

## **ACADEMIC HONESTY**

The academic honesty policy is designed as a statement of philosophy and beliefs, and as a source of information for our community on Academic Honesty throughout the International Baccalaureate Continuum at Hanoi International School (HIS). We believe that academic honesty is fundamental to accurately communicating and facilitating a student's acquisition of knowledge, understanding of concepts, and mastery of skills to the students themselves, parents, and teachers of our school community. Additionally, we value honesty and strength of character in our students in all aspects of their lives and this is directly linked to our mission statement.

### **Alignment of HIS Academic Policy to the HIS Mission Statement**

The Mission and Philosophy statements for HIS were used in the development of the Academic Honesty Policy. It was written by a small committee comprising of a cross section of staff members. Feedback was sought from the entire teaching faculty at a whole school workshop.

### **HIS Policy Manual**

'Academic honesty shall be practiced by HIS at all levels and by all members of the HIS student, staff and wider HIS community. It is important to acknowledge and appropriately credit the owners of information when that information is used in student and teachers work. Therefore, all written material and oral assignments and presentations, must use the writer's language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be appropriately acknowledged.

The ideas and writing of others is acknowledged through the use of footnotes and bibliographies. Bibliographies should include a formal list of the resources used in the work. Formal means that use is made of one of the several accepted forms of presentation. This involves separating the resources used into different categories: books, magazines, newspaper articles, Internet-based resources and works of art and providing full information as to how a reader or viewer of the work can find the same information.

Malpractice here is defined as behaviour that results in, or may result in, the producer of the work in question gaining an unfair advantage in one or more assessment components. This includes plagiarism and collusion. Plagiarism is defined as the representation of the ideas or work of another person as your own. This can include (but may not be limited to) words and ideas of another person used to support one's arguments and passages quoted verbatim. The sources of all photographs, maps, illustrations, computer programmers, data, graphs, audio-visual and similar material must be acknowledged if they are not your own work. Works of art including music, film, dance, theatre arts, or visual arts, must be acknowledged. Email messages, web sites on the Internet, and any other electronic media must be treated in the same way as books and journals.

Collusion is defined as supporting malpractice by another person. This includes (but may not be limited to): allowing your work to be copied or submitted for assessment by another and duplicating work for different assessment components and/ or curriculum requirements.'

## **Academic Honesty in the Elementary School**

### ***What is academic honesty?***

Academic honesty is *“a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment [1]”*. Academic honesty results in respect for one another’s intellectual property and the completion of *“authentic”* pieces of work which are *“based on [the individual’s own] original ideas with the ideas and work of others fully acknowledged [2]”*.

At HIS, academic honesty is the result of students having integrity and ownership of their own work. We consistently encourage and model embracing the **International Baccalaureate Learner Profile Attributes** and **Primary Years Programme Attitudes**. We encourage our students to express themselves confidently and authentically.

When researching, students are taught **essential media literacy skills** along with **responsibly citing sources** and avoiding plagiarism. At HIS, we believe that those who demonstrate academic honesty are principled. The work we present is a result of our own knowledge. We appropriately cite the work others have done by quoting or paraphrasing appropriately.

Within our continuum, we define academic honesty as students having integrity and ownership of their work, and as students who embrace the **Learner Profile and Attitudes**.

### ***Teacher Responsibilities***

As PYP educators, our role consists of raising student awareness of academic honesty and directly guiding students through an exploration of the ethical issues related to academic honesty, including the appropriate use of technology.

Academic honesty is particularly important in the area of assessment. Teachers **encourage honest, creative, critical PYP learning** by creating inquiry-based assessment tasks, where creativity is encouraged and where the use of information helps to solve a problem. Depth of knowledge is encouraged by using critical thinking skills for real world problem solving. Teachers design assessment criteria that value and reward the learning process, rather than simply the result. We teach ways to acknowledge others, and reflect on the learning process. We encourage students to develop and focus on intrinsic motivation for achieving learning goals.

### ***Student Responsibilities***

Students are always expected to demonstrate moral principles and ethical standards when engaging in any school activity, be it academic or extracurricular. Our goal is for all students to be able to work independently, with honesty, fairness, and integrity, as they strive to achieve their personal best.

