

Academic Honesty Policy

Academic Honesty Policy at IS Utrecht

Whole School

Academic Honesty Philosophy

By displaying academic honesty students are reflecting the IB Learner Profile. The four main attributes that reflect academic honesty are:

- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Caring:** We show empathy, compassion and respect.
- **Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

By choosing to adhere to these attributes, students are choosing not to take part in academic misconduct. Choosing not to take part in academic misconduct means students value learning and are working in accordance with the learner profile – they are conducting themselves as principled, caring, risk-taking and thinking individuals in all areas of their academic work.

Professional Responsibility

It is the professional responsibility of all staff members to be fully aware of the content of this document and all documents referred to in this policy, so as to communicate the information accurately to the school community. If more information is needed, it is the staff member's responsibility to contact the coordinator for clarification. It will be assumed this document and documents to which this document refers, are adhered to.

Language Tools and Referencing

Specific guidelines for language tools and referencing (Harvard format) are provided in the Language Policy and Approaches to Learning Researching Scope and Sequence. Please refer to these documents for more information.

Academic Honesty in the Primary Years Programme (PYP)

PYP skills are taught to underpin academic honesty in the MYP and DP, as well as ensuring the understanding of the importance of academic honesty. Displaying academic honesty and the IB Learner profile attributes, are the ideals that students of the PYP strive for. Along with this, students are taught a desire to display the PYP Attitudes.

What is academic honesty in the PYP?

- If you take credit for the work, which belongs to you then you are being knowledgeable. People will know they can come to you to find out more information about your topic.
- If you share credit for the work, which is from a group then you are being principled. People will see you are an honest and respectful person.
- If you give credit for work, which is not yours then you are a person who has integrity. You know the difference between what is fair and what is not fair. You are an honourable person.
- If you contribute equally while working in a group then you are showing respect for others' opinions and cooperation. People know you are a good listener and you work well with others.
- If you work individually on work, which is to be done alone, then you are showing independence and confidence. You know you can do the work and you will do your best.

If there are any issues, the school will provide the students support in a positive manner and parents will be notified. Along with this, teachers need to take into account the learning needs of the students. It may be the students are struggling to understand the content and students who seem to be committing on-going dishonest behaviours could be having academic difficulties. It will be necessary to refer to the Academic Concerns procedure to provide the students with the support they need.

Academic Honesty in the Secondary School: Middle Years Programme (MYP) and Diploma Programme (DP)

Academic honesty is taken seriously in secondary school. At the start of each school year, students and parents will be asked to read, ask questions and sign a document to show they have understood.

What is academic honesty in secondary school?

- Taking full credit for own work and giving full credit to others who have helped or influenced, or for whose work that was incorporated.
- Respecting other people's effort and time.
- Representing work honestly and accurately.
- Collaborating with other students only as specified by the teachers.
- Submitting assessments on time. Refer to the school's Assessment Policy for more information.
- Being present and on time for scheduled assessments. Refer to the Assessment Policy for more information.
- Allowing peers/friends to follow the Academic Honesty policy.
- Appropriate use of technology.
- Following teachers' requirements for each assessment. Only using appropriate resources, referencing and tools. Refer to the Assessment Policy for the MYP: Approaches to Learning Scope and Sequence. For the DP, refer to the IB Academic Honesty Policy.
- Reporting breaches of academic honesty to the teachers and/or management.
The IB (2014) adds:
- Ensure that all sources that have been consulted are acknowledged in the work using the referencing style (Harvard format) agreed with the teacher.
- Make sure that information to be acknowledged in the body of the text and is fully listed in the bibliography. This includes referencing the use of translation devices.
- Use quotation marks or indentation to show all text that is someone else's exact words and do not forget to show whose words they are.
- Cite sources so that readers can find them; if the student cannot state the origin of the source it is probably better not to use it.

An example of academic honesty would be to give full credit to others:

When you write an essay it is important to separate your ideas from those of others. After you think of your idea, question, or topic you should then search for relevant material in places such as books, magazines, the Internet, visual art, films etc. that can help you support your answer. But remember, when you use any of the ideas or images from your research, you must make sure to clearly document where you found them in your works cited list and as in-text references when applicable. ISU uses Harvard referencing and information can be found in the Language Policy.

What is academic misconduct in secondary school?

Academic misconduct is defined as a wrongdoing or a breach of ethics and is simply defined as cheating. The IB (2014) defines academic misconduct as a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.

Some examples of malpractice are:

- Plagiarism, which is the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism (IB, 2014).
- Taking shortcuts (such as unauthorised use of study aids) that allows the individual to bypass steps of an assignment.
- Using unauthorised tools during an assessment, such as cheat sheets or cell phones. Please refer to the Assessment policy for more information.
- Asking about and sharing questions and/or answers to quizzes and exams.
- Sharing answers to assignments/homework without permission.
- Submitting the same work for more than one assignment without the permission from the teachers.
- Altering corrections or scores with the intent of changing the grade.
- Hacking into other individuals' computers to change their work or school planning.
- Misrepresenting the work in any way to the teachers in regard to the work that was done, such as saying the assignment was turned in when it was not, or the time spent of the assessment took hours when actually it did not.
- Fabricating information to try to earn more time, more credit, or grading leniency on an assessment.
- Missing a class so not to turn in an assessment. Refer to the school's Assessment Policy for more information.
- Not being present or on time for scheduled assessments. Refer to the Assessment Policy, for more information.
- Not working collaboratively with others. This means doing more or less than the students' share of a group project without permission from the teacher.
- Taking part in collusion of an assignment. Collusion is supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another (IB, 2014).
- Duplication of work is defined as the presentation of the same work for different assessment components (IB, 2014), unless for the MYP, the student has permission from the teacher. Sometimes, a teacher may allow the student to use a previous year's assessment, so s/he is able to improve on that work. But again, this must be done with the teacher's permission.

