

**Vilnius International School
Academic Honesty Policy (Reviewed 2018)**

“IB programmes encourage students to inquire, take action and critically reflect on what they learn and how it affects their attitudes and behaviour. They should be able to: make their thoughts and their learning explicit, show how they have developed their ideas, demonstrate the views they have followed or rejected. This is essentially what academic honesty is about—making knowledge, understanding and thinking transparent. Students need to understand that people construct knowledge together...An essential aspect of this is an understanding 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 modelling and taught skills.” (Middle Years Programme. MYP: From principles into practice. May 2014. P. 76)

At VIS, we believe that academic honesty is the responsibility of all members of the community. The purpose of this document is to define the different categories of academic misconduct; summarize roles and responsibilities of teachers, parents, and students; and outline the progression of skills that support students in understanding and maintaining academic honesty.

All members of the school community have a responsibility to promote academic honesty through modeling the attributes of the Learner Profile, particularly being principled. As an IB school, we strive to embed the learner profile in students’ everyday experiences both inside and outside of the classroom. It is expected that all students will receive regular instruction in and be given clear, age appropriate examples of habits and practices that maintain academic honesty as they work to develop competency in the areas of self-management, research and communication.

There has to be a clear distinction, in any document, or other work produced, between what you have created, and what is the work of someone else (which must be identified). Using other people’s work is acceptable, but honesty requires you to explicitly give credit to the original author.

In developing and enforcing this policy, VIS encourages its students to be:

- Inquirers who have the skills necessary to conduct inquiry and research;
- Knowledgeable by demonstrating an understanding of concepts, ideas, and issues related to the term “academic honesty”;
- Principled and act with integrity and honesty, taking responsibility for their own actions;
- Open-minded in order to regularly seek out and evaluate a range of points of view;
- Risk takers who are brave and articulate in defending their beliefs;
- Communicators who are able to clearly explain which parts of their work are from other sources

Students who use outside resources must acknowledge the sources in a standard way. Examples of academic dishonesty include the following:

- Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- Misconduct during an examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.
- Communication during examinations, in class assessments and/or end of unit tests.
- Duplication of work is defined as the presentation of the same work for different assessments
- Cheating is defined as any action undertaken intentionally to gain unfair advantage

Teachers are expected to support and act on the school's policy and provide students with advice and guidance whenever necessary.

Academic Honesty in the PYP

The teaching and modeling of the importance of academic honesty not only gives us the opportunity to meet Standard C3, item 4 *Teaching and learning promotes the understanding and practice of academic honesty*, but also allows us to explicitly teach and reinforce some the PYP Learner Profile attributes and attitudes including being principled and acting with integrity.

Classroom teachers should explain what academic honesty means in specific terms. Clear criteria, examples and guidance should be provided throughout the teaching process and for all work, including homework that students are being asked to produce. Parents should be engaged in the process and be provided with regular and frequent examples of the academic honesty policy and strategies for ensuring student engagement and responsibility. (Academic honesty in the IB educational context, First published in August 2016, Updated on November 2016, IB, Geneva)

Below are specific examples from the IB documentation of how academic honesty can be supported through the approaches to learning:

Primary Years Programme		
Approaches to learning	Self-management, social, communication, thinking and research skills	
Activity	Culminating project	Group work
Make sure different examples are offered—for example, data fraud	<p>As year 3 students prepare to present a culminating project to parents, the teacher takes a moment to discuss the importance of academic honesty. Special efforts are made to make sure that cultural and language differences do not impede understandings.</p> <p>The teacher engages in a discussion that allows for the sharing of cross-cultural perspectives of academic honesty. The teacher provides an example of a student who copies another's work or allows someone else to complete a project for them as a way of not maintaining academic honesty. The teacher provides examples of academic honesty and encourages a conversation that allows parents to share ideas that can be used at home.</p>	<p>Kindergarten students are working together in small groups. The teacher notices that one student is not participating. The teacher has a one-to-one conversation with the student and encourages participation by asking questions and reminding the student of the importance of presenting his/her own ideas.</p> <p>A few moments later, the teacher gently reminds the class of the essential agreements for group work and that every student should have a chance to offer new or different ideas that reflect the creativity and collaboration of the team. The students are also reminded of the importance of practising social, communication and thinking skills.</p>