Academically, we believe students should demonstrate self-management by staying organized, making appropriate choices, demonstrating integrity, and striving to create and present their personal best work. Students are expected to be responsible for their own intellectual thought development and are encouraged to develop creativity in problem solving.

Students are introduced to the concepts of plagiarism and piracy and are explicitly taught citation skills in the upper-elementary grades. These concepts and skills are reinforced throughout the students' academic careers.

At all times, students should utilize proper documentation and citation to credit the thoughts, ideas, and examples of others. In group settings, each student is expected to take responsibility for contributing individually to the collective process. They should respect other points of view and interact cooperatively with adults and peers.

Through a variety of academic opportunities students will demonstrate the ability to collaborate and lead, and recognize and develop individual strengths. Teachers continually reinforce that students must accept the consequences of their personal learning choices and become architects of their own futures. Students are encouraged to create work that is authentic and representative of a unique intellectual pathway.

Teachers will work towards ensuring that students are given instructions and guidance on research paper writing methods, and guidelines on reading and writing skills, good academic practice and ways of locating, evaluating and using information effectively without committing malpractice.

### ***School Responsibilities***

Ultimately our school responsibility in handling infractions involving Academic Honesty is to support a child in making better decisions in the future, and helping the child understand and internalise the importance of Academic Honesty, so their positive choices become intrinsically driven. Any infractions would ultimately be dealt with in line with the HIS Behaviour policy.

### ***Parent Responsibilities***

Parents will also be informed and educated about the role of Academic Honesty at our school, in order to assist student learning. Teachers will advise parents of how they can help at home with homework assignments.

## Academic Honesty in the Secondary School

By enrolling at HIS, students and their families agree to adhere to high standards of academic honesty and understand that there are serious consequences for failure to meet these standards.

Some examples of **academic honesty** are:

- Respecting the intellectual property of others, whatever the source or type of property (e.g. ideas, words, graphs, images, etc.)
- Being principled during examinations and other assessments and only presenting your own work.
- Taking your own written notes, then using them to develop and write with your own voice.
- When using the ideas of another, paraphrasing as a way of demonstrating your own understanding of these ideas.
- Submitting clear bibliographies with assignments, which contain a complete and accurate record of the sources consulted.
- Collaborating with others, which the IB defines as *“working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in ‘allowing one’s work to be copied or submitted for assessment by another’* (Academic Honesty in IB Educational Context 14)
- Planning time so that you do not have to rush to complete the task at the last minute. Doing so may result in taking shortcuts that result in academically dishonest behaviour.
- Citing or paraphrasing according to an accepted referencing system.

Some examples of **academic dishonesty** are:

**Plagiarism**- *“the representation of the ideas and work of another person as the candidates own”*  
(IBO, 2014)

Plagiarism equally applies to work other than text. It is important that students understand how to appropriately use another author’s work in their assignments to avoid both intentional and unintentional instances of plagiarism.

Examples:

- Any representation of others’ work as your own
- Non-original work that is not cited and appropriately referenced in submissions.
- Copying information from a book or a website.
- Misuse of quotation marks, paraphrasing, and in text citations makes authorship unclear.
- Failure to identify source of elements of nonverbal work (ie. painting, dance, photo, proof, musical composition, etc) that you’ve derived your work from.

- Using online language translators unless explicitly allowed.

**Collusion-** *“Supporting malpractice by another candidate”* (IBO, 2014)

Collusion is not collaboration. It is important to note that teachers must be clear with assignment guidelines to specify what is collaboration versus collusion on any given task.

Examples:

- Helping someone else cheat both deliberately and through support.
- Allowing your work to be copied and/or submitted by another student.
- Divide and conquer approach where you are not the author of the entire assignment given by the instructor (if not part of assignment).
- Representing significantly unequal work as an equal collaboration.
- Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future.
- Sharing information about assessment content and questions with other students.

**HIS expects students to:**

- Understand what academic honesty is and to have full comprehension of the academic honesty policy at HIS.
- Demonstrate academic honesty when presenting all school work
- Choose not to cheat when completing school work or examinations.
- Seek inspiration from a variety of sources and acknowledge them using the approved guide (MLA).
- Say no to those who may want to copy their school work.
- Encourage academic honesty in others.
- Understand the benefits of excellent research practices and respect for the creativity of others.
- Draft their work with the help of peers, parents and teachers as a way to authenticate work from various stages of completion.

