

ACADEMIC HONESTY POLICY

International Baccalaureate
Diploma Programme



This document is to be read and signed by all students and their parent/guardian, who participate in the IB Diploma Program at Lampiri School.

OMNES VIAE SCIENTIAM DOCUNT

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Academic Honesty Contract

Please read the following statements carefully and write your name, signature and date in the spaces provided.

All students enrolled in the IB Program at Lampiri School are subject to General Regulations: Diploma Program¹.

STUDENT to sign and date:

I certify that ALL of the following are true:

- i. I have read and understood the IB General Regulations document. I understand and accept the definition and consequences of malpractice as presented in this policy.
- ii. I promise to submit only authentic, original work that is my own, and to acknowledge fully and correctly all sources used or referred to in my work.
- iii. In case I have any doubts on whether something constitutes plagiarism, I will consult my teacher/ supervisor BEFORE submitting my work.
- iv. As a student in the IB Program of Lampiri School I will act in a responsible, principled and ethical manner.

Student Name: _____ (please print legibly)

Student Signature: _____

Date: _____ / _____ / _____ (day / month / year)

PARENT/GUARDIAN to sign and date:

I certify that the following statement is true:

I have read and understood the IB General Regulations document. I understand and accept the definition and consequences of malpractice as presented in this policy.

Parent/Guardian Name: _____ (please print legibly)

Parent/Guardian Signature: _____

Date: _____ / _____ / _____ (day / month / year)

¹ IBO (2017), 'Handbook of procedures for the Diploma Programme 2017', p. 22-26.

The IB Mission statement²

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes of international education encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile³

ATTRIBUTES	IB LEARNER PROFILE
INQUIRERS	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love for learning throughout life.
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
THINKERS	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
PRINCIPLED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
OPEN-MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
CARING	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
RISK-TAKERS	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
BALANCED	We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

² IBO (2007), 'Academic Honesty'.

³ IBO (2014), 'Effective citing and referencing'.

Lampiri School Mission statement

It is **our mission** as teachers in this school to work the best we can in order to produce learners who will stay so for the rest of their lives. Scientists who will act boldly when time comes and without trepidation do what is required to save and transpose their wisdom to the new generation and to the newer one until there is only the memory of the teacher left. It is our duty to help guide each student to their destination with their hearts full of dreams, hopes and ambitions to leave a better place when they are gone. Our shoulders are ever present to hold our students up where their **minds** can stay **open** and see beyond the darkness that so often awaits them outside. We teach our students to be caring of all those in need, to have a high sense of **ethos** etched in their hearts and recognize that people regardless of ethnicity, color, religion or sexual orientation or any other external characteristic which might set them apart, are equal to each other in terms of their rights. Our students will go out to the world communicating the **need for understanding others**, obeying their own principles, **think** and **reflect** upon the day gone and smile as they wait for the morning after.

*'I am not an Athenian or a Greek but **a citizen of the world**'*

(Plutarch, *Moralia, De Exilio*, book VII, 5 of the Loeb Classical Library edition, 1959).

Introduction

Rationale

Academic honesty refers to *'a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment'*⁴

Lampiri School is an institution which places great value on academic honesty as an important ethical quality. It is our belief that academic honesty should guide teaching and learning in all levels of education and should be practiced and reinforced by all members of the school community: administration, teachers, students, librarians, parents.

The Academic Honesty Policy constitutes a **'whole school policy'**⁵ that is not restricted only to Diploma Programme students but the whole school community and its implementation is the outcome of an **ongoing and living educational practice**⁶ where students in all levels of education are taught from a young age to:

- understand the way knowledge is constructed,
- acknowledge their own role in furthering knowledge construction and building understanding,
- inquire and think critically and creatively,
- feel confident to express the way they constructed their ideas after critical thinking and reflecting on different sources of knowledge,
- express their own ideas through oral discussion, presentations, visual representations and displays and in multiple forms of writing,
- master the technical aspects of academic honesty, such as accurately citing and referencing⁷.

Our aim

The aim of the school's Academic Honesty Policy is to become a means towards creating a **culture of 'ethos' (ἦθος)**⁸ within the school community, but with its ancient Greek interpretation, a culture of righteousness, integrity and respect.

⁴ IBO (2011), *'Academic Honesty'*, p. 2.

⁵ IBO (2011), *'Academic Honesty'*, p. 8.

⁶ cf. IB 'Lampiri School Code of Conduct' and 'Lampiri School Vade Mecum'

⁷ IBO (2014), The IB programme continuum of international education: *'Academic honesty in the IB educational context'*, p.1.

⁸ Aristotle, *'Nicomachean Ethics'*, Book2 (1103a17): *'Virtue being, as we have seen, of two kinds, intellectual and moral, intellectual virtue is for the most part both produced and increased by instruction, and therefore requires experience and time; whereas moral or ethical virtue is the product of habit (ethos), and has indeed derived its name, with a slight variation of form, from that word.'*

The culture of 'ethos' creates the framework within which students can become '**constructivist learners**'⁹ and develop all the **attributes of the IB Learner's Profile**¹⁰.

