



Academic Honesty Policy

This academic honesty policy is a statement, which outlines our beliefs and practices about school wide academic integrity. The entire school community is required to commit to the policy in order for us to move forward in achieving these goals.

“Principles of academic honesty serve to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All members of the IB community should strive to be ‘principled’, acting with ‘integrity and honesty, with a strong sense of fairness, justice and respect for the individual, groups and communities.”

Source: ibo.org

Philosophy

Students at Laar & Berg are encouraged to act as critical, independent thinkers and to develop their own opinions and ideas. They are also expected to conform to high standards of conduct. We believe that openness and integrity come hand-in-hand and it is our intention to ensure that students are well-informed about the perils of academic malpractice and how embracing academic honesty can have a clear impact on their lives and development as life-long learners.

“Across all programmes, IB learners’ work needs to exemplify the values of honesty and integrity, both of which underpin the IB curriculum. Almost all learners behave honestly but a few do not. In the 21st century, opportunities for misuse of resources and misunderstanding of expectations are significantly greater than in the past. This paper outlines the challenges that learners face in demonstrating honesty and how teachers, schools and learners themselves can share responsibility for ensuring that all actions in support of academic honesty are integrated and consistent.”

Jude Carroll (IB Position Paper, October 2012)

Responsibilities:

At Laar & Berg we have adopted the MLA system of referencing.

1. In Practice: student responsibilities

At Laar & Berg we are committed to the following:

- Encouraging students to take a principled approach in their learning and willingness to produce work that develops their own sense of inquiry and academic growth
- Encouraging students to relish an environment where honesty is respected and valued above all
- Encouraging students to embrace working methods that facilitate the time to further embrace an academically honest approach

2. In Practice: teacher responsibilities

At Laar & Berg we are committed to the following:

- Being consistent with the procedures as laid down in this policy if students are guilty of academic malpractice
- Working collaboratively to ensure we – and our students – are best informed to understand what constitutes academic honesty and how to work with the MLA system
- Planning units that focus specifically on how to acknowledge, reference and cite the work of others (this also includes developing the skill of communicating their reflections upon the work of others)
- Encouraging our students to be critical and reflective learners through various teaching strategies and lesson experiences
- Focusing on how we can develop our assessment criteria to reward and value the students for their approach to research and process learning. (This is particularly pertinent for students engaged in the Community Project ((from 2017)), Personal Project and PWS

Importantly, the relevant sections of the school's ATL framework, particularly the ATL skills categories of 'Self-management', 'Research', and 'Communication' further articulate the commitments for 1 and 2 above.

3. In practice: school responsibilities

At Laar & Berg we are committed to the following:

- Creating an environment of safety and trust
- Being fair and consistent in our approach to academic malpractice
- Encouraging students to learn from their mistakes
- Providing professional development for teachers and effective, regular education for students
- Providing a suitable platform for teachers to use in order to promote academic honesty – namely, Turnitin for MYP students and Magister for HAVO/VWO students. The school will also begin a license

arrangement with Britannica online which has a built in citation platform

- ensuring parents understand what the learner profile value of academic honesty means and, if required, to ask for advice
- communicating effectively the procedures as laid down in the academic policy if students are guilty of academic malpractice
- encouraging parents to be proactive in further communicating the importance of academic honesty to their child (this may mean challenging their own experiences and cultural perception of what academic honesty is)

4. In practice: parents responsibilities

At Laar & Berg we are committed to the encouraging the following:

- parents are proactive in ensuring that they understand the importance of academic honesty – and communicate effectively with their children the implications of malpractice
- parents feel obliged to ask for advice from the school when required
- parents are committed to joining any discussion/meeting on the matter of academic honesty, be it of a whole-school nature or only about their child (perhaps in the case of continued malpractice)

What constitutes Academic Malpractice?

