussion.



**WESTMINSTER**  
INTERNATIONAL UNIVERSITY IN TASHKENT  
An Accredited Institution of the University of Westminster (UK)

Roundtable Discussion on  
**Economic Aspects  
of Legal Reforms  
in Uzbekistan**

## REGULATORY INCONSISTENCIES RESULTING IN EXPROPRIATORY MEASURES: THE DUTY OF THE STATE TO WARN, OR DUTY OF INVESTOR TO BE AWARE?

*Present publication on foreign investment law is one of the outcomes of the research project in collaboration with colleagues from the Law School of University of Westminster in London & WIUT Research Collaboration Grant awardees from the department of Commercial Law,*



**Akbar Ismanjanov**

*Akbar Ismanjanov and Ulugbek Abdullaev. Further research collaboration is in progress in the areas of Institutional Balance of European Union Law, Originality Standard of Intellectual Property Law, Comparative Aspects of Uzbek and English Law of the Trade Secrets, Legal Aspects of Artificial Intelligence and Computer Generated Works.*

Regulatory inconsistencies of the host state often based on widely or vaguely construed rules, giving a way to expansive interpretation of rule and potential qualification of investor's actions as misconduct. This enables imposition of regulatory measures as a remedy to an alleged misconduct. For instance considered ambiguities were early signified in the Joint Venture Law of the People Republic of China with its implementation regulations, that was giving a right to exercise considerable discretion in identifying appropriateness of the technology invested in Joint Venture by foreign investor. The key question with regard to the considered problem is whether it is an investor's duty to be aware of regulatory consequences pursuant to the principle of 'prudent investor', or duty of state to inform of possible consequences of misapplication of the rule. Complexity of the issue necessitate to tackle the problem in multifaceted way, with application of the complex of Fair and Equitable Treatment (FET) standard constituents, as transparency, legitimate expectations, requirements for consistent, stable and predictable framework.

### Contribution of Research

Nowadays in foreign investment jurisprudence it is possible to distinguish the approach in outlawing inconsistencies of regulation based on ambivalent legal framework. No matter to the merits of the concept of 'prudent investor' the application of the principle may not be legally sound in non-transparent and ambivalent legal framework. In a range of cases, tribunals were reluctant to support the claims of violation of regulatory framework by investor due to insubstantial nature of violation not threatening the purpose of investment. Lack of coordination of governmental bodies in clarification of inconsistency is potentially subject to the rules of attribution of international law that prevent reference to division of competences among various state bodies to mitigate the liability. The obvious lack of catching points in the cases with inconsistent regulations, in situation when regulatory actions are lacking to attain the threshold of expropriatory measures, are insisting in more complex approach in tackling the problem. The broader scope and flexibility of FET standard of treatment, comprising expansive range of criteria, allows to invoke relevant standard constituents in accordance with the factual bases of every specific case. Application of the criteria of coherence and consistency emphasized in *MTD v Chile*, with requirement to maintain stable and predictable framework acknowledged in *LG&E v Argentina*, or the transparency and legitimate expectations supported in *SPP v Egypt*, that were upheld even without a treaty guarantee of FET, offers viable instruments to ensure protectability of the investment against inconsistencies of regulatory framework in expansive nature of the host state regulations.

***Journal of International Trade, Logistics and Law (2017)***

**Akbar Ismanjanov**

*Senior Lecturer at WIUT*

# TEACHING AND LEARNING SYMPOSIUM

On the 26th of May, Westminster International University in Tashkent (WIUT) organized its annual Teaching and Learning Symposium (TLS) which brought many colleagues not only from WIUT but also from the University of Westminster (UoW) in London: Richard Paterson, Richard West, Professor Terry Lamb, Monica Deshpande and Dr. Manjeet Ridon. The program included oral presentation sessions, presentations of guest speakers from the UoW and group activities.



Presentations were focused on improving students' employability and sharing best practices connected with teaching and learning. Richard Paterson, UoW lecturer, mentioned in his presentation that "Employability is the most important factor when evaluating job applicants and it is necessary to enhance students' employability skills such as: presentation, time-management, numerical, research, punctuality, working to deadlines etc". A number of academic staff members have also conducted research on the employability skills using WIUT as a case study. A multi-perspective survey



was carried among WIUT alumni, academics and private employers. The research results revealed existing gaps on perceptions of employability skills, analysed the reasons and proposed some recommendations to align employers' and students' expectations.

Participants agreed that the symposium was a great opportunity for them to learn from colleagues and to exchange innovative ideas in teaching.



