



MATIJA GUBEC INTERNATIONAL SCHOOL

# Academic Honesty Policy



Last Reviewed and Updated: September 2018



## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## Matija Gubec International School Mission Statement

Matija Gubec International School empowers students to reach their full potential in a supportive and challenging learning environment, preparing them for an active role as confident, caring, respectful and internationally-minded lifelong learners who are ready to make a positive contribution as global citizens in a changing world.

## IB Standards and Practices

### Section A: Philosophy

A.5 The school promotes responsible action within and beyond the school community.

### Section B: Organization

B1.5 The school develops and implements policies and procedures that support the programmes.

#### MYP requirements

d. The school has developed and implements an academic honesty policy that is consistent with IB expectations.

### Section C: Curriculum

C2.10 The written curriculum integrates the policies developed by the school to support the programme(s).

C3.4 Teaching and learning promotes the understanding and practice of academic honesty.

## Academic Honesty Policy Statement

The purpose of the document is to establish a school policy that promotes good academic practice and a school culture that actively encourages academic honesty.

## 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 an understanding of academic honesty. Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice 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.

- **Academic Honesty:** a set of intrinsic values that promote personal integrity in teaching, learning, and assessment
- **Intellectual Property:** the ideas or work of another individual, group or organization
- **Authentic Authorship:** an original work created by the person claiming authorship
- **Collusion vs. Collaboration**

Collusion is when students present work as their own that is, in whole or in part, the result of unauthorized collaboration; is plagiarised due to inappropriate collaboration during work that is designed to be completed individually; involves working with others without permission; or is the product of two or more students working together without official approval. Collusion is unacceptable.

Collaboration involves working together with other students towards the same goal with the intentional sharing of ideas through teacher sanctioned groups. Collaboration, when permitted by the teacher, is legitimate and permissible. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the piece of work (i.e. report, essay, presentation, project) must be written in each student's own words and cannot therefore be the same as another student's. Working together is collaboration, but copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present

must be your own. It is important to note that teachers must be clear with assignment guidelines to specify what collaboration versus collusion on any given task is.

- **Paraphrasing:** writing a piece of text out in your own words. You are allowed to do this, but you must acknowledge the source you have used.

According to the IB publications:

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice 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. Although it is probably easier to explain to students what constitutes academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of student work in the MYP.”

“All MYP students must understand the basic meaning and significance of concepts that relate to academic honesty, especially **intellectual property** and **authenticity**. However, a conceptual understanding alone is not sufficient; students must have the knowledge and practical skills to apply such concepts to their work.”<sup>2</sup>

“An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.”<sup>3</sup>

## Policy Alignment

Matija Gubec International School academic honesty philosophy and policy aligns with the IB and school’s values and policies as outlined below:

### ... to the IB Learner Profile

Taking the IB learner profile as a basis for our school practice and a challenging model for our students, we promote the values important for academic honesty acceptance supporting them to become:

- **Inquirers** – They acquire the skills necessary to conduct inquiry and research and show independence in learning.<sup>4</sup>
- **Knowledgeable** – They explore concepts, ideas and issues.<sup>5</sup>

- **Communicators** – They understand and express ideas and information confidently and creatively.<sup>6</sup>
- **Principled** – They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.<sup>7</sup>
- **Open-minded** – They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.<sup>8</sup>
- **Risk-takers** – They are brave and articulate in defending their beliefs.<sup>9</sup>

### **... to the school's Mission Statement**

Part of our mission statement is “preparing students for an active role as confident, caring, respectful and internationally-minded lifelong learners who are ready to make a positive contribution as global citizens in a changing world.” Being respectful and internationally-minded lifelong learners means understanding and demonstrating integrity and honesty in all assignments.

### **...to the school's Language Policy**

Our academic honesty policy aligns with our language policy by supporting English language learners, where possible, in learning through their mother tongue. When conducting research students can choose (where possible and appropriate) to work from multilingual sources.

### **...to the school's Assessment Policy**

One of the principles of assessment in the school's assessment policy states: ‘Assessment strongly emphasises the principles of academic honesty and discourages any form of malpractice and plagiarism.’ Formative assessment tasks can be used to teach, learn and practice academic honesty, as formative work helps a student meet the established criteria for the summative task.

### **...to the school's Inclusive Education Policy**

All students regardless their learner status are expected to be principled and complete all assignments with academic integrity.