Plagiarism:

Students turn in work, for which they claim ownership when in fact they have received, significant outside help. Examples of outside help may be in the form of copying, directly paraphrasing or using the ideas from another source, (for example from a book,) without clearly referring to the origins of those ideas

Copying:

Students use the results of another person's work (homework, lab reports etc.) and represent it as their own, regardless of the circumstances

Misconduct:

Students willfully damage or steal the efforts of other students; stealing or selling of exams; tampering with a teacher's records or tests

Collusion:

Students collude with other students who are planning to be academically dishonest. A clear example of this would be allowing another student to copy one's work

Misrepresentation:

Students turn in work that is represented as a cooperative effort when in fact they did not contribute their fair share of the effort

Duplication:

Students re-cycle their own work, whilst claiming it to be newly created.

Cheating:

Students communicate with others during an exam; bring in a 'cheat sheet' or other unauthorized material/equipment to the exam room in order to gain an unfair advantage

What to cite?

When researching the work and ideas of others, unless it is common knowledge, students must ensure that they cite (refer to) that work properly. This includes:

Text
Video
Audio
Graphic

Artistic
Lectures
Interviews
Conversations

Letters
Broadcasts
Maps

School Procedures

Year	School's requirement	Goal	Consequences
1+2	Arrange for each mentor class to visit the librarian for an information session on Academic Honesty and proper MLA referencing and citation. (A 'refresher' in Year 2) Further guidance is provided in the various subjects, including 'Learn to Learn'.	There is a learning process acknowledged by teachers. The student is central to this process, with progressive levels of importance attached to each offence. With this comes progressive levels of punishment. Together the teacher and the mentor need to look for reasons and to help the student avoid gaining a reputation. The student must step over cultural issues, gain self-confidence and trust.	<u>General:</u> The teacher is expected to report all cases to the mentor. Where the mentor detects a pattern , they should report it to the afdelings manager, who will register the offence(s) and hold a meeting with the student. <u>Specific:</u> 1 st offense - the student should be given the chance to repeat the work 2 nd offense and subsequent offences - the student should be

			made to re-do the work under supervision and only be awarded a 1.
MYP3 + MYP4	Students new to the school: Orientation in first term. Academic honesty is a feature of the PP	As the student enters the final two years of the MYP and prepares to take on the Community and Personal Project, the skills they need must be considered often.	<u>General:</u> The teacher is expected to report all cases to the mentor and afdelings manager, who will register the offence(s) and hold a meeting with the student. If a pattern emerges , the afdelings manager can exercise the right to hold a meeting with the student's parents. <u>Specific:</u> 1 st offense - the student should be made to re-do the work under supervision. 2 nd offense and subsequent offences - the student should be made to re-do the work under supervision and only be awarded a 1.
HAVO 4/5 + VWO 5/6	Clarity is given by the afdelings managers from the first meeting. Academic honesty is a feature of the PWS	As a (pre) exam student, it is incumbent on them to be aware of the precise nature of academic malpractice in all its forms.	All cases of malpractice will be reported to the exam commissie (a board represented by the school's senior leadership team and the afdelingsmanager) and a record kept of offenses. A number of consequences could follow, dependent on the afdelingsmanager's consideration; for instance, a 'herkansing' may be removed. All consequences will be registered and a standard letter sent to parents.

			IMPORTANT: students have the right to represent themselves by way of a formal letter addressed to the exam commissie.
--	--	--	---

Help! Help! Help!

What do I cite (again)?

Text	Artistic	Letters
Video	Lectures	Broadcasts
Audio	Interviews	Maps
Graphic	Conversations	

Please see Appendix on how to create a bibliography (inc. MLA 7 citation, school's expectations per year...)

Bibliography

Academic honesty: guidance for schools www.ibo.org

International Baccalaureate Organization (August 2014) *Academic Honesty in the IB Education Context*, www.ibo.org

Extracts taken from: International Baccalaureate Organization, 'Effective citing and referencing', August 2014,

Extracts taken from: Jude Carroll, 'IB Position Paper', International Baccalaureate Organization, October 2012

Website: www.ibo.org, © International Baccalaureate

Appendix

- Examples of academic honesty in the MYP
- Academic Honesty in the Middle Years Programme tri-fold pamphlet
- How to create a bibliography

Examples of academic honesty in the MYP adapted from Academic honesty in the IB educational context, IBO, August 2014

