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International School Dhaka

Academic Integrity at ISD

The PYP, MYP and DP Programmes

(Reviewed: February 2021)

ISD Mission Statement

ISD is a community that



ISD Definition of Learning

ISD embraces inquiry and collaboration which empowers learners to develop skills, knowledge and understanding that inspires positive change.

ISD Definition of International Mindedness



Awareness, Responsibility and Action for
our Shared World

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.” (Mission, IBO)

Philosophy

International School Dhaka is guided by the IB principles of academic integrity which is considered as “a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work” (Academic Integrity, 2019)

Academic Integrity is expected of all members of the school community: students, faculty, administration and parents. The IB learner profile attributes of being “principled” and “reflective” emphasise the commitment to act in a trustworthy and ethical manner when producing academic work.

Teaching, learning and assessment practices at ISD promote academic integrity through developing the fundamental concepts of honesty, trust, fairness, respect and responsibility. Academic Integrity, allows students to acknowledge the world as well as their own ideas and experience. (*Diploma Programme* 10). In addition, it helps to ensure that all students have equal opportunities to demonstrate the knowledge and skills they acquire during their studies.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with foresight 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.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
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.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Definition of Key Terms

Original Authorship

Original Authorship is a copyright term referring to a unique, new creative work that is expressed in a tangible form such as writing, artwork or audio, digital recording by an individual who created the work by way of his or her own independent expression.

Intellectual property

“Intellectual property rights are the rights given to persons over the creations of their minds. They usually give the creator an exclusive right over the use of his/her creation for a certain period of time” (www.wto.org). Examples of intellectual property include inventions, literary and artistic works, symbols, names, images, pictures, and designs.

i. Copyright and rights related to copyright

Copyright and related rights, are in place to protect the creative rights of authors of literary and artistic work (books and other writings, musical compositions, paintings, sculpture, computer programs and films) performers, producers (actors, singers, musicians) of phonograms (sound recordings) and broadcasting organizations. Rights are protected by copyright, for a minimum period of 50 years after the death of the author.

ii. Industrial property.

“The protection of distinctive signs aims to stimulate and ensure fair competition and to protect consumers, by enabling them to make informed choices between various goods and services. The protection of distinctive signs, in particular trademarks and geographical indications (identify place of origin). The protection may last indefinitely, provided the sign in question continues to be distinctive” (www.wto.org)

Key Terms

Violation	IB Definition	To Avoid this practice
Plagiarism	The representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated or acknowledged, is also considered plagiarism (IBO)	<p>To Avoid this practice</p> <ul style="list-style-type: none"> ● Ensure that information used is acknowledged in the body of the text and is fully listed in the bibliography in MLA ● Cite sources so that readers can find them; if the origin of a source cannot be determined, avoid using it. ● Make clear which words, ideas, images and works are original writing (including maps, charts, musical compositions, movies, computer source codes and any other material). ● Give credit for copied, adapted and paraphrased material. ● When using text, make clear where the borrowed material starts and finishes. ● All sources cited in the text must also be listed in the bibliography and vice versa
Collusion	Supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.	<p>To Avoid this practice</p> <ul style="list-style-type: none"> ● Collaborate in groups or pairs to understand and discuss ideas and concepts but final work must be students' own work in their own words. ● Each student takes their own notes and discussion points while working in a group, using own voice and words ● Any shared work must be re-written with individual students' own voice and words when completing the final task. ● Do not share sections, paragraphs or sentences of your own work. ● Do not create one copy of a diagram, chart etc and share among the group. Always create individual ones. ● discuss and develop general approaches on how to solve a particular problem or task, but without going into specific details or giving away the precise method or answer.

Duplication of work	<p>The presentation of the same work for different assessment components and/or Diploma Programme (DP) core requirements.</p>	<ul style="list-style-type: none"> ● Start a new document whenever starting a new assignment ● Avoid copying anything from earlier work. ● Students should consult the teacher when uncertain about borrowing an idea from a previous piece of work.
Misconduct	<p>Is the deliberate or advertent behaviour that has the potential to result in a student, or anyone else, gaining an unfair advantage in one or more components of assessment. This unacceptable or improper behaviour includes taking unauthorized material into an examination; behaviour that disrupts the examination or distracts other candidates; or communicating with another candidate.</p>	<p>To Avoid this practice</p> <ul style="list-style-type: none"> ● All IB students must be well versed with the expectations and code of conduct of assessments and examinations. ● Students must adhere to the assessment and examination regulations communicated by the school. ● When uncertain, ask for clarification from teachers/invigilators/proctors/coordinators for clarity, before and during any assessment or examination.
Communication/sharing about the content of an examination	<p>24 hours before or after the examination with others outside the school community.</p>	<p>To Avoid this practice</p> <ul style="list-style-type: none"> ● Students must have a clear understanding of the IB and ISDs expectations in terms of conduct of the written examinations. ● Decline to communicate any and all requests for information regarding a recent exam ● Display Academic Integrity at all times by adhering to ethical and honest practices.
Any other behaviour that gains an unfair advantage	<p>any action and or behaviour for a candidate or that affects the results of another candidate.</p>	<p>To Avoid this practice</p> <ul style="list-style-type: none"> ● Students must have a clear understanding of the IB and ISDs expectations in terms of conduct of the written examinations. ● Decline to communicate any and all requests for information regarding a recent exam

Academic Integrity: All Teacher Responsibilities

- Teachers will establish high expectations for academic integrity from students at all times .
- Teachers will provide age appropriate instruction on practices to maintain academic integrity with a focus on the ATL skill of Research
- Teachers will ensure that all students are aware of the consequences of breaching the school's policy and IB regulations.
- Teachers will create an environment that emphasises academic integrity when conducting assessments, tests and exams. This can be done by assigning individual work desks, careful invigilation, removal of devices etc)
- Teachers will use appropriate resources such as turnitin to ensure that student work is authentic.
- Teachers will build in individual accountability to ensure academic integrity, when creating group tasks at appropriate age levels.
- Teachers will engage in annual training to renew and refresh expectations on academic integrity and MLA citation practices
- Teachers will reinforce the school's expectation of using MLA (Modern Language Association) as the chosen format for citation and referencing in all subjects from K -12.
- Model academic integrity in all interactions with students

Academic Integrity: Student Teacher Expectations

Early Years

A student who embodies academic integrity is expected to:

- Orally identify writers or creators including self
- Caption and label own work
- Identify when help from teacher is received
- Model respectful behaviour; eg: how to use materials respectfully.

Teachers are responsible for providing instruction and guidance on:

- Naming authors and creators
- modelling behaviours to acknowledge the work of others
- assist students in labelling and naming which should retain the students original idea/creation

Grade 1-3

A student who embodies academic integrity is expected to:

- Name the title of the book, identify the author of the book and identify illustrators
- Paraphrase meaning and/or definitions
- Students are supported to do their own work
- Collaboration groups clearly identify own tasks and responsibilities
- Cite where they found the quote or information for project or writing

Teachers are responsible for providing instruction and guidance on:

- Introduction to note taking and using bullet points
- Introduction to adding quotes from books in students own writing
- Teacher explained and guided research process
- Sharing the title and author's name during read-alouds or readers & writers workshop (TCRWP) lessons.
- Teachers model acknowledging sources and teaching material from Seesaw and citing sources in all work-related documents

Grade 4-5

A student who embodies academic integrity is expected to:

- Uses EasyBib/ citethisforme/ googledoc add on to create citations
- Cite all text taken from any sources, including images
- Create paraphrased/synthesized text
- Identify primary vs. secondary sources
- Fact checking
- By PYPX students are expected to group sources, i.e. online journals, hard copy books, etc.
- Tier III students are able to utilize endnotes or footnotes for bibliographic notes

Teachers are responsible for providing instruction and guidance on:

- Explicitly teaching how to cite using MLA
- Instruct students to use a variety of online citation tools
- Work with students on creating and/or revising Bibliographies
- Instruct students on how to identify trusted sources, i.e. no Wikipedia
- Teach students how to ask the right questions to get the right answers (QFT)
- Instruct students on how to participate and be a good audience
- Students are provided with access to a range of trusted research sites, i.e. world book online

Grade 6-8:

A student who embodies academic integrity is expected to:

- Create a list of all research sources using MLA format
- Understanding the difference between paraphrasing and direct quoting
- Use online software such as citeme.com, easybib to create an MLA Bibliography

- Take notes and maintain accurate records and process journal to track sources of information
- Be able to identify primary and secondary sources
- Be able to identifying authentic and reliable sources of information
- Be aware of the school expectations for academic integrity by reading the student handbook and attending annual student orientation sessions.
- Submit original work completed by the student at all times with no assistance from a parent, private tutor, sibling, friend or another student.
- Follow all rules for assessments, tests and exams as outlined by the teacher

Teachers are responsible for providing instruction and guidance on:

- Explicit teaching on how to paraphrase and quote from source
- Explicit teaching on how to create a citation using MLA
- Explicit teaching on how to identify appropriate valid sources of information
- Expectations for research and bibliography creation for tasks
- Use databases and provide sources of information to guide students
- Outline of expectations for academic integrity and consequences for misconduct

GRADES 9- 12:

A student who embodies academic integrity is expected to:

- In addition to all of the above in the Gr 6-8 band
- Document all source material using complete and accurate MLA format
- Create a full and complete bibliography with in-text citation in all research work
- use notes during a test only when permitted by the teacher and by the examination rules
- Refrain from purchasing and submitting work written by someone else
- Present artistic or creative work in any medium that is their own except in a manner allowed by the teacher or permitted by the assessment rules

Teachers are responsible for providing instruction and guidance on:

- Use of tools to acknowledge sources appropriately using MLA
- Appropriate research writing techniques
- Appropriate Data gathering techniques
- Careful review of Internal assessment (IA) to ensure academic integrity
- Invigilation of World Exams

Consequence for Academic Misconduct

If there are any issues detected, during formal and informal formative assessments, the school will provide the students support and parents will be notified. In the event of multiple instances of academic misconduct, further investigation will take place in order to determine the cause and provide remedial support.

In the event that academic misconduct is suspected, during summative assessments and examinations, a fair and transparent investigation will take place involving the teacher and student who must supply relevant evidence to the head of pastoral care and relevant IB coordinator. Teachers must provide evidence to support any suspicions, before implementing the procedures outlined in the ISD Assessment Policy, below. These procedures follow the IB statement:

Grade 1-5

Homeroom teachers will monitor students' work and in the event that academic misconduct is detected, will provide guidance and support to the relevant students. Multiple incidents will be reported to the PYP coordinator/ Principal.

Grades 6 - 8

All incidents of Academic Misconduct will be recorded with the counselors and placed in the student's file.

- Teachers will email the counselors the student's name, with title and date of assignment.
- Parents will be contacted..
- Subject teacher conducts an Academic Support session to redo the assignment. For collusion, both students attend Academic Support.
- Students redo the work and new marks will be awarded.

Grades 9 & 10

All incidents of Academic Misconduct will be recorded with the counselors and placed in the student's file.

- Teachers will email the counselors the student's name, with title and date of assignment.
- The student will receive a zero for the material in question.
- Parents will be contacted.
- The student will redo the assignment to an acceptable level to ensure the material has been learned but no marks will be awarded.
- Academic misconduct on a final exam or IB World Exam may result in loss of course credit, graduation privileges, in addition to other consequences stipulated by the IB.

Grades 11 & 12

- All incidents of Academic Misconduct will be recorded with the counselors and the creation of an academic Integrity contract.
- Teachers will email the counselors the student's name, with title and date of assignment.
- The student will receive a zero for the material in question.
- Parents will be contacted.
- The student will redo the assignment to an acceptable level to ensure the material has been learned but no marks will be awarded.
- Academic misconduct on a final exam or IB World Exam may result in loss of course credit, graduation privileges, in addition to other consequences stipulated by the IB.

**The academic integrity contract will indicate that further incidents of mis-conduct will result in universities being informed.*

Resources to support Academic Integrity

Plagiarism Detection Tools

ISD uses the Turnitin plagiarism detection service through Managebac, for summative assessments. Individual departments will determine cases of academic misconduct informed by the evidence gathered for each case.

Librarian:

The Librarian will support students and teachers as an expert in the area of academic integrity, and shall be able to provide ethical guidance and assistance with citation and referencing and appropriate research skills, delivered both as part of the library Information Skills Programme and by supporting classes and individual students as requested.

Parents/Guardians:

Parents and guardians can support their children by establishing a good level of communication with the school so that they understand the requirements and expectations of the IBO and the school with regard to academic integrity. Parents can encourage their son/daughter to plan and schedule their assignments carefully and the need to do their own work. Students having difficulty with their assignments should be encouraged to ask their teachers or librarian for advice.

Consequences of Academic Misconduct DP

Coursework related consequences

When ISD identifies issues with a final piece of work before submission or upload to

the IB (inclusive of the MYP Personal project) and before the IB submission deadline, the situation must be resolved as per the school's academic integrity policy and resubmissions are permitted. ISD will not submit to the IB a piece of work that does not meet the expectations in regard to academic integrity or award a mark of zero, as stated by the IBO (Academic Integrity. October 2019) https://resources.ibo.org/ib/works/edu_11162-58121?lang=en.

Examination related consequences

An act of misconduct by a candidate in an examination must be reported to the Assessment Division, IB Global center, Cardiff using the email link on IBIS without delay (Conduct of examinations booklet 2021)

https://resources.ibo.org/dp/works/dp_11162-413753?root=1.6.2.2.27&lang=en

If a student is found to be in breach of regulations, the school must contact the IB within 24 hours of the examination to report the incident. Students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students. The student's examination script should be submitted for assessment as usual (Academic Integrity. October 2019) https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?root=1.6.2.8.9&lang=en#id-966d70a5-fef8-42e0-bd28-bb6ffb798b48

Academic Integrity. October 2019.

https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?root=1.6.2.8.9&lang=en#id-966d70a5-fef8-42e0-bd28-bb6ffb798b48

Frequently Occurring Scenarios (FOS)

Creative work

While working on a project related to the transdisciplinary theme "How we express ourselves", a grade 2 student creates a video that features different forms of art. She decides to use pictures, music and images that were found on the internet. While reviewing the rubric for the project, the student realizes that he/she has forgotten to cite the different musical and video sources that have been used. She talks with the classroom teacher who provides examples of an agreed way to reference the items.

An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea? The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic integrity. Creativity

often builds on the work of others, and new ideas often come from existing products and solutions.

Independent work

To further develop skills related to academic integrity, the school's library/media specialist has chosen the key concept of responsibility and the PYP attitude of respect as a central theme. The library/media specialist leads discussions across grade levels about how authors create work, and the importance of respecting intellectual property. Students learn that they have the responsibility to cite sources beginning in grade 1. The library/ media specialist explains that the sources are a "road map" for the students, and that it is important to acknowledge the author out of respect. Therefore, students are taught how to create a bibliography or a page of works cited.

A DP student is completing her ITGS internal assessment. The task requires her to conduct an interview with a client and to submit a written record of it. When she begins writing her analysis, she realizes that she forgot to ask some questions that would have been helpful. She is tempted to fabricate some responses to these questions, as she feels it would make her analysis and solution stronger, and help her achieve a better mark. As the deadline for submitting internal assessments approaches, the teacher initiates discussion with the class on the importance of reporting data accurately, and stresses that each student will be required to sign a cover sheet confirming the authenticity of the work. The student realizes that fabricating her client's responses could have far-reaching consequences as a case of academic misconduct.

Oral presentation

An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on *Astérix et Cléopâtre* and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed. The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).