At the end of the Symposium the topic for the next Teaching and Learning Symposium was announced: "*Innovation in Teaching and Learning*" and the best presenters were awarded. **Zamira Ataniyazova, Makhsima Muratova and Bakhrom Mirkasimov** received the first place for their paper "**Employability Skills: The Case of WIUT**" and will be presenting their research outcomes in Teaching and Learning Symposium in London next year. You can read the summary of their paper on the next page.



# EMPLOYABILITY SKILLS: THE CASE OF WIUT

Universities are putting numerous efforts to combine academic learning process with compulsory or optional work-based learning activities such as internships, simulations and work placements. Therefore, many undergraduate students have strong sense of confidence that their academic achievements, skills and personal traits are sufficient to attract potential employers' attention and increase their employability chance. However, recent research results from overseas experiences highlight that there might be a gap between employers' and students' perceptions on employability skills or set of those skills, knowledge and personal characteristics which employers value while hiring. Our review of ample literature on employability skills depicts that at present time, top **ten demanded skills globally are**: (1) team working, (2) ICT knowledge, (3) good interpersonal and communication skills, (4) ability to use own initiative but also to follow instructions, (5) self-management, (6) problem solving, (7) knowledge of the business, (8) leadership skills, (9) literacy and numeracy relevant to the post, (10) motivation, tenacity, commitment. As we were not sure that these 10 skills are demanded in the Uzbek labor market, we widened the set of skills which might be potentially demanded and asked the following (perceived) questions:

- *How do WIUT graduates become employable?*
- *What are the most demanded skills by employers in Uzbekistan?*

## Contribution of Research

We conducted a multi-perspective study among WIUT graduates, academics and employers operating in different sectors in Uzbekistan and identified their perceptions on degree of importance of each skill to be employable and the level in which WIUT graduates possess those skills. 75 WIUT graduates, 43 WIUT Academics and 32 representatives of various companies and organizations currently hiring our graduates have participated in the survey.

We found that the top five demanded skills by employers were identified to be mostly non-cognitive



**Zamira Ataniyazova**

skills such as willingness to learn and develop professionally, teamwork, interpersonal skills and capacity to adapt to new situations. The most valued cognitive skill is capacity for analysis and synthesis. It is evident that willingness to learn and develop professionally was identified as the most important competence by all stakeholders – graduates, lecturers and employers. Teamwork and interpersonal skills are considered not as important by students and lecturers to be employable, yet remain very important for employers. Moreover, employers see WIUT students as creative people who are able to generate new ideas. In order to improve employability of WIUT graduates, the university needs to aim to narrowing the existing perception gap, and further strengthen top skills, which are highly demanded by employers in the local labor market. This study is on-going and the final results will be released soon.



**Zamira Ataniyazova, Makhsuma Muratova and Bakhrom Mirkasimov**

*Lecturers at WIUT*

# EMPOWERING WOMEN ENTREPRENEURSHIP

Westminster International University in Tashkent (WIUT) in cooperation with the Organization for Security and Co-operation in Europe (OSCE) and Business Women Association “Tadbirkor Ayol” delivered a training session on Enhancing Women's Economic Empowerment in Uzbekistan. The training took place at WIUT premises on July 3-15, 2017. The main goal was to promote female entrepreneurs' and managers' understanding according to the latest trends in business related issues through a high level, structured training. After completion of the course, it was expected that participants would learn to run their business more effectively, expand their career path in management and build business network.

The training program covered such topics as: “How to conduct market and consumer analysis?”, “How to run business successfully?”, “How to recruit and motivate employees”, “How to turn an idea into a business?”, “How to manage finances effectively?”. A group of 50 female entrepreneurs from different regions of Uzbekistan were divided into two groups. They received training in different subject areas including management, marketing, financial management and human resources management. All training sessions were held in Russian and Uzbek languages. On the 6th day of the training, participants prepared presentations and discussed the skills and knowledge they have gained and how they would apply new skills in business environment. The second group of female entrepreneurs was trained from 10th to 15th of July. The advanced program included two optional modules and a meeting with business representatives who shared their experience and leadership secret. After each training representatives of WIUT, OSCE and Associa-

tion of Business Women presented certificates to the participants and discussed the plans for the future.

Two participants shared their impressions below:

*Dilbar Karimberdieva, Karakalpakstan*

“I come from Karakalpakstan, where I work in tourism and travel industry for 20 years. I own a family-owned campsites near Turtkul, Beruni and Kustan. We have 16 yurts decorated in traditional style to help our guest to experience traditional Karakalpak culture. Our services include accommodation in yurts, food and national shows. During these seminars I discovered new research methods, analysis, financial management and preparation of business plan. The course was very interesting and useful. I would like to thank the organisers for giving me an opportunity to participate in this workshop. During the lectures I started to ask myself questions I have never asked before. These questions were about doubts, risks, competition and finding new business opportunities”.

