

Växjö Katedralskola, Sweden

IB Diploma Academic Honesty Policy

World School 001106

Växjö Katedralskola has a clear focus on the achievement of **honest academic excellence** in all programmes at the school, and particularly in the IB Diploma Programme as an outcome of the goal of being principled and reflective in the IB Learner Profile.

DP students must clearly understand the difference between moral behaviour in their studies at our school and acting unethically, and should also think deeply about their **own standards of academic honesty**. All learning and learning outcomes at our school should be governed by respect for the inalienable intellectual property rights of the creators of those intellectual properties, whether they be laboratory reports or creative ideas for Theory of Knowledge.

All sharing of knowledge, skills, and ideas must be based on **relevant and accurate citation**. All work in assessments that is not the candidate's own work must be referenced. IB policies such as the Animal Experimentation Policy and other rules governing research collation must be strictly observed.

Academic Honesty in the IBDP at Växjö Katedralskola is guided by the spirit of the **IB Mission Statement and the IB Learner Profile**, in addition to best practice standards of integrity in education. The spirit of respect for the highest standards of academic honesty extends to the conduct of students and faculty in written examinations. No student or faculty is allowed to gain or give an unfair advantage to any particular student. Behaviour resulting in an unfair advantage for an IBDP candidate, or behaviour resulting in a disadvantage for another IBDP candidate, may result in exclusion from an Internal Assessment, an exam paper, a subject, or from the Diploma Programme.

Växjö Katedralskola has a clear school policy regarding **plagiarism** in all programmes, and measures are taken to encourage a positive attitude to personal integrity from the first day of a student's life with us. Measures also address any malpractice. Any **meetings with students regarding plagiarism are attended by pastoral care staff** to ensure the wellbeing of the student and to bring relevant perspectives to the discussion. We are committed to ensuring the highest standards of correct reference for all members of the school community.

The following details the steps taken by the school in response to any cases of plagiarism:

Dealing with cheating in conjunction with school work, tests, etc.

Definition of cheating

- To copy somebody else's material or plagiarize without disclosing the source.
- To use/take advantage of forbidden aids.
- To copy from someone else or to pass on prohibited information to someone at the time of a written test/examination.
- To fabricate/make up information.
- To allow somebody else to write your work.

Measures to be taken if cheating occurs

Stage 1

- A private conversation between teacher and student as well as the principal.
- Contact with parents or guardians if the student is under the age of 18.
- No grade awarded for the work/test.
- The student's other subject teachers will be informed.

Stage 2

- If repeated cheating occurs, the basic principle is that no grade should be awarded for the course or, if the student has presented other accepted basic data for assessment, that the grade F/IG shall be awarded.
- The student shall, if stage 2 comes into play, be informed of his/her right to appeal.

P. 9 Important Information

https://www.katedralskolan.se/download/18.24a86f2415e844974af64c3e/1505988664257/EN_VAV_Katedral_2017.pdf

Accessed 17 October 2018

Beyond misrepresenting the work of others as your own, malpractice also includes:

- collusion or allowing others to use your work
- failing to provide a relevant reference system for assessed materials
- duplicating work for one IA for another
- taking unauthorised materials into an exam or IA task
- falsifying a CAS record
- misconduct during an examination
- not erasing material from a calculator
- disclosing test contents to another student
- providing digital information about assessments.

IBDP students must **cite all sources** in their work, including text, images, diagrams or other infomatics, illustrations, music, audio-visual data, maps, dance, films or videos, digital

