



ACADEMIC HONESTY POLICY

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LETOVO School ACADEMIC HONESTY POLICY

Letovo school places great value on personal integrity and academic honesty. The administration, faculty, and staff strongly believe that integrity must be a significant component in the academic success of the students.

All stakeholders at Letovo School believe that the principle of academic honesty should be considered by students as a learning experience and become part of their academic study during and beyond the course of study.

The school Academic honesty policy fosters the traits outlined in the IB Learner Profile and in particular the following:

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.

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.

Academic Honesty is in line with the IBO Approaches to learning. Students develop skills that will allow to learn and be responsible of their learning through:

- Self-management
- Social
- Communication
- Thinking
- Research

1. Definition of Academic Honesty

1.1. Academic honesty refers to:

- Undertaking research honestly
- Producing authentic pieces of work
- Respecting intellectual property by acknowledging all ideas and work of others. Source materials may include along with written texts, visual, audio, graphics, artistic, letters, lectures, interviews, broadcasts, maps. Forms of intellectual property include patents,

trademarks, moral right, copyrights

- Showing proper conduct during tests and examinations

2. Definition of Malpractice

2.1. “The IBO defines 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 components”.

2.2. Forms of malpractice:

Plagiarism: Plagiarism: this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

Collusion: this is defined as supporting malpractice 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

Paraphrasing: this is defined as the restatement of someone’s work in another form. In order for it to be allowed, the source needs to be acknowledged

Fabrication of data: this is defined as manufacturing data for an experiment and for mathematical exploration/project

Disregarding the IB DP Examination Code of Conduct: this is defined as an infraction or disregard of guidelines as established by the IBO with respect to examination conduct

Disclosing information to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination

- Submitting to IBO someone else's work
- Copying the work of another candidate
- Allowing a peer to copy your work
- Not acknowledging sources
- Asking another person to write your work

- Falsifying data used in an assignment
- Falsifying CAS records and journals
- Stealing examination material and/or exam papers
- Bringing unauthorized material into the examining room. Examples:

notes, unauthorised software on a graphich calculator, cell phones

- Disrupting behaviour during exams
- Impersonating another candidate

3. Instances of academic dishonesty result in:

3.1. First Offense

An automatic zero for the work in the case of a first offence. No opportunity is to be given to make up for the zero grade. The document is to be collected by the teachers and filed with the Principal. Parents are to be notified;

3.2. Second Offense

An automatic zero for the work with the same above specified notifications and qualifications for a second offence. Additionally, a two-day out of school suspension is to be assigned and a meeting of the Parents, student, teacher and Guidance Counselor called by the Principal. All work undertaken during the out of school suspension shall be given a grade of zero;

3.3. Third Offense

Indefinite suspension pending a recommendation for expulsion for a third offence with a grade zero being assigned to all work.

In case of malpractice in work for an external diploma or certificate (such as the **Diploma and IB Courses, PSAT, SAT**), the school shall notify the external organization in addition to the above. Given the potential of discrediting under such circumstances, the student may also face expulsion.

4 Responsibilities

4.1. The role of students

Students take responsibility for their learning, they are expected to produce their own work and demonstrate honesty.

Student's responsibilities include:

Familiarize with the Academic Honesty policy.

All work submitted is the student's own work.

All sources of information are full

Acknowledge all sources of information taken from websites, books, articles, photographs, audio-visuals, emails, etc.

Submit their work to 'Unicheck'

Respect internal deadlines

Use the adopted Chicago style

Sign a **declaration of authenticity form** before submitting works to IBO.

4.2. The role of the academic head of school

- Establish an academic honesty policy.
- Provide teachers with effective training opportunities.
- Ensure teachers and students adhere to the school's academic honesty policy.
- Ensure everybody understands academic honesty and consequences for IB students if they engage in academic misconduct.

4.3. The role of the librarian

- The Librarian has a key role in helping students become familiar with the research process and teach them the fundamentals of academic honesty. The Librarian provides guidance to students throughout their scholastic path and is a valuable resource in conducting teaching and learning of specific conventions accepted in a community of learners.

