



Academic Honesty Policy at the International School of Iceland

ISI Mission Statement

At the International School of Iceland (ISI), we strive to uphold our core values of respect, creativity, and self-efficacy. We encourage students to respect themselves, others, and the learning space by completing each task to the best of their ability. We utilize our resources to create opportunities for curiosity, originality, and academic risks. We plan and structure our classes so that students have what they need to confidently take on tasks. Academic honesty plays an essential role in encouraging students to have a strong sense of agency and a responsibility for the world around them.

IB 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. (International Baccalaureate Organization, 2014)

Table of Contents

ISI Mission Statement	1
IB Mission Statement	2
Table of Contents	3
Purpose, Responsibilities and Objectives of the Academic Honesty Policy	4
The Role of this Policy	4
IB Definitions of Academic Misconduct and its Different Categories	4
Examples of “Academic Misconduct”	4
Definition of Intellectual Property and Examples	5
Definition of Authentic Authorship and Examples	5
Clarifying the Distinction Between Legitimate Collaboration & Unacceptable Collusion	5
Academic Honesty & the IB Learner Profile	5
Principled	6
Thinkers	6
Risk-takers	6
Reflective	6
Professional Responsibility	7
Parental Support	8
Student Responsibility	8
Academic Honesty in the Middle Years Programme	8
What is Academic Honesty in the Middle Years Programme?	8
Examples of Conventions of Citing and Acknowledging Original Authorship	9
Consequences for Academic Misconduct in the Middle Years Programme	10
Monitoring Process	10
First Offense	10
Repeated Offense	10
Revision of this Policy	10
The Responsibilities of the MYP Coordinator	11
Bibliography	11

Purpose, Responsibilities and Objectives of the Academic Honesty Policy

The Role of this Policy

The IB requires that every IB World School offering the MYP have a policy to promote academic honesty. This academic honesty policy 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 is dynamic and ensures that students are taught good practice in all aspects of their work.

IB Definitions of Academic Misconduct and its Different Categories

Academic misconduct is defined as any type of cheating that occurs in relation to a formal academic exercise.

The IB (2014) defines academic misconduct as a behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.

Examples of "Academic Misconduct"

- Plagiarism is defined as 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 (IB, 2014).
- Using and taking unauthorized material to an assessment, such as cheat sheets or using notes on devices.
- Use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.
- Asking about and sharing questions and/or answers about quizzes and assessments.
- Sharing answers to assignments/homework without permission.
- Submitting the same work for more than one assignment without permission from the teachers.
- Allowing one's work to be copied or submitted for assessment by another student.

Definition of Intellectual Property and Examples

Intellectual property is defined as intangible property that is the result of creativity. This could be anyone's creations of the mind: inventions, artwork, and designs. Forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law.

Definition of Authentic Authorship and Examples

Authentic authorship refers to the person or persons truly responsible for the creation of a work. A source could be authored by an individual, or by an organization or publisher. By teaching academic honesty in the MYP program at ISI, students learn to acknowledge authentic authorship appropriately and cite their sources of information accordingly.

Clarifying the Distinction Between Legitimate Collaboration & Unacceptable Collusion

At times, collaboration between classmates in the MYP program is permitted, and even encouraged. At ISI, teachers take steps to ensure that the difference between collaboration and collusion is made clear. Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another (IB, 2014). In collaborative or group work situations, students must present work in their own words and acknowledge the work of others. Teachers are also encouraged to set up assignments so that roles and responsibilities are clearly defined for students to prevent collusion.

Academic Honesty & the IB Learner Profile

Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection. Students are required to act in a responsible and ethical manner throughout their participation in the Middle Years Programme (MYP).

By displaying academic honesty, students are reflecting the IB Learner Profile.



The four main attributes that reflect academic honesty are:

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.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

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.

Reflective

We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development

By practicing academic honesty, students show that they value learning and are working in accordance with the learner profile – they are conducting themselves as principled, thinking, risk-taking and reflective individuals in all areas of their academic work.

Professional Responsibility

The school is committed to maintaining fairness and consistency, providing a safe environment, providing professional development for teachers, promoting parent awareness, and assisting student learning.

The school will be responsible for providing copies of this policy to the school community through staff meetings, parent meetings, school newsletter and website.

Furthermore, it is the responsibility of the school to make sure that teachers are trained in new technology to help promote academic integrity and keep up to date on new developments in the IB's policy.

Staff at ISI are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study. As students gain experience in the MYP, they develop the understanding and behaviors necessary to avoid pitfalls in formal assessments and future education.

Individual subject teachers are expected to regularly demonstrate and remind students of appropriate ways to carry out research and acknowledge sources. All student research papers should be carefully cited and accompanied by a bibliography. Subject teachers are responsible for introducing the academic conventions in their field.

Staff will encourage honesty, provide guidelines to students on how to use all forms of resources adequately and follow set procedures when dishonesty is discovered.

They will communicate expectations they have to students by clearly referring to the academic honesty guidelines.

The consequences of breaching IB regulations will be clearly communicated to the students.

Approaches to Learning (ATL) skills are utilized to provide an explicit focus for teaching and learning the skills required for academic integrity, particularly information literacy skills and effective citation and referencing skills.

Staff recognize that as a part of learning, it is also important that students be given the opportunity to make mistakes and to learn from them.

Teachers will conference, discuss, guide, and instruct students on the various ways in which academic misconduct can occur and the ways in which students can collaborate, work independently and represent their work honestly and accurately in these situations.