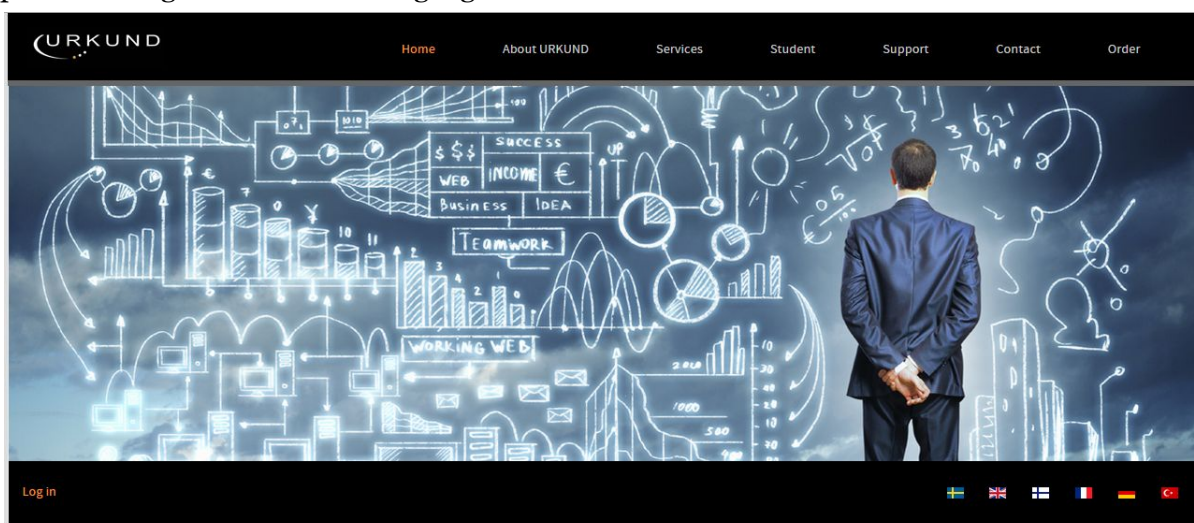
information or social media materials, art, computer coding, ideas or clarifications even when arrived at during group or partner study or feedback.

Response to any cases of plagiarism by DP students:

- 1) Weekly Pastoral Care Team meetings including the IBDP Head of School, DPC, IBDP Studies Counsellor, IBDP Inclusive Learning Support Teacher, IBDP School Nurse and IBDP Psychologist first communicate any breach of academic honesty regulations that have been reported by faculty to the student's Academic Coach and DPC.
- 2) All relevant perspectives are discussed and noted before the DPC meets with the student in a first discussion. The student is also referred to meetings with the IBDP Nurse and the IBDP Counsellor to review all elements of student well-being.
- 3) If necessary, the student then meets with the Head of School and DPC, and, if aged under 18 years, with parents/guardians.
- 4) Guidance is monitored during the term and evaluated at the end of the term with the student, their Academic Coach, faculty, and any other stakeholders.
- 5) Malpractice in the DP exam or IA results in a formal investigation by the DPC with student, faculty and parents/guardians if applicable. The IBDP Pastoral Care Team is also informed and included. A report is sent to the IB, which rules to issue a grade or not in the assessment task or exam concerned, or no grade may be issued for the entire subject in question.

Plagiarism or any instance of malpractice may have long-reaching consequences, including the student becoming ineligible for scholarships and academic prizes. Faculty are not obliged to act as referees in university applications or provide letters of recommendation for students that have not acted in a principled manner to the highest standards of academic integrity.

