Academic Integrity Policy

Academic integrity is a complex idea, including actions and behaviours that affect the way we do and present our assignments, and take exams. As a result, breaches of academic integrity can arise in a variety of circumstances (detailed below). Even if a breach is unintentional, unintentional and intentional breaches will be met with consequences.

Because students and faculty need to know what academic integrity entails, this policy statement is required reading for all. It includes the following:

- What academic integrity is and its importance
- Why misconduct occurs and what to do about it
- Definitions of misconduct
- Rules and sanctions
- Teacher and student responsibility
- Detecting plagiarism
- Teaching academic integrity
- The librarian's role

All students and teachers must read and understand the content of this statement and IB's official material on academic integrity. If in doubt, ask your teacher or the librarian.

Academic integrity - what it is and its importance

Academic integrity is a fundamental concept in all academic disciplines. It is how we show respect for the ideas and language of others in our field. It is also how we demonstrate that we have thoughtfully reflected on those ideas, and how these ideas have informed our own. When we apply the principles of academic integrity, we become better thinkers, communicators, and inquirers—important traits in the IB Learner Profile (IBO.org, The IB learner profile 2023).

Academic integrity also makes us better researchers and compels us to justify claims with credible evidence. It also ensures that we are conforming to an international standard and can justifiably claim to be members of a global academic community.

The skills of academic integrity are not limited to the inside of the school walls, and these concepts will serve you well in any field of work. By adhering to the guidelines below, you ensure that your work can rightfully be called your own.

Why misconduct occurs and what to do about it

Misconduct might happen for several reasons:

1. **You do not feel capable enough or have not set enough time aside to do the required work, and so are tempted to cheat. Submitting work already submitted in another**

class or using work produced by another seems like a quick fix.

What to do: Get help early on from your teacher, school counselor, IB coordinator or librarian. It is important you feel on top of your learning experience. And remember, learning the skill of time management is as important as memorizing a fact, concept or theory in a subject. The school staff are all here to help you create habits that support your learning.

2. **You have a misbelief that other people's ideas, words or visuals may not be used in your own work. On the contrary, you may, and often must, use others' ideas, words or visuals to support your ideas, etc. HOWEVER, it must be unequivocally clear which ideas, words and visuals in your assignments are yours and which belong to others.**

What to do: There are several skills needed here. You must learn the proper way of weaving others' ideas with your own. You must learn how to summarize and paraphrase. You must learn the proper method for citing others' work. If any of this feels new to you, ask your teacher or the librarian.

3. **You remember a detail that is important to the text but cannot remember the source of the detail. So, you use it anyway and either make up the source or pretend that the thought is your own.**

What to do: Leave the detail out or ask your teacher or librarian if they can help you locate the source. It is better, though, from the start to take careful notes, perhaps using NoodleTools, so that you keep track of each source you use, even if you don't know yet, if the source is relevant to your project, or not.

4. **"Free" material on the Internet is mistakenly used without giving credit to the creator of the material. "Free" means only that you may use the material without first seeking permission to use it. All "free" material must be cited anyway.**

What to do: Give credit for all materials used. See the rules for When You Must Cite or talk to your teacher or librarian to be clear about how to do this.

5. **You find that someone has said what you want to say better than you can. So, you use what you find instead of your own words, and you omit the quotation marks.**

What to do: Others' words, thoughts, ideas must always be credited. More importantly, you cannot bypass the hard work of learning. You may use what you find and then discuss why you do or do not agree with it. Teachers want to hear from you, even if you think your voice is not strong enough. We can help you build your voice.

6. **The Internet is filled with information from non-library sources, information that is not vetted for its validity, credibility or reliability. This includes the category of**

fake news. Using information that turns out to be invalid, not credible, or unreliable puts your work in jeopardy.

<u>What to do</u>: Even though you might not have falsified the information you use, you are still responsible for using false information. You must vet all information taken from non-library and Internet sites using what is known as [The CRAAP Test](). On the linked page, watch the video and answer the questions below to determine the legitimacy of the source for your work.

Definitions of Misconduct

All of the following actions are considered misconduct for the purposes of this statement:
- Plagiarism
- Collusion, where originality is expected
- Duplication of work
- Any use of AI generated material
- Misconduct during an IB examination
- Use of AI generated text without proper sourcing
- Claiming illness without a doctor's note

In *Assessment principles and practices—Quality assessments in a digital age*, the IB defines **Plagiarism** as "the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment" (The International Baccalaureate Organization 2022, 206).

It is important to note that plagiarism does not have to be intentional for it to be considered cheating. Plagiarism might occur because citation rules are not known or are unclear. The student is then responsible for acquiring the skill to cite the work correctly. Your teacher and the librarian are available to help.

"**Collusion** is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another."