## What is academic dishonesty?

The following categories fall under academic misconduct:

**Plagiarism:** defined as the representation of the ideas or work of another person as your own in any manner (using another person's words, pictures, charts or ideas without properly giving that person credit)

### *Examples:*

- copying and pasting information from a website into your work, and then failing to give the website credit
- failing to acknowledge the sources of information used to complete the task (bibliography)
- reading an article or other text, taking ideas from it, and then claiming them as your own ideas
- using ideas from another person without referencing them (even if you change the idea into your own words, you must still reference where the idea came from)
- claiming others' work as your own in any manner
- improperly using citations and paraphrasing
- using online translators for whole phrases and passages of assignments for Language Acquisition courses

### *To avoid plagiarism:*

- Honestly, accurately and clearly acknowledge, by references in the body of your work, and/or in a works cited at the end, each and every piece of material you used in the production of your work (someone else's words, ideas, books, magazines, photographs, maps, graphs, illustrations, audio-visual media, videos, computer programs, websites).
- In the same sentence where you copied their ideas or words, you must mention the author or location where you found the information.
- Using outside sources makes a better argument and gives your work greater credibility.

**Collusion:** defined as supporting others in academic dishonesty by providing intellectual property with intent to cheat, as in allowing one's work to be copied or submitted for assessment by another

### *Examples:*

- allow another student to copy your homework and hand it in as their own
- sharing your answers with other students in an exam, test or quiz
- **working with other students if the teacher gives work to be completed individually**
- deliberately helping someone else to cheat
  - forging, copying or stealing unauthorized materials, like documents or project papers, and giving them to someone with the intent to cheat
  - giving someone answers during a test

*To avoid collusion:*

- Always do your own work.
- If you are unsure, ask your teacher before you ask a classmate.
- During an exam or other assessment, avoid talking or looking at classmates.
- Raise your hand to make a request to the teacher.

**Cheating:** defined as purposefully act dishonestly or unfairly in order to gain an advantage

*Examples:*

- copying the work of another student
- using work or notes in an unauthorized manner during an activity or assessment
- looking at previous completed assignments or notes during assessments
- copying another student's answers during a test
- altering corrections or scores with the intent of changing the grade and fabricating data for an assignment
- using unauthorised materials and tools during an assessment, such as cheat sheets or electronic devices (cell phones)
- misconduct during an examination
- steeling examination papers

*To avoid cheating:*

- Leave all electronic devices in your locker when taking an assessment.
- Avoid talking to or looking at classmates during an assessment.
- Be a principled human being and tell the truth.

**Duplication of work:** the submission of the same work for different assessment or curriculum components

*Examples:*

- turning in the same piece of work or assignment for multiple assignments in multiple subjects
- turning in the same piece of work or assignment in multiple years of a subject

*To avoid duplicity:*

- Start a new document whenever you start a new assignment and avoid copying anything from earlier work.
- Ask your teacher when you are unsure if you can borrow an idea from a previous piece of work.

## Consequences in a case of academic dishonesty

Plagiarism or general academic dishonesty is a serious offence and it should be taken seriously by all members of the school community. In case a student is found to have committed plagiarism or is guilty of academic dishonesty, or is found to deliberately help someone else to cheat, parents will be notified by the teachers and no positive grade will be recorded for the assessment task. The students will be given a chance to redo the assessment task.

## Practices

At the beginning of each school year, parents and students are asked to read the School's Academic Honesty Policy.

Practicing academic honesty is an integral part of all students' ATL skill and IB Learner Profile development. We agree to these common practices:

- Student work should be original and authentically created. Students should use their understanding of academic honesty and intellectual property to ensure that the work they submit always shows authentic authorship.
- Student must cite the sources of information according to the School's Academic Honesty Policy.
- Matija Gubec International School encourages collaboration and uses many cooperative learning strategies to help students learn how to contribute on collaborative projects. Only when allowed by the teacher students may collaborate and share work on projects, assignments and summative tasks. If not allowed by the teacher, it is considered to be unacceptable collusion.
- Students must always show authentic authorship and create new work for all assignments. Students may, however, refer back to the research they had done in previous years or other subjects as a reference and in order to generate new intellectual property of their own. Interdisciplinary units in the MYP are an exception when the assessment task for the unit is the same.
- Cheating and collusion are considered a direct violation of the academic integrity. Students are expected to act in a principled manner with a strong sense of fairness and equality.
- Matija Gubec International School citation style is MLA.



