



HIGH SCHOOL "CRNJANSKI"
INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME

ACADEMIC HONESTY POLICY

„We aim to employ student-oriented, holistic and life-long learning approach in teaching and mentoring.

We aim to develop young people who will become independent inquirers, as well as principled and caring citizens, ready to face different challenges in life.

We aim to encourage open mindedness, social responsibility and sense of multiculturalism in our students by introducing local, regional and global cultural values and models.”

OBRAZOVNI SISTEM



EDUCATION SYSTEM

Academic Honesty Philosophy

IB programmes encourage students to inquire and to think critically and creatively and later give shape to their thinking in different formats and modes.. However, since we live in an age in which we are all flooded by information and opinions easily accessible through technological innovation, it has become increasingly important that we help students "navigate these waters" so that they are able to make visible and explicit how they have constructed their ideas and what views they have followed or rejected. This is essentially what academic honesty is: making knowledge, understanding and thinking **transparent**.

By definition, academic honesty is a set of values and skills which enable students to “complete their work carefully, honestly and authentically”. (*Academic honesty in the IB educational context* , updated November 2016. DP Academic Honesty Policy at Gimnazija Crnjanski promotes personal integrity and good practice in teaching, learning and assessment. We are guided by the Learner Profile attribute where learners strive to act with **integrity and honesty**", as they question, inquire and act. (*IB learner profile in review: Report and recommendation*, April 2013, p21) which describes students as principled. This means that our students are expected to 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. Academic honesty is expected of all members of the school community: students, teachers and parents as well as of the school management and administrative staff.

Purpose of the Academic honesty policy

The Academic Honesty Policy is in line with the school's philosophy. It is intended to support the school in further developing an **academic honesty ethos**, academically honest behaviours as well as the values and principles grounded in such behaviours.

This policy aims to create, promote and make visible the procedures regarding the issues surrounding academic policy within the school. An academic honesty policy ensures that a school's procedures for this practice are transparent, fair and consistent. It is crucial that all members of the school community understand properly and be well-informed about what academic honesty represents, which situations/acts the school considers to be breaches of academic honesty and what the consequences of such situations/acts are. The proper investigation of any potential misconduct is of utmost importance as well as the consistent penalising in case the misconduct is proven.

Academic honesty - basic principles

Academic honesty is embedded in the *Programme standards and practices* (2014).

Standard C3 in all four programmes states:

4. Teaching and learning promotes the understanding and practice of academic honesty.

Standard B1 for the Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP) schools includes the following requirement.

5. The school develops and implements policies and procedures that support the programme(s).

Gimnazija Crnjanski DP has developed and implements an academic honesty policy that is consistent with the IB expectations. Academic honesty refers to:

- full acknowledgement of the original authorship and ownership of creative material
- production of 'authentic' pieces of work
- proper conduction of examinations
- protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.

The presentation of an authentic piece of work is essential to good scholarship and practice. An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged.

Students are expected, at all times, to adhere to guidelines on academic honesty and always acknowledge others' intellectual property. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student's own language, expression and ideas. Where the ideas or work of another person are represented within a student'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 otherwise it constitutes misconduct.

Malpractice, whether it arises from plagiarism, collusion, cheating or excessive help from others, considers any behavior that results in, or may result in, a student or group of students gaining unfair advantages in one or more assessment component. All members of the school community have a responsibility to ensure that they are familiar with generally accepted standards and requirements of academic honesty.

Responsibility for Academic honesty

The school should make academic honesty the school priority by enabling developing, implementing and reviewing the academic honesty policy in a continual and consistent manner. The policy describes the rights and responsibilities that all members of the school community have regarding academic honesty, so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions.

Responsibilities of the school

The school is responsible to:

- create, display and promote its Academic Honesty Policy and consistently apply the procedures described therein. The school also displays posters regarding the proper conduct of students during examination sessions, including a separate poster which explains what devices are not allowed during exams.
- consistently apply the procedures planned for suspected and proven academic honesty misconduct. The Academic Honesty Policy document is included in the Student Parent Handbook, given to each candidate and their parents upon starting the program. Since the last academic honesty policy, the school has improved its process of reviewing the students' written work by including the Grammarly plagiarism detection in it.

Responsibilities of the DP Coordinator

The IB Diploma Coordinator is responsible to:

- keep the Academic Honesty Policy up to date and ensure its proper application.
- create the school environment that stimulate an academic honesty ethos among school community.
- explain academic honesty to parents in PTAs and ensure that all students, parents, and teachers understand what constitutes academic honesty by providing verbal instruction, printed instruction, and additional resources when needed
- determine the duties of the teaching staff regarding the promotion of the school's Academic Honesty Policy.

