

## Academic Honesty Policy

### Rationale

The principle of academic honesty is the cornerstone of a school community. In all our actions at Bladins International School of Malmö (BISM), we encourage students towards a life governed by the values of honesty and personal integrity.

‘Academic honesty is making knowledge, understanding, and thinking transparent. Such transparency 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 make visible the development of their own thinking will support academically honest behaviours and help to instill the values and principles that lie behind such behaviours. The attributes of the learner profile are important in nurturing such an environment.’<sup>1</sup>

The IB learner profile states that, “all members of the IB community strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.”<sup>2</sup> In all their studies at BISM, students must demonstrate academic honesty and avoid any form of academic misconduct.<sup>3</sup>

### Student Responsibilities

The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. The most frequent failure to give credit to other sources of information occurs when writing research papers. It is, therefore, extremely important that every student at BISM be familiar with the accepted procedures in acknowledging the work of another writer.

- Reference in the text all material reproduced directly (i.e., copied) from any source. The copied materials must be shown as a quote, either with the use of quotation

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<sup>1</sup> International Baccalaureate Organisation. *Academic Honesty in the IB Educational Context*. International Baccalaureate Organisation. August 2014. P.1

<sup>2</sup> Middle Years Programme. *MYP: From Principles into Practice*. International Baccalaureate Organisation. May 2014.

<sup>3</sup> *Academic Integrity Policy*. United Nations International School, Dec. 2014. Web. 20 Nov. 2015. P. 1

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marks or other notation. This includes all phrases, sentences, paragraphs, graphs, charts, images or any other information.

- Sources include printed and electronic media, such as books, textbooks, magazines, interviews, websites, images, among other forms of text.

### Student Procedures:

- If any idea or argument of someone else's work is used, give that individual credit, either in footnotes or by using in text citation.
- Procrastination and sloppy research techniques can lead to plagiarism. When taking notes, be sure to put information copied directly from a source in quotations. It is always better to read the material, think about it and then write the information in your own words. This will make unintended copying less likely to occur. Thoughtful research takes time, so plan ahead and don't procrastinate.
- Common knowledge is knowledge known by everyone or nearly everyone, generally in reference to the community to which you are writing or presenting. Common knowledge does not need to be cited. When in doubt, it is always better to consult the subject teacher and/or cite your sources.
- Be on the safe side. Having too many footnotes, while poor scholarship, is not academically dishonest; on the other hand, if someone else's work is not acknowledged, that is plagiarism.
- Intentions are not relevant in judging whether or not something has been plagiarized. If credit is not given where credit is due, plagiarism has occurred. Don't be careless.<sup>4</sup>
- MYP 1 and 2 students will only use MLA citation
- MYP 3 students will be exposed to Chicago Referencing System
- MYP 4 students will be exposed to APA Referencing System

### Parents Responsibilities

Parents provide support by affirming, understanding and promoting BISM's academic honesty policy with their children, encouraging ethical behavior and monitoring students' work in the home such as computer use, homework and written assignments.<sup>5</sup> Parents receive an electronic copy of the Academic Honesty Policy, which can be found in the Student and Parent Handbook and on the school's website.

### Teacher Responsibilities

Teachers at BISM must actively seek to educate and support the student in the process of developing academic honesty throughout their IB experience.

Teachers are therefore responsible for the following:

- Clarifying the meaning of academic honesty
- Teaching within their subject what academic honesty is and its importance

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<sup>4</sup> *Ibid*, P. 2-3

<sup>5</sup> *Ibid*, P. 7

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- Promoting and encouraging correct approaches to learning skills, especially research skills
- Highlighting and providing examples of academic misconduct (including: collusion, plagiarism, unfair advantage, and duplication) and how these can be avoided
- Acting as role models and showing good practices of academic honesty
- Working collaboratively with the librarian and other teachers to ensure the academic honesty standard is being followed throughout the school
- Carefully assessing each piece of student work and being alert for any potential changes
- Not relying on *turnitin* or any other plagiarism programme as evidence of academic misconduct, although such programs may be used to help identify potential copied sections. The teacher must verify it. Providing formative feedback on skill development throughout the learning process
- Bringing any issues of academic misconduct to the attention of the respective IB coordinator and year group team
- Referring instances of academic misconduct to an academic panel if the misconduct does not fit within usual scenarios
- Informing the IB if academic misconduct has occurred with a piece of work submitted after an official deadline for external assessments
- Instruct the students in the appropriate referencing for the year level.

