



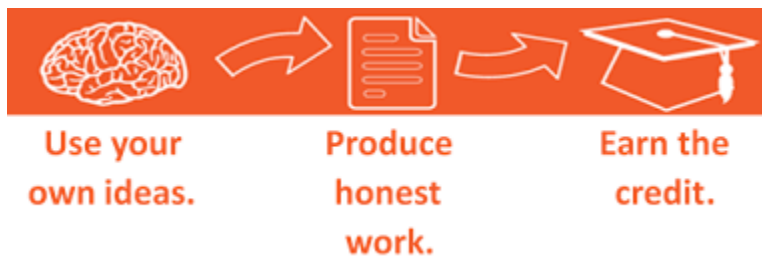
## Academic Honesty Policy at the International School of Iceland

### Whole School Policy

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.

Without exception, ISI students are expected to understand that dishonesty on tests, quizzes, papers, projects, assignments, and homework constitutes cheating and is a serious matter.

Academic Dishonesty is unfair to the students who earn their marks through their own hard work and effort, and undermines the integrity of grades.



## Academic Honesty & the MYP

Academic honesty is an essential aspect of teaching and learning in IB programmes, where students are often exploring their own questions or inquiries. As a student, you are responsible for acting in an ethical manner, and upholding the IB Learner Profile.

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

## **Student Responsibility**

Students must be aware of the school's academic honesty policy and conduct themselves accordingly.

It is important that students remember to put information into their own words, appropriately cite quotations and sources, and collaborate appropriately with their peers. Always credit the work of others!

## **Teacher's Responsibility**

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 can develop the understanding and behaviors necessary to avoid pitfalls in formal assessments and future education.

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.

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.

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

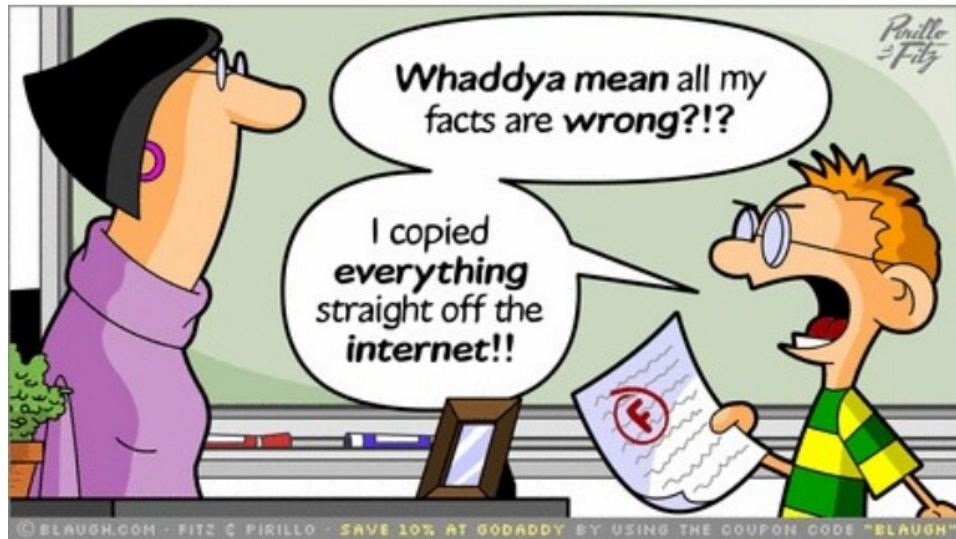
Approaches to Learning (ATL) skills are utilized to provide an explicit focus for teaching and learning, particularly information literacy skills and effective citation and referencing skills.

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

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.

## Plagiarism vs. Cheating



## What is the difference?

### Parental Support

Parents and guardians must be aware of the school's academic honesty policy.

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.

# Academic Honesty in the Middle Years Programme

## **Academic Honesty in the Middle Years Programme (MYP)**

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?**

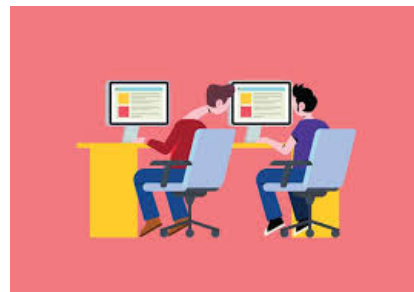
- Taking full credit for own work and giving full credit to others who have helped or for whose work has been incorporated.
- Respecting other people's effort and time.
- Representing work honestly and accurately.
- Collaborating with other students as specified by the task and communicated by the teachers.
- Allowing peers/friends to follow the Academic Honesty policy.
- Appropriate use of technology.
- Following teachers' requirements for each assessment.
- Only using appropriate resources, referencing and tools.
- Reporting breaches of academic honesty to the teachers.

The IB (2014) adds:

- Ensure that all sources that have been consulted are acknowledged in the work using the referencing style (Harvard format) agreed with the teacher.
- Make sure that information is acknowledged in the body of the text and is fully listed in the biblio-graphy. 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.

### **What is Academic Misconduct in the Middle Years Programme?**

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
- Falsification or inventing fictitious data for an assignment.
- Misrepresenting the work in any way to the teachers, such as saying that the assignment was turned in when it was not or misinforming the teacher about the time spent on the assignment.
- Disruptive behavior and communicating with others during the assessment
- Failing to comply with the instructions of the teacher or other member of the school’s staff responsible for the conduct of the examination
- Taking part in collusion.
- Not collaborating with others, this means doing more or less than the student’s share of a group project without permission from the teacher.
- Not being on time or missing a scheduled assessment without prior permission from the teacher.

### **What is Collusion? How is it Different from Collaboration?**

In the MYP program, students are often given the opportunity to collaborate with teammates on assignments. The goal in these moments is to work together and learn from each other, not unfairly copy someone else’s work, or allow others to take credit for your work.

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 often set up assignments so that roles are clearly defined. If you feel that assignments are being completed in an unfair manner, or suspect academic dishonesty, please speak to your teacher.

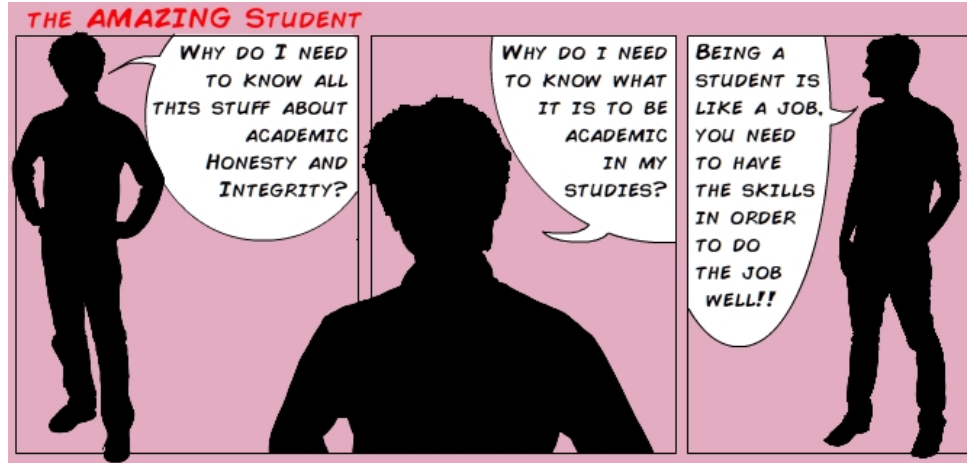
### **What about Intellectual Property and Authentic Authorship?**

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.

The authentic author is the person, persons, or organization that created that work. By learning academic honesty in the MYP program at ISI, students learn to acknowledge authentic authorship appropriately and cite their sources of information accordingly.

### **How Can Students Avoid Academic Misconduct and Practice Academic Integrity?**

- Become familiar with the school's Academic Honesty Policy.
- Always strive to complete your work on your own.
- Do not give your work to another student.
- Do not copy work from another student.
- Refrain from receiving unauthorized assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- Refrain from giving undue assistance to peers in the completion of their work.
- Always acknowledge your sources, whatever they be (in print or online).
- When giving an oral presentation, always state whose work or words you have used.
- Do not present the same work for different assessment components.
- Learn how to cite (reference) sources using the appropriate style.
- When in doubt, ask your teacher or MYP coordinator.
- Show a responsible use of the internet and social media platforms.
- Report any incidences of student, teacher or school malpractice to your teacher, MYP coordinator or principal.



## Examples of How to Cite Appropriately in the MYP Program

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

### 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](http://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](http://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. The opportunities 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 the up and coming consequences.  
The following parties will attend: the student, the student's parents/guardians and 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.

## **The Rights of the Student if Suspected of a Breach of Academic Honesty**

Students suspected of academic dishonesty are given a chance to explain themselves to the teacher, the MYP coordinator and/or the principal.

Students who face consequences for academic transgressions have the right to have a parent or another advocate present for discussions about their case.

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