

International Baccalaureate Diploma Programme

Roots Millennium Schools Academic Honesty Policy

Rationale

Roots Millennium Schools maintains academic honesty at the very core of teaching and learning. All stakeholders of the school including directors, teachers, parents, management and students are responsible to promote a culture of Academic Honesty according to the IB standards.

The main purpose of this policy is to:

- Define academic honesty and malpractice in the context of the IB Programme.
- Distinguish between the different forms of Malpractice and its consequences.
- Describe the role and responsibilities of students, teachers and management.
- Communicate the importance of Academic Policy to the Roots Millennium Schools community.
- Academic Honesty guidelines for Diploma programme.
- Describe the importance of referencing and citing.

What is Academic Honesty?

Academic Honesty refers to the originality reflected in one's academic efforts and practices. It underpins the values and ethos of respecting other's efforts and acknowledging their 'intellectual property rights'. Being Academically Honest demands every student to comply with the basic values of the all the Programs and to refrain from any form of plagiarism or academic misconduct.

Academic Honesty in IB:

The IBO (2007) defines Academic Honesty 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...."

Purpose

The first and foremost aim of the Academic Honesty Policy, as per IB standards, is to make students "principled" in a sense that they understand the importance of being fair and honest and hence choose fair, legitimate and credible pathways to completing assignments and assessments. The true essence of making students principled and honest does as per IB standards and benchmarks is that they:

“....act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.....” (IB Learner Profile: IBO 2010)

Moreover, early and mid-puberty are crucial to the psychological, social, personal and psychosocial development of students, and hence exert an ever increasing pressure on educational institutes to instill honesty and academic integrity among students at this very stage. It is very much pivotal for every educational body to infuse academic honesty in the key ethos of the school culture. In this regard, the school shall create maximum awareness among students about what academic honesty actually is; what its prerequisites are and what are the consequences of going off the track.

This document serves as the backbone of the assessment procedures and practices, laying a comprehensive framework of what Academic Honesty is and how to implement it.

Academic Honesty Statement

All teachers at Roots Millennium Schools are required to be principled; to use valid reasoning; and to make academically informed decisions, thereby respecting the dignity of others’ work and respecting their intellectual property rights. This Academic Honesty Policy should be referred to as the parent document from where all academic and assessment standards for the International Baccalaureate Program evolve.

Assessment Practices at Roots Millennium Schools

Students at Roots Millennium Schools are continually and thoroughly assessed to ensure academic benchmarking in true essence. A well-laid assessment system is in place for all our students. All assessments are devised and reviewed regularly and improvised continuously to meet validity and reliability standards. They are designed to give an in-depth knowledge of all concepts in a particular grade and so are administered only after the teaching time is complete. All assessments are used as a medium of assessing performance and progression of the students.

Expectations from Stakeholders

Students:

Students registered at Roots Millennium Schools are expected to be honest in their academic endeavors, be it verbal or written. They are expected to exhibit traits like fairness and dignity in work they produce; doing justice to their and other’s academic intellect.

They are expected to abstain from any activity that is counted as academic malpractice and that would adversely impact their learning process and academic growth. Moreover, they are expected to perform and act within the academic jurisdictions, which if they fail to do so, would lead to academically adverse consequences like detention, suspension or expulsion.

Every student enrolled is required to sign the Academic Integrity Pledge, in which they pledge not to involve themselves in any sort of academic malpractice.

Teachers:

The teaching faculty is expected to cascade the values and beliefs in this document into each and every classroom. Every teacher is expected to become a role model for students and to provide them with consistent guidance and counseling in becoming honest and principled seekers of knowledge.

It is expected from every teacher to be vigilant at all times, and to report academic malpractices as soon as possible, if they detect any. Similarly, the faculty is expected to strongly discourage the students if they get involved or plan to get involved in any form of academic malpractice.

Management:

The management and administrative staff of Roots Millennium Schools are expected to provide maximum support to the teachers and students in ensuring Academically Honest practices. The school librarian, in this regard, will be the focal person and will ensure students have access to maximum referencing and citation material. It is the duty of the librarian to ensure the availability of the school library at all times and to guide and assist the students so they do not get detracted and opt for ‘short-cuts’.

All members of the Examination & Assessments Committee are required to maintain confidentiality of the assessments devised and not to disclose any content to anyone by any means.

The school management and leadership are expected to ensure that all cases of irregularity and/or misconduct in connection with the assessments are reported to the Examination and Assessments Manager at their earliest. As per IB standards, the School Head is expected to:

- understand what constitutes academic honesty and an authentic piece of work
- understand what constitutes malpractice, particularly plagiarism and collusion
- receive guidance on the skills of academic writing and acknowledging sources
- know the consequences of being found guilty of malpractice.

