



# SUPPORTING ACADEMIC HONESTY AT TKIS



## SUPPORTING ACADEMIC HONESTY AT TKIS

*“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.”* International Baccalaureate, 2009 “Academic Honesty” IBO, Cardiff.

At TKIS, academic honesty supports the academic and ethical development of students and equips them for future academic and professional lives.

TKIS is committed to academic honesty and will ensure that all students in the IB Diploma Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

This document follows the IB requirement of an IB World School to publish and follow: “An academic honesty policy (that) ensures that a school’s procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. The policy should be dynamic and ensure that students are taught good practice in all aspects of their work.” (‘Academic honesty in the IB educational context’ IBO, 2014)

To this end, the Academic Honesty policy applies to all students at TKIS, not only those in the IBDP.

### **Academic Honesty Standards**

(Visually published and displayed in the poster titled ‘Are you completing your IB assignments honestly?’ IBO 2012)

- The IB and TKIS expect students to exercise academic honesty in all of their work, which includes acknowledging any sources used within an assignment.
- Students are responsible for ensuring that all of the work they submit is authentic and that any sources used are appropriately acknowledged.
- Students must credit all sources used in their work, even if they have paraphrased or summarised.
- Students must clearly distinguish between own work and the source being used, using quotation marks, indentation or a similar method.
- Students must use a style of referencing that is appropriate for the subject. If in doubt, ask the subject teacher for guidance and/or clarification.
- IB students should be content creators not content imitators.

### **Basic Strategies that foster academic honesty**

All teachers at TKIS are required to foster a principled work ethos in their students and this comes through the following work practices:

- ✓ Modelling appropriate referencing in handouts and class materials
- ✓ Familiarity with the individual writing styles of students
- ✓ Clear guidelines about types of misconduct and consequences
- ✓ Formative assessment tasks which require summarising, paraphrasing and referencing
- ✓ Drafting process and meeting deadlines
- ✓ Resources are available on TKIS website, for student and parent use.

## **Academic Dishonesty and Malpractice**

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

**plagiarism:** taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.

**copying:** taking work of another student, with or without his or her knowledge and submitting it as one's own.

**exam cheating:** communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.

**duplication:** submitting work that is substantially the same for assessment in different courses is not allowed.

**falsifying data:** creating or altering data which have not been collected in an appropriate way.

**collusion:** helping another student to be academically dishonest.

## **Prevention of Academic Dishonesty**

TKIS, in line with IB recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources (currently Turnitin). Students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum coordinator for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

All students must sign an authentication document, for pieces that are uploaded to the IB for assessment – EE, TOK, WA, WT, IA, Art works. This will be filed for future reference, if required.

## **Procedure for Investigating Suspected Cases of Academic Dishonesty**

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the IB DP Coordinator. The latter will investigate the matter, and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB DP Coordinator will make a recommendation to the Principal as to whether or not the case is one of academic dishonesty, or of an

academic infringement. Again in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. The Principal will decide the outcome of the case.

### **The Consequences of Academic Dishonesty**

Any student who has found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents via the relevant coordinator.

Students in Years 3 to 12 will **receive no marks for an assessment task** if the teacher knows that the work is not that of the student, or may be required to do the work again under supervision, if the teacher suspects that the work is not the student's own.

If the work has been submitted as an official piece of IB coursework, it will not be accepted. If there is time for him or her to do so, the student will be allowed to resubmit another piece of work in its place, as long as this can also be authenticated as their own work. If there is not time for the student to produce new work, he or she will normally not receive a grade for that course and will therefore not receive an IB Diploma. A second violation will result in the student being removed from that particular IB DP course, and his or her being disallowed from being able to take an IB certificate in that subject. In addition the student will not receive credit towards the high school Diploma for the course. If a student submits work to the IB which is later recognised as having been produced dishonestly, the IB will not award a Diploma to the student.

Students should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

### **Resources available from the IBO**

#### **Academic Honesty in the IB Educational Context**

[http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fg\\_0\\_malpr\\_sup\\_1408\\_2a\\_e%2Epdf](http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fg_0_malpr_sup_1408_2a_e%2Epdf)

#### **IBO Discussion Forum: Academic honesty learning community**

Talk with colleagues from around the world and compare strategies. The moderator of the site is Lynda Slattery, online faculty member for academic honesty. Lynda also provides advice and expert opinion in response to questions from teachers. The site can be accessed via the Online Curriculum Centre.

