Gjøvik videregående skole IB Diploma Programme

"Academic integrity is everyone's responsibility. It must be part of the teaching and learning process and an aspiration of the entire school community".

"We strive to be content creators, nor content imitators"

Academic Integrity Policy

At the IBDP at Gjøvik videregående skole, we are dedicated to nurturing knowledgeable and inquiring young adults equipped with the skills essential for success in our complex world. Aligned with our mission to foster an intercultural and respectful community that values diversity, compassion, and care for others, our commitment to academic integrity stands as a pillar.

At the core of our educational philosophy is the pursuit of a well-rounded education, emphasising both academic excellence and personal growth. Grounded in an international curriculum, we actively promote critical thinking, creativity, empathy, and respect, fostering the development of students who embody these values. Our collective vision is to shape a community of compassionate and responsible global citizens.

In harmony with the principles of the IB Learner Profile, we strive to develop students who are principled and act with integrity and honesty, with a strong sense of fairness and justice, and with the respect for the dignity and rights of people across the globe. Principled students take responsibility for their actions and their consequences.

In a world where technology and AI evolve rapidly, academic integrity is crucial for our students as it instils the ethical foundation necessary to navigate the complex landscape of digital information responsibly. Upholding academic integrity becomes increasingly vital, ensuring that our students develop the critical thinking skills essential to discern reliable information, make informed decisions, and contribute ethically to the global discourse.

At Gjøvik videregående skole we advocate the principles of honesty, fairness, and ethical conduct, to prepare students for academic success and instilling in them the values necessary to become agents of positive change in society. In alignment with our school's overall mission, "Together we create the future". It is our collective responsibility to shape a community where integrity is the bedrock of academic and personal development, empowering students to be active and engaged citizens contributing to a better world.

What is academic integrity?
Academic integrity is a guiding principle in education and 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. (IBO, 2023, s. 3)

Academic integrity is a principle in education and a choice to act in a responsible way so others can trust us. It means conducting all aspects of your academic life in a responsible and ethical manner. The IB expects students to produce genuine and authentic pieces of work, that represent their own abilities. That is, the IB wants to support "content creators", not "content imitators". Students should give credit where credit is due—so be honest and transparent and recognize how previous work is influencing/supporting their own work. (IBO, 2023)

Academic integrity is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection. All IB community members, including students, should aim to achieve and develop the IB learner profile attributes. From a young age, IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "principled". To this end, all students participating in IB programmes are expected to act honestly, responsibly, and ethically.
 (IBO, 2023)

Academic Integrity in the IB at GVS

As a public upper secondary school in Norway, our academic integrity policy is founded in alignment with the values and principles for the Norwegian Core Curriculum:

Ethical awareness, which means balancing different considerations, is necessary if one is to be a reflecting and responsible human being. The teaching and training must develop the pupils' ability to make ethical assessments and help them to be cognisant of ethical issues.

Critical thinking and ethical awareness are requirements for and part of what it means to learn in different contexts and will therefore help the pupils to develop good judgment. Practical work in a vocation, profession or artistic field also requires the ability to reflect, judge and evaluate. (Udir, 2020)

What constitutes good practise?
Citing Sources Properly:

- Teach students the importance of citing sources accurately using recognized citation styles such as APA.
- Provide guidance on how to avoid plagiarism by paraphrasing, quoting, and citing sources appropriately in their academic work.

Encouraging Original Work:

- Emphasize the value of independent thinking and originality in assignments, projects, and assessments.
- Promote creativity and critical thinking to ensure students engage with their coursework authentically.

Collaboration Guidelines:

- Clearly define collaboration expectations for group projects, making it explicit what level of collaboration is acceptable and what constitutes individual contribution.
- Encourage collaborative learning while emphasizing the importance of individual understanding and effort.

Technology Use Awareness:

- Provide guidance on responsible use of technology, including the proper use of online resources and tools.
- Educate students on the potential pitfalls of plagiarism facilitated by technology and how to avoid them.

