ACADEMIC HONESTY POLICY

Engage, Learn, Reflect

Engage: EIS provides a safe educational environment where all students, staff and parents engage in a caring and diverse culture of learning.

Learn: EIS turns engagement into reflective academic excellence focusing on the needs of the individual learner to prepare for any level of further education.

Reflect: EIS learners acquire new knowledge and skills through ongoing reflection and engagement.

Guiding Statements

- ☐ At EIS, students and teachers believe that "teaching and learning promote the understanding and practice of academic honesty (IBO, 2014, p. 4).
- ☐ To this end, "the principle of academic honesty should be viewed positively by the entire school community and become a natural part of academic study, remaining with the IB student throughout his or her education and beyond," (IBO, 2014, p.1).
- ☐ At EIS, our emphasis on the development of the Approaches to Learning inculcates a personal ethos of integrity and honesty within all members of the community.
- ☐ At EIS, our goal is to have IB Learner Profile traits and academic honesty woven together through all aspects of learning. In particular developing students who are 'principled' learners, displaying a clear understanding and consistent approach to undertaking academic work.

What is Academic Honesty?

Academic Honesty involves, but is not limited to, a range of behaviours *(principled, caring, open-minded),* skills *(knowledgeable, risk-takers),* and the ability of students to make their knowledge, understanding and thinking transparent *(thinkers, communicators, reflective).* The technical skills of academic honesty are important, but just as important are the concepts and values behind those skills. The IB Learner Profile attributes and the Approaches to Learning – taught explicitly throughout – nurture these concepts and values and instil in learners the importance of academically honest behaviour.

What is Academic Dishonesty?

The definition of Academic Honesty provided by the IB in 'Academic Honesty in the IB Educational Context is written below in italics and is congruent with EIS' definition of Academic Honesty.

International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected?

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

The IB defines a breach of academic honesty as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

Definitions of Academic Integrity in the IB and at EIS include:

1. Plagiarism:
   Definition: Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person/source without proper, clear and explicit acknowledgment. The use of translated materials and /or AI generated unless indicated and acknowledged, is also considered plagiarism.

2. Referencing:
   Definition: Students will use proper referencing style citation for all sources of materials used during research. Works cited pages and/or in-text citations will be included at the discretion of the teacher.

3. Collaboration:
   Definition: When students are working in a group or with another student(s), they should acknowledge the work of the others in the group.

4. Collusion:
   Definition: Collusion is allowing one's work to be copied or submitted for assessment by another student or giving one's work to another student for use.

5. Duplication of work:
   Definition: This is defined as the presentation of the same work for different assessment components.

6. Software: Students must cite the use of any software, including AI programs, for the generation of images, text or graph as these items are not considered to be original works. The software used and prompts given must be correctly cited within the paper/presentation etc.

7. Misconduct or any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

Consequences of Academic Misconduct

EIS is comprised of a Primary Division and a Secondary Division. As such, the consequences for a breach of the Academic Honesty Policy will vary from Primary to Secondary. Note that the consequences below refer to instances where a breach of <u>Academic Honesty</u> is concerned, not general behaviour. Consequences for behaviourial misconduct is detailed in the EIS Behaviour guidelines.

Primary Division

In the Primary Division, teachers ensure that students understand the importance of completing their own work (Appendix E) and have "age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing," (IBO, 2014 p. 8). In addition, EIS Primary students are bound to their Digital Responsible Use Agreements (Appendix C). Students in their final year of Primary participate in the PYP Exhibition, a culmination of their learning and the learning process. Students in their final year of Primary are required to sign an agreement stating they understand what "plagiarism" and "collusion" are and agree to honour the EIS Academic Honesty Policy (Appendix A).

Secondary Division

In the Secondary Division, teachers ensure that students understand the importance of completing their own work. Students receive training with regards to appropriate academic referencing techniques and which academic referencing techniques to use at the start of each year (Appendix E). This training is conducted in collaboration between the EIS librarian, IB MYP coordinator, PP coordinator and teaching staff. Students at the end of the Personal Project complete the MYP projects academic honesty form (Appendix B).

A student's academic work that is subject to external marking and/or moderation will be checked for authenticity by the means of plagiarism detection software (duplichecker.com).

Incidences of academic malpractice occurring during the academic year:

1st Offence: Conference with the teacher and the student is required to re-do the work and is reminded of the EIS Academic Honesty Policy. The student is assigned to work with the Librarian to receive additional support and guidance on referencing. Parents are notified by the teacher and the misconduct is noted on school records.

2nd Offence: Conference with the teacher and MYP coordinator. The student is given zero for the work, parents are notified by the MYP coordinator, and the student receives disciplinary consequences as per the EIS Behaviour guidelines. This second misconduct is noted in school records.

3rd Offence: Conference with the teacher and Head of Secondary. The student is given a zero for the work. Parents are invited for a meeting with Head of Secondary, teacher and student. Disciplinary consequences as per the EIS Behaviour guidelines. The third offence is noted in school records.