### School Responsibilities

BISM is responsible for the following regarding academic honesty:

- Ensuring all MYP and DP students understand the meaning and importance of academic honesty
- Ensuring students only produce and submit work that is their own
- Equipping students with the skills needed to avoid plagiarism
- Teaching all students to understand examination protocol (whether external or internal)
- Teaching students the difference between collusion and collaboration
- Ensuring all teachers, parents and students have access to and are made aware of the Academic Honesty Policy

Coordinators and Senior Leadership Team should ensure that academic honesty and misconduct is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible.

### ***Coordinators and administrators are expected to:***

- Be up to date with the current regulations and instructions as provided by the IB that govern the conduct of each examination session and the expectation of IB Formal Assessment procedures where these apply in each programme.
- Be conversant with the Bladins Academic honesty policy and its implementation through practise within the classroom setting in each programme.

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## Responsibility:

- Inform staff, students and parents through various media what constitutes malpractice and how it can be prevented.
- Support the IB fully in the prevention, detection and investigation of malpractice.
- Undertake any additional responsibilities required by the IB should a candidate or staff member be investigated for malpractice.
- As part of the wider faculty, assist and lead where required, with the development, the implementation of the Academic Honesty Policy and training of relevant supporting procedures in each programme.
- When required IB coordinators should investigate any suspected breaches of the standard in an open and fair way. Their recommendations to the Principal should be clear and reasoned.
- Act as a role model in all matters relating to Academic Honesty and its relationship to the Approaches to teaching and learning in the IB Continuum.

## Age appropriate guidance

As an IB continuum school, our programmes collaborate to develop age appropriate guidance for students with regard to academic honesty skill development. Students are taught and supported throughout their education to make their knowledge, understanding and thinking transparent.<sup>6</sup>

## Examples of Academic Misconduct

The International Baccalaureate Organization describes misconduct as “behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.”<sup>7</sup>

## Examples of academic misconduct include, but are not limited to:

- Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- Collusion: supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.

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<sup>6</sup> *Academic Honesty in the IB Educational Context*. International Baccalaureate Organisation. August 2014. P. 1

<sup>7</sup> *Academic Honesty*. International Baccalaureate Organisation. 2011

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- Duplication of work: the presentation of the same work for different assessment components and/or Diploma Programme requirements.
- Unfair advantage: any other behavior 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, misconduct during an examination, falsifying a CAS record).
- Examples of misconduct during an IB examination include: taking unauthorized material into an examination (whether the student uses it or not), behavior that disrupts the examination or may distract other students and communicating with another student during the examination.

### Scenarios<sup>8</sup>

#### *Scenario One*

The ideal scenario is that a student submits work with no sign of academic misconduct. In this case the student's work will be marked accordingly.

#### *Scenario Two*

In a worst case scenario, a student submits work with the intent to commit academic misconduct. In this case the student's work will be marked as achieving a level of zero.

#### *Scenario Three*

In the event that a student submits work in which he or she unintentionally commit academic misconduct, the student will be given the opportunity to resubmit the same task with corrections to the citations and references. If the student does so, the student's work will be marked accordingly.

#### *Scenario Four*

In the event that a student submits work in which he or she unintentionally commits academic misconduct, the student will be given the opportunity to submit a new task to replace the original task. If the student does so, the work will be marked accordingly.

#### *Scenario Five*

In cases that do not fit the scenarios above or in the event that scenario two is challenged by the student, the academic panel will be summoned to review the case and make a final determination.

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<sup>8</sup> See Appendix 1

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### Procedures - Reporting, recording and monitoring

All cases of suspected academic misconduct are, in the first instance, handled by the subject teacher, and are categorized by her/him in accordance with the scenarios stated in the preceding chapter, *Scenarios*. Should the incident not fit with any of the scenarios stated in the aforementioned chapter, the academic panel will be summoned to address the case of academic misconduct.

### Student rights

Students have the right to advocate for themselves before sanctions are implemented. However, this right does not apply in the case of bringing unauthorized material into an examination room. In this case, a zero is immediately awarded and the student is referred to the academic panel for further sanctions. The students are also entitled to proper guidance and advice as well as instruction and support. They also have the right to be taught and supported in developing their research and citation skills throughout the drafting process and other formative assessments.