Group work

An MYP year 3 student has been part of a three-person group working on a community project. The student has found it challenging working in a group. One member of his group has copied and pasted material from an unattributed source

in material that she was supposed to have created herself. The teacher works with the group and especially with the student who copied and pasted the material and is not yet academically proficient in the school's teaching language. (In learning a new language, students are often able to recognize relevant content before they can generate their own.) The teacher provides the student with additional opportunities to practise paraphrasing skills, and may use peer-coaching strategies to empower students to work collaboratively when documenting sources.

CULMINATING PROJECT

As grade 3 students prepare to present a culminating project to parents, the teacher takes a moment to discuss the importance of academic integrity. Special efforts are made to make sure that cultural and language differences do not impede understandings. The teacher engages in a discussion that allows for the sharing of cross-cultural perspectives of academic integrity. The teacher provides an example of a student who copies another's work or allows someone else to complete a project for them as a way of not maintaining academic integrity. The teacher provides examples of academic integrity and encourages a conversation that allows parents to share ideas that can be used at home.

Personal project

An MYP year 5 student is completing her personal project on sustainable transport. However, she changed her idea for the project very late in the learning process. As advised on the academic integrity form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction. The supervisor reminds the student about the importance of the process journal, and its purpose: to document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/ or edited research notes; and to maintain a current bibliography. The teacher explains the relevance of the academic integrity form as a form of communication. As long as the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern.

Extended Essay

A DP student is writing his English Extended Essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites. The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which

increases the temptation for the student to pass off others' ideas as his own.

Review of Policy

The ISD language policy will be reviewed on an annual basis, for ongoing updates and formally reviewed every 3 years in line with board policy review.

Previous Review : December 2019

Last Reviewed : June 2021

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Appendix

Violation	IB Definition	Scenarios and Examples
<p>Plagiarism</p>	<p>The representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated or acknowledged, is also considered plagiarism (IBO)</p>	<p>Presenting as your own (with or without the author's permission) information collected, organised, or written by someone else.</p> <p>A grade 5 student is working on the exhibition. During the research process, a variety of sources, including books, blogs, internet videos and print articles were accessed. The student has used items from web searches as part of her visual presentation. Since the information is easily available, she is confused about whether or not all sources need to be documented. The student reviews the school guidelines for academic integrity. She also asks her classmates for guidance. The classroom teacher, media specialist and parents also model and provide regular reminders to all students about the importance and meaning of academic integrity.</p> <p>A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered "copying". She asks her visual arts teacher for advice. The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists' ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, "After ...", so that it is very clearly attributed</p> <p>A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice. The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a</p>

bibliography on the last slide of the PowerPoint®

To Avoid Plagiarism

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.
- Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
- Give credit for copied, adapted and paraphrased material.
- When using text, make clear where the borrowed material starts and finishes.
- All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text

Violation	IB Definition	Scenarios and Examples
Collusion	Supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.	<p>Working closely with two or more individuals work together to give precise answers or give an exact approach to solving a question that will form part of some assessed work, intentionally or not, to gain an unfair advantage over other learners.</p> <p>The final work presented for assessment is no longer that of the individual because it either includes undisclosed contributions from other individuals or has enabled others to enhance their answer in an unfair manner</p> <p>Kindergarten students are working together in small groups. The teacher notices that one student is not participating. The teacher has a one-to-one conversation with the student and encourages participation by asking questions and reminding the student of the importance of presenting her own ideas. A few moments later, the teacher gently reminds the class of the essential agreements for group work and that every student should have a chance to offer new or different ideas that reflect the creativity and collaboration of the team. The students are also reminded of the importance of practicing social, communication and thinking skills.</p>

		<p>As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis. Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.</p> <p>A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressurized understands this is inappropriate but wants to be popular with the group. The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.</p>
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Good collaborative practices

In summary, good collaborative learning means working collectively on a topic or task to help each other understand what is involved and/or what needs to be done. Answers to any assessed work are then completed by each student in their own words.