Effective Assessment Design:

- Design assessments that assess the students' understanding and application of concepts rather than just rote memorization.
- Rotate assessments regularly to discourage sharing of past assignments and solutions.

Communication and Education:

- Foster open communication about academic integrity, ensuring students understand the consequences of dishonest behaviour.
- Implement regular workshops or discussions on academic integrity to reinforce its importance throughout the academic year.

Faculty Support:

- Provide teachers with resources and training on detecting plagiarism and promoting academic integrity.
- Encourage a supportive environment where faculty can address concerns about academic honesty and guide students in making ethical choices.

Building a Culture of Integrity:

- Cultivate a school culture that celebrates academic integrity, emphasizing its role in personal growth and development.
- Recognize and reward students who consistently demonstrate a commitment to academic honesty.

Parental Involvement:

- Keep parents informed about the school's academic integrity policies and involve them in reinforcing these principles at home.
- Encourage parents to be partners in promoting a culture of honesty and integrity.

Continuous Reflection:

- Facilitate opportunities for students to reflect on the importance of academic integrity in their learning journey.
- Regularly review and update academic integrity policies to align with evolving educational practices and challenges.

What is academic misconduct?

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online. (IBO, 2023, s. 3)

This is aligned with the school's policy on [academic misconduct](#):

What is considered cheating and plagiarism?

Examples of cheating include using illegal aids, collaborating with others without permission, or presenting someone else's work as your own.

Plagiarism is the direct copying or slight rephrasing of others' texts – without source references and without marking the text as a quotation.

Plagiarism is not always a deliberate act but can occur if you misunderstand how sources should be used. To avoid plagiarism and cheating, it is important to learn proper source usage.

Rights and responsibilities

Responsibilities of the school

Academic integrity is a part of the teaching and learning process and an aspiration of the entire school community. Maintaining such a fostering environment where academic integrity is understood and adhered to is a key accountability of the school leadership team. It should inspire all members of the community to uphold the values of respect and trust where everybody assumes an equal responsibility to uphold this principle.

A common understanding of what academic integrity means is one of the most significant tasks a school leadership must ensure; any new member of staff and all students should start with a shared understanding and have an informed dialogue about the benefits of honest learning for the entire community.

Creating and maintaining an academic integrity culture requires a school-wide strategy to consider the following key elements:

- the academic integrity policy
- the teachers delivering IB programmes
- the designated team or person responsible for academic integrity
- the wider community such as students and their parents or legal guardians.

The school leadership is responsible for adhering to all IB requirements to prevent student academic misconduct and school maladministration; school administrators and teaching staff are expected to support the school in meeting the IB requirements. They are also responsible for adhering to the rules and regulations, ensuring that examinations and assessments are conducted according to the expected guidelines.

Focusing on processes for managing academic integrity incidents that are student and/or school staff related, IB World Schools are responsible for:

- having an academic integrity policy, with scheduled plans for reviews and updates
- teaching students about academic integrity from the start of their education
- ensuring that teachers, support staff, students and parents and legal guardians have a common understanding of the IB's expectations with regard to academic integrity. This includes what constitutes student academic misconduct and school maladministration, and the possible consequences.
- ensuring that students are held accountable, according to the school's own policies, when involved in an academic misconduct incident
- ensuring that teachers and school administrators are held accountable, according to the school's own policies, when involved in a maladministration incident
- immediately notifying the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations, in accordance with the procedures described in programme-relevant documents
- supporting the IB in any investigation into possible student academic misconduct and/or possible school maladministration, following guidance provided by the IB.

Responsibilities of the diploma programme coordinator
The diploma programme coordinator is responsible for maintaining an overall supervision of all activities related to the teaching and learning process at the school. As pedagogical leaders, they must maintain an excellent communication with the team of teachers, with the students and their parents or legal guardians.

The IBDP coordinator must also manage the necessary resources with the school leadership team to ensure that the teachers receive the training specified by the IB and that the other resources required for teaching, for example library, laboratories and computer equipment, receive sufficient budget.

To facilitate the tasks of those involved in IB programmes, the IBDP coordinator must ensure that all regulations, policies and subject guides are easily located both in printed format in the library and electronic in the school's web portal.

