Academic honesty policy

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Validity: Valid until school year 2021-2022

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1. Policy statement

Chiang Kai Shek College recognizes academic honesty as the rudimentary principle by which all inquiry and research activities are founded. The concept of academic honesty values intellectual property, authenticity, and collaboration in the pursuit of knowledge.

The International Baccalaureate, in its Learner Profile, seeks to develop students who are principled, who "act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. (They) take responsibility for (their) actions and their consequences." (MYP: From principles into practice) The understanding, appreciation and consistent and institutional practice of academic honesty contributes to this development.

In order to foster a community-wide understanding and appreciation of the value of academic honesty, as well as prevent potential violations of this principle, the College also recognizes the need to develop in all members of its community, an understanding and appreciation of the underpinnings and practical guidelines for maintaining academic honesty through appropriate curriculum, guidelines and instruction.

The College considers violations of academic honesty as serious offenses.

2. Understanding academic honesty

2.1. Why cite?
The IB guide, Effective citing and referencing provides reasons why proper citation is essential in academic work. Proper citation:

- shows respect for the work of others
- helps a reader distinguish our work from the work of others who have contributed to our work
- gives the reader the opportunity to check the validity of our use of other people's work
- gives the reader the opportunity to follow up our references, out of interest
- shows and receives proper credit for our research process
- demonstrates that we are able to use reliable sources and critically assess them to support our work
- establishes the credibility and authorship of our knowledge and ideas
- demonstrates that we are able to draw our own conclusions
- shares the blame (if we get it wrong)

2.2. Intellectual property, authenticity, and collaboration
An understanding of and appreciation for academic honesty requires the understanding of three key terms:

2.2.1. Intellectual property. One's intellectual property, or the product of one's own original ideas, is normally protected by law. The protection of one's intellectual property normally comes in many legal forms: patents, registered designs, trademarks, moral rights and copyright. In school, intellectual property can refer to a person's intellectual and creative expression. A person's intellectual property must be respected.

2.2.2. Authenticity. A work that is authentic does not solely have to be one's original ideas. An authentic piece of work is "one that is based on the student's individual and original ideas, with the ideas and work of others fully acknowledged" (MYP: From principles into practice). According to the IB guide, Effective citing and referencing, when creating an authentic piece of work, students are expected to:

- undertake research on what is already known
- analyze the research in the context of the work to be produced
- compare and/or contrast existing knowledge against our own findings/thoughts/opinions
- synthesize and present the document in an appropriate way for the expected audience
- acknowledge all contributing sources appropriately

2.2.3. Collaboration. The development of ideas sometimes requires healthy collaboration with others. According to MYP: From principles into practice, "collaboration may be loosely defined as working together on a common aim with shared information. (Collaboration is) an open and cooperative behavior that does not result in allowing one's work to be copied or submitted for assessment by another." The distinction between this and collusion will be discussed further in this policy.

3. Stakeholders' responsibilities
All members of the College community should make sure that they are familiar with and understand the contents of this policy. This involves an understanding of the underpinnings of academic honesty, guidelines for maintaining academic honesty, and what constitutes violations or breaches of academic honesty and their consequences.

3.1. School responsibilities
The school is responsible for providing a safe learning environment for its students and developing one of individual and collective ethos and responsibility. The school must ensure:
- the annual communication and articulation of the policy to different groups in the community
- the promotion of academic honesty policy and guidelines across campus through visual collateral
- the staffing and training of a qualified teacher-librarian and technology/media specialist
- the development of an Information and Media Literacy curriculum for students
- the development and review of practical guidelines pertaining to the maintenance of academic honesty for students, faculty and staff
- the fostering and maintenance of a safe environment for learning, a positive culture toward academic honesty
- the fair and consistent implementation of the academic honesty policy and its guidelines
- the provision of adequate resources to allow for effective research
- the provision of adequate resources, including professional development and technology, to teach, monitor, model and practice academic honesty across the community
- the regular, insightful review of this policy, involving relevant stakeholders