- Collaboration linked to assessed work stops at the level of general discussions, with each student writing up their answer individually, in their own time and in their own words.
- What a specific concept or topic means (often by explaining it in different ways to that presented in the course materials);
- how this information can be applied to other areas of their study.
- It may also involve discussing and developing general approaches on how to solve a particular problem or task, but without going into specific details or giving away the precise method or answer.

Violation	IB Definition	Scenarios and Examples
<p>Duplication of work</p>	<p>The presentation of the same work for different assessment components and/or Diploma Programme (DP) core requirements.</p>	<p>Presenting the same work for marking more than once, by handing in the same text or research material for two different subject assignments without acknowledging that this has been done.</p> <p>A MYP student completed a Design Evaluation in MYP 4 and the following academic year, copied parts of it to complete their Personal Project Design related report in MYP 5. This student was 'recycling' an old assignment by presenting it as new original work without acknowledging that this has been done.</p> <p>A Diploma student starts to use one of the artworks that they are analysing for the visual arts comparative study assessment, for their visual art extended essay. Their extended essay supervisors notice this in one of the meetings with the student and advises the student to select another artwork for their extended essay.</p>
<p>To Avoid Duplication of work</p>		
<p>Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask your teacher when you are unsure if you can borrow an idea from a previous piece of work.</p>		

Violation	IB Definition	Scenarios and Examples
Misconduct	Is the deliberate or advertent behaviour that has the potential to result in a student, or anyone else, gaining an unfair advantage in one or more components of assessment. This unacceptable or improper behaviour includes taking unauthorized material into an examination; behaviour that disrupts the examination or distracts other candidates; or communicating with another candidate.	<p>Misconduct includes:</p> <ul style="list-style-type: none"> ● Imitating someone else's signature. ● Using hidden notes on paper, electronic devices or written on yourself during a test or examination. ● Asking for or looking up answers during a test or examination. Making up or altering scientific or other research data. ● If you work in a team, letting others do the work and then adding your name as if you had done an equal part of the work. ● Pretending to be someone else in an examination
To Avoid Misconduct during Examinations		
<p>Students must be well versed with the expectations and code of conduct of assessment and examinations and they must adhere to the examination regulations communicated to them by their school. If the student is not sure about any behaviour they need to ask their teachers/invigilators/proctor/coordinators for clarity, before and during any assessment or examination .</p>		

Violation	IB Definition	Scenarios and Examples
<p>Communication about the content of an examination</p>	<p>24 hours before or after the examination with others outside their school community.</p>	<p>Assisting other students in the same or a different school to commit academic misconduct also represents a serious offence. This can be through use of social media; everything that is posted or shared online leaves a digital footprint behind and can become public. Even conversations considered private such as the ones taking place in closed groups on social media platforms have the potential to be shared by any member of that group.</p> <p>https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?root=1.6.2.8.9&lang=en#id-966d70a5-fef8-42e0-bd28-bb6ffb798b48</p> <p>Disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media (<i>General Regulations 12</i>)</p> <p>All IB students are expected to inform their school administrators and programme coordinators immediately if an act that compromises the integrity of the examination is identified.</p>
<p>To Avoid Communication about the content of an examination</p>		
<p>All students must have a clear understanding of the IB's expectations in terms of the conduct of the written or on-screen examinations. Therefore, students must adhere to ethical and honest practices.</p>		

Violation	IB Definition	Scenarios and Examples
<p>Any other behaviour that gains an unfair advantage</p>	<p>any action and or behaviour for a candidate or that affects the results of another candidate.</p>	<p>For example:</p> <ul style="list-style-type: none"> ● falsifying a CAS record ● When a student seeks and receives assistance from others such as teachers, peer students and parents, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance

		<p>that, in the first place, not everyone has at their disposal. This also affects the assessment process since the work is not entirely produced by the student in question.</p> <ul style="list-style-type: none"> • students may not attempt to answer examination questions and instead invest their time writing offensive or obscene and/or irrelevant comments.
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To Avoid Any other behaviour that gains an unfair advantage.

All students must have a clear understanding of the IB's expectations in terms of the conduct of the written or on-screen examinations. Therefore, students must adhere to ethical and honest practices.