Focusing on processes for managing academic integrity incidents, the IBDP coordinator must support all the tasks listed in "Responsibilities" in the "The school leadership team" section and is also responsible for:

- ensuring that all school and IB policies are applied fairly and consistently
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- ensuring that teachers, students and parents and legal guardians have a copy of, read and understand the school's academic integrity policy and the programme-relevant IB regulations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

(IBO, 2023, ss. 10-11)

Rights and responsibilities of the teacher

Teachers play a vital role in upholding academic integrity and need a clear understanding of school policies and IB expectations. Their behaviour sets an example for students, and any violations like plagiarism can undermine the importance of rules.

Teachers should follow subject guidelines, especially regarding the level of support they provide to students. Students are expected to work independently, and excessive assistance, such as multiple edits, should be avoided.

Addressing academic integrity is not just a matter of student behaviour; it can also indicate teaching and learning issues. Teachers must strike a balance when addressing this issue, emphasizing that education is about gaining knowledge and skills, not just earning high grades.

Teachers need to evaluate the views and conduct of students in regard to academic integrity, including any deficiencies, before developing an appropriate plan to address the topic. It may also be valuable to consider the reasons why students engage in acts of academic misconduct, such as:

- unintended acts caused by ignorance or lack of understanding of the expectations to create authentic work
- not understanding the IB's rules and regulations
- not understanding the consequences of their actions
- lack of training in the required skills, for example, on how to reference
- poor time management
- the trivialization of academic misconduct incidents
- poor satisfaction with their teachers and assessment tools
- lack of punishment for those who engage in academic misconduct
- the ease with which information is obtained on the internet and the general belief that the
- information available there belongs to all and can be used without the need to reference it
- the easy access to support services, such as writing or tutoring services
- the pressure to be successful in their studies and achieve excellent results
- inconsistent messages, instructions and training received from teachers as to what constitutes academic misconduct.

It is advisable that shortcomings on the part of students are not punished immediately. It is preferable to generate a supportive environment that allows students to learn while developing the required skills and understanding of good academic practice. Given that students have the opportunity to simultaneously learn and practise, they will be better equipped to grasp the significance of academic integrity.

The topic of academic integrity must be a point of convergence in the curricular design, commencing with the inclusion of the topic at the beginning of the studies and continuing with it, providing contextualized examples as students' studies develop. This will allow students to use these opportunities as building blocks and have the necessary foundations when they progress into further education or professional endeavours.

Assessment tools such as tests, projects, assignments, essays, reports and quizzes, can also be used as instruments to reinforce the topic of academic integrity as they provide an opportunity to give feedback and also allow the identification of deficiencies as weak areas that need improvement, rather than incidents that require penalization.

To support students' engagement with the school strategy on academic integrity, teachers can consider, in a mutually agreed manner, classroom strategies on teaching-learning activities that focus on prevention and mitigation of academic misconduct incidents while also ensuring a standardized understanding of regulations and expectations across the teaching body. Teachers must carry out activities that increase the acceptance of students and offer the ethical vision that every educational system must possess. In this way, students will understand and accept the reasons why it is important to have such a stance, which in turn will allow them to be advocates of a culture of integrity.

Declaring conflict of interest, apparent or real, is also expected from teachers, as well as their support in all activities that the school undertakes to define the policy of academic integrity

and ensure its distribution. When an incident arises that represents a form of student academic misconduct or school maladministration, teachers must act accordingly and report the incident to the relevant member of staff or the school administration.

Teachers should have the full support of the school administration in receiving the training required to understand academic integrity.

Teachers should understand how to provide opportunities for students to practise and to learn how to use other people's work in support of their own, including the responsibility to teach awareness of misconduct and procedures.

Articulate responsibilities for teaching a variety of practices related to academic integrity. Include how teachers can model academic integrity practices and how they can support students in learning academic integrity practices and expectations.

