

Trondheim International School Academic Honesty Policy



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Trondheim International School

Academic Honesty Policy

Rationale/ Purpose for the Policy:

The IB Learner Profile is embedded in the mission of Trondheim International School and is the heart of our Programmes of Inquiry. The learner profile and the Approaches to Learning are the foundation of this policy. As an IBO World School, THIS's policies promoting Academically Honesty closely follow the IB Publication, Academic honesty in the IB educational context (2014). It also adheres to the Norwegian Åndsverkloven (Copyright Law) in relation to its Academic Honesty Policy and practices.

In developing and enforcing this policy the **Learner Profile** is directly linked. We encourage our students to be:

- Inquirers - who actively seek and acquire the skills necessary to conduct inquiry and research
- Knowledgeable - who explore concepts, ideas and issues through a range of sources
- Principled - who act with a strong sense of fairness and honesty taking responsibility for their own actions
- Open-minded - who appreciate their own cultures and personal histories while seeking and evaluating a range of points of view that may be different from their own
- Risk-taker - who are brave and articulate in defending their beliefs
- Communicators - who are clear in understanding and explaining which parts of their assignments are from other sources in a variety of modes of communication

In developing and enforcing this policy **Approaches to Learning** are directly linked. We encourage our students to develop the following:

- Self-Management - adhere to codes of behavior and make informed choices
- Social - Responsibility, respecting others people's original ideas and work
- Communication - develop effective listening, speaking, reading and writing skills
- Thinking - acquire Knowledge and apply it in the correct context
- Research - formulate questions, collect data and presenting research

Terminology describing academic honesty:

Academic honesty: Behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people, and behaving appropriately when sitting exams.

Plagiarism: The representation of another person's thoughts or work, as the student's own in order to gain an unfair advantage. This includes using another person's work without citation or sourcing.

Collusion: Allowing one's work to be copied or submitted for assessment by another. There are times when students will collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact that it may be based on the same or similar data and/or research as another student.

Duplication: Presentation of the same work for different assessment components or course requirements.

Intellectual property: Includes patents, registered designs, trademarks, moral rights and copyright. The law protects many forms of intellectual and creative expression.

Other Behaviors / Gaining an unfair advantage, including:

- Falsifying a record, data etc
- Use of mobile phones / cameras to text or record / access examination information
- Using notes in a test when this is not permissible
- Using a mobile to download information during an examination
- Asking another person to do the work
- Stealing papers, or downloading free papers from the internet
- Having a parent or tutor do assignments/assessments
- Submitting work which has been previously submitted by yourself or another student as something new for a different task
- Submitting work for one subject which had been submitted for another subject

Responsibilities

School Responsibility

- Provide clear guidance on how to give credit for utilizing other people's ideas and original work using a recognized convention (see Appendix 1 for further guidance)
- Have a system for recording infringements and actions taken

Stakeholder Responsibilities

Student	Teacher	Parent
<ul style="list-style-type: none"> • Practice the attributes of the IB Learner Profile • Read and understand the Academic Honesty Policy • Be honest in presenting all their school work • Always cite when you borrow ideas or words from others • Teachers want students to express ideas in their own words • Support your classmates without letting them copy your work • Students engaged in group work must express their own individual learning 	<ul style="list-style-type: none"> • Model the attributes of the IB Learner Profile • Model developmentally appropriate practices in academic honesty • Provide clear guidelines for learning tasks • Promote the benefits of properly conducted research and respect for the creative efforts of others • Design learning tasks that require thinking skills, and are not able to be completed by simply copying or falsifying information • Ensure that all their students understand a task's requirements • Follow through with appropriate consequences when encountering instances of academic dishonesty • Use anti-plagiarism tools as teaching instruments in raising awareness of academic honesty • Make clear what the expectations are regarding academic honesty, such as referencing, work cited pages, etc. • Scaffold larger tasks, with opportunities to submit interim work or with milestone checks, to help students maintain their own 'voice' in completing these tasks • Keep records of infringements and take appropriate actions 	<ul style="list-style-type: none"> • Reinforce the attributes of the IB Learner Profile • Read and understand the Academic Honesty Policy • Understand the benefits of properly conducted research and encourage/model the School's academic honesty expectations

Guidance

“Academic honesty is an important dimension in the authentic construction of meaning and learning in all IB programmes. However, since learning occurs along a developmental continuum, academic honesty will involve different specific practices in and across the different programmes” (Academic Honesty in a the IB Context, 7). Below are approaches to learning skills students are meant to acquire developmentally throughout their studies at This and examples of academic honesty usage in the PYP and MYP sections of the school that provide guidance and reinforce skills to students.