### Policy on review of the policy

#### Note:

All IB students at BISM are subject to the regulations contained in the official IBO documents entitled, *Academic Honesty Policy* and *General Regulations: Diploma Programme*. Acknowledged as a working document, BISM IB Academic Honesty Policy is reviewed annually by the IB coordinators, IB teachers and school administration.

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### Works Cited

*The academic honesty policies for various schools available online and those posted on the OCC site were viewed and cited in the process of developing the BISM IB Academic Honesty Policy. We concurred with the phrasing of several components of the policy documents we reviewed. All documents cited are documented in the following reference list.*

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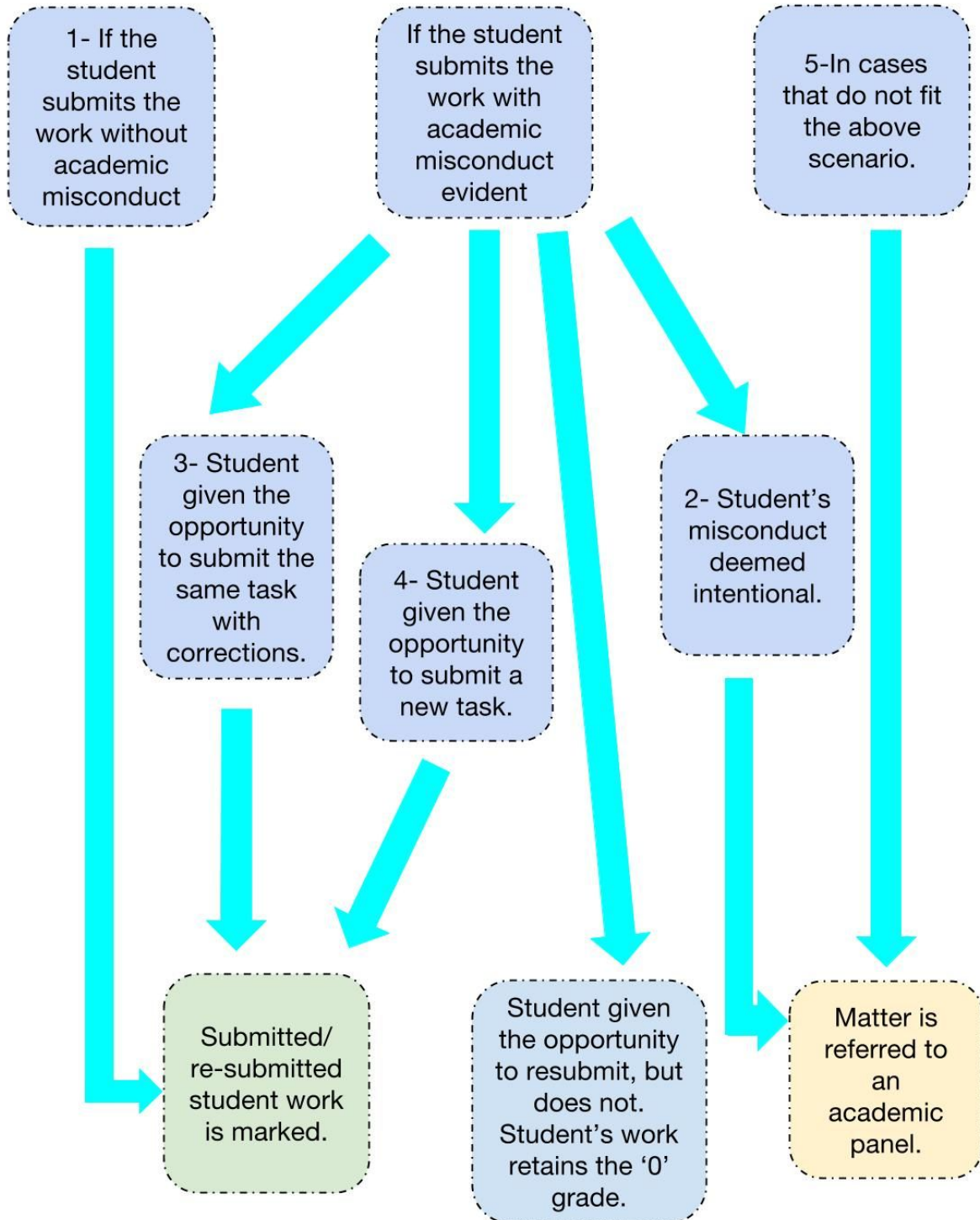
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Appendix 1:

**Outcomes of Academic Honesty**



Appendix 2:

