

Last reviewed by Senior leadership, August 2018

Asmara International Community School

Academic Honesty Policy

Related documents

The below document clearly outlines what AICS considers academic honesty, how it promotes it and how to avoid academic malpractice. Academic honesty is important in all learning at AICS but for specific information on academic honesty within assessment, please see the AICS Assessment Policy. Further information, especially on academic honesty in the Diploma Programme followed by grades 11 and 12, can be found in the referenced documents. At the end of this document is a specific guide to citing and referencing which we hope is useful for all students and parents.

Philosophy

In keeping with AICS' Mission statement to "welcome students from internationally minded and diverse backgrounds who are willing to learn the knowledge, skills, and values to be inquiring, knowledgeable, and caring young people who will be empowered to meet the challenges of an ever-changing world, and to make a difference in it" the Academic Honesty Policy seeks to not only ensure our students are successful, but that they have a set of values and behavior. These desired set of values and behavior is to promote personal integrity, engender respect for the integrity of others and their work, and to ensure all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. The above set of values and behavior are all attributes to the IB Learning Profile and part of the AICS learner profile. (Diploma Programme: From principles into practice, 2015, page 33)

Understanding and promoting academic honesty

AICS, in accordance with the IB, encourages students to present their own, original thoughts in a variety of way after thinking critically and asking questions. All students should be able to demonstrate how they have come to their own conclusions through an explanation of their thoughts and what they have learnt. This is essentially what scholarship and academic honesty is all about; making knowledge, understanding and thinking transparently. (Academic honesty in the Diploma Programme) Students will be taught the importance of academic honesty and how to correctly cite and reference through-out the grades at AICS and by all teachers in different contexts. This is not just in order to give our students the skills to be successful in school, but also for future studies and to be principled and ethical in life for which we feel the act of acknowledging other work and ideas is important.

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What is misconduct

Academic misconduct is defined by the IBO as “a behavior that result in, or may result in, the student or any other student gaining an unfair advantage (or behavior that disadvantages other students) in an assessment” (Diploma Programme: From principles into practice, 2015, page 33)

Forms of misconduct (the below definitions are all taken from the IBO article on Academic honesty in the DP)

- Plagiarism: this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- Collusion: this is defined as supporting academic misconduct by another student, for example allowing ones work to be copied or submitted for assessment by another.
- Misconduct during an exam: Whether an DP exam or an exam taking place in a different grade level at AICS, it will be considered misconduct if any unauthorized materials are taken into an examination room, disruptive behavior takes place or there is any more of communication with someone else in the examination room.
- Duplication: this is defined as the presentation of the same work for different assessment components.
- Communication about the content of an examination: (grade 11 and 12 DP specific) communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

Examples of misconduct

- Asking another person to write work for you
- Stealing any examination material and/or exam papers
- Submitting someone else’s work
- Allowing a peer to copy your work
- Not acknowledging sources when the ideas are not your own
- Falsifying data used in an assignment/experiment
- Bringing unauthorized material into an exam

Support for students to avoid academic misconduct

AICS has a strong commitment to support students in producing authentic work and avoiding any form of academic misconduct. Teachers are dedicated to install in students the knowledge and skills to do this. Students receive a support guide when entering high school (grade 9-12) as well as having annual academic honesty lectures by the Diploma Programme Coordinator and 3 dedicated tutorial sessions on academic honesty. Please refer to the ‘Student guide on Academic Honesty’ which is part of the ‘Student Handbook’. Below are the roles students,

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teachers, the librarian and parents are encouraged to play in this process.

How to avoid academic misconduct

Role of the student

1. Read, ask questions and understand the rules of AICS Academic Honesty Policy and with IB rules and regulation documents.
2. Only ever submit work which is your own
3. Keep careful records, notes, outlines and drafts to show how the work evolved.
4. Citing sources accurately using APA/MLA style of citations in the text of the essay or work;
5. Submitting a Bibliography of all works reviewed for the essay or assignment following the APA/MLA style.
6. Be aware and keep track of all deadlines. Careful time management will mean there is never a need to rush work. Rushed work can often fall prey to academic misconduct.
7. In grades 11 and 12 the student has ultimate responsibility to ensure that the work they hand in as a final copy is the correct version and the version they wish to be uploaded to the IB. The students will sign a document ensuring that this final version is authentic and has the work and ideas of others fully and correctly acknowledged.

Role of the teachers

1. Talk to students in a clear and knowledgeable way about plagiarism and how to properly conduct a research paper or prepare an oral presentation in their subject.
2. Set clear expectations for assignments and provide guidance to candidates on how to correctly cite sources
3. Know their students; their writing styles, vocabulary and ability and therefore are able to notice changes that may indicate academic misconduct.
4. Read the final version and check for authenticity of any work submitted to the IB or other external organization.
5. Although the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged, it is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate.
6. Be active role models of academic honesty and integrity

Role of the librarian

The librarian will play a central role in advising and coaching students, along with their subject teachers, about the good practice of academic honesty. The library contains documents on how to properly cite and the librarians can support students with this.

