

Academic Honesty Policy

To ensure the integrity of the Assessment Process at ISH, we have chosen to adopt an Academic Honesty Policy. This document is to be read and implemented alongside other relevant school documents and policies for a complete understanding of what this commitment embraces. We at ISH intend for this policy to establish common vocabulary regarding Academic Integrity, and set into place a standard guide for how staff is expected to react when Academic Dishonesty is encountered.

Teachers should use their discretion when implementing this policy and reserve its use for significant infringements. Minor instances should be regarded as 'teachable moments' and teachers should feel free to exercise their professional judgment in dealing with minor and/or unintentional instances of academic honesty infringements. Each section of the school will adapt the contents of the policy to be implemented in an age appropriate manner, which maintaining the goals and beliefs of the policy.

1. What we believe

At ISH we believe in *Integrity Always*, as a part of developing well -rounded students. We believe in learning from our mistakes, and as a result being able to make better choices for the future. We encourage our school community to treat the works of others with respect, and as such, to credit any intellectual property used in an appropriate manner. We expect students, teachers, and staff to take responsibility for the proper representation of their own ideas, and of the ideas borrowed from other sources.

A. We believe that all students:

- i. should be honest in presenting all their school work
- ii. should not cheat
- iii. should seek inspiration from the ideas of other people and understand that it is acceptable to use the ideas of others, they just need to be acknowledged
- iv. should understand that their teachers value their ideas and want them to present their ideas using their own language and voice
- v. should know that you must say 'no' to others who want to copy their work
- vi. should know that working in groups can be a wonderful learning experience, and what they present to the teacher is their own work, expressed in their own words
- vii. should understand the benefits of properly conducted research and respect for the creative efforts of others
- viii. should be given the opportunity to understand what academic honesty is and how to uphold the academic honesty expectations of the school

B. We believe that all teachers:

- i. should model good practice in academic honesty
- ii. should provide clear guidelines for learning tasks
- iii. should promote the benefits of properly conducted research and respect for the creative efforts of others

- iv. should as much as possible design learning tasks that require thinking skills, and are not able to be completed by simply copying or falsifying information
- v. should ensure that all students understand the requirements of a task
- vi. should follow through with appropriate consequences when encountering instances of academic honesty
- vii. should use anti-plagiarism tools as teaching instruments in raising awareness of academic honesty
- viii. should make clear what the expectations are regarding academic honesty, such as referencing, bibliographies etc
- ix. should scaffold larger tasks, with opportunities to submit interim work or with milestone checks, to help students maintain their own 'voice' in completing these tasks

2. Definitions of terminology used to describe academic honesty:

Academic honesty:

Behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people, and behaving appropriately when sitting exams (IBO 2003 and 2009).

Plagiarism:

The representation of other's thoughts or work, as the student's own in order to gain an unfair advantage. This includes using others work without citation or sourcing (IBO 2003 and 2009).

Collusion:

Allowing one's work to be copied or submitted for assessment by another (IBO 2009:3). There are times when students will collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact it may be based on the same or similar data and/or research as another student (IBO 2009:4).

Duplication:

Presentation of the same work for different assessment components or course requirements (IBO 2003:2).

Cheating:

Gaining an unfair advantage, including:

- Falsifying a record, data etc
- Use of mobile phones to text or photo test questions seeking help in answering
- Using notes in a test
- Using a mobile to download information
- Commissioning another person to do the work
- Stealing papers, or downloading free papers from the internet
- Using an electronic language translator to 'launder' language
- Having a parent or tutor do assignments/assessments
- Submitting work, which has been submitted by yourself or another student for a previous or different assessment task, or for a task at a different school
- Submitting work for one subject which had been submitted for another subject

Intellectual property:

Includes patents, registered designs, trademarks, moral rights and copyright. The law protects many forms of intellectual and creative expression (IBO 2003:2).

2. Processes and Procedures

In any instance regarding academic honesty, the intention of the investigation and intervention is completely to inspire a change in the way students are learning. We intend for this set of rules and practices to help students see how important Academic Integrity is as a part of their own personal integrity and growth.

If a teacher suspects a student has deliberately committed an act of academic dishonesty, the flow chart at the end of the policy describes the procedures to be followed.

3. Blatant acts of academic dishonesty

ISH Administration always reserves the opportunity to deal with ANY student blatantly disregarding/abusing the academic honesty policy by using the consequences assigned for 3rd and 4th time offenders.

4. Examples of conventions for citing and acknowledging original authorship

Students can access academic honesty tools, such as referencing tools at the following websites:

<http://www.slideshare.net/adr/copyright-creative-commons-and-fair-dealing>

<http://www.copyrightfoundation.org/>

<http://www.knowyourcopyrights.org/resourcesfac/kycrbrochure.shtml>

Teachers and students can also use PaperRate to access an immediate analysis of their work for plagiarism detection, spelling and grammar checks; style and word choice analysis, and other features at <http://www.PaperRater.com/>

5. Resources

- Discovery College Library Online Resources. (2010). Academic Honesty. Available: http://www.netvibes.com/discoverycollegelibrary#Academic_Honesty. Last accessed 27 April 2010.
- International Baccalaureate (2003). Academic honesty: guidance for schools. Geneva: International Baccalaureate Organisation. p1-21.
- International Baccalaureate (2006). Ethical Practice. Geneva: International Baccalaureate Organisation. p1 .
- International Baccalaureate. (2009). Academic Honesty. Available: http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0907_1_e.pdf. Last accessed 22 March 2010.
- International School Ho Chi Minh City (unknown). Academic Honesty in the Middle School at the International School Ho Chi Minh City (Internal Policy). Ho Chi Minh City: International School Ho Chi Minh City. p1-4.
- International School Moshi (unknown). International School Moshi Secondary School Academic Honesty Policy . Moshi: International School Moshi. p1-4.
- Mankato Area Public Schools (Year unknown). Cheating and how to avoid it. Mankato Area: Mankato Area Public Schools. p1-4.
- Moore, R and Davies L. (2009). Plagiarism in the Internet Age. Educational Leadership. 66 (6), p64-67.

Flow chart for dealing with infringement of academic honesty policy

Teacher suspects case of academic dishonesty



Teacher Investigates:
 1. Define the breach: collusion, cheating etc
 2. Determine the student intent
 3. Inform student – provide student with opportunity to respond

No case to be answered



Case closed



Suspected case to be answered

Teacher informs the programme coordinator and/or principal as necessary



1st Infringement

- Record of infringement on student record
- Email sent to parents by subject teacher, (cc'd to mentor and principal)
- Resubmission of task with 0 for the assignment until redone
- New grade given upon resubmission



2nd Infringement

- Record of infringement on student record
- Email sent to parents by subject teacher, (cc'd to mentor and principal)
- Resubmission of task with 0 for the assignment until redone
- New grade given upon resubmission
- Student meets with the Programme Coordinator



3rd Infringement

- Record of infringement on student record
- Email sent to parents by subject teacher, (cc'd to mentor and principal)
- Resubmission of task with 0 for the assignment (No new grade assigned for resubmission)
- Student and parents meet with Coordinator and/or Principal



4th Infringement

- Record of infringement on student record
- Email sent to parents by subject teacher, (cc'd to mentor and principal)
- Resubmission of task with 0 for the assignment (No new grade assigned for resubmission)
- Student/parents meet with Principal