



## Academic honesty policy

The purpose of this document is to describe how academic honesty is promoted and adhered to in our school community.

### 1. Introduction

We live in a world where we are constantly flooded with information. With the pervasiveness of the Internet, everyone has gained access to the larger bulk of human knowledge. By the stroke of a finger, facts can be checked. Within seconds, material can be shared. This reality raises some fundamental questions about intellectual property and authenticity. A part of our school mission is that "We wish to be an open, communicative work place where we collaborate in creating future opportunities". This means all stakeholders need to address these issues in order to facilitate the best learning opportunities for our students.

Another part of our school mission reads as follows: "Our vision is to be Sweden's best upper secondary school where all students are given the opportunity to succeed and to sustain the joy of learning". Being able to take pride in the recognition of one's own ideas, writing and scholarly achievements while also benefitting from and being able to acknowledge the achievements of others will contribute to the vision being realised.

Through their IB education – as manifested in the IB Learner Profile – we urge all our students to be curious and knowledgeable, and make the most of all the information that is so easily accessible. However, when discussing academic honesty, being principled is the main focus of attention. The IB Learner Profile states that "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". This is clearly an approach to life and other people in general, but also acutely applicable in the context of academic honesty.

### 2. Good practice

Good practice with regards to academic honesty is always based on the acknowledgement and appreciation of other people's intellectual property. It enables students to differentiate between their own work and that of others, which also leads to an understanding of the value of their own intellectual property. In the words of World Intellectual Property Organization: "Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce."

Good practice also includes an understanding of what constitutes authentic authorship. Students need to be aware of the need not only to acknowledge outside sources, but to value academic honesty in terms of always submitting work which is clearly the product of their own authorship, and not that of their fellow students. As with intellectual property



this will make clear to students the positive values of feeling pride and joy in their own work.

It is essential that students experience and contribute to an open and encouraging learning environment where they will want to share their learning process and ideas in a way that enhances their "opportunity to succeed and to sustain their joy of learning". Knowing and understanding the practice of consistent respect for academic honesty is clearly an integral part of this positive learning environment. Students should always feel confident that they could ask teachers and librarians for advice on academic honesty if they have any queries.

Of course there are multiple reasons why proper citations and acknowledgements are important. Transparency is a key concept in academic work: a reader must easily be able to tell what is the writer's own work or words and what is borrowed from someone else. Thus, one is able to assess how secondary sources/materials have been used and if one wants to explore them further, one can easily find/access them. In this context, it is also worth noting that the IB embraces a constructivist approach. The process is as important as the end product and academic honesty runs throughout the process from beginning to end.

### 3. What is academic dishonesty?

In the IB, academic dishonesty is defined as "behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct" (IBO, General regulations: Diploma Programme, 2014) According to the same document, academic dishonesty is divided into a number of categories:

*Plagiarism* is the representation intentionally or unwittingly of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

#### *Examples:*

- Copying whole or parts of assignments from e.g. the Internet.
- Reproducing material from external sources and giving the impression of being the candidate's own intellectual property, even when the source is referenced.
- Re-phrasing standard solutions to scientific or mathematical problems without referencing or adding unique personal input.
- Using a (relatively complicated) intellectual method for analysing structures, without verifying or referencing it.

*Collusion* means supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.

#### *Example:*

- Students collaborate during practical work and share data and ideas, when not supposed to.



*Duplication of work* is the presentation of the same work for different assessment components and/or IB diploma requirements.

*Misconduct during an examination* means, for example, bringing unauthorized material into the exam room, disrupting another candidate, or talking to another candidate.

*Example:*

- Using or bringing unauthorised tools to *any types of assessment*. Examples of such tools could be notes, mobile phones and calculators that are not used in a proper way. (The school has the right to decide what constitutes unauthorised tools.)

*Disclosing information* to another candidate or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination.

These major categories are not exhaustive, and there are other examples of academic misconduct, such as, but not limited to:

*The unauthorized study of markschemes and tests* is not allowed. That type of meaningless rote learning is in conflict with the approaches to learning of the IB. Furthermore, any test result will be worthless to the teacher in the assessment of a student's learning. When necessary, the teacher will distribute markschemes.

*Proofreading the Extended essay* by anyone other than the student is not allowed. Only one draft copy can be discussed with the supervisor.

*Ghost writing* means assignments written by or purchased from a third party and represented by a student as his/her own work.

#### **4. The role of the learner**

The responsibility may be shared, nonetheless, the overarching objective of all the efforts in reference to academic honesty is the learner's internalisation of these codes of conduct. The learner must keep informed about and adhere to this academic honesty policy. Furthermore, the learner must collaborate with other students only as specifically directed and authorized.

#### **5. The role of the teacher**

The teacher shares responsibility in promoting academic honesty, and it is the responsibility of all teachers to make academic honesty part of their teaching. This teaching should be explicit and continuous. Each teacher should inform the students of the suitable citation system in his/her subject and make the students aware of how each



discipline will have different traditions. IB's support site "Effective citing and referencing" is a useful resource in the process. Part of the teaching must include helping the students learn how to assess the reliability of sources.