Collusion is a murky topic, especially since there is so much collaborative work in the IB. Your teachers will specify how much assistance you can get on any given assignment. An example of working together that is not collusion is as follows:

Two students are working on EE's in History. They are both working on topics involving the Cold War but have quite different research questions. These students may share resources and engage in general discussion of the topic.

In contrast:

Two students in two different IB2 TOK classes have different teachers and choose the same

essay topic. They work closely with each other to come up with the most compelling arguments. They deliberately choose the same Areas of Knowledge to write about, only differing in their personal examples.

This second example is a form of collusion since the essays can no longer rightly be called the students' own work.

Your **parents/guardians** play an important role in supporting you in your school life and in maintaining your academic integrity. It is okay to ask them for help, but they should not take over and do all the work. It is essential that you feel ownership for your intellectual and academic work. This feeling of ownership will create engagement and confidence and help you throughout your education and later in your life.

The IB *Academic Integrity Policy* describes how examples of **misconduct during an IB examination** "may range from the possession of banned items such as notes, mobile phones and other IT equipment, to the exhibition of disruptive behaviour." (IBO.org 2023, 22)

Exam misconduct is not an ambiguous matter; no matter how creative, it is defined solely by intent. Such misconduct will almost always lead to the complete forfeit of the IB Diploma.

Duplication of work is defined as the "Presentation of the same work for different assessment components or subjects" (IBO.org 2023, 32)

For example, a student taking two Group 1 Languages may wish to reuse one of her creative written tasks. Even if minor changes are made, this is giving her an unfair advantage and is defined as misconduct.

Generally, **the use of AI generated material** (e.g., Chatbots like ChatGPT or Bard) is only allowed in preliminary stages of tasks for generating ideas or for structural purposes. Some teachers may, however, deem it inappropriate to use AI generated material even for preliminary work. You must check beforehand and not assume that the use is permitted. If in doubt, ask your subject teacher.

The IB released the following statement regarding ChatGPT and artificial intelligence in assessment and education:

> "Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme." (The International Baccalaureate Organization 2023)

If you use an AI response or output in a task submitted for assessment, you must remember to cite this as you would any other source according to the rules of the citation form used. NoodleTools can help you register this source correctly.

Missing a scheduled test because of undocumented illness. It is not uncommon for a student to miss a test because they feel unprepared for the test. This is unacceptable. Many of your classmates are also unprepared but take their test anyway. If you are struggling, you must contact your teacher or counselor ahead of time.

Of course, there are cases where one must legitimately miss a test because of illness. In each case, the student must do their best to contact the teacher ahead of the test time. Repeated occurrence will require a written note from a doctor explaining these absences.

For further examples of misconduct, see this video and this video. The consequences for misconduct are found below in Rules and Sanctions.

Rules and Sanctions

Misconduct on internal school assignments will be met with the following sanctions:

1st Offense: Teacher meets with the student to discuss the reasons for the misconduct and may reduce credit for the assignment and/or mandate resubmission, depending on the extent and type of misconduct committed. The misconduct is made known to the IB Coordinator, other IB teachers and student counsellors through internal mail.

2nd Offense: Student receives no credit for the assignment and has a mandatory workshop with the IB Librarian intended as an opportunity for the student to learn how to work correctly with materials created by others, the Internet, for example. The IB Coordinator is informed as per above.

3rd Offense: A formal warning is issued. The student meets with the IB Coordinator to discuss possible withdrawal from the exam in the subject and, depending on the nature of the misconduct, whether further action is necessary up to, and including, expulsion from school.

All misconduct on official IB assessments (IAs and externally assessed work) will be handled in accordance with IB regulations. These are detailed in the IB *Academic Integrity Policy* (IBO.org 2023, 27-28). The school will report the potential misconduct to the IBO, who will review the evidence and determine if an investigation is warranted. If it is, the school will collect evidence and present it to the IB panel for a decision.

Although there are many possible forms of misconduct (see Appendix 2.2 of the *Academic Integrity Policy*), there are only three possible penalties if misconduct is determined. The mildest, Level 1, is that a warning letter is sent to the student. This is reserved for unintentional offenses where honest mistakes were made. The Level 2 penalty is a mark of 0 for the specific component. Examples of this are allowing your work to be copied by another, submitting a

written assignment which was heavily edited by third party, or being in possession of unauthorized material at the end of an exam session. The Level 3 penalties are for the most flagrant violations and result in no grade for the entire subject (which makes it impossible to receive the diploma).

All students will be fully informed of the relevant regulations before IB exams, and a series of questions asked by the invigilator at the beginning of each exam is designed to prevent any accidental transgressions.

