THIS: Trondheim International School

Academic Integrity Policy

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Vision

Building Global Citizens

Mission Statements at THIS

THIS is an IB world school that creates independent, knowledgeable and caring individuals.

THIS fosters life long learners in a safe and supportive environment.
THIS provides academic excellence through a high quality education.
THIS develops values and skills for the world of tomorrow.
THIS inspires action and contributes to the local, national and international communities

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 appropriate examination behavior.

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.

Artificial Intelligence: Artificial intelligence, or AI, is technology that enables computers and machines to simulate human intelligence and problem-solving capabilities. A.I. can be broadly classified into 3 categories:

Reactive	Predictive	Generative
• Task specific • An input always delivers the same output	• Use algorithms to analyze data and make predictions • Provides recommendations not content • Focused on pattern spotting only	• Uses algorithms to analyze data and then generates content based on the patterns observed in other content • Is only as good as the available data it analyzes • Is it creative or derivative?
Example: Typing something into Google and getting some results	Example: Grammarly helps make an essay better by providing synonyms and advanced sentence structure	Example: ChatGPT writes a response from a prompt

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 test
- Asking another person to do your 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 using other people's ideas and original work using the writing conventions of APA (American Psychological Association)
- Have a system for recording violations and actions taken

Stakeholder Responsibilities		
Student	Teacher	Parent
• 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 • express ideas in your own words • Support your classmates without letting them copy your work • Express your own individual learning even when working in groups	• Model the attributes of the IB Learner Profile • Model developmentally appropriate practices in academic honesty at least twice a year • 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	• 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 • Distinguish between reasonable support in your child's work and doing the work for them. Give feedback by asking questions, not giving answers to your kids.

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 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, Communication, Thinking and Research

	PYP Examples of common usage	MYP Examples of common usage
Culminating Projects	• Creative work by the students • Observations in class • Factual information presented in student's own words.	• Observations in class • Work in class • Reference/cite when using sources using APA • Encouraging students to find their own voice • Using "Turnitin" • Educating parents
Group work	• Creative work by the students • Observations in class • Factual information presented in the student's own words. • Assigned roles and responsibilities	• Observations in class • Work in class • Students need to demonstrate who took on which role (e.g. individual research booklets) • Write at the bottom of paragraphs/pages/ slides who has written it • Encouraging students to find their own voice
Oral Presentation	• Artistic work (illustrations or original photographs) by the students at school • Observations in class • Factual information presented in student's own words.	• Observations in class • Work in class • Reference/cite sources using APA • Encouraging students to find their own voice • Write at the bottom of paragraphs/pages/slides who has written it • Educating parents
Creative Work	• Artistic work by the students • Observations in class • Factual information presented in student's own words. • Supporting and modelling individual thinking.	• Observations in class • Work in class • Reference/cite when uses sources using APA • Encouraging students to find their own voice • Educating parents

See Appendix 1 for Expectations for Citations, Reference Quotations and Paraphrasing.
See Appendix 2 for Guidelines for the responsible use of information technology and media resources.

Guidance for Artificial Intelligence:

If students use text or images from an Artificial Intelligence (AI) (such as ChatGPT) they must:

- Put the text in quotation marks
- make clear it is from AI, and
- include details (including the prompt) in the bibliography following the APA7 guidelines

This includes predictive software, (such as Grammarly) as it is aiding to the writing of your text.

Students are expected not to use predictive software unless agreed upon beforehand with teacher differentiation.

Built in spell check and thesaurus are acceptable.

Guidelines and ideas for acceptable A.I. use:

- Get ideas on different topics
- Make pre-existing texts used for research easier to read
- Explain complex ideas during the research process

Typical Task Steps	The School recommends	A.I. can help by:	Is A.I. allowed for completion of the task?
Brainstorm	We would encourage the student to discuss with Other students and search for references as an alternative	Generating new ideas the researcher may not have considered. Give ideas and direction for the essay.	With agreement with the teacher, evidence of critical thinking, and proper APA7 citations
Explanation of concepts	Students can speak with the teacher for clarification. Students can work together to aid in understanding	Make difficult concepts easier to read Provide more detail on topics taught in class	With agreement with the teacher, evidence of critical thinking, and proper APA7 citations
Research	Students can discuss with others and search for references	Give a history on the topic. Focus research into important areas Apply research to unique topics	With agreement with the teacher, evidence of critical thinking, and proper APA7 citations
Construct an argument	Get feedback from teacher or peers	Can be used as a proxy-teacher challenge Can give ideas to further the argument	Not allowed
Communicate your learning	Must be student's work	Not permitted to use A.I. unless it is special dispensation as differentiation tool with clear guidelines from the teacher and proper citations	Not allowed

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.