Focusing on processes for managing academic integrity incidents, IB teachers must support their school and IBDP coordinator and are also responsible for:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to IB expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- developing a plan to cross-reference work across multiple groups of students when they are preparing
- to submit final pieces of work for assessment in order to prevent collusion
- keeping electronic copies of students' past work for three years in case a plagiarism check is required
- responding to student academic misconduct and supporting the school's and IB's investigations
- responding to school maladministration and supporting the school's and IB's investigations.
(IBO, 2023, ss. 12-13)

Librarians' responsibilities
The librarians collaborate with the IBDP coordinator, the EE coordinator and language teachers in communicating how to uses sources in an academic and honest way.

The librarians at Gjøvik vgs visits the diploma programme 1 (DP1) class before the October break to introduce the use of sources. They further give the students an introduction of using

academic sources in their work when they start their process with the EE. They will specifically teach the students to use the bibliography generator Zotero.

All teachers are responsible for further relevant training in source use and critical thinking within their subjects.

Rights and responsibilities of the students

It is expected that all IB students, regardless of the programme, understand and accept the principle of academic integrity and face the challenges associated with it. The school will present the students with the policies and rules but the students must also strive to understand these and ask is they find it unclear.

Focusing on processes for managing academic integrity incidents, IB students must support their school, the IBDP coordinator and teachers and are expected to:

- have a full understanding of their school's and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or IBDP coordinator
- respond to acts of school maladministration and report them to their teachers and/or IBDP coordinator
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- recognize that they are accountable for actions and behaviours online, and show a responsible use of the internet and social media platforms, including but not limited to:
  o not discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination
  o not using inappropriate language or sentiments that may be aired at a future job or university interview
  o not expressing views, behaviour or language that brings the IB into disrepute.

Categories of student academic misconduct

IB students may engage in acts considered as academic misconduct at different times in the assessment cycle, which may affect the completion of coursework or the examinations themselves. These acts may not be committed with a clear intention to gain an unfair advantage but can also be a result of poor knowledge of the relevant subject guidelines.

Coursework

When a student seeks and receives assistance from others such as teachers, peer students, tutors and parents or legal guardians, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance 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.

Similarly, a student may be tempted to obtain support through the many resources available on the internet. For example, there are many websites that offer "help" and make available finished pieces of work in exchange for another. The condition of these websites is that this other document, shared by the student seeking support, will also be available in their repository to which other students in the world have access. When a student faces the pressures associated with the final period in which all work must be completed, there is also the possibility of trying shortcuts and sometimes students "duplicate" work.

Written examinations

During the writing time of the examinations, students can also engage in acts of academic misconduct, which may range from the possession of banned items such as notes, mobile phones and other IT equipment, to the exhibition of disruptive behaviour. Equally, students may not attempt to answer examination questions and instead invest their time writing offensive or obscene and/or irrelevant comments. Assisting other students in the same or a different school to commit academic misconduct also represents a serious offence.

Another inherent risk that is affecting the student community is the use of social media platforms on the internet. With very good intentions, student communities organize study groups in which they share review materials and strategies to better prepare themselves for the final examinations. However, there is a risk that participants of those groups obtain and share examination materials, that is, live examination content or coursework that has reached the internet through fraudulent practices.

Students should be reminded about the responsible 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.

All IB students are expected to inform their school administrators and IBDP coordinator immediately if an act that compromises the integrity of the examination is identified.

Student rights if suspected of a breach of academic integrity

To ensure consistency and fairness for the students, the IB at Gjøvik videregående enforces the following rules, aligned with the school's policy about [Reactions to cheating, plagiarism and poor use of sources](#):

Incorrect referencing: parts of the work is plagiarised:

1. Substantial parts (20-50%) of the work are "borrowed" or copied without references: the student will be supervised by the subject teacher and can resubmit the work within 24-hours.

2. Minor parts (less than 20%) of the work are "borrowed" or copied without references (in-text citations and the list of references): the student will be supervised by the subject teacher and can resubmit the work within 24-hours **or** the work is assessed according to the given criteria and incorrect use of referencing will lead to lower criteria marks.

