ACADEMIC HONESTY POLICY

Rationale

Emirates International School Meadows is committed to academic honesty and we will ensure that all students are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

*As an IB school, we strive to develop the attributes of the Learner Profile and these attributes can be reflected in academic honesty. The IB Learner Profile emphasizes the values of learning, taking responsibility for that learning and showing respect for the work of others. These ideas are further underlined in the IB Handbook on **Academic Honesty** (2009), where academic honesty is defined as "a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment".[1]*

It is the policy of EISM that:
- Plagiarism is a serious academic offence, which shows lack of respect for the learning process and the author and so will not be tolerated by the school;
- All students understand what constitutes academic honesty and dishonesty;
- All work submitted – this includes students homework, oral presentations, is 'authentic' research assignments and coursework components;
- Students take responsibility for correctly and fully acknowledging the ideas and words of others;
- Students understand the difference between collaboration and collusion;
- Students understand and follow the rules relating to proper conduct of examinations.

Definitions

Academic Honesty refers to:
- The production of authentic pieces of work, based on the students' own ideas
- Acknowledging the work of others by properly citing (referencing) the original source
- Proper conduct in examinations
- Respect of all forms of intellectual property

Malpractice

The IBO defines malpractice as 'behaviour that results in, or may result in, the candidate […] gaining an unfair advantage in one or more assessment components.'[3]

Academic dishonesty, misconduct or malpractice involves:
- Plagiarism or copying from another student.
- Plagiarism derived from copying from another text or source which is not referenced, or which is not the students' own work.
- Bringing unauthorised materials into any summative assessments in the classroom.
- The actual or attempted involvement with other people when an examination or formal summative assessment has begun.
- Behaving in an inappropriate manner during summative assessments in the classroom (e.g., behaviour that causes disruption).
- Starting assessments before the teacher during summative assessments.
- Impersonating someone else.
- Failing to follow procedures which ensure the security of summative assessments.
- Submission of lewd, offensive or insulting content within summative or formative scripts and all assessments.
- Changing academic results.
- Collusion: helping another student to be academically dishonest.
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

Distinguishing between Collaboration and Collusion

Collaboration

Collaboration includes the following:

- Discussion with other students regarding issues raised in class
- Discussion with other students regarding how to address the issues raised in class or in a component of an assessment task
- Co-operation in the location, and sharing, of sources of information relevant to an assessment task
- Group work (in which all members of the group are expected to participate equally) to achieve a shared goal such as a group oral presentation

Collusion

Is a form of plagiarism that can occur as a result of inappropriate collaboration and includes the following:

- working with anyone else to produce work which is then presented as the work of one student
- a student allowing another student to copy the content and/or ideas of their work

GOOD PRACTICES AT EISM
RESPONSIBILITIES:

Students

It is the responsibility of:

All students to

- make sure that all work is their own authentic work
- acknowledge the work and ideas of others

MYP and DP students to

- read and understand the school policy on academic honesty (in the case of younger students, this task is entrusted to their parents)
- fully and correctly acknowledge the work and ideas of others
- sign a declaration stating that all work submitted for assessment is their own authentic work

Teachers

It is the responsibility of:

All teachers to

- act as role models
- actively use correct citing conventions when providing students with notes and reference material
- teach and provide specific guidelines to students about carrying out effective research and referencing

MYP and DP teachers to

- warn students about 'academic negligence' (being careless when recording sources)
- read and check students' work for authenticity before submission of IBDP subject components
- warn students that the IB checks candidates' work for plagiarism using a web-based detection system

Parents

- to read and understand the school policy on academic honesty
- to support the academic honesty philosophy of the school

Provision of Support and Guidance on Good Practice for Students

- Students are guided on ATL Skill cluster Research at the beginning of the academic year through Year Group assemblies. Students are provided with guidelines on referencing methods for PYP Exhibition, MYP Personal Project and DP Extended Essay as well as other assignments completed throughout the year. Guidelines for referencing and academic honesty as well as examples of good practice are available for MYP and DP students on Managebac throughout the year.

Primary Years Programme

Even young learners need to understand the importance of acknowledging others' ideas and work. As teachers we are our students' greatest role models so it is essential that we lead by example. In doing so, we should make reference to the Learner Profile and attitudes, particularly **respect, integrity, and principled**. We need to develop the understanding that, while the sharing of ideas and work is encouraged, we need to recognise to whom the ideas and work belong. By the end of Year 6 students are expected to reference their sources in a bibliography. Although we do not require very young learners to record others' work in the form of a bibliography, they are expected to recognise and state when an idea or piece of work is not their own. This is the case not only with published work/ideas, but also those of their peers.