Responsibilities of Students, Teachers, School, and Parents

Teachers at EIS strive to instill values that support academic honesty in students. However, this responsibility is shared amongst a variety of stakeholders. The table below outlines some of these responsibilities. *In all cases we refer to the document- IBO Academic Integrity, 2019 publication.*

Stakeholder	Responsibilities
Student	□ Exercise academic integrity in all aspects of their work. □ Prepare sufficiently for all types of assessments. □ Seek extra help from teachers when needed. □ Avoid engaging in cheating, plagiarizing, and lying. □ Use sources in the prescribed manner. □ Report any violations of the Academic Honesty Policy.
Teacher	Teachers are expected to communicate to students which assignments are to be completed without assistance. Teachers will also communicate to students on which assignments they may collaborate, and the extent of collaboration that may take place. □ Develop, model, and sustain ethical practices within the classroom setting. □ Report violations of the Academic Honesty Policy to counselors and administrators. □ Confer with those who violate the Academic Honesty Policy. □ Contact the student's parent or guardian regarding a violation of the Academic Honesty Policy.
School	□ Ensure that the faculty, students, and parents receive the Academic Honesty Policy. □ Help contribute to a school-wide environment, incorporating the IB Learner Profile, that encourages adherence to the Academic Honesty Policy. □ Require teachers to enforce the Academic Honesty Policy. □ Maintain accurate records of Academic Honesty Policy violations. □ Ensure that the Academic Honesty Policy is being applied consistently throughout the school. □ Annually conduct Academic Honesty training with staff.
Parent	□ Discuss the Academic Honesty Policy with their child to ensure understanding. □ Encourage their child to maintain high standards with regard to integrity, honesty, and personal responsibility. □ Support faculty and administration in enforcing the Academic Honesty Policy.

A Policy on Review of the Policy

This policy will be reviewed and, if necessary, revised by the Academic Honesty Committee annually based on feedback from faculty, administration, and the wider school community. *Updated: February 2020*

References

IBO (International Baccalaureate Organization). 2014. Academic honesty in the IB educational context. Retrieved from https://www.ibo.org/globalassets/digital-tookit/brochures/academic-honesty-ib-en.pdf

IBO (IBO (International Baccalaureate Organization). 2019. Academic integrity.

IBO (IBO (International Baccalaureate Organization). 2014. Effective citing and referencing.

Plagiarism Checker | 100% Free And Accurate - Duplichecker.Com". *Duplichecker.Com*, 2020, https://www.duplichecker.com/.

Appendices

Appendix A – PYP Academic Honesty Agreement for Exhibition

Individual Declaration of Academic Honesty for PYP Exhibition

Plagiarism is the presentation of a text, which has in fact been copied in whole or in part from another source (e.g. published books, periodicals, or the web), without due acknowledgement in the text.

Collusion is the presentation by a student of an assignment that is claimed to be his or her own work but is in fact the result – in whole or in part – of unauthorized collaboration with another person or persons.

By signing this agreement, I am confirming that I understand the meaning of 'plagiarism' and the meaning of 'collusion'.

Pre-Process Agreement

I, _____, declare that for this submitted work:

☐ I will not cut-and paste information from others without appropriate use of quotation marks and direct reference to their work;

☐ I will not re-word the ideas of others without proper and clear acknowledgement;

☐ I will not write ideas or suggestions that originated from others and claim these as my own;

☐ I will not include words from other students' work without permission.

Signed: _____

Date: _____

Appendix B – MYP Personal Project Agreement (2 pages)

MYP projects academic honesty form

MYP Community project/MYP Personal project

(Delete as appropriate)

Student name	
Student number	
School name	
School number	
Supervisor name	

Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.

Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.

	Date	Main points discussed	Signature/initials
Meeting 1			Student: Supervisor:
Meeting 2			Student: Supervisor:

MYP projects academic honesty form

Meeting 3			Student:
			Supervisor:

Supervisor comment

Student declaration

I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).

Supervisor declaration

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Student's signature	Date
Supervisor's signature	Date

Appendix C – PYP Digital Use Agreement

Esbjerg International School

Digital Responsible Use Agreement – Primary Students
Digital safety is an important issue for all.

Part A: School Profile Statement
Esbjerg International School recognises the need for students to be safe and responsible users of digital technologies. We believe that explicitly teaching students about safe and responsible online behaviours is essential and is best taught in partnership with parents/guardians. We request that parents/guardians work with us and encourage this behaviour at home.

At EIS we:
- Support the rights of all people in the school community to engage in a safe, inclusive and supportive learning environment.
- Educate our students to be safe and responsible users of technology.
- Raise our students' mindfulness of issues such as online privacy, intellectual property, copying without permission and copyright.
- Provide parents/guardians with a copy of this agreement.
- Support parents/guardians in understanding the importance of safe and responsible use of digital technologies, and the potential issues that surround their use.

Part B: Student Declaration
When I use technology (including computers and iPads), I agree to be a safe and responsible user at all times. I will do this by:

- Being considerate in communications with others.
- Never share any personal information— such as my full name, address, password or phone number.
- Seeking permission before sharing/using information/pictures about other people.
- Notifying parents or teachers if I see anything strange online.
- Using devices responsibly and for educational purposes only.
- Being caring with school equipment and telling the teacher if anything is damaged.
- Keeping my password a secret, and never using someone else's computer or account.