**HIS expects teachers to:**

- Explicitly teach academic honesty techniques within their subject area and model academic honesty.
- Provide students with clear outlines for learning tasks and assessments.
- Ensure that processes for producing and submitting assessment tasks allow for students to receive feedback and guidance for ensuring academically honest behaviour.
- Follow the specific IB guidelines with regard to academic honesty within their subject areas.
- Reinforce in students an understanding of the HIS academic honesty policy.
- Promote excellent research practices and respect for the creative output of others.

- Design learning tasks that require higher level thinking skills and original thought, going beyond cut-and-paste answers.
- Follow up on consequences for actions of students to promote academic honesty.
- Involve parents in discussions about academic honesty, or the lack of it, in order to support students in their learning.
- Enable students to use anti-plagiarism tools such as turnitin.com as educational tools for academic honesty.

**It is the School's responsibility to:**

- Ensure that all students, parents and teachers have been made aware of the content of this Academic Honesty Policy
- Ensure that teaching explicitly teaches and models the skills required to be academically honest
- Ensure that teaching and learning activities are structured in such a way that students have every opportunity to be academically honest.

**Policy and Procedures for Violations**

Becoming academically honest is a learning journey that, like all others, can involve students making mistakes along the way. It is therefore important that the processes in place are primarily formative rather than punitive.

While the issue is an internal one, the school has flexibility to choose how harshly to deal with the matter. However, when it comes to external examination systems, stricter procedures apply.

Because it can be difficult to prove intent, any suspicion of academic dishonesty, and subsequent handling of the matter, will be based on the concrete evidence available.

**Internally Assessed Work**

When a student is suspected of having been academically dishonest, the procedure will be as follows:

**First offence during an academic year-**

- A meeting will be held with the student and the Programme Coordinator.
- The parents will be informed in writing by the Coordinator.
- The student will be placed on report for a minimum of one week.
- The work will be awarded the lowest level according to the assessment criteria for the task, and the student will be given formative feedback for a chance to redo the work.

### **Second offence during an academic year-**

- A meeting will be held with the student, parents, Programme Coordinator, and the Head of Secondary.
- The student will be warned that a further offence will result in suspension and being placed on a behaviour contract.
- The Principal will be informed.
- The work will be awarded the lowest level according to the assessment criteria for the task.

### **Third offence during an academic year-**

- A meeting will be held with the student, parents, and Head of Secondary.
- The student will be suspended from school for a period of time determined by the Principal.
- A note will be added to the student's permanent record.
- A Behaviour Contract will be issued and the student will be warned that failure to meet the targets set may result in a recommendation to the Principal that the student be expelled.

### **Externally Assessed Work (IB MYP and DP)**

A complete first draft will be required followed by a final version. Both the first draft and the final version will be submitted via ManageBac. Turnitin.com will be used to provide feedback to the student on their level of academic honesty in the first draft, and to help them identify areas for improvement.

- Students will be required to sign a declaration on each final version declaring that they have been academically honest in the composition of the submitted task.
- Teachers will use Turnitin.com to review the final version before signing the declaration accepting that the student has been academically honest in this case.
- No work will be submitted to an external organisation without the signatures of both student and teacher.
- Where there is sufficient evidence to suspect academic malpractice, the matter will be brought to the attention of the Programme Coordinator who will conduct an investigation. The Programme Coordinator will keep the Head of Secondary informed of any investigations and their outcome.

If academic malpractice is confirmed the following will occur:

- The Principal will be informed
- A meeting will be held between the student, parents, Programme Coordinator and Head of Secondary.
- The family will be informed of what has taken place, and that **the school will not register the student for this subject** in the relevant examination session, and of the associated consequences.
- Should the student wish to take the examinations for this course, they will have to do so as a retake

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student according to IB guidelines.

- A note will be added to the student's permanent record.
- *Note that failure to be entered for an IB subject will result in no credit being given for the class and thus the student may not meet the requirements for the HIS High School Diploma.*

Where academic misconduct is suspected during **external examinations** (IB Diploma):

- The student will be allowed to complete the examination according to IB examinations practices
- IB regulations regarding reporting of academic misconduct will be followed.
- The Principal will be informed, and a note will be added to the student's permanent record.

In all cases, students suspected of academic malpractice will be treated with respect, and care will be taken not to make unfounded accusations.