The following table outlines our expectations for students at each year group:

Year	Paper media	Digital media
EY 1/2	Identify the source clearly using gestures or showing the media to an adult.	N/A
1	Identify the source clearly using gestures or showing the media to an adult.	N/A
2	Begin to record the author and title of the source.	N/A
3	Record the author and title.	Record the URL
4	Record the author, title and publisher.	Record the URL, and date accessed.
5	Record the author, title, publisher and year of publication.	Record the title of website, URL and date accessed.
6	Year 6 students should cite primary sources, books, reference works/encyclopaedias, magazines/newspaper articles, websites and interviews using the MLA formatting outlined in the table below.	

Assessment tools used in Years 3-6 should include the above age-specific expectations as part of the success criteria.

How to Cite Sources

Modern Languages Association (MLA) is the formatting style at EISM. By the end of Year 6 we would like students to be able to:

Book	Author. *Title of Book*. City of Publication: Publisher, Year
	Example: Brinkley, Alan. *The Unfinished Nation*. New York: Knopf, 1993.
Reference works and Encyclopaedias	Author. "Article Title" *Title of Encyclopaedia.* Edition Date.
	Example: Byrne, Jamie. "Saint Ambrose" *Encyclopaedia Britannica.* 1984.
Magazines and newspaper articles	Author. "Title of the Article." *Title of the Newspaper.* Date of Publication.
	Example: Horne, Adele. "Calls Grow for Rumsfield's Resignation." *The Sydney Morning Herald.* 7th May 2004
Websites	Author. Title of webpage. Available http://address, Date of Document or date of access
	Example: Burka, Lauren. A Hypertext History of Multi-User Dimensions. Available http://www.usa.net/home/history.html, January 10, 1996
Interviews	Interviewee's name. (Date of Interview). [Name of person who interviewed]. Place of Interview.
	Example: Garret, Joseph. (2002, October 25th) [Karlson, Ludovika].Sydney, Australia

Students may use websites such as www.bibme.org and www.citationmachine.net to help with the formatting.

Middle Years Programme

All subjects have coursework with a research component. During the MYP, Information Literacy becomes embedded in all the Unit Planners as one very important ATTL skill. This means that research skills and **referencing** skills are taught contextually in all subjects. From Year 1-3, the ICT Teachers and Librarian support teachers and students in the research process to help them grow as responsible digital citizens.

The skills and competencies acquired during the PYP are built upon and reinforced in preparation of the final research project of the programme: The **Personal Project**.

Research is a creative and incremental process; it is about ideas and their development. Using other people's ideas adds value to a student's research and provides new perspectives, as does working with others. However, careful referencing is essential; failure to do so will mean that students will not get the most out of the programme and, ultimately, impede their learning.

In Years 1-3:
- Students are encouraged to use websites such as www.bibme.org [4] and www.easybib.com to help them record their sources and create an online library of resources
- Homework is set up for students to practice in-text citation (footnotes) when writing a Word document, and using captions with images on ManageBac
- Students learn the concept of Creative Commons
- *Managebac* contains useful links to tutorials regarding the evaluation of resources, plagiarism and copyright
- A handbook about writing bibliographies is available on *Managebac* for teachers' and students' use
- Teachers use *Turnitin*, a plagiarism detection service.

During Years 4 and 5 of the MYP, competencies become more specific and expectations higher:
- Students are encouraged to put suitable citation sites in their list of favourites
- *Managebac* contains links to detailed instructions on research skills, citing sources and using MLA
- All subject teachers stress the importance of using a variety of sources and correct referencing in their classes.
- Teachers are responsible for monitoring academic integrity, and informing curriculum leaders, parents, grade coordinators and Principal as appropriate in cases of malpractice.
- A PowerPoint presentation on **Academic Honesty and Research Skills** is given to each year group
- As part of the introduction to the **Personal Project** in Year 11, all staff reinforce good practice regarding research skills
- Students are given a copy of the MYP Personal Project guidelines
- All students are encouraged to see the Librarian about resources, citation, referencing and format on a one-to-one basis
- Teachers use *Turnitin,* a plagiarism detection service.