Consequences of academic misconduct for students

Aligned with the school's policy about [Reactions to cheating, plagiarism and poor use of sources](), these are the consequences of academic misconduct for the student:

Internal school consequences

1. **Academic misconduct:** the use of illegal aids (based on the rules for the relevant test or work), including collusion with others or receiving help with a task from others:
   a. Behaviour reprimand
   b. Not applicable for grading (N/A)
2. **Facilitating plagiarism:** the work has been created by someone else:
   a. Behaviour reprimand
   b. Not applicable for grading (N/A) **or**, if some work is produced by the student, the work is assessed according to the assessment criteria's lowest mark bands.
3. **Plagiarism**: large parts of the work is not the student's work or has been taken from another work and no references are stated:
   a. The **grade 1** or **not applicable** (N/A), depending on whether the student has produced work on their own or not.

IB consequences

Cases of possible student academic misconduct are reported to the IB by external stakeholders such as examiners, the IBDP coordinator, teachers and whistle-blowers or are identified by the IB, such as through samples of work or review of responses to examination papers.

Incidents related to coursework (IAs, EE, TOK essay. HL essay in Language A)

When the school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation is resolved as per the school's academic integrity policy. The school cannot not submit to the IB a piece of work that does not meet the expectations regarding academic integrity. The school will also not submit work with a mark of zero in the relevant component.

If a final piece of work has plagiarized content or is not completed according to the subject guide requirements, this component will be awarded an "F" (fail) on the IB internal

assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the EE, or TOK essay, and as a consequence the student would not be eligible for a final grade in the subject concerned.

When academic misconduct is identified after the work has been submitted to the IB, the IBDP coordinator informs the IB as soon as possible.

Incidents related to examinations

Gjøvik videregående follows all instructions for the conduct of examinations as detailed by the relevant version of the "Conduct of examinations booklet". All students must have a clear understanding of the IB's expectations in terms of the conduct of the written examinations.

If a student is found to be in breach of regulations, the school contacts the IB within 24 hours of the examination to report the incident. Students are not 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 is submitted for assessment as usual—this is to allow them to receive a grade if it is decided that no misconduct has occurred.

Student sanctions

By registering for an IB education, the student recognizes the authority of the IB to apply sanctions, including withdrawal of services, if the organization believes academic misconduct has occurred. Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB-assessed components.

The IB may investigate issues that could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available, and any sanction applied will be based on the penalty matrix stated in the "IB Academic integrity policy".

When evidence is not conclusive, subject-matter experts will be consulted and any sanction will be applied using the balance of probabilities approach.

Retaking examinations or resubmitting coursework

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct:

- Retake in six months, depending on subject availability
- Retake in 12 months
- No retake allowed, but award of grades in subjects not affected by the incident

Additional sanctions

In addition to the described penalties in the matrix, the IB may impose the following sanctions for repeated, multiple and/or very serious offences happening during one or multiple examination sessions, or across programmes.

1. Change in registration category
This would mean a change to the "course" category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma.

2. Permanent disqualification from current and/or different programmes
DP students—no grade awarded in any subject and no retake session allowed.

Expectations and responsibilities of the parents/guardians

Focusing on processes for managing academic integrity incidents, parents and legal guardians of IB students are expected to:

- understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- support their children's understanding of IB policies, procedures and subject guidelines by discussing and being role models for academic integrity
- understand school internal policies and procedures that safeguard the authenticity of their children's work
- support their children in planning a manageable workload so they can allocate time effectively
- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work.

Details and advice on responsibilities of parent or legal guardian

By understanding and accepting the expectations of Gjøvik vgs and the IB, parents and guardians can help the students with their self-management skills, planning their work and meeting deadlines. They can also help discussing coursework and IAs, proofread the students' work but they cannot help them write or over-edit their work.
(IBO, 2023, ss. 16-17)

Measures to provide education and support to students

The students will learn about academic integrity in their homeroom classes. The homeroom teachers and the IBDP coordinator will go through the academic integrity policy with the students and the homeroom teachers will remind them in the homeroom classes.