Teachers will be responsible for introducing the academic policy to the students in an age appropriate manner.

Parental Support

Parents and guardians must be aware of the school's academic honesty policy. It is published on the school website and included in the school guide.

Parents can support this policy by encouraging students to plan their assignments so that they meet deadlines and submit work that is in accordance with the school's academic honesty policy. Parents can also support students by helping them with their time management skills.

Finally, parents can encourage students to ask their teacher for advice if they are having difficulty with their work.

Student Responsibility

Students must remain aware of the school's academic honesty policy and conduct themselves accordingly. Link to a student friendly versions can be found in another link on the school's website.

Academic Honesty in the Middle Years Programme

Academic honesty must be seen as a larger set of values and skills that promote personal honesty and good practice in teaching and learning, including assessment.

What is Academic Honesty in the Middle Years Programme?

- Taking full credit for own work and giving full credit to others who have helped, or for whose work has been incorporated.
- Respecting other people's effort and time.
- Representing work honestly and accurately.
- Collaborating with other students as specified by the task and communicated by the teachers.

- Appropriate use of technology.
- Following teachers' requirements for each assessment.
- Only using appropriate resources, referencing and tools.

The IB (2014) adds:

- Ensure that all sources that have been consulted are acknowledged in the work using the referencing style (MLA format).
- Make sure that information is acknowledged in the body of the text and is fully listed in the bibliography. This includes referencing the use of translation devices.
- Use quotation marks or indentation to show all text that is someone else's exact words and do not forget to show whose words they are.
- Cite sources so that readers can find them; if the student cannot state the origin of the source it is probably better not to use it.

Examples of Conventions of Citing and Acknowledging Original Authorship

The MYP program at ISI utilizes MLA formatting conventions to appropriately cite sources. Students are introduced to MLA formatting in year 2 of the program (7th grade), and the use of these conventions is spiraled through curriculum in year 3-5.

Below are examples of MLA citations used in the MLA reference sheet given to students:

Print Book:

Loeffler, Horst. *The Complete Guide to the Vegetarian Diet*. Pancake Press, 2015.

Journal Article:

Oofhauser, Scott. "Why Vegetarians are Healthier Than Omnivores." *The Journal of Vegetables*, vol. 15, no. 1, 2016, pp. 41-50.

Web Article (Author Included):

Quackenbush, Nancy. "Don't Carrot All for Veggies? Here's Why You Should Eat More of Them."

carrotlovers.com/eat-more-vegetables.html.

Web Article (Author Not Included):

“Six Reasons You Should Be Vegetarian.” The Vegetarian Society,

vegetariansociety.org/you-should-be-vegetarian.html.

Consequences for Academic Misconduct in the Middle Years Programme

Monitoring Process

At ISI, teachers use a range of strategies to detect academic dishonesty. Teacher judgment is often the first step to detecting plagiarism. When academic dishonesty is suspected, teachers use software such as TurnItIn and Google Classroom Originality Reports to verify student work.

First Offense

- The teacher will discuss misconduct with the student and give a warning. Opportunities are given to learn from their mistakes and clarify understanding of that mistake and how to avoid it in the future.
- Students will be given a chance to submit the assessment, do it at a later time or will be given an alternative assessment.

Repeated Offense

- Parents will be contacted via email by the teacher when academic misconduct occurs, making the parents aware of what students need to do to correct the academic misconduct.
- A meeting to discuss the importance of academic integrity and the consequences of repeated academic misconduct will be held to ensure all are fully aware of impending consequences.
The following parties will attend: the student, the student’s parents/guardians, the subject teacher, and the homeroom teacher.
- Depending on the type of breach, a student may get a chance to redo part of the assessment or do an alternative assessment.
- In most cases, if there is clear intentional academic dishonesty, it will impact the student's overall grades.

Revision of this Policy

This policy was developed for the academic year 2021-2022.

It was reviewed in the 2022-2023 school year, and will be reviewed biennially by members of the IB team.

The Responsibilities of the MYP Coordinator

The MYP coordinator must ensure that the school's Academic Honesty Policy is regularly reviewed and consistent with the IB expectations regarding academic integrity. The MYP coordinator should also make sure that both teachers and students clearly understand the school's Academic Honesty Policy.

The MYP coordinator should ensure that the school's Academic Honesty Policy is easily accessible to all relevant parties, including school administrators, teachers, students, and parents.

Bibliography

Academic honesty in the IB educational context International Baccalaureate Organization, Updated 2016. Retrieved from:

https://resources.ibo.org/ib/topic/Academic-honesty/resource/11162-occ-file-g_0_malpr_sup_1408_1a_e/data/g_0_malpr_sup_1408_2a_e.pdf

IB Learner Profile. International Baccalaureate Organization, 2013. Retrieved from:

https://resources.ibo.org//data/g_0_iboxx_amo_1702_1_e.pdf

Effective citing and referencing. International Baccalaureate Organization, 2014. Retrieved from:

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf>

Academic Honesty Policy. International School Delft, 2020. Retrieved from:

<https://internationalschooldelft.com/wp-content/uploads/2021/04/Academic-Honesty-Policy-Nov-20.pdf>

Middle Years Programme Assessment Procedures 2021. International Baccalaureate Organization, 2021. Retrieved from:

https://resources.ibo.org/myp/works/myp_11162-413816?lang=en&root=1.6.2.8

Created August 2021.