DIPLOMA PROGRAMME

The Diploma Programme builds upon and reinforces the steps and skills begun in the PYP and MYP. Students should take ownership of their own learning and strive to be academically honest. To that end:

- Students are encouraged to put suitable citation sites in their list of favourites
- *Managebac* contains links to detailed instructions on research skills, citing sources and using MLA
- All subject teachers stress the importance of using a variety of sources and correct referencing in their classes
- Teachers are responsible for monitoring academic integrity, and informing curriculum leaders, parents, grade coordinators, the DP Coordinator and Principal in cases of malpractice
- A PowerPoint presentation on **Academic Honesty and Research Skills** is given to each form group
- As part of the introduction to **Extended Essay** in Grade 12, all staff reinforce good practice regarding research skills
- Students are given a copy of the IB Extended Essay guidelines, which concern the subjects of documenting sources and intellectual integrity
- All students are encouraged to see the Librarian about resources, citation, referencing and format on a one-to-one basis
- Teachers use *Turnitin*, a plagiarism detection service.

By giving students the same message and the same information, they will be aware of the importance and implications of academic honesty and be well prepared when it comes to approaching coursework and the Extended Essay.

Students should refer to the following for more detailed information about referencing correctly:
- *Effective citing and referencing* pdf document
- Plagiarism tutorial "You quote it, you note it
- *Tips for citing sources*

SANCTIONS

Procedures: Reporting, Recording and Monitoring
To ensure consistency and fairness when incidents occur, it is important that our school keeps central records of each situation and the consequences carried out.

All incidents must be reported to:
- Parents
- Head of Department
- Head of Year
- Year Coordinator
- PYP/MYP/DP Coordinator

In cases of multiple/repeat offences the following people must be informed:
- Deputy Head of school
- Head of School

While each incident may be treated on a case-by-case basis by the staff involved, all records of incidents must be kept by the relevant IB coordinator to ensure transparency and accuracy.

Consequences of academic dishonesty in the PYP and MYP

The concept of academic honesty is introduced in PYP through an understanding of the IB Learner Profile. IB learners strive to be '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.' Although the concept is introduced in Year 1, the policy is highlighted and followed from Year 4 through Year 6. All students in Year 6 will submit assignments via Turnitin on Managebac and this practice continues through to Year 13.

First time - When the student is caught plagiarising for the first time, he or she must repeat the assignment or complete an equivalent assignment. A letter will also be sent to the parents and a copy of this will be kept on the student's records.

Second time - When a student is caught plagiarising for a second time, a parent meeting will be called with the relevant teaching staff, MYP/PYP Coordinator and the student. A failing grade will be given for the assignment. Again a record of this will be kept on the student records.

Third time - When a student is caught plagiarising for the third time, an interview process will be in place with the student, parents, MYP/PYP Coordinator and the Deputy Head of School.

Consequences of academic dishonesty in the DP

It is important to note that the consequences for plagiarism escalate in severity as the student moves through the school. All Diploma Level work which is deemed to be plagiarized even as a first offense, (either by the school or the IB itself) is at severe risk of disqualification, potentially harming any University Admission application and/or certification by IB.

Students who demonstrate academic dishonesty will face sanctions in accordance with the Rewards and Sanctions Policy. This policy recognises there are different attitudes and behaviours that may lead to a wide range of dishonest action. The level at which the student enters the Rewards and Sanction Policy will depend upon on the nature of the dishonest action and the student's record. The MYP/DP Coordinator is the initial management authority for student sanctions, in accordance with the Rewards and Sanctions Policy. In cases involving dishonest action(s) of the highest order, the High School Deputy Head and Head of High School make a decision after consultation with the Principal. In all other cases, the course teacher, in consultation with their HOD, respective Coordinator will determine the appropriate sanction(s).

Sanctions specific to this policy, and in addition to the Rewards and Sanctions Policy, might include any or all of the following:
- Resubmission of another assessment item.
- Student receives a formal written warning for academic dishonesty.
- Student receives 'zero' for the assessment item.

The International Baccalaureate (IB) may impose sanctions as well. These sanctions may include:
- A warning.
- Marks may be deducted or no marks awarded.
- Students may be disqualified from one or all courses.
- Student may be prevented from entering examinations for up to five years and other examination bodies informed of the malpraction and likewise debarred.
- Any other sanction at the discretion of the IB Malpractice Committee