4.4. The role of teachers

Teachers are expected to:

- Talk to students about plagiarism and how to properly conduct a research paper or prepare an oral presentation
- Set clear expectations for assignments and provide guidance to candidates on how to correctly cite sources
- Be vigilant for changes in writing style, and in noticing that the student's work is too complex and academic and goes beyond the student's ability
- Read the final version and check for authenticity of any work submitted to IBO. (EE, TOK papers, Internal Assessment)
- Teachers are strongly encouraged to make use of 'Unicheck' when checking on major IB assignments
- Although 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, it is the responsibility of 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.
- Be role models of academic honesty and integrity

Acknowledgements

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References and Resources

Academic Honesty, IBO, 2009

Academic Honesty in the International Context, IBO 2014

Academic honesty – principles to practice

Dr. Celina Garza – IB Academic honesty manager IB Assessment Centre - Cardiff . IBO AEM General Conference, Rome 2014

Effective citing and referencing, IBO 2014

General Regulations: Diploma Program, IBO, 2011

Handbook of Procedures for the Diploma Program, IBO 2013.

Citing and referencing

1. When we cite, we should make clear what it is that we are citing. It must be clear to the reader just what it is that we owe to someone else, and whether we have quoted exactly or have used our own words and understanding of the original material.

1.1. The reader must be able to distinguish clearly between our words/work and the words/work of others.

- Quotations—the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation.

- Paraphrase and summary of others' work should similarly be distinguishable from our own words and ideas.

- 1.2. Use of a style guide ensures that our citations and references are recorded consistently.

1.3. Choice of introductory or parenthetical citation is often a matter of readability, emphasis and authority.

As noted in the definitions below, the citation in the text links to a full reference that will enable the reader to trace the exact material used.

2. The three main types of in-text citation are as follows.

2.1. Author

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- page number(s) from which the quotation or paraphrase is taken, if applicable.

2.2. Author–date

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- the year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.

2.3. Numbered footnote

In-text citation is done by:

- superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used, and
- corresponding footnotes placed at the bottom of their page of reference containing all reference details from which the quotation or paraphrase is taken; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

3. The following section provides examples on how to cite:

- printed sources
- non-printed electronic sources
- online video clips
- social media.

4. A citation is an indication (signal) in the text that this (material) is not ours; we have “borrowed” it (as a direct quote, paraphrase or summary) from someone or somewhere else.

4.1. The citation in the text can be:

- in the form of an introductory phrase, or
- at the end of the statement, or
- indicated by a superscript or bracketed number that leads to a similarly numbered footnote or endnote.

4.2. Every citation should be given a full reference that enables the reader to locate the exact source used.

5. A summary is a much-shortened summing up of someone else’s work. We might summarize a chapter or academic paper, or perhaps even a book, in two or three sentences. Again, although we are using our own words, we must still cite the original source used.

Summaries are often used in a review of the literature—when we sum up what other writers have said or done in investigating a topic or theme.

6. Proper citation is a key element in academic scholarship and intellectual exchange. When we cite we:

- show respect for the work of others

- help a reader to distinguish our work from the work of others who have contributed to our work
- give the reader the opportunity to check the validity of our use of other people's work
- give the reader the opportunity to follow up our references, out of interest
- show and receive proper credit for our research process
- demonstrate that we are able to use reliable sources and critically assess them to support our work
- establish the credibility and authority of our knowledge and ideas
- demonstrate that we are able to draw our own conclusions
- share the blame (if we get it wrong).

7. As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term “materials” means written, oral or electronic products, and may include the following.

- | | | |
|-----------|-----------------|--------------|
| - Text | - Artistic | - Letters |
| - Visual | - Lectures | - Broadcasts |
| - Audio | - Interviews | - Maps |
| - Graphic | - Conversations | |

8. When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators.

8.2. Style guides give us advice for documenting our sources in written work, but they are less helpful with other formats and mediums. Nevertheless, we can be honest and we can be helpful to our audience(s)—for assessment purposes, this is an expectation.

8.3. In written work, we should cite in the text where we have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough.

8.4. In other forms of work (music, video, artistic pieces), we are expected to acknowledge use of external sources appropriately.

8.5. In presentations we can provide our audience with a handout of our references, or list our sources on the final slide(s).

8.6. During an oral presentation, we can acknowledge the sources we are using by the use of phrases, for

example, “As Gandhi put it ...” or “According to ...”. We can show a direct quotation by saying “Quote ...Unquote” or by signalling with “rabbit’s ears” or “air quotes”. In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s).

8.7. We can include references or acknowledgments of other people’s work in the final credits of a film. A piece of music can be accompanied by programme notes indicating influences and direct sources. Art on display can be labelled or captioned.

9. **Procedure for the creation, approval and revision of the Academic Honesty policy**

- 9.1 The admission policy of the school is developed by the Pedagogical Leadership Team, discussed with Heads of Departments and all Diploma Teachers and approved by the Director. The Committee encourages the participation of all members of the school community in the development and revision of this policy.
- 9.2 The policy is reviewed on a regular basis, every three (3) years.