*Dilfuza Muydinova, Ferghana*

“I run a beauty salon and a wedding dress studio. It is already a second year I have my business and I am still in the beginning phase. Without basic knowledge in business management, we – female entrepreneurs make mistakes. Facing these challenges we usually close our small businesses. I used to think that I knew everything about business and managing people, but it turned out that I know very little. I gained a lot from these seminars. I widened my knowledge in business management, HR management, and accounting. Now I can plan my business more efficiently and expand my entrepreneurial activities”.





## EXTRACURRICULAR ACTIVITIES: PLEASANT OR USEFUL?

Extracurricular activities (ECA) are those that fall outside the realm of the normal curriculum of university education. The positive impact of extracurricular activities on behavior and academic performance of students was observed by Masoni (2011). Similarly, the participation of students in



**Alisher Sabirov**

extracurricular activities is an indicator of competence in the development of a successful career in business (Boone et al., 2011). Out-of-class activities have positive impact on the development of leadership qualities and a healthy lifestyle (Esa et al., 2015). Club, sports and community activities teach young people the ways to explore their strengths and differences (Ekechukwu et al., 2014).

Despite the fact that participation in extracurricular activities is voluntary, many students take part in out-of-class activities. The growth in academic performance, the development of skills and the satisfaction of students, achieved as a result of participation in extracurricular activities was the basis for the integration of extracurricular work in the educational process in many educational institutions. However, the organization of extracurricular life inside a university is a laborious and costly process. Losses arising from poor academic performance or inappropriate behavior of students may be much more expensive than funds spent on extracurricular work.

### Contribution of Research

To gather more evidence, we conducted a study at Westminster International University in Tashkent (WIUT) in 2016, and several respondents of the study shared their views on the importance of engagement in sports, and intellectual, educational, scientific and spiritual clubs of the university:

“If the students have an interest in extracurricular activities, they will have an interest in everything else. Interest in extracurricular activities motivates

them to study. Extracurricular activities develop the skills of time management, discipline, and help to determine their goal, which, in turn, stimulates the educational process. Extracurricular activities give joy to students, and in order to achieve this, they must perform academically. The progress depends on a role that a student, engaged in extracurricular activities, performs. The role depends on how much time a student spends on community service. During the course and examinations, it is hard to succeed in them because one has to combine both study and extracurricular activities. **Along with the positive influence of extracurricular activities on academic performance, there are cases of negative influence.** For example, judo develops a gesture language. Reading fantastic books and scientific journals develops the creativity of students. The process of planning the sequence of events will help develop strategic thinking. Strategic thinking comes with experience and develops because of visits to out-of-class activities. It happens that out-of-class activities negatively affect learning. There are cases when the members of the Student Union remained in the second year. It happens that students are so involved in public life, which negatively affects their academic performance. Sport and other activities that involve managerial roles affect the development of leadership and communication skills, since there is a large volume of information exchange (overload)”.

Our preliminary results show a positive relationship between extracurricular activities and academic performance of students at WIUT. Therefore it is necessary to organize a systematic approach that stimulates the integration of extracurricular work into the educational process. This study is on-going and the final results will be published soon.

**Alisher Sabirov**

*PhD Candidate at TSUE*

*Head of Social Department at WIUT*

# GLOBALIZATION: FROM TASHKENT TO LONDON

**Westminster International University in Tashkent (WIUT) runs many projects in cooperation with the University of Westminster (UoW), London. On 2-12 May, 2017, 18 WIUT students visited UoW as a part of “Globalization and World Economy” course. Manzura Jumaniyazova shares her student story.**



**Manzura Jumaniyazova**

The London trip has started with adventures from the very beginning. Having had some difficulties with visas, we managed to come for the second day of the International conference “The End of Global”. The main part of our visit to London, along with a Spring School, was this conference where we presented several papers written by a group of WIUT students within the framework of Globalization process. To be more precise three papers have been presented by our students, namely “Development during the crisis: the Case of Uzbekistan”, “New Dangers at the End of Globalization” and “Economics after Globalization: Rising Inequality?”. The presentations were followed by Q&A session from the side of UoW students as well as other international students from Vietnam, Canada, Pakistan and the USA. It was exciting to engage into this discussion as foreign students have become interested in the socio-economic and political life of Uzbekistan. At the same time it was a pleasure for us to inform them about our country, and to find out about theirs. The following days we were engaged in dynamic and fruitful program prepared by the University of Westminster. We had an opportunity to meet BBC reporter, member of House of Parliament and professors from the University of Westminster to discuss the global issues such as Brexit, refugee crisis in Europe and many others; also we had one in a lifetime chance to attend a meeting with Antonio Guterres, the Secretary General of the United Nations. I personally believe that “Globalization and World