All teachers should be role models. Teachers ensure that all material shared with their students, e.g. handouts and presentations, are properly referenced. From day one, the students are taught that sources used should continuously be cited and referenced.

It is also the responsibility of the teacher to check all the references used by students in their assignments and that they are used properly and correctly.

Teachers must make students aware that some collaborative learning processes and practices that are a part of classroom activities are not appropriate when working on material for internal and external assessment. For example, a joint document where classmates write a text together may be used when learning how to write an opinion column, but this type of collaboration is not acceptable when writing individual written assignments or tasks for assessment in group 1 and 2 or lab reports in group 4.

Teachers ensure that test conditions in the classroom follow IB policy (except for 1,5 meter desk spacing).

Teachers read and discuss only one draft of the IA or EE with the student.

New teachers will be informed about this policy by the IB coordinator.

## **6. The role of the parents/legal guardians**

The academic honesty policy will be explained at parent meetings throughout the students' IB experience, from Pre-DP through the DP.

Parents and legal guardians should keep informed about the academic honesty policy. They have a roll in encouraging the students to follow the policy and by helping them to plan and manage their work.

If academic misconduct is detected, the teacher informs parents/guardians if the student is under 18 years old.

The academic policy is published on the school's website for increased accessibility.

## **7. The role of the librarians**

The school librarians have a key role in promoting academic honesty. Beginning in the autumn of the Pre-DP year, one of our school librarians introduces library resources, support services and databases.



During the autumn of DP1, the school librarian introduces research methods during mentor time.

The full-time librarians are always accessible, as experts on information searches, resources and citation.

## 8. Measures to detect academic dishonesty

All assignments are submitted via *Urkund*, which is the software we use to detect plagiarism and collusion.

For internal assessment components and the Extended essay, the teacher follows the process to ensure that the work is the student's own, including check-ins, reflective sessions and the *viva voce* with the students.

The IB policy for conduct during examinations is followed during Mock exams and Final exams.

## 9. Consequences of academic dishonesty and misconduct

The following steps will be taken if malpractice is detected at any stage of the education, except in relation to final DP assessment components and examinations:

- The assignment will not be assessed.
- The teacher collects necessary documentation.
- The teacher informs the DP coordinator.
- The teacher informs parents/guardians if the student is under 18 years old.
- The principal is notified, who in turn arranges a student conference.
- Parents/guardians are invited to the conference if the student is under 18 years old.
- A written warning is issued. ([Swedish] Education Act chapter 5 §11).
- In case of repeated malpractice the student's continued education can be put in question and an expulsion may follow ([Swedish] Education Act chapter 5 §17).

In addition, the following steps will also be taken if academic dishonesty is detected in relation to final DP assessment components and examinations:

- The coordinator reports the incident to the Assessment Division, IB Global Centre, Cardiff.
- The coordinator informs the head of school when the Assessment Division has decided to start an investigation into academic misconduct.
- No IB Diploma will be issued if the candidate has received a penalty for academic misconduct from the Final Award Committee.



## 10. Implementation of Academic Honesty at Sven Eriksonsgymnasiet

Autumn Pre-DP	<ul style="list-style-type: none"><li>• In Swedish (<i>referatteknik</i>), English (summaries), history (historical investigation) and biology (lab report), each teacher will go through the mechanics of citation and referencing.</li><li>• The Academic Honesty Policy is read and discussed explicitly during <i>class time</i>.</li><li>• School librarian introduces library resources, support services and data bases.</li></ul>
Spring Pre-DP	<ul style="list-style-type: none"><li>• Interdisciplinary project between English and Social studies will circle around the writing of a not-very-extended essay. The focus will be a country and an issue in relation to the Model UN conference.</li></ul>
Beginning of Autumn DP <sub>1</sub>	<ul style="list-style-type: none"><li>• Candidates and guardians read IB General Regulations Diploma Programme document.</li><li>• Candidates sign IB Student Contract.</li><li>• Candidates receive Internal/External Assessment Deadlines.</li></ul>
Autumn DP <sub>1</sub>	<ul style="list-style-type: none"><li>• School librarian introduces research methods during mentor time.</li><li>• English teachers hold Academic Writing Workshop (<i>Mina Möjligheters Dag</i>).</li></ul>
Spring DP <sub>1</sub>	<ul style="list-style-type: none"><li>• EE supervisors discuss academic honesty in relation to supervisory and reflective sessions.</li></ul>
Autumn DP <sub>2</sub>	<ul style="list-style-type: none"><li>• Candidates sign <i>Student Consent Form</i> to confirm that all assessed components are their own work.</li></ul>
Spring DP <sub>2</sub>	<ul style="list-style-type: none"><li>• Coordinator informs candidates regarding Conduct of the Examinations.</li></ul>

## 11. Review period

This policy will be reviewed and updated annually by the IB team during conference time the last week of the spring semester. Librarians will be invited to participate. Student and parent input will enter the process via the annual evaluation.



## 12. References

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