

# **ACADEMIC HONESTY POLICY**

## **IMATRAN YHTEISLUKIO – THE IB SCHOOL OF SOUTH KARELIA**

### **SCHOOL 2209**

#### **IBO Mission statement:**

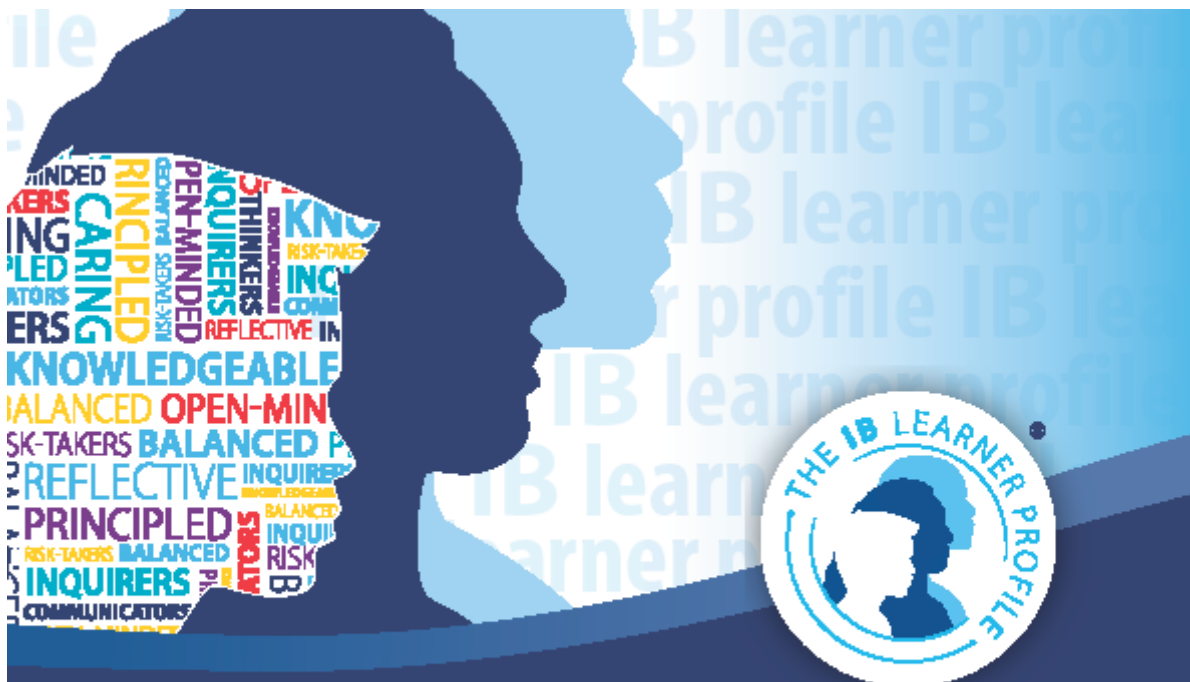
**The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.**

**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.**

#### **School's Mission statement:**

**We educate open-minded and active lifelong learners, who respect and appreciate other people and cultures as well as their own culture. They learn how they can have an influence with their own actions in different situations.**



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### 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.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### 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.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## ACADEMIC HONESTY POLICY

### IMATRAN YHTEISLUKIO - THE IB SCHOOL OF SOUTH KARELIA

#### SCHOOL 2209

“IB students 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.” (IB learner profile)

In order to do this, students have to understand the concept of academic honesty. Also students have to understand what is considered malpractice and how it is dealt with in the school and in the IBO. This guide is written to ensure this.

### THE CONCEPT OF ACADEMIC HONESTY

The work of a student has to be authentic. It has to be based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments written by a student, regardless of their format, must wholly and authentically use that student's own language, expression and ideas. (IBO: Academic Honesty)

Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. All quotations in a candidate's examination script must be properly acknowledged. (IBO: Academic Honesty)

Students are encouraged to demonstrate the results of their own thinking, ideas and personal engagement in their work. This doesn't mean that students are left alone with their assignments or that every idea in their work should be their own. Students are encouraged to seek help from teachers when facing difficulty with an assignment. Students are also strongly encouraged (and, in the case of the Extended Essay and other assignments, required) to consult secondary sources. However, when doing so, **students must cite these sources clearly**. If ideas or work of others are used but not acknowledged, **it is considered malpractice**.

Do it right, remember to cite! Credit where the credit is due!

The instructions on how to mark the citations properly are at the end of this guide in Appendix 1 Standard Citation Procedure.

### MALPRACTICE

In general malpractice is an act that results in or may result in a student or students gaining an unfair advantage in one or more assessment component.

Malpractice includes:

- **Plagiarism:** the representation of the ideas or work of another person as the student's own
- **Collusion:** supporting malpractice by another student, allowing one's work to be copied or submitted for assessment by another student.
- **Duplication of work:** the presentation of the same work for different assessment components and/or diploma requirements.
- **Making up data** for a table, a survey or other such requirement
- **Misconduct during an examination**, including the possession of unauthorized material.
- **Disclosing information** to another candidate, or **receiving information** from another candidate, about the content of an examination paper within 24 hours of the examination.
- **Any other behaviour** that gains an unfair advantage for a candidate or that affects the results of another candidate (for example falsifying a CAS record).