Role of the parent

1. Read, attend meetings (grades 11 and 12 only) and become familiar with the Academic

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Honesty Policy and all IBO documents related to the IB Diploma rules and regulations

2. Support teachers and administrations in talking to their children about the importance of academic integrity
3. Cooperate with the school in case their child is found to be guilty of academic misconduct either intentionally, or by inappropriate documentation of sources.

Possible consequences of misconduct

Purposeful academic dishonesty is considered a major violation of the honor code's values of being Principled (IBDP Learner Profile) and Moral (IMYC). Students who are found to have committed intentional academic malpractice will take home a notification sheet for parent signature. This form will be placed in their discipline file. The student will be awarded a zero for the assignment. If another student contributed to the academic malpractice, they will also receive a zero. If the contribution is determined to be unintentional, a verbal warning will be issued. Denial of academic malpractice, when it is beyond doubt, will result in suspension. Repeated academic malpractice may result in a possible suspension and/or more serious consequences as determined by the Director.

In grades 11 and 12 academic misconduct will be dealt with as above, unless the violation takes place during the IBDP exams or after an IA or EE has already been submitted to the IB. If this happens then the DP coordinator and IB will be in touch and it is likely that an investigation into malpractice will take place which may lead to a student being denied a grade for that particular subject. It may also mean that work completed for other subjects sat by the same student are investigated and further, more serious consequences could apply. For more details see the IB document General Regulation: Diploma Programme article 21. This is available from the DP coordinator at AICS and online.

Working document

This Academic honesty policy has been made with the inclusion of all teachers and administrators in school and is revised each year by school senior leadership team. It is considered a working document and will change with the needs of our community and support AICS can offer.

Guide to Citing and Referencing

Why Cite?

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When an individual researches and writes they often end up paraphrasing others ideas and words. Even though it may be written in their own words and integrated into their own work it still need to be cited. The general rule is when in doubt, cite!

*“Proper citation is a key element in academic scholarship and intellectual exchange. When we cite we: show respect for the work of others help a reader to distinguish our work from the work of others who have contributed to our work give the reader the opportunity to check the validity of our use of other people’s work give the reader the opportunity to follow up our references, out of interest show and receive proper credit for our research process demonstrate that we are able to use reliable sources and critically assess them to support our work establish the credibility and authority of our knowledge and ideas, demonstrate that we are able to draw our own conclusions share the blame (if we get it wrong) (International Baccalaureate Organization (2014). *Effective Citing and Referencing*. Cardiff: International Baccalaureate, p.2.)*

Citing

When an individual creates their own work they must research on what is already known, analyze the research, and compare and contrast their own work to current existing knowledge. Depending on the type of source i.e. academic journals, textbooks, music, art, on-line sources or interviews, the work will be cited utilizing different formats within the same style.

“The important, honest thing for us to do in these and other types of work is to acknowledge our sources and influences in some way. In academic writing, and in any work presented for assessment, not only is it necessary to acknowledge our sources appropriately, but it is regarded as important that the acknowledgments be made using a consistent style.” At AICS all students are expected to be familiar with the requirements of APA and MLA style and when and why you would use each style

*“If we fail to show that we are using someone else’s words, work or ideas by not indicating that they originated with someone else, then we mislead the reader. If we give the impression that these words or ideas are our own when they are not, this is not good scholarship and, deliberate or unintentional, may be deemed as academic misconduct (International Baccalaureate Organization (2014). *Effective Citing and Referencing*. Cardiff: International Baccalaureate, p.1.)*

What to cite

*“As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term “materials” means written, oral or electronic products, and may include the following: text, artistic works, music, lectures, interviews, conversations, letters, broadcasts, and maps (International Baccalaureate Organization (2014). *Effective Citing and Referencing*. Cardiff: International Baccalaureate, p.3.)*

When to cite

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“When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators. Style guides (such as the APA and MLA) give us advice for documenting our sources in written work, but they are less helpful with other formats and mediums.

*In written work, we should cite in the text where we have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough ... In presentations we can provide our audience with a handout of our references, or list our sources on the final slide(s) ... In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s). (International Baccalaureate Organization (2014). *Effective Citing and Referencing*. Cardiff: International Baccalaureate, p.4.)*

How to cite

“When we cite, we should make clear what it is that we are citing. It must be clear to the reader just what it is that we owe to someone else, and whether we have quoted exactly or have used our own words and understanding of the original material.

*The reader must be able to distinguish clearly between our words/work and the words/work of others. Quotations—the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation (International Baccalaureate Organization (2014). *Effective Citing and Referencing*. Cardiff: International Baccalaureate, p.5.)”*

References

A bibliography, references or works cited page belongs at the end of your work. It is in alphabetical order and provides the full information of the works cited in the text. AICS uses both APA and MLA style for citations. Each instructor should give the expected style when the assignment is handed out. Each citation in your text must be included in your references and each reference must have be in a citation.

References:

AICS Admissions Policy

AICS Learner Profile

AICS Inclusion/SEN policy

AICS Student handbook – Academic honesty guide

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Academic honesty in the IB Educational context, 2014, International Baccalaureate

Diploma Programme: From Principles into Practice, 2014, International Baccalaureate

General Regulation: Diploma Programme, 2014, International Baccalaureate

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