

IBMYP Academic Honesty

Control of this document

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Introduction

What is academic honesty?

IB programmes encourage students to inquire, take action and critically reflect on what they learn and how it affects their attitudes and behaviour. They should be able to:

- Make their thoughts and their learning explicit
- Show how they have developed their ideas
- Demonstrate the views they have followed or rejected

This is essentially what academic honesty is about — making knowledge, understanding and thinking transparent.

Students need to understand that people construct knowledge together. We all must reflect on our roles in furthering knowledge and building understanding. An essential aspect of this is understanding academic honesty.

Academic honesty must be seen as a set of values and skills that promote personal integrity and good practices in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modelling and taught skills.

What does the International Baccalaureate (IB) expect of academically honest students?

The IB expects students to be, in all aspects of school, work and play:

- Inquirers
- Principled
- Thinkers

Academic honesty connects with the IB learner profile, which is the IB's mission translated into a group of learning outcomes for today's students, and links to developing competencies amongst students in self-management, research and communication. It is common for human beings to be inspired by, or to adapt, ideas or work of others. It is acceptable to build on the work of others and still produce authentic work. However, in an age flooded with shared information and shared opinions, younger learners can find the concept of intellectual property difficult to understand. The key is to guide them in building an understanding that using other people's work is acceptable, but honesty requires them to explicitly give credit to the original author. A student surrounded by a nurturing learning environment will be conscientious and become a lifelong learner acting with integrity in all aspects of life.

The IB programmes at KIS encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations—visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, articulate how they have constructed their ideas and what views they have followed or rejected?

Transparency in learning needs to be taught and supported throughout a child's education. In order to fully master the technical aspects of academic honesty, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The technical skills are essential but the understanding of the concepts and values behind them comes first.

A safe and encouraging learning environment in which students can explore ideas and express the development of their own understanding will support academically honest behaviours and help in instilling the values and principles that reinforce upright behaviours. The KIS values and the attributes of the learner profile are important in nurturing such an environment. This guide will support schools, teachers and parents in providing such a learning environment and in helping students of all ages be academically honest through their learning process.

Note: This document should be read in conjunction with IB documents cited in the bibliography.



Academic Honesty in the IB

Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection.

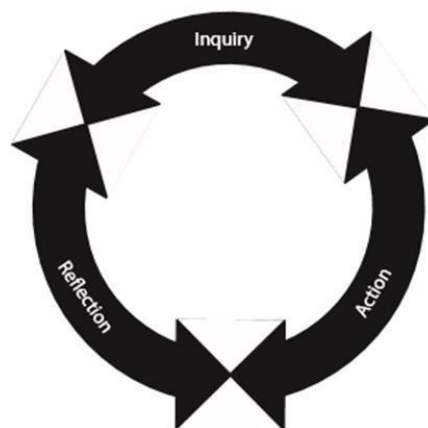


Figure 1

Inquiry, action and reflection in teaching and learning



Academic Honesty in Middle Years Programme

In their academic work, MYP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would MYP students investigate and evaluate the value of a variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the MYP, specific conventions accepted in a community of learners need to be taught and learnt for creating transparency in the use of ideas and works of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).

Academic Honesty, KIS Values and the IB Learner Profile

At KIS we have ten school values that complement very appropriately the components of the IB Learner Profile.

KIS Values

The following principles guide our community life:

- Accountability
- Appreciation
- Concern for Others

- Consistency
- Context
- Cooperation
- Integrity
- Openness
- Performance
- Reverence

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

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.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

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.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

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.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



It is highly effective for these qualities to be connected to the instruction students receive to enable them to better understand academic honesty and its importance. In particular, the IB Learner Profile attribute “Principled” is central to our efforts as a school to help students make progress in this area. Along with this, the school values “integrity” and “openness” are used to guide students towards more sincere academic performance.

Policy on Academic Honesty

Academic integrity is fundamental to all schools and KIS expects that all students will act honestly in every part of their academic lives.

The Regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice includes:

- Plagiarism: this is defined as the representation of the ideas or work of another person as candidate’s own. This includes works of art whether music, film, dance, theatre arts or visual arts.
- Collusion: this is defined as supporting malpractices by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.

- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room or misconduct during an examination).