Primary Years Programme		
Self-management, social, communication, thinking and research skills		
Presentation	Creative work	Independent work
<p>A year 5 student is working on the exhibition. During the research process, a variety of sources, including books, blogs, internet videos and print articles were accessed.</p> <p>The student has used items from web searches as part of his visual presentation. Since the information is easily available, he is confused about whether or not all sources need to be documented.</p> <p>The student reviews the school guidelines for academic honesty. He also asks his classmates for guidance. The classroom teacher, media specialist and parents also model and provide regular reminders to all students about the importance and meaning of academic honesty.</p>	<p>While working on a project related to the transdisciplinary theme "How we express ourselves", a year 2 student creates a video that features different forms of art. He decides to use pictures, music and images that were found on the internet.</p> <p>While reviewing the rubric for the project, the student realizes that he has forgotten to cite the different musical and video sources that have been used. He talks with the classroom teacher who provides examples of an agreed way to reference the items.</p>	<p>To further develop skills related to academic honesty, the school's library/media specialist has chosen the key concept of responsibility and the PYP attitude of respect as a central theme. The library/media specialist leads discussions across grade/year levels about how authors create work, and the importance of respecting intellectual property.</p> <p>Students learn that they have the responsibility to cite sources beginning in year 1. The library/media specialist explains that the sources are a "road map" for the students, and that it is important to acknowledge the author out of respect. Therefore, students are taught how to create a bibliography or a page of works cited.</p>

Primary School Referencing Expectations

The following represent the general expectations for each grade level in the PYP. Teachers may differentiate these expectations to meet the needs of individual learners.

Early Childhood

- Claim only their own work
- Name their own work

Kindergarten

- Verbally acknowledge who helped them with their work

Grade 1

- Recall sources of information either verbally or by collecting/pointing to the source

Grade 2

For sources of information, cite as follows:

- Books: give the title
- Websites: title
- Videos: title
- Images/Pictures/Diagrams: title
- Interviews: person's name

Grade 3

For sources of information, cite as follows:

- Books: author and title
- Websites: title and url
- Videos: title and url
- Images/Pictures/Diagrams: title, url, (author if applicable)
- Interviews: Person's name

Grade 4

For sources of information, cite as follows:

- Books: author, title, date
- Websites: url (author if applicable)
- Magazine/Journal: author, title of article, magazine/journal name, date
- Videos: title, creator, url
- Images/Pictures/Diagrams: title, author, url
- Use assessment criteria to self-assess academic honesty

Grade 5

- Citations as for Grade 4
- Reference multiple sources for their tasks
- Create electronic bibliographies using MLA format
- Use assessment criteria to self-assess academic honesty

If students do not abide by the academic honesty expectations in these grade levels they will be asked to repeat the work with an explanation from the teacher as to why this is necessary. In Grades 4 and 5, depending on the frequency or the seriousness of the incident, teachers will inform parents and the PYP Coordinator may be requested to discuss the concerns with the student. Students will be required to sign an academic honesty pledge prior to beginning the Exhibition.

To support Academic Honesty, PYP students will learn:

- How to use the library and internet to find information
- Note taking skills
- Appropriate paraphrasing and adaptation resource material
- Appropriate ways to acknowledge information gathered from a variety of sources, including electronic sources
- Writing a bibliography in MLA style
- How to use quotation marks to identify someone else's words
- The importance of being principled by appropriate sharing and collaboration during group work

Academic Honesty in Upper School

In addition to the requirements in PYP, the following represent the general expectations for each grade level in the Upper School. Teachers may differentiate these expectations to meet the needs of individual learners as appropriate.