Economy” course sharpened our knowledge and understanding of the globe, which we could clearly notice during the discussions, being fully engaged and thoroughly analyze given cases. Another remarkable part of our trip was unarguably the travel that we had; during this eleven day period we did our best to do as much sightseeing as possible and to enjoy our times within London and outside of it. I do believe and look forward to see that this just a beginning of a new trend at our university, and many more bright and hardworking students of WIUT will be given a privilege to visit the University of Westminster in upcoming academic years representing our university and country in London and gain an irreplaceable experience of their lives as we did! To conclude, being given a chance I would like to express my sincere gratitude to our university, for providing us with such invaluable opportunity to visit London and participate in this Spring School, which brought 18 different students into one pool and gave us a chance to become lifelong friends. Also, I would like to say big thank you to Nizamdjan Kadirov for his kindness and help during the first days in London; particularly I would like to thank Khursana Usmanova who assisted us from the beginning until the very end, who made this trip worthwhile and safe!



***Manzura Jumaniyazova***

*Level 6 Economics Student at WIUT*

## UPCOMING EVENTS



Level 6 and 7 students writing their final year dissertations are invited to participate in the competition

## NEW ACADEMIC TALENT



**1ST ROUND. SUBMIT FINAL YEAR PROJECT (20-50 PAGES) AND AN EXTENDED ABSTRACT (1-2 PAGES)**



**2ND ROUND. SELECTED FINALISTS MAKE POSTER PRESENTATIONS AT CAREER WEEK**



**DEADLINE FOR SUBMISSIONS IS 19 MARCH, 2018. PAPERS AND EXTENDED ABSTRACTS SHOULD BE SENT TO RESEARCH@WIUT.UZ**



**PRIZES: A TABLET PC, WIUT APPAREL, AND OPPORTUNITY TO HAVE LUNCH WITH THE DEANS AND SUPERVISORS. THE WINNER'S ARTICLE WILL ALSO BE FEATURED ON WIUT.UZ AND RESEARCH DIGEST.**



**NEW PRIZE THIS YEAR FOR THE BEST PAPER WITH IMPLICATIONS FOR UZBEKISTAN**

PAPERS WILL BE JUDGED BASED ON ORIGINALITY, SUBSTANCE, ANALYTICAL NATURE, AND CLARITY OF WRITING. WE PLAN TO INVITE POTENTIAL INVESTORS, EMPLOYERS AND ACADEMICS FOR THIS EVENT. FOR FURTHER DETAILS, CONTACT THE DEAN'S OFFICE ON RESEARCH AND POSTGRADUATE STUDIES A.USEINOV@WIUT.UZ



## Call for Papers on Teaching and Learning Symposium 2018

**Topic: Innovation in Teaching and Learning**

**Suggested themes (not restricted)**

- Innovation through Learning communities: creative and collaborative learning environments and practices - within and across disciplines and partners
- Innovations in assessment and feedback to drive learning efficiently and effectively
- Innovative pedagogies, innovative practices: why innovate?
- Innovating through digital technology and mobile learning
- Innovating for Inclusivity – inclusive learning, inclusive institutions, inclusive ontologies
- Innovation as learning – students as partners
- Learning that Matters: Education for a Changing World
- Innovation as a critical practice etc...



**DEADLINE FOR SUBMISSIONS IS APRIL 20, 2018**

PAPERS SHOULD BE SENT TO DIANA KHUTSISHVILI AT D.KHUTSISHVILI@WIUT.UZ

**BEST TEAM WILL BE PRESENTING THEIR RESEARCH OUTCOMES ON THE TEACHING AND LEARNING SYMPOSIUM IN LONDON**

## RESEARCH SEMINARS EVERY TUESDAY 11:00 AM IB201

### Editorial board:

#### Muzaffar Ahunov

Dean on Research and Postgraduate Courses  
email: mahunov@wiut.uz

#### Bakhrom Mirkasimov

Deputy Dean on Research and Consultancy  
email: bmirkasimov@wiut.uz

#### Akhtem Useinov

Research Administrative Officer  
email: a.useinov@wiut.uz.  
Tel.:+99871 2387415

**Research Digest** is a bi-monthly publication aimed at sharing evidence-based research output generated at Westminster International University in Tashkent (WIUT) to a wider public.

We hope that Research Digest will provide some food for thought and further discussion among your peers.

If you have interesting articles to share or any other ideas please feel free to email us.