

Table of Contents

• <u>Academic Honesty</u>	01
• <u>Purpose</u>	01
• <u>Academic Honesty Statement</u>	02
• <u>Assessment Practices at Roots Millennium Schools</u>	02
• <u>Expectation from Stakeholders</u>	03
• <u>Academic Malpractice</u>	04
• <u>Forms of Malpractice</u>	04
• <u>Difference between Collusion and Collaboration</u>	05
• <u>Consequences of Malpractice</u>	06
• <u>The Importance of Referencing and Citing</u>	07
• <u>Roles and Responsibility in Supporting Academic Honesty</u>	08
• <u>Citation</u>	09
• <u>Academic Honesty Pledge</u>	10

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 IB-registered student to comply with the basic values of the IB Program 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....”

(IBO 2007)

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:

As an IB certified school, all IB-MYP candidates from tier 6-10 registered 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:

Roots Millennium Schools' all IB candidates are continually and thoroughly assessed to ensure academic benchmarking in true essence. A well-laid assessment system – formative and summative, has been implemented in every MYP classroom. 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:

i. Students

Students registered in the IB-MYP program 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 in the MYP Program is required to sign the Academic Integrity Pledge, in which they pledge not to involve themselves in any sort of academic malpractice.

ii. Teachers

All IB-MYP 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.

iii. 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.*

(IBO 2007)

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:

- x Submitting somebody else's work as one's own
- x Violating intellectual property rights of the original owner of the data
- x 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 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:

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

The Importance of Referencing and Citing:

Students, as per IB standards, 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 MYP 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, extract or information that is not a result of one's own academic effort and toil, needs to be referenced there and then.

Roles and Responsibility in Supporting Academic Honesty

Faculty: (including teachers, counselors, media specialists, support and paraprofessionals)

- Communicate appropriate collaboration versus collusion with each assignment.
- Teach a recognized citation convention for written and no written works.
- Demonstrate and model academic honesty in presentations, etc.
- Assure students in your class understand that when they submit a task as their own, they are representing that have not received nor given aid on assignments or assessments. Teachers can opt to ask students to use their signature to explicitly assure this point if needed.
- Minimize temptation for malpractice in assignments/assessment situations.
- Communicate with students, parents, counselors, administrators, with concerns and malpractice offenses.
- Teachers, administrators, and counselors involve students in reflection/discussion in the instance of malpractice.

Students:

- Confirm understanding of academic honesty with signature on Code of Conduct form each year.
- Report malpractice violations to a trusted school employee.
- Work to produce authentic work
- Understand that putting name on assignment certifies it as your own work, cited appropriately.
- Minimize malpractice temptation by balancing time appropriately.
- If an incident of malpractice occurs, either intentional or unintentional, complete the reflection process with your instructor.
- Understand proper citation expectations for assignments (MLA or APA where appropriate)
- Ask for guidance when you are unsure.

Administration:

- Support academic honesty policy and investigate all counselor/teacher reports of malpractice.
- Ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions.
- Ensure the academic honesty policy is applied consistently throughout the school.
- Provide staff development and guidance on academic writing and referencing systems that are available.
- Maintain an account with plagiarism detection service (only high school).
- Provide teachers with material to guide students in maintaining academic honesty.
- Investigation of malpractice.
- Make parent and student contact to reflect on malpractice incidents.

Parents, guardians, and/or outside support:

- Read/sign Code of Conduct form.
- Encourage your child to practice academic honesty.
- Encourage your child to cultivate a culture of academic honesty in school.
- Address concerns of academic misconduct/malpractice with your student and school personnel if necessary.
- Monitor hired tutors to assure authentic student work.

Citation:

- International Baccalaureate Organization. Academic Honesty. Cardiff: International Baccalaureate Organization, 2011.
- 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.
- Frank C. Martin International K-8 Center IB Middle Years Programme Academic Honesty Policy
- 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

**International Baccalaureate
Middle Years Programme
ACADEMIC HONESTY PLEDGE**

Date: _____

As a lawfully registered MYP 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 Signature