Documentation Expectations: When writing a summative task students should show their work by saving brainstorming, outlines, and rough drafts. Students are required to keep their pre-writing, drafts, and document history as evidence to support their final products; this is good practice as final products can be lost or misinterpreted. Students should make sure that they are able to speak to all parts of their tasks to show understanding of the work that they produced.

Level of Concern	Behavior	Possible Response
Low	Plagiarism of a technical nature - no perceived intent to plagiarise, collude or duplicate	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)	1. Teacher to speak with student 2. The student will write a reflection that addresses what happened, what was learned, and what strategies will be used in the future to avoid this situation. 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	1. Teacher to speak with student 2. Student to fill out reflection 3. Incident noted in the student log 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. Plagiarized work to receive mark in the lowest band

If a task is suspected of improper A.I. use teachers and students should follow the following

1st Teacher highlights the sections in question

2nd Revision history, evidence of the process is examined

3rd Feedback between teachers and the coordinator occurs, A.I. detection software can be used but greater emphasis is placed on teacher feedback and evidence of the process.

4th The student is interviewed and questioned on parts of their work. Questions could address any of the following:

- Word choice - asking students to define the words they used or use them in a different sentence
- Document history - asking students to show the history of their document or talk through what they did
- Content - students should be able to explain all parts of their writing and paraphrase what they wrote

5th If teachers, in collaboration with the coordinator, are not satisfied that the student understands what is in the task, the consequences of plagiarism laid out in the academic integrity policy (above) will be followed.

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>

Glanville, Dr. Matt IB director of assessment. *Thinking About Developments in Artifical Intelligence with NIBS*. International Baccalaureat, 2021.

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 I - Expectations for Citations, Reference, Quotations and Paraphrasing

PYP 1	• All subject teachers model and teach summarising, rewording and rephrasing. Use a phrase in line with, "We can't copy the author's words, but we can learn from their ideas and knowledge."
PYP 2	• All subject teachers model and teach summarising, rewording and rephrasing. Use a phrase in line with, "We can't copy the author's words, but we can learn from their ideas and knowledge."
PYP 3	• 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	• 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 students' own words and that any borrowed information or images are referenced
PYP 5	• Students are introduced to referencing when writing a Reference page (images, books and websites) • Practice summarizing, rewording and rephrasing • Expectation that work is written in the students' own words or quotations are cited appropriately • Expectation that researched information and pictures are referenced
PYP 6	• Students are introduced to referencing when writing a Reference page (images, books and websites) • Practice summarizing, rewording and rephrasing • Expectation that work is written in the students' own words or quotations are cited appropriately • Expectation that researched information and pictures are referenced
MYP 7	• Across subjects, all students understand and know how to use APA referencing with the regard to creating a complete Reference page. All subject teachers expect and support APA formatting for summative tasks. • Explicitly explain, model and teach quotations and paraphrasing.
MYP 8	• Across subjects, teachers ensure all students understand and know how to use APA referencing with the regard to creating a complete Reference page. All subject teachers expect and support APA formatting for summative tasks. • Reinforce and teach new students by explaining, modeling and illustrating how to use quotations and paraphrasing.
MYP 9	• Across subjects, teachers ensure all students understand and know how to use APA referencing with regard to Reference pages and the introduction of in text referencing by the end of semester 1. All subject teachers expect and support APA 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.
MYP 10	• Across subjects, teachers ensure students understand and know how to use APA referencing which includes in text referencing. All subject teachers expect and support APA 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 II - Guidelines for the responsible use of information technology and media resources

PYP 1-2	• Students are provided individual email and the school's learning platform login/password • 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	• Students manage their own email and school learning platform 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	• Teachers to follow agreed file management expectations to ensure oversight • Students manage their own email and learning platform logins/passwords • Students manage files to avoid collusion • All subject teachers explicitly remind and teach students about 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 ICT Policy for further guidance.

Appendix III - 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. Parents are also expected to encourage students to work independently and to seek appropriate feedback.
- **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 google documents 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 APA (American Psychological Association) as our convention to acknowledge sources. APA is widely used in which detailed guidance is provided to students developmentally but is also accessible at: www.apastyle.apa.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.