ATL connection	Self-management, social, communication, thinking and research skills				
Activity	Culminating Project	Group Work	Oral Presentation	Creative Work	Independent Work
MYP Assessment Task	Personal Project	Social Studies task	Language and literature presentation	Design	Sciences
Scenario	<p>A year 4 student is completing her personal project on sustainable transport. However, she changed her idea for the project very late in the learning process. As advised on the academic honesty form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction. The supervisor reminds the student about the importance of the process journal, and its purpose: to document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/or edited research notes; and to maintain a current bibliography. The teacher explains the relevance of the academic</p>	<p>A year 1 student has been part of a three-person group working on a humanities project. The student has found it challenging working in a group. One member of his group has copied and pasted material from an unattributed source in material that she was supposed to have created herself.</p> <p>The teacher works with the group and especially with the student who copied and pasted the material and is not yet academically proficient in the school's teaching language. (In learning a new language, students are often able to recognize relevant content before they can generate their own.) <u>The teacher provides the student with additional opportunities to practise paraphrasing skills, and may use peer-coaching strategies</u></p>	<p>A year 2 student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on <i>Astérix et Cléopâtre</i> and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. <u>If the student documents the film and book appropriately, it is unlikely that any permissions</u></p>	<p>A year 3 student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea? The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. <u>The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty.</u> Creativity often builds on the work of others, and new ideas often come from existing</p>	<p>As part of a year 4 chemistry project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis. Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level.</p>

What is academic honesty?

IB programmes encourage students to inquire, take action and critically reflect on what they learn and how it affects their attitudes and behaviour. They should be able to:

- make their thoughts and their learning explicit
- show how they have developed their ideas
- demonstrate the views they have followed or rejected.

This is essentially what academic honesty is about—making knowledge, understanding and thinking transparent.

Students need to understand that people construct knowledge together. We all must reflect on our roles in furthering knowledge and building understanding. An essential aspect of this is an understanding of academic honesty.

Academic honesty must be seen 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.*

*Middle Years Programme. MYP. From principles into practice. May 2014. P. 76.

For more information, please view the publication *Academic honesty in the IB educational context* at <http://www.ibo.org/myib/digitaltoolkit/brochuresflyersposters/>

Moulding Years of Principled action

“ We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. ”

From the IB learner profile at:
<http://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>



International Baccalaureate
Baccalauréat International
Bachillerato Internacional



Middle Years
Programme

Academic Honesty in the Middle Years Programme



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

What does the International Baccalaureate (IB) expect of academically honest students?

The IB expects students to be, in all aspects of school, work and play:

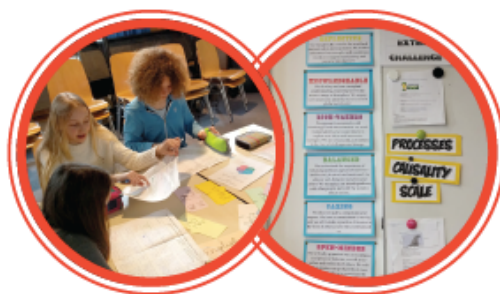
- **inquirers**
- **principled**
- **thinkers.**

Academic honesty connects with the IB learner profile, which is the IB's mission translated into a group of learning outcomes for today's students, and links to students' developing competencies in self-management, research and communication.

It is common practice in all aspects of life to be inspired by, or to adapt, ideas or work of others. It is acceptable to build on the work of others and still produce authentic work. However, in an age flooded with shared information and shared opinions, younger learners can find the concept of **intellectual property** difficult to understand.

The key is to guide them in building an understanding that using other people's work is acceptable, but honesty requires them to explicitly **give credit** to the original author.

A student surrounded by a nurturing learning environment will be conscientious and become a lifelong learner acting with **integrity** in all aspects of life.



As an MYP student, how can you demonstrate academic honesty?

- Make your work personal and write using your own "voice".
- Acknowledge help and resources used.
- Allow yourself time to do the work properly.
- Submit work that is authentic as part of the e-Portfolios and personal/community projects.
- Familiarize yourself with what constitutes academic misconduct in the on-screen examination.