## Roles and Responsibilities

### Teachers:

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Teachers are expected to:

- introduce the academic honesty policy in all classes at the beginning of the year
- help students understand what academic honesty is and why it is important
- help students learn definitions of plagiarism, cheating, collusion and misconduct, and how to avoid those practices
- teach students how to use all forms of resources adequately - including information and communication technologies (ICT)
- provide resources that will help students in understanding how to cite sources properly
- support and encourage the school policy on good academic practice
- provide students with advice whenever necessary
- use a search engine to detect a plagiarised work
- ensure an examine environment suitable for supporting academic honesty
- share exemplary pieces of work that exemplify academic honesty
- offer examples of good academic policy as often as it is possible
- be familiar with the IB publication “Academic honesty”
- consistently carry out the Academic Honesty Policy if academic misconduct is suspected.

### Students

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Students are expected to:

- act with integrity and honesty and be responsible for the authenticity of their work and acknowledgment of their sources
- ask questions and clarify expectations about academic honesty with their teachers and peers
- be honest in presenting all of their work
- acknowledge the sources of information in appropriately cited bibliographies according to the School’s Academic Honesty Policy in order to give credit to those whose intellectual property they are using for their assignments
- seek guidance from teachers when unsure how to follow rules of academic honesty
- support the learning of their peers through dialogue and discussion, but not by allowing work to be copied or by completing another student’s work for them
- avoid instances of cheating and collusion and report violations of these expectations to their teachers.

If a student breaches the Academic Honesty Policy, they must take responsibility for their actions. Students should reflect on and use the incident as a learning experience that will guide them towards always exhibiting integrity and honesty in the work they do in school and life.

## Parents

Parents are expected to:

- become familiar with the guidelines for academic honesty as communicated in the School's Academic Honesty Policy
- encourage students to practice academic honesty and follow the School's Academic Honesty Policy
- support their children as much as possible in displaying principled behaviour in all work they do
- never complete work for their child and never encourage them to submit parent work as their own - this is considered plagiarism on the part of the student and collusion by the parent.

If parents complete work for their child(ren), students will neither gain the knowledge, skills and understanding nor understand the importance of academic honesty in life.

## Gender-fair use of language

The United Nations regards gender equality as human right. The language that teachers use provides an important model for students. Word choices often reflect unconscious assumptions about gender roles. These guidelines for gender-fair language use encourage and promote gender equality in language and society by avoiding exclusionary forms and suggesting inclusionary alternatives.

Avoid exclusionary forms	Choose inclusionary alternatives
he, his	he or she, his or her, their
man	humanity, human beings, person, people
<u>Job or career</u> <ul style="list-style-type: none"><li>• chairman/chairwomen</li><li>• businessman/businesswoman</li><li>• congressman/congresswoman</li><li>• policeman/policewoman</li><li>• salesman/saleswoman</li><li>• fireman</li><li>• mailman</li><li>• stewardess</li><li>• authoress</li></ul>	<ul style="list-style-type: none"><li>• chair, coordinator, moderator, presiding officer, head, chairperson</li><li>• business executive , manager, businessperson</li><li>• congressional representative</li><li>• police officer</li><li>• salesperson, sales clerk, sales representative</li><li>• firefighter</li><li>• postal worker, letter carrier</li><li>• flight attendant, steward</li><li>• author</li></ul>
<u>Titles Labels and names:</u> <ul style="list-style-type: none"><li>• Miss, Mrs.</li><li>• Mrs. Ian Wright</li><li>• Mr. and Mrs. Ian Wright</li></ul>	<ul style="list-style-type: none"><li>• Ms.</li><li>• Ms. Anna Wright</li><li>• Ms. Anna Wright and Mr. Ian Wright</li></ul>

# Guide to academic honesty in MYP – Citing a bibliography

When we find information from another source, such as a book or a website, we are really only 'borrowing' it for the purpose of our assignment. Someone else worked to produce that work, so we should respect that work by CITING it at the end of our piece of work.

At the end of each piece of research-based work we complete, we must include an extra section called the BIBLIOGRAPHY. Here we can cite (write down) all the sources of information we used to complete our task.