Approaches to Learning skills needed	Self-management, Social, Responsibility, Communication, Thinking and Research
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	PYP Examples of common usage	MYP Examples of common usage
Culminating Projects	<ul style="list-style-type: none"> • Artistic work by the students • Observations in class • Factual information presented in student’s own words. 	<ul style="list-style-type: none"> • Observations in class • Work in class • Reference/site when uses sources using MLA • Encouraging students to find their own voice • Using “Turnitin” • Educating parents
Group work	<ul style="list-style-type: none"> • Artistic work by the students • Observations in class • Factual information presented in student’s own words. • Assigned roles and responsibilities 	<ul style="list-style-type: none"> • Observations in class • Work in class • Students need to demonstrate who took on which role (e.g. individual research booklets) • Write in the bottom of paragraphs/pages/ slides who has written it • Encouraging students to find their own voice
Oral Presentation	<ul style="list-style-type: none"> • Artistic work (illustrations or original photographs) by the students at school • Observations in class • Factual information presented in student’s own words. 	<ul style="list-style-type: none"> • Observations in class • Work in class • Reference/site when uses sources using MLA • Encouraging students to find their own voice • Write in the bottom of paragraphs/pages/slides

		who has written it <ul style="list-style-type: none"> • Educating parents
Creative Work	<ul style="list-style-type: none"> • Artistic work by the students • Observations in class • Factual information presented in student's own words. • Supporting and modelling individual thinking. 	<ul style="list-style-type: none"> • Observations in class • Work in class • Reference/site when uses sources using MLA • Encouraging students to find their own voice • Educating parents

See Appendix 1 for Guidelines for Citations, References Quotations and Paraphrasing (page 10).

See Appendix 2 for Guidelines for the responsible use of information technology and media resources (page 12).

Processes & Procedures

In dealing with any issues regarding academic honesty, regardless of the type of intervention used, the intention will always be to bring about a behavioral change in the student to adhere to the spirit of academic honesty as articulated in this policy. Below are levels of concern with descriptors with potential interventions.

Level of Concern	Behavior	Possible Response
Low	Plagiarism of a technical nature - no perceived intent to plagiarise, collude or duplicate	<ol style="list-style-type: none"> 1. Teacher to speak with student 2. Resubmission of work 3. Teacher keeps a central record
Moderate	Subsequent plagiarism of a technical nature. (Repeated incident)	<ol style="list-style-type: none"> 1. Teacher to speak with student 2. Student to fill out reflection 3. Incident noted in student file 4. Parents notified 5. Reported in system for Principal to review (Avik Behaviour) 6. Task resubmitted for formal feedback (level of achievement may be decreased)
High	Plagiarism - with perceived intent for academic gain	<ol style="list-style-type: none"> 1. Teacher to speak with student 2. Student to fill out reflection 3. Incident noted in student file 4. Parents and Principal notified 5. Reported in system for Principal to review (Avik Behaviour) 6. Parent Conference with student, parents, teacher and principal 7. Task resubmitted for formal feedback 8. Plagiarized work to receive mark in the lowest band to reflect the absence of evidence of learning demonstrated in task

Acknowledgements

The following IBO publications were referenced in the creation of this policy:

Academic Honesty in the IB Educational Context. Cardiff, Wales: International Baccalaureate Organization (UK), 2014.

Diploma Programme Academic Honesty. Cardiff, Wales: International Baccalaureate Organization (UK), 2011.

“Lov Om Opphavsrett Til Åndsverk m.v. (Åndsverkloven).” - *Lovdata*. Web. 26 Jun. 2015.
<<https://lovdata.no/dokument/nl/lov/1961-05-12-2>>

THIS would like to acknowledge the contributions of the following based on policies found in the public domain: the New International School of Thailand (NIST) and K. International School Tokyo (KIST).

