

Academic honesty

What is academic honesty?

According to the IBO, 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” (IBO, 2007).

Further: “...all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. This requirement includes a candidate’s responses to examination papers in May and/or November. All quotations in a candidate’s examination script must be properly acknowledged” (IBO, 2007).

Concepts that relate to academic honesty include but are not limited to the following: authenticity of work, intellectual property, and proper conduct during testing procedures.

Authenticity of work

“An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged” (IBO, 2007).

Intellectual property

“The concept of intellectual property is potentially a difficult one for candidates to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by national and international law” (IBO, 2007).

Proper conduct during testing procedures

The IBO has produced a document called “Conduct of the examination – Notice to candidates”. Students will in their senior IB year be made aware of these procedures in due course before their mock exams in February, and they will apply during the mock exams. Before the regular exam period starts, all students need to sign that they have read and understood this document.

Malpractice

According to the IBO, a student is guilty of malpractice if he or she plagiarizes, works too closely together with another student (collusion), or duplicates work. Malpractice is also present in other situations.

Plagiarism

This is defined as the representation of the ideas or work of another person as the candidate’s own

Examples of plagiarism

- Using information from the internet – either directly or in a restated form – without acknowledging the source. This also includes photos, music, graphs, maps and the like.
- Copying one sentence or more from a book or the internet without acknowledging the source in quotation marks and in the bibliography.
- Copying material, answers or results from other students without them knowing it.
- While some students may have the assistance of external tutors to help with homework and assignments, all work submitted by students for assessment must be the authentic work of the student and not that of the tutor. Over-dependence on the ideas or phrasing of tutors is dishonest and will be treated as plagiarism.

How to avoid plagiarism

This will be a topic in several of the weekly session where the whole class is meeting (“basis sessions”), and the individual subject teachers will also discuss this when relevant. It is the responsibility of the school to teach the students what they can and should do to avoid plagiarism.

From the IBO (2007): “Candidates must receive guidance on when and how to include acknowledgments in their work. Similarly, the practice of paraphrasing is a skill that must be taught so that candidates do not simply copy a passage, substitute a few words with their own and then regard this as their own authentic work. When using the words of another person it must become habitual practice for a candidate to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone. Using the words and ideas of another person to support one’s arguments is a fundamental part of any academic endeavor, and how to integrate these words and ideas with one’s own is an important skill that must be taught”.

Collusion

This is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another student.

Examples of collusion

- In group 4: Copying a report, or parts of a report, from laboratory work.
- If you in a class have performed a group work, and allow that parts of this work are later used for individual assessment purposes, this will be considered collusion

Collusion versus collaboration

From the IBO (2007): "For most assessment components candidates are expected to work independently with support from the subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration."

E.g. in the experimental sciences: Sometimes it is practical to work together at the laboratory, giving two or more students identical results. You are allowed to discuss the significance of your results, but when you start writing a report from the experiment, you will have to do so individually.

Duplication of work

This is defined as the presentation of the same work for different assessment components and/or diploma requirements.

Examples of duplication of work

- A student hands in a piece of work for internal assignment purposes and then later hands in a similar piece of work for his or her Extended Essay.

Other misconduct

Any other behavior 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) is defined as academic dishonesty (IBO, 2007).

- Fabricating, altering or excluding data.
- Selective use of sources. If there are works that are not supporting your findings, these works need to be referred to as well, not only the ones that do.

Furthermore, the IBO views the following as malpractice (IBO, 2007):

- taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination papers
- using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper
- disclosing or discussing the content of an examination paper with a person outside the immediate school community, including online discussions, within 24 hours after the examination.

Responsibilities of teachers and students

"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. This includes all work for internal assessment where teachers' marks are entered on the IB information system (IBIS): the secure web-based service for coordinators. When a school has implemented all prevention measures, teachers are expected to detect any plagiarism. Teachers are also expected to support the school's policy on good academic practice and provide candidates with advice whenever necessary" (IBO, 2007).

"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. Candidates are expected to comply with all internal school deadlines: this is for their own benefit and may allow time for revising work that is of doubtful author ship before the submission of the final version" (IBO, 2007).

All students and a parent/guardian need to sign an academic honesty contract where they confirm that they have received, read and understood the general regulations for the Diploma program and the academic honesty policy for our school.

Consequences of malpractice

If malpractice is suspected, the nature of the malpractice is reported to the IBO by the external examiner or the IB coordinator.

The allegations of malpractice are investigated thoroughly. If a student is found guilty, the outcome is either:

- that the student is found guilty of academic infringement. This results in a zero on the component or part of the component, but the student is still eligible for a grade in the subject.
- that the student is found guilty of academic malpractice. If found guilty of malpractice, the student will not be awarded the IB Diploma.

Academic malpractice is a very serious offence which may result in the student not being eligible for the IB Diploma. Examiners are very aware of signs of plagiarism in assignments and the IB runs electronic checks on IB students' work in exams.

References

International Baccalaureate Organization (2007). Diploma Programme. Academic Honesty. (July 2013, accessible at:

http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0707_1_e.pdf
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Academic Honesty Contract

We have read the document “General regulations: Diploma Programme”, and the academic honesty policy of Gjøvik videregående skole, and have clarified any questions we have about its contents. We understand what constitutes academic malpractice and what students must do to remain academically honest and accountable. We understand the consequences of malpractice, the most serious of which is not being awarded the IB Diploma.

Student Name: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____