

Academic Honesty Policy at Haganässkolan

IB Diploma Programme

Principles and vision

We uphold the principle that intellectual property, being defined as an idea, method or written work that derives from the work of the mind, deserves, and demands to be credited to its source. Through proper citation of other's ideas and work, we show how we value other's ideas and can use others' ideas to develop, strengthen, and reflect upon our own.

The IB Learner Profile aspects help guide us both in envisioning and in acting out the principles of academic honesty:

Inquirers - acquire the skills necessary to inquire and to search for answers to their questions

Principled - act with integrity and honesty by documenting sources; taking responsibility for one's own actions and work

Open-minded and Balanced - be accustomed to seeking and evaluating a range of points of view

Risk-takers - be brave and articulate in defending their beliefs

Communicators - express their own ideas by using their own personal vocabulary, collaborate with others and contribute equally in group work.

Caring - consider the work of others and know about intellectual property

Thinkers - take ethical decisions and critically evaluate sources.

Reflective - take the time to review one's own work and determine what went well, and what can be better. Reflecting on other people's viewpoints in order to help evaluate information.

Definitions

These are commonly terms are used to describe ways to be dishonest and for which one can expect consequences if detected.

Plagiarism: taking work, words, ideas, pictures, information, or anything that has been produced by someone else and submitting it for assessment as one's own

Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.

Exam-cheating: communicating with another student during a test, bringing unauthorised material into the test room, or consulting such material during a test or assessment task, in order to gain an unfair advantage.

Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

Falsifying data: creating or altering data to satisfy personal need, and which have not been collected in an appropriate way.

Collusion: helping another student to be academically dishonest.

The above sections shall be read in conjunction with the following sections in the “Academic Integrity” booklet published by the IB: Purpose of this policy, scope of this policy, what is academic integrity?, Why do we need academic integrity?” (pp 1-5)

Practices

We recognize that not all students have had the same academic background and we therefore do not presume every student comes in knowing the principles of academic integrity. We therefore aim to establish a collective understanding of academic integrity. To encourage and cultivate a culture that values academic integrity and adheres to established academic norms regarding academic honesty, we do the following:

Upon the start of DP 1, students are introduced to and given a copy of the publication “*Academic Integrity*” published by the IBO. During this session in week 1 of school starting, the DP coordinator and/or mentor presents the school Academic Honesty Policy as well. The Policy is taken home to be reviewed by the student with her/her guardians and is returned with signatures.

The school’s Theory of Knowledge course includes curricular content that scaffolds the students in their approach and undertaking of the Extended Essay. The course content provides some of the key following experiences:

- Critical evaluation of sources
- Close reading of academic research papers, including the observation of citation methods used in them.
- Mini-essay assignments intended to allow students to practice different ways of acknowledging other people’s ideas/writing. Practice of specific in-text citation styles.
- The explicit teaching of effective note-taking during research so it is easier to remember what idea came from what source and to be able to more easily cite in draft and final papers.

Additionally, the following notable practices exist at the school:

- Each subject teacher discusses academic integrity directly, shows examples of subject specific research, and models academic integrity themselves during lessons.
- Approaches to teaching and learning skills are mapped out into each subject’s curriculum and explicitly taught throughout the curriculum.
- The school librarian visits the class at the invitation of the mentor or EE coordinator to give an overview of academic integrity. The school librarian is available to provide advice and support for research.
- Teachers are using first drafts of assessments and individual supervision to follow the working process of the candidates.

- The learning platform, Managebac, is where assessments are submitted. Written work will be run through “Turn it in”, the integrated online tool designed to promote academic integrity. The similarity indexes are used by teachers and students to review and analyze student work for academic honesty.

Resources

- EasyBib is a website that allows students to not have to cite by hand:
<http://content.easybib.com/students/>
- This great site by Lund University reviews how to critically evaluate sources:
<https://libguides.lub.lu.se/c.php?g=297189&p=1990288>
- <https://www.zotero.org/> is an online open sourced application that calls itself your “personal research assistant. Specific teaching of its use will be done in Psychology and TOK:
- Microsoft Word’s “References” tab is another way to integrate citations and references directly.

The above sections shall be read in conjunction with the following sections in the “Academic Integrity” booklet published by the IB: Expectations and responsibilities of the school community, pp 7-17.

School-Level Consequences of suspected cases of Academic Dishonesty

These consequences are spelled out in Swedish School Law (Kapital 5 paragraph 17) which Haganässkolan follows, this consequence list is based on the Swedish school law with some adaptations for our program.

1. When malpractice is suspected or has been confirmed, the IB subject teacher who detects it talks face to face (in person or via TEAMS) to the student. Upon first detection, we assume it is an unintentional error*, but we identify the error to the student and how it must be fixed.
*If the evidence overwhelmingly shows intent, skip to #5
2. The student must re-do the offending section(s) before receiving an evaluation of the work.
3. The IB subject teacher emails the DP Coordinator and the mentor to inform and document that the meeting with the student has taken place.
4. The student must tell his/her parents that same day and the mentor teacher emails the parents after that to inform them as well.
5. If the malpractice is considered intentional, it is the same procedure, however, the student must also have an additional meeting with the DP Coordinator who documents the meeting. The student must sign the Academic Honesty Policy again after reviewing it with the Coordinator.
6. If the malpractice is repeated the principal decides on the consequences for the student.
7. If the malpractice is found out in the final stages of an official internal assessment: a review will be conducted by the DP Coordinator and a determination will be made by the DPC and Principal as to whether the work can be redone, revised, or resubmitted. The decision will be based on the context of the student's past behavior. It is possible that re-submission will not be permitted. In this case, the work will be awarded an "F" or marked as non-submission on the IB platform. This means the student may not be eligible for a final grade in the subject concerned. If misconduct is identified after the work has been submitted, the DPC must inform the IB as soon as possible. (*see pp 24, Academic integrity*)
8. If misconduct is suspected during an exam: the school must contact IB within 24 hours. The IB will then investigate the situation. A penalty may be sanctioned, outcomes might include not being eligible any longer for the full diploma (if you are a full diploma candidate). (*see pp 23-25, Academic Integrity*)

The IBO also has a scale of penalties for Academic Misconduct, therefore, the section above shall also be read in conjunction with the publication "Academic Integrity" published by the IBO, specifically the following sections: Investigating school maladministration or student academic misconduct, Appendices, pp 19-48.

**Declaration of Receipt of Haganässkolan's Academic Honesty Policy,
Diploma Programme:**

- The Academic Honesty Policy is reviewed in detail on the first day of school.
- A hard copy of the Academic Integrity Booklet is handed out.
- If a student is absent, they must still read the policy, and if they have questions, they must ask their mentor to clarify. They must ask for their copy of the booklet as well.
- Student feedback is considered so revision can be made if necessary.
- A link to the updated Academic Honesty Policy will be provided by DPC or mentor on our website.
- An assignment is given for students and guardians to review the policy at home.
- Once the policy is read by both student and guardian, sign and return this slip to your mentor.

By signing this, you indicate you have read and understand the DP Academic Honesty Policy (online) and have received a copy of the Academic Integrity booklet published by the IBO.

You agree to always give credit to your sources by consistently using an established referencing system that includes in-text citations as well as a bibliography, works cited or references page (depending on which system you are using).

You will ask my teacher about which referencing system is preferred for the subject you are writing in and will follow your teacher's instructions accordingly.

Student, PRINTED NAME:

Student Signature:

Parent/Guardian, PRINTED
NAME: _____

Parent/Guardian Signature:

Date: _____