3.2. Teacher-librarian's responsibilities
The Teacher-librarian is responsible for collaborating with the Technology/Media specialist, school administration and teachers in the provision of a physical environment and resources for research, the development and implementation of relevant curricula and guidelines, and the promotion and maintenance of academic honesty across the community. The rest are as follows:
- the development of a robust, current, organized, relevant and age-appropriate collection in the library for research
- the development of the library as a safe, learning environment and conducive space for authentic research, and the promotion of a positive culture toward academic honesty
- the encouragement and celebration of authentic research and intellectual property development by members of the College community

- the provision of professional development and support for faculty and staff, and explicit instruction and support for students and parents in key aspects and skills pertaining to information and media literacy and academic honesty in the development of authentic work
- the modeling of effective and proper referencing and the practice of authentic research
- participation in the thoughtful and regular review of the academic honesty policy and guidelines

3.3. Technology/Media specialist's responsibilities

The Technology/Media specialist is responsible for collaborating with the teacher-librarian, school administration and teachers in developing and implementing technology- or media-related guidelines to help promote and maintain academic honesty across the community. These responsibilities include:

- the development of a Technology Use policy
- the development of the Technology Laboratory as a safe, learning environment and conducive space for authentic research, and the promotion of a positive culture toward academic honesty
- the development and implementation of an Information and Media Literacy curriculum across the grades, aligned with the College's curriculum and the requirements of IB programmes
- the review, exploration, recommendation for acquisition of technology resources that will help promote or maintain academic honesty across the community
- the provision of professional development and support for faculty and staff, and explicit instruction and support for students and parents, in the responsible and ethical use of technology, particularly in terms of maintaining academic honesty in the development of authentic work
- the modeling of effective and proper referencing and the practice of authentic research
- participation in the thoughtful and regular review of the academic honesty policy and guidelines

3.4. Teacher responsibilities

Teachers are responsible for the identification and articulation of links in the curriculum with guidelines and practices for academic honesty and the explicit application of the policy and guidelines in the teaching and learning process, including the written, taught and assessed curriculum. These responsibilities include:

- the identification and explicit teaching of Approaches to Teaching skills that relate to practices of academic honesty
- articulation with other subject teachers or teachers within the same subject on approaches and expectations with regard to academic honesty practices in the discipline or grade level
- the development of unit plans, learning experiences, teaching strategies, and assessment tasks that promote and maintain sound academic honesty practices
- the development of a safe, learning environment for authentic research and the promotion of a positive culture toward academic honesty
- the fair and consistent implementation of the academic honesty policy and guidelines when assessing student work
- the modeling of effective and proper referencing and the practice of authentic research
- participation in the thoughtful and regular review of the academic honesty policy and guidelines
- the consultation and collaboration with the Teacher-librarian and/or the Technology/Media specialist in developing a safe learning environment and the exploration of resources that are helpful in promoting, teaching and maintaining academic honesty

3.5. Student responsibilities

Students have an obligation to abide by the academic honesty policy. They are expected to:

- develop their own ideas and, when appropriate, responsibly use the ideas of others in further developing their own ideas
- ensure that all submissions acknowledge sources and references appropriately
- follow guidelines for referencing and acknowledgment as expected for their grade level
- apply different strategies introduced in the various classes, e.g. paraphrasing, summarizing, referencing, evaluating sources, developing and following a research plan

- when unsure about their practice, consult their teacher or the teacher-librarian for clarification and guidance

3.6. Parent/guardian responsibilities

Parents and guardians are responsible for developing a culture of academic honesty at home. Parents and guardians play an exclusive role in ensuring that:

In monitoring student study time at home
- parents/guardians only assist students in reviewing content and developing skills for independent learning
- parents/guardians encourage students to review their work, ensuring that all external sources of information are acknowledged and appropriately referenced
- the parent/guardian refrains from doing work for students, as this would be clearly considered an act of collusion
- parents/guardians consult the IB programme coordinator or teacher for clarification or guidance when unsure about their practice at home

In hiring academic tutors
- the tutor is made aware and cognizant of the College's academic honesty policy and its guidelines
- the tutor is instructed only to assist students in reviewing content and developing skills for independent learning
- the tutor refrains from doing work for students, as this would be clearly considered an act of collusion
- consult the IB programme coordinator or teacher for clarification or guidance when unsure about the tutor's practice