Academic Honesty in the MYP

Grades 6-8: additional expectations

- If in doubt, ask beforehand what kind of external help is permissible
- Cite the source of direct quotations
- Acknowledge information taken from all sources
- Acknowledge references in an MLA format bibliography and
- Begin to use in-text citation in Grade 6 and
- Use at least one style of in-text citation appropriately and consistently by Grade 8
- Know what defines plagiarism, and collusion vs legitimate collaboration,
- Know what defines cheating and abides by the rules
- Follow the rules for in-class assessments, unit tests and
- Understand the consequences of malpractice regarding; school-based work, in class assessments, unit tests, end of year/programme examinations and the Personal Project

Grades 9-10: further expectations

- Acknowledge explicitly and appropriately help provided by another person using in-text citations
- Use a variety of forms of in-text citation to acknowledge information taken from each source of information
- Use annotated works cited or an annotated bibliography as appropriate
- Document source material in a formal and appropriate manner
- If in doubt, ask beforehand what kind of external help is permissible
- Use quotations appropriately (including citation of the source)
- Use paraphrasing appropriately (including citation of the source)
- Use quotation styles appropriately for sentences, sentence fragments and larger pieces of text.
- Understand the concepts of plagiarism and collusion
- Use footnotes and endnotes in the appropriate MLA format
- Understand the consequences of malpractice regarding; school-based work, in class assessments, unit tests, end of year/programme examinations and the Personal Project

Academic Honesty in Grade 11 / 12

Grades 11-12: in addition to previous requirements

- Keep and maintain accurate, personal course notes
- Acknowledge explicitly and appropriately help provided by another person
- Ask beforehand what kind of external help is permissible
- Acknowledge, in the most appropriate and specific manner, information taken from each source of information
- Document source material in a formal and appropriate manner
- Use direct quotations appropriately

- Understand the concept of plagiarism
- Understand the consequences of malpractice regarding both school-based work and external examinations and assessments
- Follow all exam rules (both internal and external)

To support Academic Honesty, students in Upper School will learn:

- How to use the library and internet to find information
- Note taking skills
- Appropriate paraphrasing and adaptation of resource material
- Appropriate ways to acknowledge information gathered from a variety of sources, including electronic sources
- Writing a bibliography and works cited in MLA style
- Writing an annotated bibliography or works cited list
- The use of footnotes and endnotes
- How to use quotation marks in a wide variety of styles
- Group work and collaboration skills
- The importance of being principled by appropriate sharing and collaboration during group work

Works Cited

A “Works Cited” list is an alphabetical list of works cited, or sources you specifically took information from while working on your essay or project. All works that you have quoted or paraphrased must be included. Works Cited is generally used when citing sources using [MLA format](#) (Modern Language Association) style, and sources should be listed in alphabetical order by author’s last name.

Example Works Cited entry:

Middlekauff, Robert. *The Glorious Cause: The American Revolution*. Oxford UK, 2007.

Bibliography

Bibliographies, on the other hand, differ greatly from Works Cited. In Works Cited you only list items you have actually referred to and cited in your work. A Bibliography, meanwhile, lists all the source materials that you have consulted in preparing your work, whether you have actually referred to and/or cited it in your work or not. This includes all sources that you have used in order to do any research.

Example Bibliography entry:

Middlekauff, Robert. *The Glorious Cause: The American Revolution*. Oxford, UK: Oxford University Press, 2007.

According to IB, in order to promote academic honesty, teachers need to agree on their expectations and teaching strategies within and across subject groups. They must be supported by other school staff, such as librarians.

The table below presents specific examples from the IB documentation of how academic honesty can be supported through the approaches to learning:

Middle Years Programme		
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills	
Activity	Culminating project	Group work
MYP assessment task	Personal project	Community project
Scenario	<p>An MYP year 5 student is completing her personal project on sustainable transport. However, she changed her idea for the project very late in the learning process. As advised on the academic honesty form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction. The supervisor reminds the student about the importance of the process journal, and its purpose: to document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/or edited research notes; and to maintain a current bibliography. The teacher explains the relevance of the academic honesty form as a form of communication. As long as the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern.</p>	<p>An MYP year 3 student has been part of a three-person group working on a community project. The student has found it challenging working in a group. One member of his group has copied and pasted material from an unattributed source in material that she was supposed to have created herself.</p> <p>The teacher works with the group and especially with the student who copied and pasted the material and is not yet academically proficient in the school's teaching language. (In learning a new language, students are often able to recognize relevant content before they can generate their own.)</p> <p>The teacher provides the student with additional opportunities to practise paraphrasing skills, and may use peer-coaching strategies to empower students to work collaboratively when documenting sources.</p>

Middle Years Programme		
Self-management, social, communication, thinking and research skills		
Oral presentation	Creative work	Independent work
Language and literature presentation	Design	Sciences
<p>An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on <i>Astérix et Cléopâtre</i> and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed.</p> <p>The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).</p>	<p>An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea?</p> <p>The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.</p>	<p>As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis.</p> <p>Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.</p>

Roles and Responsibilities

The Leadership Team

The Leadership team promotes academic honesty on campus by working to provide a positive school culture and resources to support academic honesty on campus.