The subject teachers teach the students what academic integrity and academic honesty means in their subject and show them how to use sources in a relevant and correct way, so that the students can learn from their mistakes.

The librarians will also teach the students how to use the reference bibliography generator **Zotero**, how to search for sources and how to refer to sources in their work.

The IBDP coordinator will teach them how to use the Turnitin Feedback Studio (integrated in ManageBac) so they can submit their own work and view their similarity report. This will allow them to check and correct their work and resubmit if needed.

Definitions and examples of academic misconduct

The following definitions are borrowed from the IB "Academic integrity policy" (IBO, 2023):

Academic integrity
Academic integrity is a guiding principle in education and 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.

School maladministration
The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Consequences of unethical practise for teachers
If a teacher engages in school maladministration, this will be reported to the IBDP coordinator who will investigate further and report to the school leadership. The IBDP coordinator will guide the teacher in understanding and meting the expectations of the school's academic integrity policy.

Student academic misconduct
The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

Guidance on academic integrity for students/scenarios

The difference between collaboration and collusion
Collaboration refers to working together with others in a productive and ethical manner to achieve a common goal or task. It involves sharing ideas, knowledge, and resources while respecting the principles of fairness and honesty.

Collusion, on the other hand, refers to an unethical practice where individuals collaborate in a deceitful or dishonest manner to gain an unfair advantage or deceive others. It involves working together to engage in academic dishonesty, such as plagiarism or cheating, to manipulate outcomes unfairly.

Examples Psychology IA (internal assessment)
In Psychology, the IA requires that the students work as part of a group to plan and conduct their investigation, as it represents an authentic way of working in the field of research.

Collaboration means students working together ethically and constructively to plan and conduct the investigation as a group:

- Planning the Investigation: Students in the group collectively decide on the research method, subjects, materials, and how to operationalize the independent and dependent variables. They engage in open discussions, share ideas, and make joint decisions.
- Data Collection: The group members collaborate during data collection, ensuring consistency and following the agreed-upon procedures. They may help each other set up experiments, collect data, and troubleshoot issues.
- Ethical Guidelines: The students collectively adhere to ethical guidelines throughout the research process, ensuring that the study is conducted in an ethical and responsible manner.
- Sharing Resources: They may share resources, research articles, or insights to enhance their understanding of the topic, all while respecting academic integrity and honesty.

Collusion would involve unethical practices where group members work together dishonestly to manipulate data, plagiarize content, or deceive the evaluators. Here are some examples of collusion:

- Data Manipulation: Group members secretly agree to manipulate data to achieve specific results, which is dishonest and unethical.
- Plagiarism: Students copy each other's work or sections of the report without proper attribution or acknowledgment, presenting it as their own.

- Deceptive Practices: They collaborate to deceive the evaluator, such as discussing results during the report-writing phase, which they are explicitly instructed not to do.
- Non-Independent Work: One or more group members contribute significantly less or do not actively engage in the research process, relying on others to do the work while taking credit for it.

Experimental Sciences

In Experimental Sciences, **collaboration** is encouraged and involves seeking guidance, discussing ideas, and improving work through peer review. **Collusion**, on the other hand, involves unethical practices such as data manipulation, plagiarism, or excessive reliance on others, which can lead to academic malpractice. Teachers play a crucial role in ensuring that students understand the difference between collaboration and collusion while maintaining the authenticity of their work.

Examples of collaboration and collusion in the IA (internal assessment) in Experimental Sciences:

Collaboration

- **Planning Stage Collaboration:** Students collaborate with their teacher and possibly with fellow students to decide on a suitable research question or topic for their IA. They may discuss various research ideas and gather initial information collectively.
- **Teacher Guidance:** During the planning stage, students actively seek guidance from their teacher. They discuss their research plans, get advice on the feasibility of their experiments, and ensure their proposals align with the assessment criteria.
- **Peer Review:** Students may engage in peer review sessions, where they share their drafts with classmates for feedback. This collaborative feedback process helps improve the quality of their written work.
- **Sharing Resources:** Students collaborate by sharing relevant research papers, laboratory techniques, and resources that can assist each other in conducting experiments and writing their IAs.