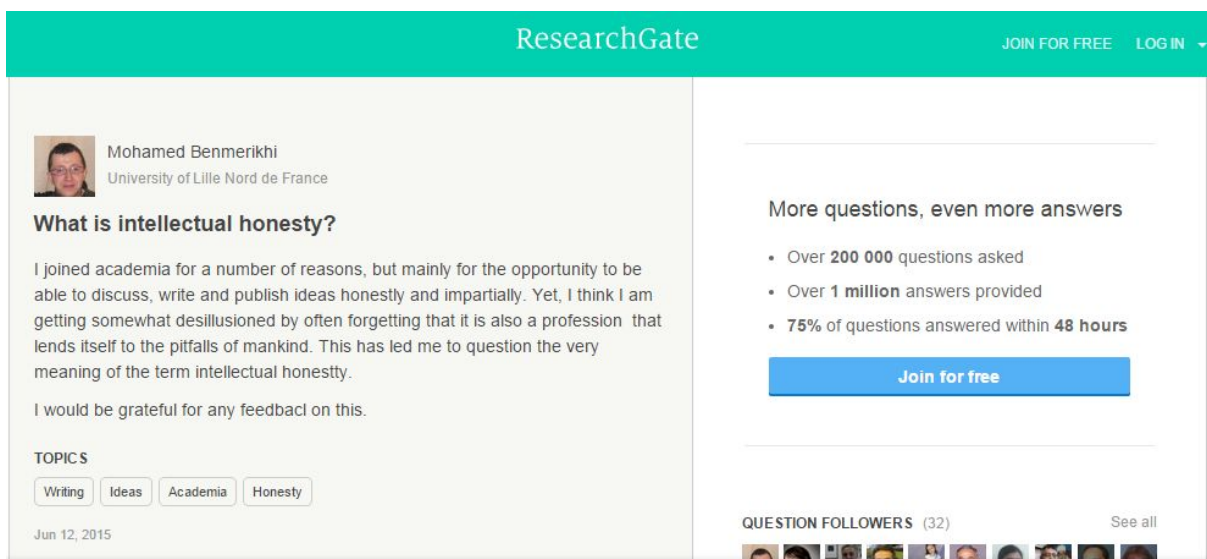
All DP Internal Assessments are checked for plagiarism through Urkund. DP students upload their IAs to their subject teacher's Urkund email addresses at www.orkund.com. The feedback from the plagiarism checker is delivered quickly and directly to the teacher's email address and may then be shared electronically with the student concerned. The Urkund website provides all relevant information for faculty, students, parents and guardians in six languages.



<http://www.orkund.com/en/> accessed 17 October 2018

Bad time management can result in plagiarism when panic sets in before deadlines. Librarians, Support and Inclusive Learning teachers in the IBDP, as well as the Academic Coaches for each class, work with students to establish concrete and **relevant time management schedules**. The IBDP Calendar of assessments and events is compiled with feedback from IBDP students and faculty, and is found on ManageBac and the school website.

From the academic year 2016-2017, the DP seeks to deepen understanding of intellectual honesty through presentations in Academic Coaching sessions and through student engagement in electronic debates. This aims to support international-mindedness for students and prepare them for principled research in their EE, TOK essays, other IAs, and, in some instances, for continued intellectual rigour in tertiary education. Some examples are:



The screenshot shows a ResearchGate profile for Mohamed Benmerikhi, a member of the University of Lille Nord de France. The post is titled "What is intellectual honesty?" and was posted on June 12, 2015. The text of the post discusses the author's experience in academia and their reflection on the term "intellectual honesty". The post is categorized under "Writing", "Ideas", "Academia", and "Honesty". To the right of the post, there is a promotional banner for ResearchGate that says "More questions, even more answers" and lists statistics: "Over 200 000 questions asked", "Over 1 million answers provided", and "75% of questions answered within 48 hours". There is a "Join for free" button. Below the banner, it says "QUESTION FOLLOWERS (32)" and "See all" with a row of small profile pictures.

[http://www.researchgate.net/post/What is intellectual honesty](http://www.researchgate.net/post/What_is_intellectual_honesty)
accessed 17 October 2018

and student debate and discussion on online case studies profiling academic integrity at tertiary level.

Case Study #10: Comparing Answers

You are in a large, lecture-style class. Because of the size of the class, the tests are all bubble sheets. Because the chairs are bolted down and students need to sit right next to each other, the faculty member has three variations of the test and they are distributed so that students sitting next to each other will not have the same version of the test.



As tests are being handed out, you notice that this one person doesn't take the question sheet on the top, but pulls one out of the stack and then compares it with the person to his left before passing the stack on to the next person in the row. During the test you notice that the way they are positioning their bodies and answer sheets allows these two people to compare answers as they go along.

What do you do?

This is where you will need to draw on your own personal philosophy of academic integrity. Will you turn your eyes away and act like nothing is happening because, after all, it's none of your business? Will you tell one of the people proctoring the exam and hope that they will just separate the two students and let them continue to take the exam since they really haven't cheated yet? Will you wait until the test is finished and talk to the two people who were cheating, maybe asking them to turn themselves in?