- organise and supervise academic honesty workshops for students assigning and involving all teaching staff in their implementing.
- facilitate the Academic honesty collaborative meetings when needed and plan and monitor all IB Exam testing sessions, provide teachers with materials and training necessary to guide students in maintaining academic honesty;
- maintain parent contact and participating in the investigation of academic dishonesty and malpractice
- make the final decision in case of misconduct, after the proper investigation takes place.
- when necessary, document and report academic dishonesty and malpractice to IBO.

Responsibilities of the teaching staff

Teachers are responsible to:

- explain and promote the values of academic honesty and integrity at all times and within whole school community.
- create opportunities for students to practice and to learn how to use other people's work in support of their own, including the responsibility to teach awareness of misconduct and procedures. Teachers do this in their regular classes and particularly when setting or reviewing students' written assignments. Besides that, one teacher is assigned in the to organise and realise an induction Academic honesty workshop for the DP Y1 students as early as in September, in the beginning of the DP course. The workshop is then revised in February of Y1, prior to when the students start working on their written assignments.
- teach and support their students in acquiring technical aspects of academic honesty, such as: accurately citing and referencing, as well as how to properly use Information and Communication Technologies (ICT), including tools such as citation generators. Some teachers teach academic honesty as a part of their syllabus and create quizzes to test student's knowledge.
- review the Academic Honesty Policy on a regular basis with each class including the most effective way to report malpractice
- confirm, to the best of his or her knowledge, that all work accepted or submitted for assessment is the authentic work of each candidate
- instruct students in the use of Grammarly.com and refer to the originality reports to detect plagiarism;

- understand and implement all school policies;
- demonstrate and model academic honesty in all presentations and projects;
- provide guidance to students on study skills, academic writing, research, and acknowledging sources.
- monitor testing environments and report and record academic dishonesty.

Responsibilities of students

Students are responsible to:

- read and sign the Academic Honesty and Integrity Policy school document;
- ensure that all work is submitted by the deadlines agreed and set by subject teachers
- When writing their Extended Essay, to sign an EE contract with the supervisor that sets the deadlines that students are required to respect.
- ensure that all work submitted for assessment is authentic, with the work or ideas of others fully acknowledged and correctly cited/referenced
- understand the definitions of what is considered academic dishonesty and ask for clarification of instructions when necessary
- Prior to submitting their assignments, each student has the responsibility to personally check their work for plagiarism by uploading it to Grammarly and performing the required procedure.
- talk to the IB Coordinator, their head teacher or mentor when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress;
- if academic dishonesty is suspected, to prove that all pieces of work are his/her own, and have not been plagiarised.
- understand the proper way of citing or acknowledging original authorship of works or ideas (MLA for English, History and Math classes, APA for Experimental Sciences and Psychology);
- understand the consequences of academic dishonesty and malpractice.

Responsibilities of parents

Parents/guardians are responsible to:

- attend PTAs regarding academic honesty and read the Parent Student handbook in order to understand how “they can help students; what is helpful and what is not helpful to the student”.
- In case of suspected misconduct, parents/guardians are responsible to cooperate with the school in its efforts to properly investigate potential misconduct and attend the relevant meetings organized by the school.

Measures taken to provide education and support

Apart from the aforementioned academic honesty workshops and the study of academic honesty within specific syllabi, the teaching staff and the DP Coordinator will take specific steps to provide education and support to students. These include giving clear instructions with regard to citing and referencing when handing out assignments, giving obligatory comments on any issues relevant to academic honesty when reviewing students’ work, discussing good and bad practice examples with the students and among the teaching and administrative staff.

Misconduct and breaches of academic honesty

Misconduct is any behavior that results in, or may result in, an individual candidate or a group of candidates gaining an unfair advantage in one or more assessment components. Breach of academic honesty is a broader term which includes fostering or tolerating situations that might enable or stimulate misconduct.

Reducing the incidence of misconduct requires setting clear definitions of what constitutes misconduct and outlining clear procedures which are to be put into practice in case of misconduct.

Avoiding breaches of academic honesty requires fostering a culture and an environment in which issues regarding integrity and authenticity can be openly discussed, positive practice is explicitly recognised and promoted and motives behind misconduct are well understood in order for necessary counter measures to be implemented in a timely manner.