Academic Malpractice:

Academic Malpractice or misconduct is defined as:

“...behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.....” (IBO 2009)

Forms of Malpractice

Academic malpractice refers to any act where the student has copied, stolen, cheated or manipulated the work of another individual and presented it as his own piece of work. Most common forms of academic malpractices observed in high schools are as follows:

i. Plagiarism:

As listed in the Higher Education Commission's documents, plagiarism is referred to as tagging someone else's work as one's own and putting it forward. Plagiarism is also termed as 'academic fraud' and refers to copying of another person's creative and academic intellects, without letting the original owner have knowledge of it. Plagiarism refers to:

- Submitting somebody else's work as one's own
- Violating intellectual property rights of the original owner of the data
- Copying/cheating other's words and modifying them, underpinning the same thought/idea

ii. Collusion:

Collusion refers to intentionally and knowingly allowing others to cheat or copy one's original work. Assisting anyone in cheating/copying someone else's work is also termed as collusion.

iii. Forgery:

Forgery refers to the act of illegally or wrongly signing formal letters and academic documents such as result cards, exam passes etc. with an intention to validate and use them for academically fraudulent activities.

Difference between Collusion and Collaboration

Many students get confused between collusion and collaboration and thus fail to draw a clear line of distinction between the two. Where collusion is referred to the conscious and informed copying of one's work by others, collaboration is considered to be a constructive academic activity where students share and synthesize existing and new knowledge, gearing up the learning process.

Collusion is considered to be a serious academic offense, for both the parties whereas collaboration has become an increasingly popular pedagogical tool for aiding classroom teaching and learning.

Students can enjoy complete freedom in collaborating with other students, as well as with the teachers, to enhance learning, improve concepts and improvise assignments, as long as the new knowledge is synthesized as a result of their own ideation.

Any student found involved in collusion shall be treated as guilty of academic malpractice.

Consequences of Malpractice

i. First Offense

When a student is caught in academic malpractice for the first time, it is at pure discretion of the class teacher/assessor to grade the student's assignment or performance as zero or to demand another submission within a due deadline, which is graded lesser than average.

ii. Second Offense

When a student is found involved in academically dishonest practices for the second time, the management may take necessary action considering the level of academic violation caused. It is at free discretion of the School Head to:

- Suspend the student for an undefined period of time
- Expel the student from the school roll
- Call the parent/guardian and get an undertaking signed
- Issue a warning letter
- Demote the student

iii. Third Offense

If a student has been identified as being involved in academically dishonest practices for the third time, strict action will be taken as per policies and practices of the Higher Education Commission (the highest governing governmental body for educational affairs in state). The student will ultimately be expelled from the system.

Academic Honesty Guidelines - DP

All the DP students are required to sign an Academic Honesty contract stating that they understand the Academic Honesty Policy and pledging that they will remain academically honest throughout the duration of the DP. They also sign that they understand the implications of a failure to follow the Academic Honesty Policy. Should a transfer or new student arrive this date, they will be required to sign this at the earliest opportunity. DP teachers are expected to set internal deadlines in advance of the official due dates, to ensure that there is sufficient time to authenticate student required to sign a cover-sheet for all externally assessed components (except examination scripts) and all internal assessment to confirm that the work is authentic and to confirm that the work is being submitted for assessment constitutes the final submission to examiners. Students and supervisor must sign the cover-sheet attesting to the originality of the EE.

DP Assessments and Academic Honesty for EE (Extended Essay) and Internal Assessment

Students and supervisors are encouraged to include a discussion of sources during the meetings. Both the rough and the final draft are submitted to Turnitin for authentication. Students then review the Turnitin reports as needed if there are errors or concerns. Deadlines are provided to ensure this is done in advance of final submission to examiners.

Presentation/ Oral Work

Students are reminded that a presentation requires a list of works cited, e.g a slide at the end of a PowerPoint or an uploaded documents of sources. Students are encouraged in particular to acknowledge the use of others' ideas (students/teachers), either orally or in the work cited section.

In the TOK presentation

All students are equally responsible in the group for ensuring that they acknowledge their sources appropriately: this includes citing images in the presentation, providing a slide documenting works referenced and acknowledging the input of others' ideas, either students or teachers. All students in the group now receive the same grade: this means that they are all responsible for the consequences of a failure to acknowledge sources appropriately. This places extra emphasis on the importance of authentic work and collaboration.

Exams (both internal and IB)

For all examinations requiring calculators, memory is cleared and calculators are checked to ensure compliance with IB Regulations..