The following is a list of such behaviour, but is by no means exhaustive:

- Copying from another student or making information available to another student during a test or examination
- Fabricating or falsifying research data
- Submitting the same piece of work for more than one course (strictly forbidden by the IBO)
- Communicating with another student during examinations
- Interfering in the scholastic work of another student, for example by stealing laboratory reports, computer files and library materials
- Altering grades awarded by a teacher
- Stealing examination paper
- Impersonating another student
- Taking unauthorized material into an examination room (such as cell/mobile phone or written notes)
- Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
- Failing to comply with the instructions of the invigilator or other members of the school's staff responsible for conducting the examination
- Impersonating another candidate
- Stealing examination papers
- Using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination



Ultimately it is the student's responsibility to ensure the integrity of all work and to understand what constitutes an offence against academic honesty. Students are strongly advised to abide by the following guidelines:

- Acknowledge all sources (for example: books, journals, internet sites, CD-ROM, magazines, photographs etc.) using any standard citation style when writing assignments
- Use footnotes and endnotes to acknowledge the source of an idea that emerged from a discussion with another person
- Paraphrased ideas of another person should also be acknowledged
- Review all work before submission to check that all sources have been attributed
- As far as possible work independently with the support of the subject teacher
- When collaboration with other students is required or encouraged by teachers, ensure that the final work is produced independently
- Do not attempt to submit a similar piece of work for different assessment components of your IB programme (for example your internal assessment and the extended essay or internal assessment and senior thesis)
- Listen to and follow all instructions given before an examination



Serious instances of academic dishonesty may lead to a referral to the school Discipline Committee and might result in the student(s) suspension or expulsion.

The consequences are (but not limited to):

- 1st offence: A grade of 0 (zero) will be marked for the assignment or test and an incident report will be filled. Coordinators/teachers will meet and have discussions with the student(s) to ensure that they understand the seriousness of the offense and are also guided on how to successfully submit assigned work.
- 2nd offence: A grade of 0 (zero) will be marked for the assignment or test, a second incident report will be dealt with by the Academic Disciplinary Committee. A warning letter will be sent, copied to the parents.
- The Academic Discipline Committee (Academic Discom) comprises of the following members: Vice Principal, Section Coordinator(s), Advisor and relevant teacher.
- 3rd offence: A grade of 0 (zero) will be marked and the case will be referred to the KIS Disciplinary Committee. (Suspension or expulsion from the school will be considered).
- If a teacher or the MYP Coordinator has reason to believe that a piece of work to be submitted to the IBO (Personal Project) is not authentic, that work will not be accepted and the certificate for the course in question will be forfeited. No grade will be awarded for the subject.
- Proven cases of theft of examination/test materials will result in expulsion from the school.

The set IB procedure will be followed in cases of any malpractice during IB examinations and submission of any IB papers or requirements.

Roles and Responsibilities

Teacher responsibility

Teachers at KIS are expected to encourage good practices among students. The following are some of the measures that should be adopted to avoid malpractice.

- Provide advice to students when necessary so that students have a clear idea of what constitutes plagiarism in various subjects
- Ensure that the words, ideas, works from sources are acknowledged appropriately
- Be vigilant enough to spot inexplicable changes in the style and quality of student work
- Follow sound assessment practices to receive an accurate picture of student learning and minimize the opportunities for academic dishonesty
- Question students on written work, especially the extended essay, in order to determine whether the work is really that of the student
- Use search engines/ turnitin.com whenever possible to identify plagiarized work
- Authenticate student work whenever required. The IBO expects “each teacher to confirm that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate”
- Distinguish between collaboration and collusion to prevent allegations of collusion against students
- Be familiar with the IBO publication “Academic honesty: guidance for schools”
- Cooperate in the investigation of suspected cases of malpractice
- Write a statement for any report on malpractice that is to be submitted to the IBO. The IBO provides guidelines on what should be included in this statement.
- Do not leave candidates unsupervised during examinations
- Do not disclose the contents of an examination paper within 24 hours after the examination has been conducted
- Do not permit a candidate additional time in an examination unless formal authorization has been granted
- Do not start an examination before the scheduled time
- Do not provide undue assistance to a candidate in components that contribute to the assessment requirements of the IB programme. Guidelines on this are often



provided in the various subject guides and teacher support material published by the IBO.

Academic Disciplinary committee

This committee meets when the following situations take place:

A problematic behaviour/issue is repeated, a specific situation gets out of hand, when there has been any offense related to academic dishonesty/malpractice, or there has been a pattern of late submission of work. The members of this committee are: The Vice Principal, Curriculum Coordinator, Section Coordinator, advisor and the teacher who raises the Concern Report. During the meeting, the different members will interview the student and will provide support, advice or will present the consequences depending on the situation. For the day scholar students, the school will be contacting the parents to join the meeting when required.

*In case consequence requires suspension or expulsion, final decision will be made in consultation with the Principal.



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Bibliography

IBO. Academic Honesty in the IB Educational context. IBO, August 2014.
— *Middle Years Programme Academic Honesty*. IBO, July 2011.