Misconduct includes:

Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own. Examples of this type of malpractice are: submitting as one's own work an examination paper, homework assignment, or other work that was created entirely or partially by someone else; lack of use of quotation marks to assign that another person's precise words are used; missing the citation of the source of quotations and paraphrases, no matter if sources are unpublished or published items (books, articles, material on the internet, tutorials, etc.).

Collusion: this is defined as supporting misconduct/malpractice by another student, or assisting another student's academic dishonesty. Examples of this type of malpractice are: allowing one's work to be copied or submitted for assessment by another, writing a paper or other project for another student, allowing another student to copy from other student's examination, homework or any type of assignment, sharing information regarding assessment contents and questions with other students. It is acceptable for two works to be written on the same topic, but the students' own writings must always be independent and different. Although co-operation is encouraged in some science practical work and projects, there is a distinction between co-operation and collusion, and guidance should be sought from teachers if a student is in doubt.

Cheating is the use or an attempt to use unauthorized assistance during an examination, on a writing assignment, homework assignment, or some other project. This may be: copying answers from another student's examination paper, homework assignment, with or without that student's consent, providing work to be copied (collusion), or communicating in any way with another student or a third party during an examination without the permission of the invigilator.

Fabrication is considered to be the type of malpractice where creation of false data or citations, such as inventing or falsifying the data of a laboratory experiment, internal assessment, CAS activity, or other project.

Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements any other behaviour that gains *an unfair advantage* for a student or that affects the results of another student.

Any kind of these or other attempts of malpractice can result in the Diploma not awarded.

Cheating in examinations

Tests and term examinations

If plagiarism or cheating in any form is discovered during a test/examination, a student will be asked to leave the examination/test and will remain ungraded. The student will see the IBDP Coordinator to discuss the issue.

Final IB examinations

Any case of malpractice during final IB examinations will be reported to the IBO in accordance with the Assessment Procedures for the IB Diploma Programme.

Posters with a set of rules for the conduct of IB examinations are displayed throughout the school as well as in every examination room.

It prohibits the following: copying, possession of unauthorized materials in the examination room or communication among students during the examination as well as the use of unauthorized materials or devices (including notes, textbooks, universal translator, cell phone, calculator, or any other electronic device) or obtaining and/or reading a copy of an examination before its administration, collaborating with other students or third parties on a take-home examination, paper, homework assignment, lab work or other project without IB permission.

The examination instructions, focusing on examination procedures and restrictions, are distributed to all examination candidates well in advance and prior to the final exams.

Investigation process and procedures for suspected misconduct

- i. In case a subject teacher notices unintentional misconduct, they will inform the student in question with an explanation of the problem and instructions about how to resolve it.
- ii. In case a subject teacher suspects intentional misconduct they will inform the IB Coordinator who will open an investigation with the aim of gathering information. The investigation will include interviewing the subject teacher making the allegation as well as the student in question.
- iii. If any part or whole of the student's work is suspected of not being authentic, that work must not be submitted to the IBO as authentic work. One of the following courses of action may be followed:
- iv. If misconduct is identified prior to the formal submission date to the school but prior to submission to the IB, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, an NA will be recorded.

- v. If misconduct is detected, once the assessment has been formally submitted on the due date and confirmed following investigation, an NA will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. This may seriously impact on the student's eligibility for the Diploma under IB rules.
- vi. If teachers detect misconduct after work has been formally submitted and accepted for assessment to the IB, the IB must be informed. The IB Diploma or a Certificate may be withdrawn from a candidate at any time if misconduct is subsequently established.
- vii. The IB Coordinator will inform the parents/guardians of the process irrespective of the outcome. Should the allegation of misconduct be confirmed, the IB Coordinator will notify the parents/guardians as well as the student in question in writing and inform them of the consequences.
- viii. An appeal to the decision needs to be made within 10 school days from the date of the DP Coordinator's letter. The Head of school will consider the appeal and make the final decision which will be communicated to the student and their parents/guardians. Copies of all records of investigation, correspondence and the assessment item will be kept on the student's subject file.

Note:

In the case of an investigation into potential intended misconduct, the student in question will have a right to have a peer, parent/guardian or a teacher/mentor present at all official meetings and instances where the incident is discussed.

Consequences of malpractice

i. Penalties are imposed on a candidate found guilty of misconduct in order to:

- Ensure that the candidate does not gain an unfair advantage
- Maintain the integrity of the examination session by excluding those candidates who have abused the system
- Deter other candidates from taking the same action.

ii. The following circumstances are those that most commonly give rise to an investigation.