## How to acknowledge the sources used



### Books:

Author's name. Family Name, First Name.	<u>Title of Book.</u>	Place of publication:	Publisher,	Year of Publication.
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E.g. Sperry, Armstrong. All about Arctic and Antarctic. New York: Random House, 1975



### Encyclopaedia Articles:

"Title of Article."	<u>Title of Encyclopaedia.</u>	Editor's name. Ed. First Name Last Name.	Edition. e.g. : 9 <sup>th</sup> Ed.	Volume Number E.g. Vol. 2.	Place of publication:	Publisher,	Year.	Pages.
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E.g. « Ethiopia. » The New Book of Knowledge. 1<sup>st</sup> Ed. Vol. 2, 296-301



### An article in a periodical (magazine/journal):

Author's name. Family Name, First Name.	"Title of Article"	<u>Name of Periodical</u>	Date Day Month. Year:	Pages.
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E.g. Chang, Maria L. "Sea Otters Take a Dive." Science World 22 Feb. 1999: 5.

### Part of a book or an article from a reference book:

Author's name. Family Name, First Name.	"Title of article."	<u>Title of collection</u>	Editor's name. Ed. First Name, Last Name.	Place of publication:	Publisher,	Year.	Pages.
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## An interview:



Last name, First name (of a person interviewed).	Personal interview.	Date of interview.
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E.g. Doe, John. Personal interview. 18 Feb. 2009.

## ELECTRONIC SOURCES:

### Web sites:



Author(s). Family Name, First Name. (if given)	Web site title.	Date you accessed the site Day Month. Year	Electronic address. <URL>.
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E.g. Thiers, Genevieve. The Duckbilled Platypus. 21 Feb. 2003. <[http://ncnc.essortment.com/duckbilledplat\\_rmml.htm](http://ncnc.essortment.com/duckbilledplat_rmml.htm)>.

### On-line periodical (journal, newspaper or magazine):

Author(s). Family Name, First Name.	"Title of Article".	<u>Name of Periodical</u> .	Date of Publication. Day, Month. Year	Date you accessed the site Day Month. Year	Electronic address. <URL>.
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### Videos :

<u>Title</u> .	Director's name.	Distributor,	Year.
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E.g. Rock and Mineral. Dir. Julian Caius. Dorling Kindersley and BBC Worldwide, 1996.



### CD ROM's:

Author's Surname, First Name.	<u>Title</u> .	CD ROM.	Distributor,	Electronic Publication Date.
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E.g. *New Internationalist*. NI Archive vol 2. CD ROM. *New Internationalist*, 2001.



## Films or Movies:

Title of the film or movie.	Name of the director.	Performer names (if relevant)	Distributor,	Release Year.	Film.
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*E.g. The Usual Suspects.* Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benecio del Toro. Polygram, 1995. Film.



## YouTube Image or Video:

Author's Name or Poster's Username.	"Title of Image or Video".	Media Type. Text.	<i>Name of Website.</i> Name of Website's Publisher,	Date of posting,	Medium. Date retrieved.
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E.g. Shimabukuro, Jake. "Ukulele Weeps by Jake Shimabukuro." Online video clip. *YouTube*. YouTube, 22 Apr. 2006. Web. 9 Sept. 2010.

**Please note:** you need to include all the formatting displayed above (**underlining**, **commas**, **brackets**, **colons** etc.)

## Communication of the Academic Honesty Policy

The Academic Honesty Policy is listed with the other school policies on the School's website.

## Policy review protocol

The Academic Honesty Policy will be reviewed and updated bi-annually. The development of our academic honesty policy has been and continues to be a collaborative process involving the school librarian, all the teachers and the programme coordinator. The *Programme standards and practices*, as well as the guide *MYP: From principles into practice* were taken into account in developing the policy.

- Written, December 2008
- Last Reviewed and Updated, September 2018

## References

- 1/ <sup>1-3</sup> **MYP: From principles into practice**. Cardiff: International Baccalaureate Organization, 2014 (updated 2017)
- 2/ <sup>4-9</sup> IBO. **Diploma Programme, Academic honesty**, PDF (2007). International Baccalaureate Organization. Accessed March 2011 from <http://www.ibo.org>
- 3/ **Programme standards and practices**. Cardiff: International Baccalaureate Organisation, 2014 (updated 2016)
- 4/ **Academic honesty in the IB educational context**. Cardiff: International Baccalaureate Organisation, 2014
- 5/ **Effective citing and referencing**. Cardiff: International Baccalaureate Organisation, 2014