Through teaching about the value of academic honesty and learning how to safeguard it, our aim is to educate our students in order to become individuals who will be guided by these principles in their out-of-school activities and during their whole academic and adult life, strive for the promotion of international mindedness, intercultural understanding and respect for all people, ideas and cultures¹¹.

Definitions

What is 'Malpractice'

*'Malpractice is behaviour that results in, or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment component'*¹².

Malpractice may include:

- **Plagiarism:** The representation of the ideas or work of another as the candidate's own
- **Collusion:** Supporting malpractice by another candidate - allowing one's work to be copied or submitted for assessment by another
- **Duplication of work:** The presentation of the same work for different assessment components and/or diploma requirements
- **Any other behaviour which gains an unfair advantage for a candidate** or that affects the results of another candidate. To be more specific:
 - Fabrication of data for an assignment
 - Taking unauthorised material into the examination room, including a mobile/ cell phone, an electronic device other than a permitted calculator, rough paper, notes, etc.
 - Misconduct during an exam, including any attempt to disrupt the examination or distract another candidate

⁹ Carroll, Jude (2012), 'Academic Honesty in the IB': IB Position Paper, p.2.

¹⁰ IBO (2008), 'IB Learner Profile booklet'.

¹¹ IBO (2011), 'Academic Honesty', p. 8.

¹² IBO (2011), 'Academic Honesty', p. 3.

- Exchanging or in any way supporting or attempting to support the passing on of information that is related to the examination
- Leaving and/or accessing unauthorized material in the bathroom/ restroom that may be visited during an examination
- Referring to or attempting to refer to, unauthorised material that is related to the examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination
- Impersonating another candidate
- Stealing examination papers
- Using an unauthorised calculator during an examination
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination¹³

Consequences of Malpractice

The school is the first line of defense against malpractice¹⁴ and it strictly applies the following measures and procedures in case of malpractice:

Any incident of malpractice **on any school-based or IB assessment** will be addressed in the following ways:

- the IB teacher informs the IB Coordinator and the school administrator that a candidate is suspected of engaging in malpractice
- a meeting is conducted between the student, parent, IB teacher, IB Coordinator, and school administrator
- the school's administrator provides consequences that act in accordance with the Greek legislation system
- the student is required to agree that all future assessments will be completed following all of the principles of academic honesty in order to remain in the IB Diploma or IB course
- a record of the incident is kept by the school administration

An incident of malpractice **on any IB Internal Assessment** once the declaration of authentication has been signed is addressed in the following ways:

¹³ IBO (2011), *'Academic Honesty'*, p. 5; IBO (2014), *'Effective citing and referencing'*, p. 18.

¹⁴ IBO (2011), *'Academic Honesty'*, p. 7.

- the IB Coordinator informs the school administration that a student is suspected of malpractice
- the IB Coordinator reports the incident to the IB Information Desk for investigation
- the IB Coordinator and school administrator conduct an investigation including an interview with the student and parent
- the IB Coordinator completes a report which includes: a statement from the teacher for the subject area concerned, CAS Coordinator, or the Extended Essay supervisor, a statement from the IB Coordinator, a statement from the candidate (student), a summary of an interview with the student regarding the alleged malpractice
- the student is subject to a penalty that will be determined by IB upon receipt of all relevant materials.

If a student is found guilty of malpractice:

1. No grade will be awarded in the subject concerned
2. In the case of a DP candidate, no diploma will be awarded to the candidate

An incident of malpractice or misconduct **during an IB exam** is addressed in the following ways:

- the IB Coordinator informs the school administration and the student's parent
- the IB Coordinator reports the incident to the IB Information Desk at the International Baccalaureate Curriculum and Assessment Centre

The rights of the candidates

1. If a candidate is under investigation for possible malpractice, the coordinator must inform the candidate. Whether the candidate's legal guardians are informed of the allegation and involved in the investigation is left to the discretion of the school, bearing in mind any relevant circumstances such as whether the candidate has reached the age of legal majority.

2. The candidate and his or her legal guardians have a right to see evidence, statements, reports and correspondence about the case. Any decision to

withhold such information rests entirely with the head of school or coordinator. Evidence may be withheld to protect the identity of an informant.

3. It is the policy of the IB that any candidate being investigated for malpractice is given the opportunity to be heard and to submit a written defense to the final award committee. The school has no right to prevent this process, to edit or unduly influence the candidate's statement. The candidate is expected to make the content of the statement available to the coordinator, but may request that the statement remain confidential to the IB.

4. The candidate must be given sufficient time to prepare a response to the suspicion of malpractice. The coordinator help desk must be contacted for advice if the candidate may not be able to meet the deadline imposed by the IB¹⁵.