Dealing with a child's violation of academic honesty
- a calm and healthy discussion with the student about the incident and its details, reasons, and possible next steps to ensure academic honesty in future work
- parents/guardians consult the IB programme coordinator or teacher for clarification or guidance when unsure about how to approach an incident like this

Learning about academic honesty
- parents/guardians familiarize themselves with the academic honesty policy and its guidelines
- parents/guardians attend parent information sessions on academic honesty and/or other external learning opportunities about academic honesty
- parents/guardians consult the IB programme coordinator or teacher when unsure about their practice at home
- parents/guardians contribute to the school's efforts in promoting academic honesty as appropriate (e.g. volunteering to lead a session with students or staff, donating resources)

4. Measures taken to provide education and support

4.1. Information and media literacy curriculum

The College's information and media literacy curriculum is developed by a committee of MYP/DP teachers and coordinated by the Teacher-Librarian, Technology and Media Specialist and the IB programme coordinator. This curriculum considers prior learning of students entering the MYP, the expectations of the MYP (and subsequently, the Diploma Programme) in terms of proper referencing and citation, and international standards for research and referencing sources.

In the MYP, academic honesty is taught beginning in grade 7, where students are introduced to the value of intellectual property, the authenticity of work and true collaboration through the different subject

groups through practical, real-world learning experiences and assessment tasks, guided by the College's information and media literacy curriculum and subject-specific MYP assessment objectives and criteria. The year also begins with an Information Literacy session each grade attends with the Teacher-Librarian and Technology and Media Specialist. Grade 10 will have specific sessions with both resource teachers as they undergo the MYP Personal Project.

This curriculum is evidenced in the Approaches to learning (ATL), formative assessment and summative assessment sections of the MYP/DP unit planner.

4.1.1. Approaches to learning

According to MYP: From principles into practice, May 2014 (updated September 2017), the Approaches to Learning framework organizes the development of skills "that have relevance across the curriculum that help (students) 'learn how to learn'". These skills, practiced individually or in concert, help develop a set of competencies that allow students to engage in effective research and inquiry, ensuring that their work is academically honest.

In each MYP unit, teachers select relevant and appropriate skills necessary to demonstrate understanding and succeed in the summative assessment task(s) and identify strategies to explicitly teach to students. Through practice of these skills through a variety of strategies, students develop skills that provide a strong foundation for independent and lifelong learning. These ATL skills are embedded in both formative assessment and learning experiences during the unit, and student development of these skills are assessed in summative assessment and through student reflection.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

Approaches to Learning skill categories and MYP ATL skill clusters
MYP: From principles into practice, May 2014 (updated September 2018)

Through formative assessment, students are able to practice their development of research skills and are granted the opportunity to make mistakes and learn from them, avoiding misconduct or malpractice in the completion of summative tasks.

4.2. Guidelines for acknowledging and referencing sources

Chiang Kai Shek College uses American Psychological Association (APA) conventions for citing and referencing sources. Developmental guidelines per grade level and language acquisition phase are outlined in the Appendix of this policy, and introduced explicitly to students through grade- or phase-specific handouts in the different subject groups.

4.3. Turnitin

The College employs the use of Turnitin, a plagiarism software, to assist in the implementation of this policy. Teachers and students will be trained in the use of Turnitin and how to use it both as a preventive and an investigative tool. Further, Turnitin shall be integrated into the use of ManageBAC in the DP, so all student work submitted via ManageBAC shall automatically undergo Turnitin inspection.

4.4. Professional development for teachers and staff

All teachers and staff are also expected to abide by expectations set in this policy. As such, professional development in the form of in-house and external seminars, workshops, and formative feedback are designed and invested in to ensure that teachers and staff understand and apply the standards set in this policy in their work.

5. Breaches of academic honesty

The IB guide, Academic honesty in the IB educational context, a breach (or violation) of academic honesty is a behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment tasks. Below are some examples of breaches of academic honesty:

5.1. Plagiarism. This is defined as the representation of the ideas or work of another person as the student's own. This includes the use of translated materials, unless indicated and acknowledged.