Teacher and student responsibility

Teachers
It is the responsibility of each teacher to provide comprehensive information about what constitutes misconduct early in the academic calendar. In addition to this document, the subject teachers will also have a session where they explain the proper citation methods, including which format is preferable (MLA, APA, Chicago, etc.) as well as subject-specific issues in academic integrity.

Teachers should also refer to the official IB documentation, subject guides and relevant pages in the *Diploma Programme Assessment Procedures* (IBO.org, Diploma Programme Assessment Procedures 2020) and share all important information with the students. By modelling proper citation procedures in their own presentations, teachers will instill good academic habits in their students.

Students
It is the responsibility of the students to be aware of the paramount importance of academic integrity in all their work, and to follow all the procedures outlined in this document and by their teachers. It is also critical that students feel comfortable coming to teachers with questions about citation and collaboration. Many students enter secondary school without a firm understanding of the basics of academic integrity. The school recognizes that, which is why we have a librarian whose job is to help navigate the issues.

It is not a violation of the policy to show work to teachers which may contain inadvertent examples of plagiarism or improper citation, and there will be no negative consequences for doing so ahead of any submission. This would be a perfect opportunity for the student to ask for help in identifying what material needs to be cited.

Though the student will meet the demands of academic integrity and academic misconduct already at the start of their education, the general Extended Essay meetings in the spring of the first DP year will offer formal training in how to cite and reference others' works; recognize academic misconduct; paraphrase, summarize and quote when using others' words, ideas or thoughts; and determine the legitimacy of documents found on the Internet.

Detecting Plagiarism

Teachers have formal and informal resources at hand to check for plagiarism if they suspect it.

<u>Formal resources:</u>

All written assignments submitted on *itslearning* can be set up in such a way that they are automatically checked for plagiarism. All teachers are encouraged to make use of this service for all assignments submitted online. The IB is aware of the growth of AI generating text bots and acknowledges that such texts can be valid sources in certain contexts, but must always be properly cited. However, if a student represents any amount of that text as their own, it will be a breach of academic integrity. If this is suspected, teachers can, or will, subjectively compare student writing under exam, or timed, conditions to what has been submitted for homework and note any significant disparities.

<u>Informal resources</u>

Your writing style is as unique as your fingerprint; if somebody else's fingerprint appears in your work without being cited, it will be noticed. Again, if you are in doubt about how and what to cite, consult your teacher or librarian.

There are some cases where the teacher has doubts about the authenticity of a student's work, but the electronic systems have not identified it as plagiarism. We always want to begin from an 'innocent until proven guilty' mindset. The teacher may call a reflection meeting with the student, to discuss the thought process and sources which were undertaken in the production of the work. Students certainly do improve their writing or find a topic which excites them and spurs them to better work, so if the anomalous writing can be explained by that, then the student will be praised for their efforts. However, if the teacher is not convinced, then the investigation may be escalated—either internally to the IB Coordinator and Student Counselor, or externally to IB if the relevant assignment was an official assessment.

Teaching Academic Integrity

Academic integrity will be introduced to you early on in pre-IB and IB1 in connection with the History Research Paper and the Extended Essay. AGT's academic integrity policy and related documents can be accessed from either the website or AGT's Managebac Files.

Academic integrity will be periodically discussed throughout your education. The topic will be brought up in the classroom (where the teacher will review examples and breaches specific to the taught subject), at the general Extended Essay meetings, and as teachable moments arise.

Teachers will have the opportunity to review academic integrity and investigate subject-related

breaches in regularly held subject group meetings. Teachers will also have the opportunity to explore academic integrity in the IB workshops they attend.

AGT's Managebac contains links to information supporting academic integrity and integrity. The librarian will regularly post reminders to students on Managebac and as teaching moments arise. The academic integrity poster hangs in a central place in the library.

The Role of the Librarian

Regarding academic integrity, the librarian and library serve several functions:

- to create a repository for all academic integrity materials and documents

- to collaborate with teachers to create the most effective teaching of academic integrity skills

- to advise students on an as-needed basis

- to keep teachers (and students) apprised of changes in academic integrity policies and sanctions

- to keep the importance of academic integrity fresh in students' minds through regular written posts and activities in the library

Review and Action Plan

This policy is reviewed every year in June by the school's *Academic Integrity Committee*. In addition, the policy is discussed at least once a year at meetings of the school's subject groups.

For the 2023-2024 school year, the Academic Integrity Committee plan to discuss and implement the following initiatives, which are all related to the integration of academic integrity into the general teaching:
- For the IB1 students: Early in the school year, the students should get a general introduction (by either the librarian or the IB Coordinator). Teachers must know what is said and handed out at this introduction so they can follow up in lessons.
- For the teachers: At one of the first subject group meetings, all teachers must study and discuss Appendices 2 and 3 of *Academic Integrity* (IBO.org 2023)

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