<http://tutorials.istudy.psu.edu/academicintegrity/academicintegrity9.html>

accessed 17 October 2018

Discussions about Academic Honesty during the annual ATL Day in September include pedagogical strategies, based on online tools such as the following, to encourage a practical way of making the concept of academic integrity come alive in each student's learning.

Pedagogical Solutions

Instructors can incorporate a variety of pedagogical strategies and alternative assessments that can significantly deter students from engaging in academic dishonesty. While many of these are time-consuming to incorporate, they might be considered in an effort to proactively address the problem:

- Assign work and tests that are due frequently throughout the semester
- Assign work that builds sequentially on prior submitted work, such as revisions of drafts
- Administer unannounced quizzes or other low-stakes assessments
- Administer complex take-home tests or timed quizzes
- Require assignment and test responses to relate the subject matter to students' lived experiences or test questions on current events
- Meet with students individually (online/face-to-face) and test or quiz them on course content
- Review students' previous work
- Debrief/interview a student concerning the test/quiz, asking specific questions about the answers
- Use alternative modes of student assessment such as portfolios, rubrics, self-assessment, peer assessment, and contracts
- Use multiple methods of measuring performance
- Use application-type exams (problem-based learning, case-based learning)

<https://library.educause.edu/> accessed 17 October 2018

Students are also required to read and sign the following **academic honesty declaration** with guardians:

Växjö Katedralskola, Sweden
IBDP Academic Honesty Declaration

World School 001106

The undersigned have read and understood:

- 1 IB General Regulations**
- 2 School policies and IB policies**
- 3 “Viktigt att Veta” or “Useful Information” brochures**

that outline the highest standards of academic honesty in the IB Diploma Programme for all graded and non-graded formative and summative assessments and activities.

We are aware of the IBDP calendar of deadlines and will uphold these. In the event of the student not attending a scheduled IB presentation or recorded IB oral commentary, a relevant medical certificate will be presented.