Examples
- When students ask and/or pay someone to write their essay for them
- When students research but do not properly acknowledge sources, resulting in their 'owning' the words as if the content were originally theirs
- When students gather data, images and ideas and pass them off as their own
- When students use downloaded images in their works or presentations without acknowledging the original owner of the image
- When students directly lift ideas from sources without properly acknowledging them and present them as their own

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

Collusion is often confused with collaboration. While collaboration requires working together, collusion occurs when a student uses fellow learners as an unattributed source. Collaboration does not result in allowing one's work to be copied or submitted by another as their own.

Examples
- When students share answers to individually-assigned tests and activities
- When students allow their work to be shared online for the benefit of other students
- During collaborative work, when students leave all the work to one consenting member, and take credit for the work
- During pair work, when students make their partner do all the work, then copy data afterwards to pass off as their own
- When students submit work with their names there without participating in the work

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

Examples
- When students submit the same essay for credit in two subjects

- When students submit the same essay for credit in two requirements in the same subject
- When students submit work that has previously been created and submitted by an upperclassman

5.4. Copying. This is taking work of another person, with or without their consent, and submitting it as one's own.

Examples
- When students submit homework copied from others' work
- When students copy answers of their classmates during formative and/or summative tasks
- When students copy ideas from another classmate's work

5.5. Cheating. This is the use or attempt to use unauthorized help on any learning tasks, whether formative or summative.

Examples
- When students bring crib notes to complete tasks or exams
- When students bring unauthorized paraphernalia to a summative test
- When students bring and/or use pre-programmed calculators to a Math exam

5.6. Fabrication or falsifying data. This refers to creating or altering data which has not been collected in an appropriate way.

Examples
- When students tamper with process journals to suit finished products
- When students tamper with answers during the checking of work
- When students submit altered or made-up data to suit desired results in the research or task
- When students change their answers when returned after assessment
- When students change the score of, results of, or data gathered by other students in their assessment tasks

5.7. Any other act or behavior that results in an unfair advantage, such as:

5.7.1. Taking unauthorized material/equipment into an examination room
5.7.2. Misconduct during an examination
5.7.3. Deliberately missing a class in order to delay submission or to avoid a scheduled assessment
5.7.4. Not working collaboratively with others: no contribution to group work or commandeering the production of what is meant to be collaborative work

6. Procedures – reporting, recording and monitoring

In identified cases of breaches of academic honesty, the IB programme coordinator assembles an ad hoc committee to review the case and to mete out consequences after due investigation.

Any student accused of breaches of academic honesty has a right to submit an official statement to the ad hoc committee, explaining their version of the story. The accused student also reserves the right to present an advocate who can vouch for the veracity of the student's claims. This advocate may be a parent, peer, or teacher.

These do not guarantee, however, that they will be favored by the ruling since decisions made on these matters will still be duly and fairly deliberated on by the committee.

All records of these investigations will be placed in the accused student's file under the Guidance office and will also be filed by the DP Coordinator in his/her student records.

All investigations will be used to inform revisions and the development of the Academic honesty policy in succeeding reviews.

7. Consequences of academic misconduct/remedial action/penalty tariff/follow-up/consequences of misconduct in external assessments
The following consequences are outlined for confirmed breaches of academic honesty:

School-based sanctions	
First offense	_ Incident report will be filed _ Written warning sent home to parents _ Conference with the Guidance counselor _ No credit or mark for the work submitted
Second offense	_ Incident report will be filed _ Conference with parent _ No credit or mark for the work submitted _ The ad hoc committee shall recommend an educational resolution program/remedial action for students to address misconduct.
Third offense	_ Incident report will be filed _ Conference with parent _ No credit or mark for the work submitted _ The ad hoc committee shall recommend an educational resolution program/remedial action for students to address misconduct. _ Mention in school/teacher recommendations and certification of good moral character
Fourth offense	_ No credit for the relevant course _ Recommendation for withdrawal from the school
External sanctions	
MYP projects and DP assessment components suspected of being the result of academic misconduct may be investigated by the IB under the following circumstances: - A coordinator informs the IB assessment division in Cardiff that academic misconduct may have taken place during an examination. - An examiner reports possible plagiarism or collusion. - A sample of assessment material randomly submitted to plagiarism detection software by the IB Assessment division reveals that the work of a candidate may not be entirely authentic. Before the IB will investigate a case of suspected academic misconduct, there must be clear evidence to justify a suspicion of wrongdoing. - In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate. - In cases of collusion, an investigation will only be pursued if the candidate's work shows clear similarities. The IB will issue sanctions proportionate with the severity of the misconduct once a case of academic misconduct has been established. This may result in no grade issued for the subject/s in question.	