Collusion

- **Data Manipulation:** If students collaborate dishonestly, they might decide to manipulate data or results to fit predetermined outcomes. This undermines the scientific integrity of the IA.
- **Plagiarism:** Collusion in the IA could involve students copying sections of each other's work or using someone else's research without proper citation. This is considered academic malpractice.

- **Overreliance on Teacher:** If students excessively rely on their teacher to conduct experiments or write their IA, rather than actively participating in the process, it could be seen as collusion. The IA should reflect the student's own effort and understanding.
- **Submitting Identical Work:** In cases of collusion, students may submit nearly identical or identical IAs, which suggests that they worked together to a degree that breaches academic honesty.

Good referencing practise

Gjøvik videregående skole uses the APA reference style and encourages the students to use the Citation compass and Zotero for referencing. Using Zotero will ensure the correct formatting of the references.

Examples of correct referencing is found in the Citation compass. Quotation and paraphrasing are two different ways of incorporating information or ideas from external sources into your own writing while giving credit to the original author using in text citations.

In-text citations

All quotes and paraphrases must be referenced with in -text citation parenthetical citation; the author's name and publication date are entered in parentheses: (Author, Year).

Quotations:

Use direct quotations rather than paraphrasing to reproduce an exact definition, to include something memorable or to respond to exact wording (e.g., something someone said):

Effective teams can be difficult to describe because "high performance along one domain does not translate to high performance along another" (Ervin et al., 2018, p. 470).

Paraphrasing

Paraphrasing involves the restatement of another person's idea or a previously published idea using one's own words. In the process of paraphrasing, it is crucial to acknowledge the source of the original work, applying a parenthetical citation format.

While not obligatory to provide a specific page or paragraph number within the citation, the inclusion of such a number (in addition to the author and year) can be advantageous when assisting interested readers in locating a particular segment within an extensive or intricate work, such as a book.

For women of colour, sexism and racism in the workplace were associated with poor work and mental health outcomes, including job-related burnout, turnover intentions, and psychological distress. However, self-esteem, person–organization fit, and perceived organizational support mediated these effects (Velez et al., 2018)

(American Psychological Association, 2024)

Referencing AI tools
The use of AI tools, as the ChatGPT, to produce texts without referencing, is regarded as plagiarism. IBDP at Gjøvik videregående uses [Turnitin](#) for all submitted work to check for plagiarism, including IA detection.

If the students use text (or any other product) produced by an AI tool, by copying or paraphrasing the text or modifying an image, they must clearly use an in-text citation to reference the AI tool in the body of their work and add it to the bibliography.

The in-text citation should contain quotation marks and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.

Example:
A student used an AI tool to generate a paragraph about climate change. The original AI-generated text might look like this:

"Climate change is a pressing global issue that requires immediate attention" (OpenAI, Prompt: "Discuss the urgency of addressing climate change," Date: January 10, 2024).

Bibliography Entry:
OpenAI. (2024). *ChatGPT*. Prompt Given to AI: "Discuss the urgency of addressing climate change."

How to use Ai tools for the IB coursework and IAs

1. Topic selection

AI tools can help brainstorm and refine ideas for e.g. the extended essay topic. The student can present their initial ideas to AI tools, and it can provide suggestions for narrowing or expanding their topic based on their interests and available resources.

2. Research guidance

AI tools can assist the student in finding relevant sources for research by suggesting search terms and databases to use. It can also help evaluate the credibility and relevance of sources.

3. Planning and organization

AI tools can provide guidance on structuring the student's essay and developing an outline. It can also suggest ways to effectively incorporate evidence and arguments to support their thesis.

4. Revision and editing

AI tools can give feedback on the essay's grammar, structure, and overall coherence. It can help identify areas that need improvement and suggest ways to strengthen argument and refine their writing.

5. Cross-Verify Information

AI tools can sometimes provide outdated, incorrect, or biased information. Thus, it is important to always cross-verify facts and data through credible sources like academic journals, books, and official websites.

The students cannot use AI to generate the text for them. This is considered an issue of academic dishonesty.