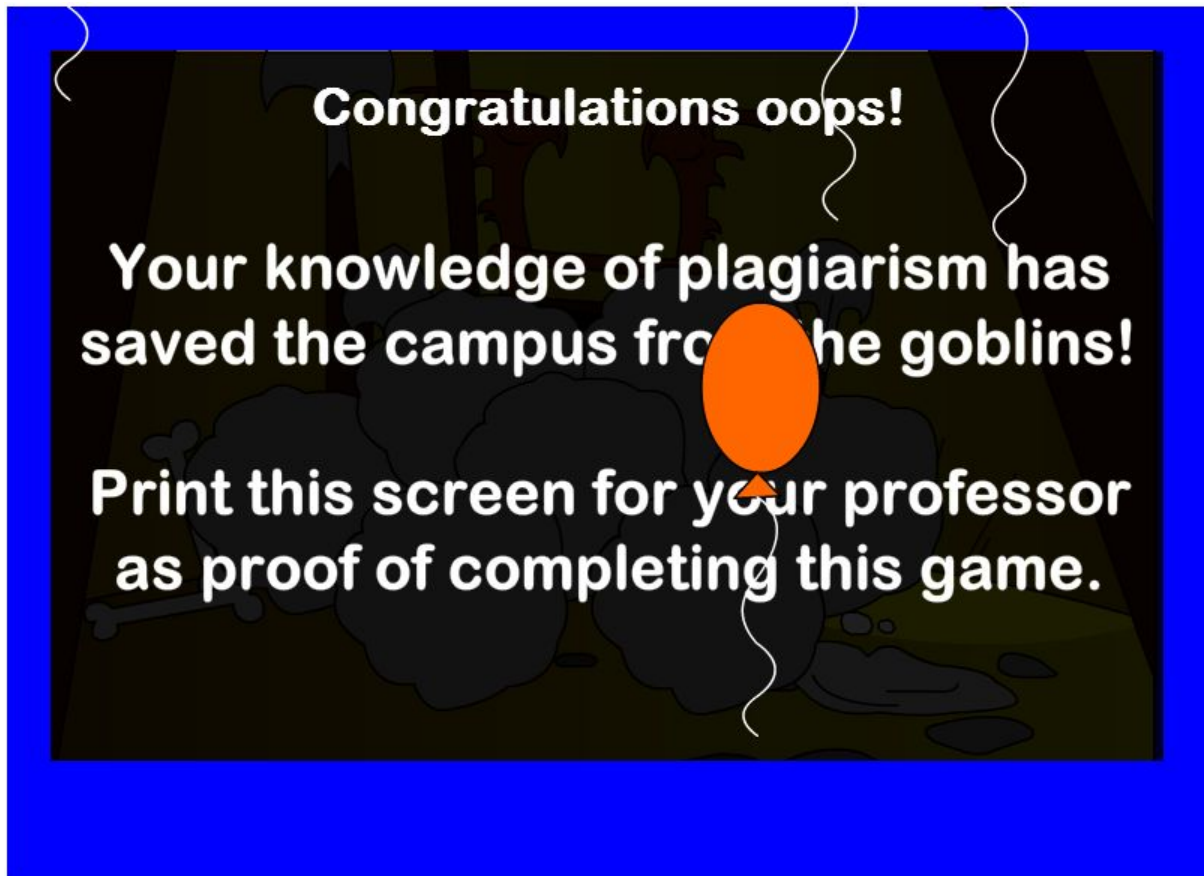
DP Candidate _____

Class _____

Parent/Guardian signature _____

Website quizzes and other strategies used in Academic Coaching sessions on plagiarism include:

PDP



(although it takes some skill to double click on the goblins)

<http://www.lycoming.edu/library/instruction/tutorials/plagiarismGame.aspx>

homework for English language acquisition support

<http://www.breakingnewsenglish.com/0801/080122-plagiarism.html>

English learning about plagiarism with audio support

<https://www.englishclub.com/writing/plagiarism.htm>

full background information on plagiarism

<http://www.plagiarism.org/>

all accessed 17 October 2018

DP1

Quizzes

<http://en.writecheck.com/plagiarism-quiz>

<https://plagiarism.arts.cornell.edu/tutorial/exercises.cfm>

<http://www.brighthubeducation.com/english-homework-help/126240-self-quiz-on-plagiarism-for-writing-essays-and-assignments/>

<http://www.monash.edu/library/skills/resources/tutorials/citing>

plagiarism gaming

<http://www.digitalworlds.ufl.edu/gap/>

all accessed 17 October 2018

DP2

with interactive online presentations such as

<http://library.acadiau.ca/tutorials/plagiarism/>

and roleplay animation stories with audio and downloadable scripts to support English learning

<http://www.ryerson.ca/academicintegrity/students/tutorial-episodes/>

and film and animation with a university class, with closed captioning support

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html>

all accessed 17 October 2018

For PDP, DP1, DP2, IBDP faculty, parents, guardians, and other stakeholders, sources to encourage international-mindedness and critical thinking on different cultural perspectives about plagiarism include:

<http://iteslj.org/Articles/Yusof-Plagiarism.html>

MPR Radio link on international perspectives about plagiarism

<http://www.mprnews.org/story/2014/10/08/international-students-cheating>

all accessed 17 October 2018

IBDP alumni feedback to the DPC on Academic Honesty indicates that universities provide far more lively and interactive approaches to engaging students in issues of academic integrity, and this has informed Växjö Katedralskola's action plan in expanding content and application for IBDP faculty and students in the coming academic year.

Thanks for lively discussions and rigorous debate on the topic of academic honesty to students from IB12A, IB13A and IB14A, many of whom indicated that an Academic Honesty Policy should be an interactive pedagogic document that can help us all to learn.

Support Documentation

Online visual and other sources as indicated by links embedded in content above. Some of the following sources are shared with DP students in meetings with Academic Coaches:

IBO (2014) Academic Honesty in the IB Diploma Educational Context

<http://ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

IBO (2014) Effective Citing and Referencing

<http://ibo.org/globalassets/digital-toolkit/brochures/effective-citing-and-referencing-en.pdf>

IBO (2012) Academic Honesty in Diploma Programme Arts

<http://nhs.svvsd.org/files/Academic%20Honesty%20in%20the%20Arts.pdf>

All accessed 17 October 2018

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