¹⁵ IBO (2014), The IB programme continuum of international education: *'Academic Honesty in the Diploma Programme'*.

Avoiding malpractice: the roles of stakeholders

The role of the Head of School

- Establish an academic honesty policy.
- Provide teachers with effective training opportunities.
- Ensure teachers and students adhere to the school's academic honesty policy.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences for IB students if they engage in academic misconduct¹⁶.

The role of the DP coordinator

- Ensure that students understand clearly the IBO expectations regarding academic honesty.
- Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty.
- Establish a calendar for assignments.
- Agree with IB teachers on an internal calendar of all due dates for the receipt/ submission of candidates' assessment material
- Ensure candidates and invigilators are provided with relevant information about examination regulations.
- Plan regular meetings with faculty members and student's legal guardians to verify that all parties have a clear understanding of IB expectations.
- Ensure that policies and procedures are easily available to all interested parties (teachers, students and their legal guardians)¹⁷.

The role of teachers

- Be role models of academic honesty and integrity and - make sure all shared materials (handouts, presentations etc.) are correctly referenced.

¹⁶ IBO (2011), *'Academic Honesty'*, p. 9; Dr. Garza, Celina (2014), *'IB Academic honesty – principles to practice'*, IBO.

¹⁷ Dr. Garza, Celina (2014), *'IB Academic honesty – principles to practice'*, IBO

- Teach students about academic honesty, help them acquire the necessary skills for appropriate referencing and citing and make them their 'second nature'.
- Set clear expectations for assignments and provide guidance to candidates on how to correctly cite sources
- Ensure that teaching strategies put emphasis on authentic tasks, asking students for generalized reports, instead they should encourage students to develop their own ideas.
- Be vigilant for changes in writing style, and in noticing that the student's work is too complex and academic and goes beyond the student's ability
- Teachers are strongly encouraged to make use of 'Turnitin' (www.turnitin.com) when checking on major IB assignments.
- Although the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged, it is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate¹⁸.

The role of the librarian

The Librarian has a key role in helping students become familiar with the research process and teach them the fundamentals of academic honesty. The Librarian:

- provides guidance to students throughout their scholastic path and
- is a valuable resource in conducting teaching and learning of specific conventions accepted in a community of learners¹⁹

The role of students

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned. Student's responsibilities include:

- Read, understand and become familiar with the rules of the school's Academic Honesty Policy and with all IBO rules and regulations documents.
- Know the consequences of being in breach of IB regulations

¹⁸ Dr. Garza, Celina (2014), '*IB Academic honesty – principles to practice*', IBO; Carroll, Jude (2012), '*Academic Honesty in the IB*', IBO, p. 5-6; IBO (2011), '*Academic Honesty*', p. 7, 9-11.

¹⁹ IBO (2011), '*Academic Honesty*', p. 9.

- All work submitted is the student's own work.
- All sources are fully and correctly acknowledged including sources taken from websites, audio-visual, emails, CDs, photographs, graphs, works of other artists.
- Students must not simply copy materials from other students, past or present, from written sources, from the Internet, or from any other source whether this is through cutting and pasting, rewriting or by any other means. Changing a few words within a copied piece of text or paraphrasing does not render this original and still counts as plagiarism.
- When required by teachers and/ or by the DP Coordinator, students must submit their work to Turnitin (www.turnitin.com).
- Make proper use of a citation style. At Lampiri school we have adopted the Modern Language Association (MLA) citation style.
- When submitting his/her work to IB examiners, the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- Before submitting their work to IBO, students must sign a declaration of authenticity form²⁰.

The role of parents

At Lampiri schools we strongly believe in the open communication between teachers, school administration and parents. Parents can play a very important role in supporting and helping their children achieve their full potentials and acting with honesty by:

- Read and become familiar with the Academic Honesty Policy and all IBO documents related to the IB Diploma rules and regulations
- Supporting teachers and administrations in talking to their children about the importance of academic integrity
- Cooperate with the school in case their child is found to be guilty of malpractice either intentionally, or by inappropriate documentation of sources²¹.

²⁰ IBO (2011), *'Academic Honesty'*, p. 8; Dr. Garza, Celina (2014), *'IB Academic honesty – principles to practice'*, IBO.

²¹ IBO (2011), *'Academic Honesty'*, p. 9.

Policies as a working documents

All our policies are living documents which will be amended appropriately by a committee responsible for such changes.

References

Aristotle, '*Nicomachean Ethics*', Book II (1103a17).

Carroll, Jude (2012), '*Academic Honesty in the IB*', IBO.

Dr. Garza, Celina (2014), '*IB Academic honesty – principles to practice*', IBO.

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Plutarch (1959), *Moralia, De Exilio*, book VII, 5 of the Loeb Classical Library edition.