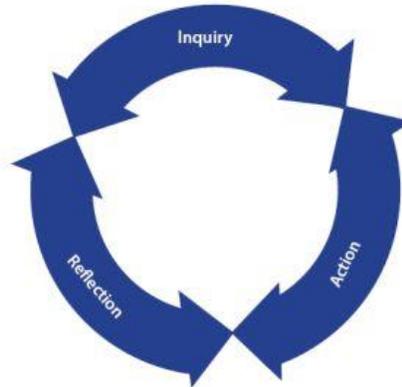


## St. Paul Secondary School IB DP Academic Honesty Policy

### IB Learning



Inquiry, Action, Reflection in Teacher/Student Learning

Students in the IB Program follow a cycle of learning that intertwines inquiry, action and reflection. Through this model, and across the curriculum, students are taught the Approaches to Learning (ATL) or more specifically, they “learn how to learn”. The ATL skills are as follows:

- Self-Management
- Communication
- Thinking
- Research

Approaches to Teaching are just as important. They are:

- Inquiry-based
- Conceptually Driven
- Contextualized
- Collaborative
- Differentiated
- Informed by assessment

## Rationale

The purpose of this document is to outline the importance of academic honesty within an educational setting and particularly within the IB Diploma Years Program at St. Paul Secondary School. It is our goal to create and nurture students who are inquirers, thinkers, and reflective individuals who develop their own ideas as well as credit the ideas of others.

## Student Responsibilities

Students are responsible for creating authentic work while following a process of brainstorming, outlining, drafting, editing, and revising before producing a final product for submission. Engaging in this process not only draws on the Approaches to Learning (See example below), but also enable students to ensure they are producing original work. Students are expected to credit the ideas of others, either orally or in writing, depending on the nature of the assessment.

Diploma Programme		Diploma Programme			
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills		Self-management, social, communication, thinking and research skills		
Activity	Culminating project	Group work	Oral presentation Creative work Independent work		
DP assessment task	English A Extended essay	Psychology Internal assessment	TOK presentation Visual arts Studio work ITGS Internal assessment		
Scenario	<p>A DP student is writing his English A 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.</p> <p>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.</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.</p> <p>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>	<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.</p> <p>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 bibliography on the last slide of the PowerPoint*.</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.</p> <p>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 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.</p> <p>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 coversheet 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.</p>

## Teacher Responsibilities

Without proper teacher guidance, students may be more likely to plagiarize, either intentionally or accidentally. Teachers provide ongoing opportunities for students to practice referencing the ideas of others. Scaffolding may be a helpful method to encourage students to tackle the task of avoiding plagiarism in manageable chunks. Exposing students with a variety of citation formats helps them develop the understanding that citation styles are more about academic responsibility than layout. Just as students are expected to be academically honest, teachers model this behaviour by citing sources used in the creation of their own lessons, handouts, and presentations.

## **School Responsibilities**

It is the responsibility of the school to inform and educate students of the different citation formats that are appropriate to each course or subject. The administration and coordinator support teachers in maintaining consistency and fairness across the curriculum. Due to the severe nature of academic dishonesty, a mark of zero will be awarded, parents will be notified, and students will be provided with descriptive feedback about how to avoid the offence in the future.

## **Parent Responsibilities**

Parents may familiarize themselves with the school policy on academic honesty. Parents should be aware of the benefits of allowing children to produce work independently, in order to maintain the integrity of the students' work as their own. Parents should also make themselves familiar with the Approaches to Learning and the Approaches to Teaching.

## **Expected Behaviours**

Academic honesty implies the authenticity of one's work. Wherever an individual has used the ideas or work of someone else, these references must be cited properly. There are various methods of citations, e.g. parenthetical references, footnotes, etc. and various formats, e.g., MLA, APA, Chicago, etc. Certain formats may be more common in particular subjects or groups. Ultimately, however, all citation formats require both in-text and bibliographic citations for each reference. In-text citations may be direct or indirect and for the former, should be enclosed in quotation marks. Regarding indirect quotations, students should note that paraphrasing does not alleviate the responsibility to reference the source of the paraphrased content.

All students, including IB students, are expected to adhere to the standards of Academic Integrity outlined by St. Paul Secondary School.

The standards of Academic Integrity are clearly reinforced through:

- Student Agendas
- St. Paul SS website
- Teacher instruction for research in all curriculum studies
- Class presentation on EE, TOK and CAS
- Classes with the Teacher-Librarian

## **Academic Misconduct:**

The IB organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

- Plagiarism – the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- Collusion – supporting academic misconduct e.g. allowing work to be copied
- Taking unauthorized material into an examination room
- Any other behaviour that gives unfair advantage to a student in any course assessments e.g. unauthorized materials in an exam room, behaviours that are disruptive to learning

## **Why cite?**

- To show respect for the work of others.
- To give the reader the opportunity to follow up references.
- To help a reader to distinguish between the work of the creator and the work of others.
- To give the reader the opportunity to check the validity of creator's interpretation.
- To receive proper credit for the research process.
- To establish credibility and authority of own knowledge and ideas.

## **Procedures for addressing Academic Misconduct:**

There are several steps to address a suspected breach of academic honesty.

1. Teachers in all subjects provide appropriate instruction or reinstruction in research skills highlighting the importance of crediting sources of intellectual property.
2. If a teacher suspects academic misconduct, it will be addressed with the individual student.
3. Depending on the severity of the breach the following protocols and consequences may ensue:
  - a. Student will be required to resubmit the assignment
  - b. School Administrator/ IB coordinator will investigate the breach
    - i. There will be written statements by all parties
  - c. Administrator/ IB coordinator will determine the consequence
    - i. In-school or out-of-school suspension
    - ii. No grade given
    - iii. No IB diploma earned

Sources:

Academic Honesty in the IB Educational Context. IBO 2014

Academic Honesty, Principles to Practice, Dr. Celina Garza, 2014

Prepared by:

Annibale Iarossi, Vice Principal and Coordinator IB DP

Jim Horvath, Principal