The Teachers

We recognize that ALL teachers provide support for academic honesty across our school's three programmes by reinforcing best practice and teacher proper research skills. Teachers are expected to give specific requirements as well as written examples of proper citation of a variety of sources in all subject areas. The need to acknowledge the source of data, works of art, computer programmes, photographs, diagrams, illustrations, maps, etc also must be made clear to students by their subject teachers.

Teachers can support students in maintaining academic honesty by:

- Nurturing the ten attributes of the [IB learner profile](#). They are the foundation for your teaching and learning and can help individuals and groups become responsible members of local, national and global communities. This includes the individual's responsibility towards academic honesty and integrity. The ten attributes are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.
- Supporting students to become actively responsible for their own learning.
- Taking time to talk about academic integrity—encourage students to develop personal integrity.
- Ensuring that students receive guidance on how to produce genuine and authentic work.
- Explicitly teaching [effective citing and referencing](#).
- Giving students regular feedback and encouraging them to respond to the feedback in order to move their learning forward.
- Leading by example
- Encouraging students to accept their strengths and weaknesses and encourage them to do the best they can.
- Helping parents understand your academic integrity policies. (*11 Tips for Teachers*, The IB Community Blog, accessed on Aug 15, 2018)

The Librarian

The IB Academic Honesty document states in part that:

Teachers should take advantage of the role and expertise of the school librarian. Trained librarians are fully aware of issues associated with plagiarism, copyright and other ethical issues. School librarians will support teaching of, and model good academic practice, for documenting sources used. Their knowledge of resources available and their search skills can be used to support learners and their teachers in validating sources cited. More importantly, the librarian's skills in locating, evaluating and using information can help students find and use authoritative and reliable information from a variety of sources, print, online, people, and more.

At VIS, we use a librarian liaison model which is highly collaborative in nature.

The Parents

Provide support by reinforcing the importance of the school's academic honesty policy with their children, encouraging ethical behaviour and monitoring students' work in the home such as: computer use, homework, or written assignments, and encouraging children to ask their teachers for advice if they are

having difficulties with their work. Parents should establish a good level of communication with the school so that they understand the requirements of their child's programme and what is expected.

The Students

All students receive instruction to support them in making good choices around academic honesty. When engaging in research, collaboration, or communicating ideas in any format; all students are expected to act with integrity and honesty, and make ethical decisions that respect the dignity of the work of individuals, groups, and communities. Students will be expected to take responsibility for their own actions and the consequences that accompany them.

Levels of Academic Misconduct

Students who fail to meet the above guidelines and expectations will face consequences up to expulsion from the school depending on the level of severity. Below is an outline of the different levels of academic dishonesty.

Level One: Level one infringements include but are not limited to:

- copying homework
- Giving other students your homework for copying
- looking at another's test or quiz
- letting another student look at a test or a quiz
- using other secretive methods of receiving or giving answers on a test or quiz
- using information from another source that is not properly attributed / cited
- working with others on an assignment that was meant to be done by individuals

Level Two: Level two infringements are severe and will be dealt with by the teacher, the MYP Coordinator and/or the Upper School Principal.

Level two violations include but are not limited to:

- cheating in a formal examination
- taking papers from the Internet, other publications, or other students
- taking any part of a test to use or give to others
- submitting a computer program that has been developed by another

Level Three: Level three violations are extreme and will be investigated by the Child Welfare team and Director of the school. The final decision will be made by the Director.

Level three infringements would be but are not limited to:

- Stealing examinations
- Entering a teacher's computer without permission
- Altering grades on a computer database
- Falsifying school reports or transcripts

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We also acknowledge the following IB documents: Academic Honesty in the IB educational context, Academic Honesty in the Middle Years Programme, IB Academic Honesty document, From Principles to Practice, Effective Citing and Referencing document, and The IB Community Blog.