## **PRACTICES USED TO PROMOTE ACADEMIC HONESTY**

The following practices are used in the school to promote academic honesty:

- This guide is distributed to and discussed with the students.
- When a student enrolls in the Diploma Programme at an IB World School (or entity) the school will give the student and his or her legal guardian(s) a copy of the General Regulations: Diploma Programme.
- Students are given guidance in writing and planning their assignments and encouraged to seek help from teacher if facing difficulties with their work.
- Teachers are required to spend time with the students giving guidance on when and how to include acknowledgments in their work.
- Academic honesty posters are seen in the classrooms.
- Parents and legal guardians are introduced to the concept of academic honesty and are encouraged to discuss it with their child.
- **Students are required to sign a declaration stating that they understand the content of this guide and that all work they submit for assessment will be their own authentic work.**

## **INVESTIGATION OF MALPRACTICE**

### **Investigation initiated by the school**

- The teacher will notify the IB Coordinator if malpractice is suspected and any suspicion of malpractice will be kept confidential.
- The teacher and IB Coordinator will determine if malpractice has taken place based on information garnered from an investigation.
- If evidence of malpractice is confirmed, the student and parents will be notified of the consequences.

## **Investigation initiated by the IBO**

- investigates cases of alleged malpractice, in liaison with the school concerned
- reviews all available statements and evidence collected during an investigation and decide whether to dismiss or uphold the allegation
- notifies the head of school of the decision of the final award committee
- if requested, reconsiders a decision made by the final award committee on submission of new factual evidence
- if requested, implements the appeals procedure on decisions made by the final award committee. (IBO: Academic Honesty)

## **CONSEQUENCES OF MALPRACTICE**

Any work suspected not to be authentic will not be submitted to the IB. In such cases, one of the following courses of action will be taken:

### **Malpractice Identified Before a Submission Date**

If malpractice is identified before a school-based due date, a discussion will be arranged with the student, the headmaster, the concerned subject teacher(s) and parents. After this meeting, the student will have a chance to correct the violation in time to meet the IB submission date. If the student does not meet the due date, a failing grade will be given.

### **Malpractice Identified Internally On or After a Submission Deadline**

This situation is likely to take place with work set by teachers and not necessarily required by the IB for an impending deadline (e.g. lab work or teacher-set assignments). Once the assessment has been formally submitted and malpractice is suspected, the investigation process will take place. If malpractice is confirmed, the student is given a written warning by the IB-coordinator or the headmaster about malpractice and that it may have a significant impact on the student's likelihood of receiving the IB Diploma. If malpractice continues the receipt of the written warning, school-based disciplinary actions will take place in clear and deliberate cases of malpractice. Such actions include temporary arrest of studies with maximum of two weeks (Finnish legislation for secondary high school §26).

### **Malpractice Identified Externally by IB Examiners**

Examiners will inform the IBCA and an investigation will occur. An IB Diploma or Certificate may be revoked at any time if malpractice is discovered.

## **POLICY EVALUATION**

This policy will be reviewed regularly as a part of school as well as IB self-assessment process.

## APPENDIX 1

### STANDARD CITATION PROCEDURE

The IB School of South Karelia, working under the administration of Imatran yhteisluokio, *follows the principles of academic world in publications, thesis and other written and visual products (pictures, photos, diagrams, etc.)*. These principles include in general the admission of credit to the original author(s) of the products, and when needed, also asking permission for publishing copyright protected materials.

Concerning all the student works (laboratory reports, internal assessments, extended essays, theory of knowledge essays and oral presentations, etc.) the required ways of admission of credit to the original author(s) can be done by following the standard procedures in citations. These include the following:

1. In **direct citations** the cited passages must be put between quotation marks, and after the citations between parenthesis the last name of the author and the year of the publications.

*Example 1: "A loaded question is one that contains a built-in assumption that has not been justified and maybe false" (Lagemaat, 2005).*

All the information about the referred publication must then be given in the *list of references*:

Lagemaat, Richard van de (2005). Theory of Knowledge for IB Diploma. Cambridge University Press.

Long direct citations should be avoided and used only when necessary for the coherent and logical proceeding of the text.

2. **Indirect citations** must also be documented as carefully as direct citations. Indirect citation means conveying knowledge derived from a secondary source *Example 2: Lagemaat (2005) defines loaded questions characteristically as questions which contain unjustified or false assumptions which are in a way built-in to the question.*

Again, the full information about the publication must be stated in the list of references (see the 1. example). Indirect citations must be well processed, changing only a few words from the original text is still considered plagiarism.

3. In creating the **list of reference** there are several standards, but one of the most used is the APA standard (American Psychological association standard). The 1.example above follows the APA standard for books. For journal articles the standard is the following:

Last name(s) of the author(s) (year of the publication). The Name of the Publication, volume number, issue number, pages of the issue (pp. – pp.) where the publication is in the issue.

Example 3:

Bonnie, R. J. (1992). The competence of criminal defendants: A theoretical reformulation. *Behavioral Sciences & the Law*, 10(3), 291-316.

In using internet sources it is especially important to give credit to the original producers of the information and put the source to the list of publications in a standard manner including the address of the website and the date when the website was accessed.

Example 4:

Bonnie, R. J. (1992). The competence of criminal defendants: A theoretical reformulation.

*Behavioral Sciences & the Law*, 10(3), 291-316. Retrieved from <http://0-web.ebscohost.com.aupac.lib.athabascau.ca/ehost/pdfviewer/pdfviewer?vid=3&hid=108&sid=f688a508-167d-411a-8227-028a22ba413f%40sessionmgr112> , read 27.2.2014

The Internet is full of information, often without a named author, which is not verified in any way. Such information must be avoided in writing the essays and other products in IB school. It is highly recommended that the students use always only original publications which are published as books or as articles in scientific journals. Especially avoidance of the use of Wikipedia as a source is strongly recommended.

All the referred sources in the text must be explicitly presented in the list of references and nothing more.

**Resources:**

**IBO documents:**

Academic honesty.

The Diploma Programme: From principles into practice, p.12. "Academic honesty" section.