Middle Years Programme

In grades 6, 7 and 8, if students are caught taking part in academic misconduct, they will be given a chance to submit the assessment later, take an assessment at a later time, or to redo the assessments. Parents will be contacted via email by the teachers should academic misconduct occur, making the parents aware of what the students will need to do to correct the academic misconduct.

If, however, students continue to take part in academic misconduct, then the students' scores will be adversely affected. Before these measures are taken all individuals involved (parents, teachers, management, and students) will be made fully aware that this will be an up and coming consequence.

In grades 9 and 10, it will be up to the teachers' discretion, whether or not the students will be allowed to correct the academic misconduct. Either way, the students' scores will be adversely affected.

Midterm and Final Assessments (School developed)

Prior to each assessment period, teachers will review this academic honesty with students, providing concrete examples. Additionally, all written assessments must have a cover sheet which states:

My teachers, the school administration, and fellow students have high expectations of academic honesty for me, and for all students at ISU.

This cover sheet is an oath stating all the work submitted by me is my own.

The consequences of violating the ISU Academic Honesty Policy will be a failing grade.

I certify the work submitted is my own genuine work, and I have not violated the ISU Academic Honesty Policy, either directly or in spirit. I have asked for assistance from my teacher(s) in the event I was unclear or had any questions.

This cover sheet is to be read, signed and dated by the student before beginning their assessment. The MYP coordinator will provide the cover sheet template.

MYP e-Assessments and Moderation

There are specified Academic Honesty requirements for the MYP Next Chapter e-Assessment and Moderation. These documents are not yet available yet, once the 'Next Chapter' is published this document will be updated. The MYP coordinator will be responsible for making sure all teachers are updated with these procedures.

'Turnitin' for MYP

'Turnitin' will be purchased and used through 'Managebac' sometime in the next academic year (2015-16). It will only be used for grades 9 and 10 (MYP Years 4 and 5), along with DP students.

Diploma Programme

On-going academic misconduct in the MYP will affect the student chance of acceptance into the Diploma Programme. Decisions will be made on an individual basis and parents will be part of that decision. As part of this discussion, teachers need to take into account the learning needs of the students. It may be the students are struggling to understand the content. It will be necessary to refer to the Academic Concerns procedure, since students committing on-going academic misconduct indicate the possibility of academic difficulties.

Students must adhere to the guidelines set out by the school and the International Baccalaureate. If a breach of academic honesty in Diploma Programme could result in discontinuation of the programme. The IB is very clear that IB Diploma's will not be awarded to students who are involved in academic honesty issues.

If infringement has been found and confirmed (unintentional plagiarism) then no marks will be awarded for the part in question and the student will be eligible for a grade. (para 27/28 p 7 General regulations : DP)

Malpractice can lead to the withdrawal of the IB diploma. The International Baccalaureate states:

- The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. (3.5 p IBO Academic Honesty)
- Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was unintentional or deliberate. The same principle applies to collusion. (6.1p9 IBO Academic Honesty)

Once the IB organization is involved then the following steps are taken:

30.2 Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation or defence.

30.3 Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigations to be made.

30.4 If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed, and a grade will be awarded in the normal way.

30.5 If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.

30.6 If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.

30.7 If the candidate has already been found guilty of malpractice in a previous. Individuals involved in the DP programme (teachers, management, parents, students) will be given the policy and it is a requirement of all individuals to have a full understanding of the policy. The DP coordinator will provide training in the policy to teachers, parents, management and students. Along with this, DP teachers must refer to this policy when assessing students work and provide task-specific training to students on this policy.

DP Assessments: Internal and External Assessments

There are various form of assessment in the DP, these will be outlined in the Assessment Policy and within the Student DP Handbook. However, with all assessments, academic honesty is paramount.

'Turnitin' for DP

'Turnitin' will be used through 'Managebac'.

Concrete Examples of How Academic Honesty Works in the DP Programme

All examples were taken directly from IB Continuum: Academic honesty in the IB educational context, page 18, August 2014, International Baccalaureate Organization, United Kingdom.

- **Example 1 Extended Essay:** A DP student is writing his English A extended essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites. The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to pass off others' ideas as his own.
- **Example 2 Internal Assessment:** A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressurized understands this is inappropriate but wants to be popular with the group. The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.
- **Example 3 Presentation:** A DP student is planning his TOK presentation. In researching the presentation, he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice. The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.

Revision of this Policy

It is the responsibility of the coordinators to develop and maintain a policy review cycle, updating the information. Members of the community will be asked to take part in this review.

Communication of this Policy

Coordinators will be responsible for providing copies of this policy to the school community through staff meetings, parent meetings, school newsletter and website.

Further Information:

Academic Concerns Procedure
Admissions Policy
Assessment Policy
Language Policy
Learning Support Policy

These policies can be found on the website