<http://web3.ibo.org/ibis/occ/fusetalk2/forum/categories.cfm?forumid=1&catid=84>

#### **IBO Teacher resource exchange: academic honesty**

This site allows teachers to share and upload teaching resources that they have developed themselves and alert fellow teachers to useful internet and print resources.

The site can be accessed via the Online Curriculum Centre.

<http://web3.ibo.org/ibis/occ/spec/malpr.cfm?subject=malpr>

**IBO Publication: International Baccalaureate, 2009 “Academic honesty” IBO, Cardiff updated in 2011.**

Contents include: Understanding academic honesty and malpractice; maintaining academic honesty – prevention of malpractice, detection of plagiarism, authenticating candidates work; investigating malpractice – procedures, rights of the candidate, penalties, appeals and arbitration. The publication can be accessed via the Online Curriculum Centre.

[Online curriculum centre](#)

Other resources are continually uploaded to the OCC, which should be regularly checked.

**Library resources**

**For Teachers:**

Armstrong, Tricia 2009 *“Information transformation: teaching learning strategies for research, projects and activities”* User Friendly Resources, Mascot, NSW.

Photocopiable masters for classroom activities including – recording resources; web site evaluation; fact and opinion; primary and secondary source checklist; using print resources; how to write a bibliography.

Koechlin, Carol and Zwaan Sandi 2002 *“The information toolkit: tasks, framework and strategies for managing information in the classroom: Book A”* User Friendly Resources, Annadale, NSW.

Photocopiable masters for classroom activities including – How can we identify key points?; What do we need to know about digital information? Is this fact or opinion?

Koechlin, Carol and Zwaan Sandi 2002 *“The information toolkit: tasks, framework and strategies for managing information in the classroom: Book B”* User Friendly Resources, Annadale, NSW.

Photocopiable masters for classroom activities including – Key characteristics of webquests; What’s the best way to synthesis findings? Glossary of terms for information tasks.

**In-house resources:**

*“Whose work is this? Ensuring academic honesty in the IB Programme”*

Short Powerpoint presentation originally prepared for a year 10 seminar covering the main points of the importance of academic honesty and types of malpractice.

*“Using sources in essays”*

Graphic organisers which can be used as class handouts or Powerpoint slides.

*“Webquest: Malpractice – what it is and how to avoid it!”*

This Webquest asks students to visit 4 Australian University websites and record university definitions and advice about referencing and plagiarism.

*“Harvard referencing and paraphrasing assignment”*

This assignment requires students to practice paraphrasing, direct quotes and referencing and provides an example to follow. It uses sources suitable for Theory of Knowledge students.

### Useful background reading:

IB World: the magazine of the International Baccalaureate Organisation: February 2003, No. 34. This is a special issue of the magazine devoted to “Learning to learn honestly” and includes several articles on different aspects of academic honesty.

Song-Turner, Helen 2008 “*Plagiarism: Academic dishonesty or ‘blind spot’ of multicultural education?*” Australian Universities’ Review, vol. 50, no. 2, 39 – 50.

[http://www.aur.org.au/archive/50-02/aur\\_50-02.pdf](http://www.aur.org.au/archive/50-02/aur_50-02.pdf)

Yang, Molly 2009 “*The perception of referencing and plagiarism amongst students coming from Confucian heritage cultures*” 4th Asia Pacific Conference on Educational Integrity (4APCEI) 28 – 30 September, University of Wollongong, NSW, Australia.

<http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1011&context=apcei>

### For Students:

These resources are available to students (and teachers) on the school server. They are used in teaching across the curriculum, as well as being available for students to use when necessary.

1. Academic honesty – media copyright. Free resource for respecting rights :

<http://www.nothingbeatstherealthing.info>

↗ A teaching unit from this site, with details about legal and moral rights around copyright, is on the school server for student and teacher access.

2. Examples of plagiarism:

↗ Links and precise examples from Princeton’s web site, giving guidance for acceptable citations.

3. Academic Honesty research paper, as an example of format and convention when writing a research paper (such as the Extended Essay).