Academic Honesty Policy

Luanda International School

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LIS Vision and Mission

Our vision:
Courage to empower
Passion to inspire
Together shaping our future

Our mission:
A diverse community of learners, committed to fostering compassionate, confident and socially responsible individuals who thrive in the world.

IB Standards and Practices

- A5 - The school promotes responsible action within and beyond the school community.
- B1:5e - The school has developed and implements an academic honesty policy that is consistent with IB expectations.
- C3:4 - Teaching and learning promotes the understanding and practice of academic honesty.
- C3:5 - Teaching and learning supports students to become actively responsible for their own learning.
- C3:16 - Teaching and learning develops the IB learner profile attributes.

Purpose of Policy

- to guide teachers and students in developing a creator culture
- to guide students and teachers in practicing and promoting academic honesty
- to ensure LIS has clear procedures for dealing with cases of academic misconduct across the programmes

Guiding Principles

- We believe that creating a culture of academic honesty is the responsibility of all members of the LIS community.
- We believe that inquiry based learning encourages creative and critical student work.
- We believe that authors have a right to determine how their work can be used, shared and built upon and that those choices must be respected.
- We believe that developing a creator culture where students create new forms of media and make informed choices about how to share that media supports a culture of academic honesty.

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Encouraging a Culture of Academic Honesty

"Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills." *(Academic honesty in the IB 2009/11)*

Luanda International School promotes a culture of academic honesty across all three programmes by developing approaches to teaching and learning and by providing support to teachers and students in becoming ethical users and creators of media. For more guidance on supporting academic honesty, see Appendix A.

Definition of Academic Misconduct

This is behavior that results in, or may result in, the candidate gaining an unfair advantage in one or more assessment components. It includes:
- *Plagiarism*: the representation of the ideas or work of another person as the candidate's own
- *Collusion*: supporting misconduct by another candidate, such as allowing one's work to be copied or submitted for assessment by another
- *Duplication of work*: the presentation of the same work for different assessment components and/or diploma requirements
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).
- Misconduct in IB examinations – see *Conduct in IB Examinations (2014)* which outlines a range of examination misconduct and the consequences

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Procedures & Consequences for Academic Misconduct

Primary Section (PYP)

When academic misconduct happens in a PYP classroom relating to in-class work or home learning, it will be up to the teacher of the learner involved to reflect and discuss consequences with that learner. Repeat occurrences should involve discussions with parents and/or a member of the Primary Leadership Team.

As there are many research project opportunities given to upper primary students including the exhibition, there is a potential for academic misconduct to occur. In these cases, the learner's work should be re-done. Again, repeat occurrences should involve discussions with parents and/or a member of the Primary Leadership Team.

Ultimately, the onus of responsibility to be academically honest should be placed upon the learner through teaching, learning and reflecting.

Secondary Section (MYP and DP)

If a teacher or another member of staff suspects a student may have behaved in an academically dishonest way they will inform the relevant Year Level Coordinator. Together they will investigate the matter through discussion with both the student, relevant Programme Coordinator and Deputy Principal.

The following consequences may be applied:
- student to redo the assignment *
- student to receive no level for the task
- parent meeting with the teacher, YLC/MYPC/DPC and student(s)
- meeting with Secondary Principals
- suspension
- expulsion

* The teacher will decide if the student can re-submit the assignment and receive feedback. This may or may not be possible depending on the type of assignment.

Consequences will vary depending on the circumstances including:
- the age and year level of the student
- any previous incidences of academic dishonesty involving the student
- length of time at LIS
- nature of the academic dishonesty

In all cases of academic dishonesty relevant documentation will be placed in the student's file.

Secondary IB Required Work

For IB required work including Personal Project, Extended Essay, DP internal assessments, TOK essay; the school will follow IB published requirements. This may result in the student not being awarded a grade and thus not being awarded their MYP Certificate or IB Diploma.

Appendices

- Appendix A: Culture of Academic Honesty
- Appendix B: Additional Terminology

Work Cited

"Programme standards and practices." <u>Online Curriculum Center</u>. Jan. 2014: 1
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Carroll, Jude. Oct. 2012 <http://occ.ibo.org/>
"The Conduct of IB Diploma Examinations" <u>Online Curriculum Center</u>. May. 2014: 1. International
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LIS documents:
LIS Mission Statement
LIS Objectives 2012
IB Learner Profile 2013
LIS Citation Guide 2012

Policy developed by the following staff members:
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Todd Richer – MYP Humanities Teacher, DP Geography Teacher and ToK Coordinator
Katy Vance – Secondary Librarian

Appendix A: Culture of Academic Honesty

Encouraging Academic Honesty in the PYP

The school encourages academic honesty in PYP programmes by:
- emphasizing the learner profile attributes, especially the need to be principled and to communicate authentically and appropriately.
- discussing appropriate help for students regularly with parents.
- ensuring parents and learners understand what the learner profile value of academic honesty means.
- making clear what will happen if submitted work is not the learner's own.