IB external investigations for academic misconduct are outlined in the process below.
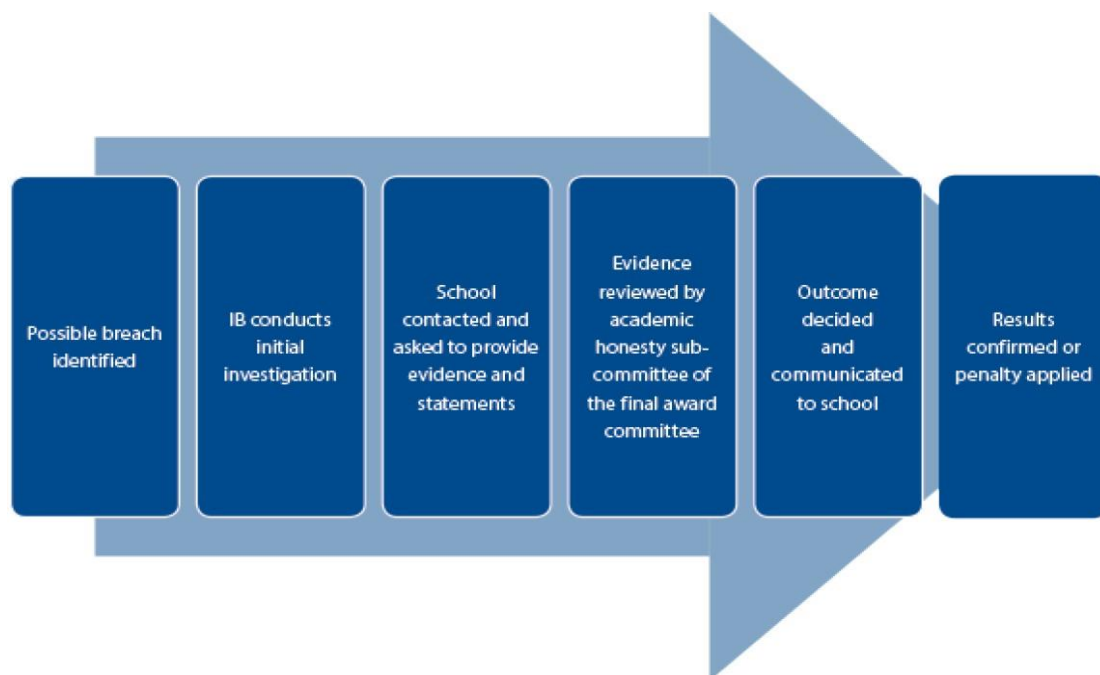
From Handbook of Procedures: Diploma programme (2018);
MYP Assessment procedures (2019)

Consequences for teacher/staff infractions of academic honesty are outlined in the Faculty and Administration manuals.

8. Policies cross-referenced:

- Language policy (March 2019)
- Assessment policy (March 2019)

9. Academic honesty policy distribution, communication and review

This policy is reviewed every three years as per the College's policy review cycle by an ad hoc committee represented by teachers, the Teacher-Librarian, the Technology/Media Specialist, and members of the Pedagogical Leadership team. In the process of revision, teachers from all subject groups are consulted and given discipline-specific nuances in citation and referencing practices.

The revisions are submitted to the IB Management Team and ratified by the College's Board of Trustees.

Distribution and communication of the policy to all stakeholders will be accomplished through the following channels:
- o IB Student-Parent Handbook
- o Annual policy information sessions for parents, teachers and staff
- o Information and media literacy curriculum
- o Annual student orientations
- o New staff and student inductions

9.1. <u>Committee reviewing this edition</u>

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