All grade 12 students will be briefed about the conduct of examinations and the consequences of not complying before the IB examinations. Exam literature will be emailed to all the students and will be linked to the school website.

Malpractice in the Diploma Programme

Internal Assessment

All diploma students are assessed internally. All subject teachers will complete an incident report to the Diploma coordinator and principal in case of following circumstances. A separate meeting will be held with the teacher, student and parent to explain the possible future consequences:

- In case if Turnitin (plagiarism software) detects that a student has plagiarized
- If two students have submitted an identical work for an internally assessed assignment (e.g. lab report)
- A student copies from another during an internal exam or brings in unauthorized material to the exam (notes, phone, flash-cards etc.)

The Rights of the Student

Any student suspected of academic malpractice will have the right to explain his/her actions and /or to dispute the charges against them. The nature of this will be based on the severity of the situation.

In the case of suspected malpractice in an IB Exam or externally moderated or assessed work, the student has the following rights and expectations of the process

(from Diploma Programme: Academic Honesty ; p11):

- To be informed that they are under suspicion.
- An interview with a relative or friend present as an adviser, witness or observer. A transcript of this may be taken and submitted as additional evidence, with the candidate's approval.
- To be shown all the evidence and allowed to present an explanation or defence.
- To provide their own written statement.

An IB Committee will have the final say on the results of such an investigation. Students have the right to appeal this result.

The Importance of Referencing and Citing:

Students need to be regularly educated about the importance of referencing their work and citing sources. Regular counseling sessions shall be provided by the school librarian to ensure every student understands:

How to use referencing:

Students must be trained to use various technologies and software for online referencing in addition to using it for handwritten assignments. Consistent in-school trainings shall be provided to all students to make them apt at using maximum referencing tools and Apps.

Why to use referencing:

The students must realize the prime purpose of referencing is to give due credit to the original owner of the information and to maintain dignity and honesty of one's own piece of work. They must learn to develop themselves as principled learners, who settle for nothing less than original.

Moreover, the students should also ensure that they use authentic referencing to save themselves from any disciplinary action of serious punishments which could even be expulsion from the school.

Referencing and citing the work gives students an opportunity to authenticate their work as original and credible, being their own intellectual property.

Where to use referencing:

Every student must know that referencing is unavoidable at all such points in a task where someone else's work or words are quoted. Any kind of secondary research needs to be referenced.

Guidelines on Referencing**Citations**

Students include a citation in the text to acknowledge that the material (including written oral and electronic products) they are using, whether a direct quote, paraphrase or summary, is "borrowed" from the work of someone else.

There are three main types of in-text citations:

Author: Uses introductory or parenthetical citation giving the last name of the author and (if applicable) the page numbers from which the quote or paraphrase is taken.

Author-date: Uses introductory or parenthetical citation giving the last name of the author, the year of publication and (if applicable) the page numbers from which the quote or paraphrase is taken.

Numbered footnote: Uses superscript numbers after the referenced passage, with corresponding footnotes placed at the bottom of the page. Footnotes contain all the reference details from which the quotation, paraphrase or summary is taken. If a source is used more than once, shorter footnotes are sufficient. Each citation must then be given a reference.

References

A reference gives the full details of the sources of the words/work cited in a student's work, enabling the reader to trace the exact material used. Each reference must follow the conventions set out in latest MLA Style Guide and be arranged in alphabetical order by author and title. Reference lists are found at the end of a document or presentation. Each reference included should relate to a citation in the text. If all materials consulted, even where not mentioned or cited, are included, the list becomes bibliography.

Acknowledgements

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International Baccalaureate Organization. MYP: From Principles into Practice. Cardiff: International Baccalaureate Organization, 2008.

International Baccalaureate Organization Programme Standards and Practices. Cardiff: International Baccalaureate Organization, 2010.

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Carroll, Jude. Academic Honesty in the IB. Cardiff: International Baccalaureate Organization, 2012

http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0707_1_e.pdf



Roots Millennium Schools Academic Honesty form for International Baccalaureate Diploma Programme students.

ACADEMIC HONESTY PLEDGE

As a lawfully registered DP student at the Roots Millennium Schools, I _____, son/daughter of _____, enrolled in class _____ hereby pledge not to involve in any activity that is academically dishonest.

I hereby assure to comply with all practices stated in the School's Academic policies and practices and not to plagiarize, collude, falsify or cheat any kind of data or information to produce my own work.

Every piece of work I will be submitting, will be a result of my own creativity and intellect, and will not violate anyone's intellectual property rights.

Should I be found guilty of any such malpractice, I agree to bear the consequences.

Student's Signature: _____

Guardian's Signature: _____

School Head's: _____

Date: _____