Appendix 1 - Guidance for Citations, References, Quotations and Paraphrasing

PYP 1	<ul style="list-style-type: none"> All subject teachers model and teach summarising, rewording and rephrasing. Use a phrase in line with, “We can’t steal the author’s words, but we can use their ideas.”
PYP 2	<ul style="list-style-type: none"> All subject teachers model and teach summarising, rewording and rephrasing. Use a phrase in line with, “We can’t steal the author’s words, but we can use their ideas.”
PYP 3	<ul style="list-style-type: none"> Students are introduced to referencing information used from websites and books by indicating the book title or web page All subject teachers model and teach summarising, rewording and rephrasing
PYP 4	<ul style="list-style-type: none"> Students are introduced to referencing images and information used from websites and books by indicating the book title or web page, directly below their work. All subject teachers model and teach summarising, rewording and rephrasing Practice summarizing, rewording and rephrasing in class Expectation that work is written in the student’s own words and that any borrowed information or images are referenced
PYP 5	<ul style="list-style-type: none"> Students are introduced to programs (like Bibme) to create Work Cited pages Practice summarizing, rewording and rephrasing Expectation that work is written in the student’s own words or quotations are cited appropriately Expectation that researched information and pictures are referenced
PYP 6	<ul style="list-style-type: none"> Students are introduced to programs (like Bibme) to create Work Cited pages Practice summarizing, rewording and rephrasing Expectation that work is written in the student’s own words or quotations are cited appropriately Expectation that researched information and pictures are referenced
MYP 7	<ul style="list-style-type: none"> Individuals and Societies class to ensure all students understand and know how to use MLA referencing with the regard to creating a complete Work Cited page. All subject teachers expect and support MLA formatting for summative tasks Explicitly explain, model and teach quotations and paraphrasing.

MYP 8	<ul style="list-style-type: none"> ● Individuals and Societies class to ensure all students understand and know how to use MLA referencing with the regard to creating a complete Work Cited page. All subject teachers expect and support MLA formatting for summative tasks. ● Reinforce and teach new students by explaining, modeling and illustrating how to use quotations and paraphrasing.
MYP 9	<ul style="list-style-type: none"> ● Individuals and Societies class to ensure all students understand and know how to use MLA referencing with regard to Work Cited pages and the introduction of in text referencing by the end of semester 1. All subject teachers expect and support MLA formatting for summative tasks including in text referencing at least once in semester 2. ● Explicitly explain, model and teach quotations, paraphrasing, and in text referencing.
MYP10	<ul style="list-style-type: none"> ● Individuals and Societies class to ensure students understand and know how to use MLA referencing which includes in text referencing. All subject teachers expect and support MLA formatting for summative tasks throughout the school year. ● Reinforce and teach new students by explaining, modeling and illustrating how to use quotations, paraphrasing and in text referencing.

Appendix 2 - Guidelines for the responsible use of information technology and media resources

PYP 1-2	<ul style="list-style-type: none"> ● Students are not provided individual email and Managebac logins/passwords ● All class teachers explicitly remind students that all individuals should be contributors to their own learning and that copying each other's work is not being respectful
PYP 3-6	<ul style="list-style-type: none"> ● Students manage their own email and Managebac logins/passwords ● Teacher manages shared folders to avoid collusion ● All subject teachers explicitly remind students of Academic Honesty Policy in regards to plagiarism, collusion and duplication ● Naming files appropriately and respecting individual student work on shared documents is a clear expectation
MYP 7-10	<ul style="list-style-type: none"> ● Teachers to follow agreed file management expectations to ensure oversight ● Students manage their own email and Managebac logins/passwords ● Students manage files to avoid collusion ● All subject teachers explicitly remind students of Academic Honesty Policy in regards to plagiarism, collusion and duplication ● Naming files appropriately and respecting individual student work on shared documents is a clear expectation

See Code of Conduct and Computer Use Policy for further guidance.

Appendix 3 - Frequently Asked Questions (FAQ)