- The coordinator informs the IB that he / she suspects that work submitted to the IB for assessment (or as part of a sample for the purpose of moderation) may not be the authentic work of the candidate.
- A coordinator informs the IB that misconduct may have taken place during an examination.
- An examiner suspects misconduct and provides evidence to justify his or her suspicion.
- An IB member of staff randomly checking assessment material identifies possible plagiarism using a web-based application.

iii. If the final award committee decides that a case of misconduct has been established:

- No grade will be awarded in the subject concerned.
- No diploma will be awarded to the candidate.
- A Diploma Programme course results will be awarded for other subjects where no misconduct has occurred.

iv. If the final award committee decides that an academic infringement (some attempt by the candidate to acknowledge the source) has been established:

- No mark will be awarded for the component or part(s) of the component.
- The candidate will still be eligible for a grade in the subject or diploma requirement concerned.

Academic honesty case studies

Here are the cases of academic honesty malpractice that occurred at Gimnazija Crnjanski DP on several occasions and the description of what we did to resolve the issues. All those cases of malpractice were of the utmost importance for all teaching staff to discuss in teachers` meetings and raise awareness of various academic honesty malpractices that teachers should be aware of at all times and be prepared to react promptly. It also demonstrated the rapid changes in technology that teachers should follow and pay attention to.

| Diploma Programme | | | |
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| | Case study 1 | Case study 2 | Case study 3 |
| DP Assessment work | TOK essay | TOK oral presentation | Mock exam |
| Scenario | A student asked a peer to let him see her TOK essay as a model that would help him write his own, The student, however, copied the biggest part of the peer`s work and presented it as his own. The TOK teacher | A student decided to incorporate a video, previously seen and discussed in one of the regular TOK lessons, into his oral presentation. However, the student forgot to reference the video and acknowledge the source either verbally or in bibliography in | A student entered the mock exam room with a smart wrist watch that he did not report to the invigilator and kept it even after the examination instructions had been read and the students reminded to get rid of the unauthorised devices before the |

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| | <p>noticed the collusion and reported the case to the DP coordinator. The student admitted the misconduct explaining that he did not do it intentionally and that he was not aware he had copied but rather used the ideas. Obviously, the student did not express the ideas in his own words, his work was not an authentic one and was not accepted to be approved by the teacher. The student was allowed to write a completely new essay paying attention to the authenticity of his work.</p> | <p>the end of his power point presentation.</p> <p>The TOK teacher pointed out to plagiarism in his written feedback, and reminded the student of what constitutes plagiarism. In a meeting between the student, TOK teacher and the DP coordinator, the student admitted he had not been aware of / he did not know he should have referenced the video, he thought citing applies only to written material. The student was given a second chance to redo the oral presentation bearing in mind various types of academic honesty misconduct that he must not repeat in his future academic papers.</p> | <p>exam started. The student ignored the instructions and tried to use the internet on his watch in search for the answers as soon he got the exam paper.</p> <p>The invigilating teacher noticed the cheating malpractice and immediately asked the student to leave the room and the exam and sent him to the DP coordinator. The student denied any malpractice. The coordinator sent an email notice to the parents explaining the misconduct and the consequences. The student was not assessed for this subject and that lowered his report card grade and the PG For the subject. The student/parents did not make an official complaint or appeal.</p> |
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Conclusion

The principle of academic honesty are viewed positively by the entire school community and are natural part of academic study, remaining with the IB student throughout his or her education and beyond.

The Academic honesty policy, as a dynamic document continually revised and updated, is crucial for establishing the academic honesty principles and defining the malpractice procedures and consequences. It requires all teachers collaboration on further improvements and amendments to be made when needed. It is usually revised biannually and is expected to be updated regularly.

Since the last Academic policy issued by Gimnazija Crnjanski DP in 2017, several improvements have been made: Academic honesty posters displayed in the DP library and along the school hallways, use of Grammarly application to detect plagiarism in written works, quizzes to check students' knowledge and understanding of academic honesty ethos and policy. All of these were previously discussed and mutually agreed by all DP teachers in collaborative staff meetings dedicated to the Academic honesty policy and its update.

References :

- 1) *Academic honesty in the IB educational context*, updated November 2016
- 2) *IB learner profile in review: Report and recommendation*, April 2013, p21
- 3) *Gimnazija Crnjanski Academic Honesty Policy*, updated 2017
- 4) *Programme standards and practices*, April 2014

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