Teachers encourage honest, creative, critical PYP work by:
- creating inquiry-based assessment tasks that are worded in such a way to promote genuine enquiry rather than copying.
- designing assessment criteria that value and reward the work required, rather than only the result.
- Teaching MLA to all students in year 5 and above
- Encouraging students, in all year levels to paraphrase and write content from their own perspective rather than paste content from sources like websites.
- teaching ways to acknowledge others: for example, PYP learners can learn to use quotation marks to mark others' words or describe what help was useful and why.
- teaching reflection as part of the learning process.

PYP learners' work will be creative and honest by:
- showing how they have used others' work by, for example in years 5 and 6, citing/referencing the work of others that they have used and paraphrasing and re-writing from their own perspective.
- respecting copyrighted text and images and not use without seeking the correct permission.

Encouraging academic honesty in the MYP

All of the activities and approaches suggested in the PYP apply in MYP. In addition, the school will support academic honesty in MYP programmes by:
- ensuring the school community understands the academic honesty policy (programme standard B1:5:e); special care might be needed for learners joining the MYP from other educational settings where expectations might differ.

MYP teachers reinforce academic honesty by:
- emphasizing the learner profile attributes, especially the need to be principled and to communicate authentically and appropriately.
- stressing the scholarly role of the approaches to learning skills of information literacy, problem-solving and self-management.
- offering task-specific clarifications of assessment requirements including using the work of others.
- making sure that assessment tasks, especially but not only in the personal project, require inquiry and creativity.

- By assisting students to understand the distinction between legitimate collaboration and unacceptable collusion.
- provides each student with detailed guidance on academic writing and the school's citation guide.

MYP students demonstrate academic honesty by:
- tracking use of resources and others' work and by applying their developing approaches to learning skills.
- using appropriate ways to signal use of sources.(MLA system at LIS)

Encouraging Academic Honesty in the DP

At the DP level, many aspects are more formal and codified versions of the actions carried out in the PYP and MYP.

To support academic honesty at this level LIS:
- has nominated MLA as the official citation system
- provides each student with detailed guidance on academic writing and the school's citation guide.
- provides staff development and guidance on plagiarism and citation.
- has created a procedure for managing cases of deliberate cheating, especially where it involves plagiarism and collusion, including what penalties will apply and how a penalty will be selected.

DP teachers help ensure students' academic honesty by:
- agreeing topics and titles for students' extended essays that encourage authentic research.
- monitoring the writing process.
- teaching academic writing skills.
- stressing research skills, focusing particularly on resource evaluation and search strategies among sources.
- dealing with inappropriate use: for example, by using Turnitin.com

For DP students, academic honesty is strengthened when they:
- make the effort to learn academic writing, research and citation skills.
- seek clarification when unsure, including in situations where they may be using the work of other IB students inappropriately, leading to collusion.
- use guidance on referencing and citation techniques.
- use time-management and self-management strategies to avoid procrastination.

(Caroll 2012)

The pamphlet Academic Honesty in the Diploma Programme has further useful advice for DPs students who should:
- ensure that all sources… consulted are acknowledged in their work using the referencing style agreed with the school
- ensure that information … used is acknowledged in the body of the text and is fully listed in the bibliography
- use quotation marks or indentation to show all text that is someone else's exact words.
- Cite sources so that readers can find them (IB Undated)

Appendix B: Additional Terminology

Academic misconduct	Behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component. Academic misconduct includes collusion, plagiarism and duplication of work.
Authentic Authorship	Work that is actually written by the named author
Collusion	Work that is produced by more than one person, which can include: ● When someone allows you to copy her/his work or writes part of it for you and you present it as your own work. ● Letting someone else copy your assignment, homework or answers in a test or exam. Giving others the answers during a test, quiz or exam.
Duplication	Presenting the same work for marking more than once, which can include: ● 'Recycling' an old assignment by presenting it as new original work for additional credit without acknowledging that this has been done. ● Handing in the same text or research material for two different subject assignments without acknowledging that this has been done. The presentation of the same work for different assessment components and/or diploma requirements (for example if the same material from an internal assessment has been used in an extended essay) in contravention of examination board rules.
Intellectual Property	Creations of the mind: inventions, literary and artistic works, and symbols, names, images & pictures, and designs used in commerce.
Malpractice	Commonly referred to as cheating, which can include: ● Imitating someone else 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.
Plagiarism	Presenting someone else's ideas without crediting them, which can include: ● Copying or paraphrasing material and presenting it as your own work without properly citing the book, newspaper or website where you took it from. ● Take someone else idea and present it as your without citing the source. ● Translating a text or an idea and then presenting it as yours without citing the original source.

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