- **Question: What evidence is used to establish that a work is plagiarized?**
 - *Answer* - Student work submitted or presented as part of school related activities are considered when determining if a misconduct of the Academic Honesty Policy has occurred. The use of notes and draft work are reviewed in which formative steps are taken whenever possible. Teachers are also encouraged to have students explain things in their own words to further demonstrate their learning and ascertain if work has been plagiarized.
- **Question: What processes are in place if a student challenges the violation of the academic honesty policy?**
 - *Answer* - The steps outlined on page 8 of this document define levels of concern ranging from low, moderate to high. The steps that are judged as moderate and high involve reporting to the principal who will assist in investigating occurrences of academic honesty misconduct in these ranges. Parents are also involved in the review of documentation collected during the parent, student, teacher, principal meeting required to determine actions related to the Academic Honesty Policy. Students are encouraged to share their thoughts on the process and potential involvement during this meeting.
- **Question: How can parents help students to avoid plagiarism?**
 - *Answer* - Parents should be encouraged to read the Academic Honesty Policy and be supportive in having their children follow the guidelines but most importantly support the spirit of academic honesty. This includes acknowledging the work of others and never taking credit for ideas not solely original. If a student does not know how to reference sources, parents should encourage their children to seek guidance from their class teachers.
- **Question: With the use of the Internet, how has referencing changed?**
 - *Answer* - With increased access to the digital material via the Internet, students have a greater range of resources accessible, and therefore, an increased likelihood that these resources will be referenced in their school work. This is to be encouraged, but students need to be able to choose sources critically and be able to accurately acknowledge sources used to ensure responsible use adhering to the Academic Honesty Policy. Online tools and features in MS Word make referencing straight forward, which students should become familiar with.
- **Question: What convention does the school use to acknowledge sources?**
 - *Answer* - This has chosen to use MLA (Modern Language Association) as our convention to acknowledge sources. MLA is widely used in which detailed guidance is provided to students developmentally but is also accessible at:
<https://www.mla.org/>
- **Question: What happens if a student submits work which is plagiarized to the IBO?**
 - *Answer* - The IBO is an independent body from This and will follow their internal protocol. The work in question will be analyzed in which the school and students involved will have an opportunity to provide feedback. Consequences are dependent on the type of work in question. In the most severe situations, students may be denied any credit for a given assignment. Post This at the IB Diploma level, students can be denied their graduation diplomas. The degree of misconduct will be considered in line with the IBO policies and they will act accordingly.

Appendix 4 - MLA Referencing Guide

This is using several online tools to assist students with referencing. It is not of vital importance that the steps are memorized but rather that students know why, when and how to reference sources. Students may very well experience different referencing systems depending on academic affiliation at the time of writing papers. Many schools use MLA but there are other recognized conventions which differ primarily in formatting.

Suggested online tools include: <http://www.easybib.com>, <http://www.citationmachine.net> but students may use referencing functionality found in MS Word other sources. More detailed information can be found at: <https://www.mla.org/> (Modern Language Association homepage).

MLA formatting includes the use of a Work Cited page (sample below) and in-text referencing which is introduced in MYP 4 (Grade 9) during semester 2. The Work Cited page, is a collection of resources used by an author for a given piece of work. It is important to note, that a Work Cited page is collection of resources used in a paper and not a bibliography. A bibliography is a list of resources related to a topic but not necessarily what was used to create a piece of work. In MYP 4 (Grade 9), students learn to cross reference the Work Cited page with in-text references also referred to as parenthetical references to identify specific parts of their work with the actual source being cited. This is why it is referred to as a Work Cited page.

Note the sources are alphabetized and a hanging indent is used which helps separate each source listed.

Works Cited

DeGrass Tyson, Neil. "The Case for Space." *Foreign Affairs*. Council of Foreign Relations, 1 Mar.

2012. Web. 17 Feb. 2015.

<<http://www.foreignaffairs.com/articles/137277/neil-degrasse-tyson/the-case-for-space>>.

Last Name, First Name. Title of the Book. City of Publication: Publisher, Year.

Last Name, First Name. "Title of the Article." Name of the Scholarly Journal Volume.Issue (Date):

first page-last page.

Last Name, First Name. "Title of the Newspaper Article." Title of the Newspaper Date, edition:

Section, Page number.

In-text Printed Source Referencing Guidance and Examples:

- Any source information provided as an in-text reference must correspond to the source information referenced in the Works Cited page. More specifically, whatever signal word or phrase provided, must be the first thing that appears on the left-hand margin of the corresponding source listed on the Work Cited page.
- Every Sources listed on the Work Cited page, should have at least one in-text reference within the body of the paper.

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

In-Text Digital Source Referencing Guidance and Example:

- Include in the text the first item that appears in the Work Cited entry (e.g. author name, article name, website name, film name).
- You do not need to give page numbers when citing webpages.
- Every Source listed on the Work Cited page, should have at least one in-text reference within the body of the paper.

"And we should probe Venus' thick atmosphere to understand why the greenhouse effect has gone awry there, raising surface temperatures to 500 degrees Celsius" (Tyson).