Referencing AI tools

If a student uses AI to gather information or data, the **original sources that the AI references must be cited**. If the AI provides an idea or explanation without a specific source, it must be stated that the idea was generated or supported by AI, specifying the tool used. For instance, if a student includes a concept explained by an AI in an essay, they must mention that their understanding or explanation was assisted by an AI tool.

The use of IA tools, as the AI tools, to produce texts without referencing, is regarded as plagiarism. IBDP at Gjøvik videregående uses Turnitin for all submitted work to check for plagiarism, including AI detection.

If a student uses text (or any other product) produced by an AI tool, by copying or paraphrasing the text or modifying an image, they must clearly use an in-text citation to reference the AI tool in the body of their work and add it to the bibliography.

The in-text citation should contain quotation marks and the citation should also contain the prompt given to the AI tool, the date the AI generated the text and the link to the chat with the AI tool.

Example:

A student used an AI tool to write a paragraph about referencing the ChatGPT. The text may look like this with the in-text citation:

Using AI tools in writing academic papers is necessary to learn. There tools give us many resources in the production of texts, but it is also imperative to refer to the tools when we have used them, acknowledging our methods, and citing our sources. "Quoting ChatGPT, or any text-based output from an AI or another source, typically involves directly copying a portion of the text and attributing it to the source" (OpenAI, Prompt: "How can I quote ChatGPT," Date: 11 February 2024).

In the bibliography entry, the link to the chat with the AI must be included:

Bibliography Entry:
OpenAI. (2024). *AI tools*. Prompt Given to AI: " How can I quote ChatGPT?"
https://chat.openai.com/share/9d2aa81b-9f85-4c87-b2b7-0f35dda6b9e1

Procedures—reporting, recording and monitoring
The subject teachers report to the IBDP coordinator issues of academic integrity in their classes. The IBDP coordinator keeps a record of these issues.

The issues are treated on a case-by-case basis by the teachers but are still reported and recorded to ensure consistency for the students.

Responsibilities of policy formulating/reviewing
The IBDP coordinator and the teacher faculty.
When will the policy be reviewed: September 2024

References

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IBO. (2023, November 23). *Academic integrity*. Retrieved from https://www.ibo.org/programmes/about-assessment/academic-integrity/

IBO. (2023, March). *Academic integrity policy.* Retrieved from https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en

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Udir. (2020). *Critical thinking and ethical awareness.* Retrieved from Core curriculum - values and principles for primary and secondary education: https://www.udir.no/lk20/overordnet-del/opplaringens-verdigrunnlag/1.3-kritisk-tenkning-og-etisk-bevissthet/?lang=eng

Appendixes

Elements to be include in a reference:

	Author(s)/creator(s) of original work	Chapter/article/page title	Title	Periodical name	Institution/publisher and city	URL/DOI	Publication date	Volume/issue number	Page number(s)	Database name	E-reader/device	Edition	Editor(s)	Date accessed
Book	Yes		Yes		Yes		Yes					If applicable		
Chapter from book	Yes	Yes	Yes		Yes		Yes					If applicable	If applicable	
Online book	Yes		Yes		Yes	Yes	Yes					If applicable		
E-book	Yes		Yes		Yes		Yes				Yes	If applicable		
Newspaper/ magazine article	If available	Yes		Yes			Yes		Yes					
Journal paper	Yes	Yes		Yes			Yes	Yes	Yes					
Electronic newspaper/magazine article	If available	Yes		Yes			Yes		If available	If applicable	If applicable			
Electronic journal paper	Yes	Yes		Yes		Yes	Yes	Yes	If available	If applicable	If applicable			
Internet/webpage	If available	Yes	Yes		If applicable	Yes	If available							Usually
Website	If available		Yes		If applicable	Yes	If available							Yes
Image/graph/graphic	If available		Yes		If applicable	If applicable	If available							If applicable
Video	If available		Yes		If applicable	If applicable	If available							If applicable
Blog	Yes	Yes	Yes			Yes	If available							Yes

Academic Integrity 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: _____