Key terms to help understand the role of academic honesty

- Cheating
- Citing and referencing
- Collaboration
- Collusion
- Equal opportunity
- Misconduct
- Ownership
- Plagiarism
- Principled action

Please refer to your individual school's policy for further guidance.

As the parent or legal guardian of an MYP student, how can you support him/her?

- Encourage them to ask their teachers for advice if they are having difficulties with their work.
- Establish a good level of communication with the school so that you understand the requirements of the MYP and what is expected of students.
- Support your child but be sure he or she is the one responsible for the work done.

For more information, please visit the website at <http://www.ibo.org/programmes/middle-years-programme/>.

As a teacher, what is your role and responsibility?

- Communicate expectations you have for students by clearly referring to the academic honesty guidelines
- Encourage honesty and communicate the consequences of breaching IB regulations
- Make the Approaches to Learning (ATL) skills an explicit focus for teaching and learning, particularly information literacy skills



Bibliografie maken

Een lijst waarin je overzicht geeft van alle bronnen (geciteerd en ongciteerd) die je gebruikt hebt bij het schrijven van een stuk. De lijst is alfabetisch op achternaam van de auteur.

Je kunt eenvoudig referenties naar websites maken mbv easybib. Go to: www.easybib.com

Account aanmaken:

- Rechts boven in sign up
- Vul de gevraagde info in
- Click op "I'm ok with free"

Als je al een account hebt:

- Login

- Click op New project
- Vul info in
- Kies MLA7
- Click op create
- Click op bibliography onder new project
- Kies in het blauwe gedeelte wat voor soort bron je gebruikt
- Staat jouw bron er niet bij? Click op 'all 59 options' (good luck!)

Voor websites:

- Ga op dezelfde computer op een ander tabblad naar de website die je wilt citeren
- Kopieer het webadres/ the link uit de bar
- Ga terug naar easybib
- Plak je link in het blauwe veld
- Click op cite it
- Click op cite this

Je krijgt een overzicht van wat easybib heeft gevonden en van wat je zelf nog moet vinden

Vul je citation zo nodig aan tot je de volgende onderdelen hebt (zie schema):

- Article title
- Contributor (auteur/ editor/ translator) --> als niet aanwezig gebruik sponsor
- Website title
- Publisher/ Sponsor
- URL (click op yes, zodat je het webadres in de referentie opneemt)
- Date electronically published
- Date accessed

year	Vereist, meer mag
1	Auteur, URL en date accessed en date last published, brontype (h)erkennen
2	Auteur, (website) title, URL, beide data, brontype noemen in de bibliografie
3	Werk naar bovenstaande
4	Bovenstaande



Create citation

1. Kies optie export (rood bovenaan links)
2. Kies copy paste
3. Kopieer je bronnen in je werk, verwijder n.p. en n.d. door op NO te drukken bij de opmerking show publication placeholders

Voor boeken:

Kies uit: hoofdstuk, heel boek of introductie

Vul de benodigde informatie in

Sorteer je bronnen door ze op alfabetische volgorde van auteurnaam te zetten

In text referencing

Zet in je artikel achter feiten die je gebruikt uit een bepaalde tekst een in-text reference. Dit doe je door de achternaam van de eerste auteur gevolgd door pagina nummer tussen haakjes achter het feit te plaatsen.

VOORBEELD

Op Laar & Berg zitten ongeveer 800 leerlingen. (Laar & Berg) <-- in-text reference

Bibliografie

Laar & Berg. "Tweetalig Onderwijs, Vwo En Havo." *Laar & Berg*. Atscholen, Web. 03 Feb. 2017.
<http://public.atscholen.nl/scholen/voortgezet_onderrwijs/lb/Paginas/default.aspx>.

GOUDEN TIPS

Je kunt met meerdere mensen aan dezelfde bibliografie werken door op share te drukken (in je eigen bibliografie)

Er is ook een app van easybib zodat je adressen die je op je telefoon op iPad hebt opgezocht gemakkelijk kunt toevoegen