Part C: Conditions of use for school-owned devices
Damage or loss of equipment

- Any problems, vandalism, damage, loss or theft of the device must be reported immediately to the school.
- Depending on the circumstances, students may be required to replace, or pay for, lost or damaged devices/equipment.

I understand that all network access is monitored and recorded in accordance with GDPR laws. This monitoring and recording will be used to check I am following this policy.

I understand and agree to follow the terms of acceptable use and expected standards of behaviour set out in this agreement. I understand and accept that the policies set in the Family Handbook will be used to guide any consequences for the breach of any term or condition set in this document.

Student Name: _____   Student Signature: _____

Grade: _____   Date: _____

Parent Name: _____   Parent Signature: _____

Appendix D – MYP Digital Use Agreement (iPledge)

iPledges

When I use any technology, I agree to be a safe, responsible and ethical user at all times.

1. I will arrive to class with a charged device – set on silent-- and my own headphones (and charger if needed; I cannot leave my lesson to get one).
2. My device will be closed during instruction, class discussions or during tasks which do not require it.
3. Devices are only to be used for the tasks I have been assigned in the class I am currently in, or homework when permitted (no messenger services, social media, games, downloads).
4. In breaks, devices are only permitted in the quiet work room and can only be used for school related tasks.
5. I am responsible for my own actions and I need to respect all devices (mine and anyone else's).
6. My passwords and private information will be kept to myself. I will only use my own accounts.
7. If I do not recognise the sender of an email, I will not open it. I will not click any suspicious-looking links.
8. I am responsible for whatever my computer accesses / gives access to, as well as whatever I bring to school on my computer i.e. files, software, malware or viruses.
9. I will frequently update my device at home.
10. I will not carry out any actions that impact hardware, data of other users or network systems.
11. I will get permission before taking, sharing or posting any images, videos or information of others.
12. I will make myself aware of the terms and conditions of anything I access or sign up to e.g. age restrictions.
13. I am responsible for my online activities in and outside of school time; I will be kind and respectful.
14. I will report any misuse of technology that I see, or content that makes me feel unsafe / uncomfortable, to a parent or teacher.
15. I will follow copyright and intellectual property regulations, asking for permission to use images, text, audio and video, and citing references.
16. I will check my emails at least once a day.

I understand that all network access is monitored and recorded in accordance with applicable laws. This monitoring and recording will be used to check I am following this policy.

I understand and agree to follow the pledges set out in this agreement. I understand and accept that the policies set in the Family Handbook will be used to guide any consequences for the breach of any item listed in this document.

Student
Name: _____   Student Signature: _____

Class: _____   Date: _____

Parent Name: _____   Parent Signature: _____

Appendix E – Citation Expectations
MLA (Modern Language Association) Citation is the school wide citing format.

Grade	Expectation
PYP 4 PYP 5	Student can identify a basic citation. Student can identify a web URL and its author. Student can identify a title and an author of a source. Student can create a basic citation. Student can create a citation using a web URL and its author. Student can create a citation using a title and an author of a source.
PYP 6	Student can identify a basic citation. Student can identify a web URL, its author, **and the date published.** Student can identify a title, an author of a source, **and the page number from which the information was accessed.** Student can create a basic citation. Student can create a citation using a web URL, its author, **and the date published.** Student can create a citation using a title, an author of a source, **and the page number from which the information was accessed.**
M1	Student can identify a basic citation. Student can identify a web URL, its author, and the date published. Student can identify a title, an author of a source, and the page number from which the information was accessed. Student can create a basic citation. Student can create a citation using a web URL, its author, and the date published. Student can create a citation using a title, an author of a source, and the page number from which the information was accessed. **Student understands sources must be listed by alphabetical order according to the author's last name.** **Student uses a tool to help create MLA citations, i.e. www.easybib.com.**
M2	Student can identify a citation **in MLA format.** Student can identify a web URL, its author, the date published, **and the date accessed.** Student can identify a title, an author of a source, the page number from which the information was accessed, **and the copyright date.** Student can create a citation **in MLA format with proper punctuation.** Student can create a citation using a web URL, its author, the date published, **and the date accessed.** Student can create a citation using a title, an author of a source, the page number from which the information was accessed, **and the copyright date.** **Student understands sources must be listed by alphabetical order according to the author's last name.** **Student uses a tool to help create MLA citations, i.e. www.easybib.com.**

	In-text citation and footnotes *(As per IBO Effecting citing and referencing publication)*
	    1. **Students can identify in-text citation and the parts needed for referencing.**
	    2. **Students can identify footnotes and the parts needed for**

M3	**referencing.** Student can identify a **complete MLA citation**.
	
	Student can create a **complete MLA citation with all information required according to type of source** (general guideline included below) and **with proper punctuation.**
	    1. **Author.**
	    2. **Title of source.**
	    3. **Title of container,**
	    4. **Other contributors,**
	    5. **Version,**
	    6. **Number,**
	    7. **Publisher,**
	    8. **Publication date,**
	    9. **Location.**
	
	Student understands sources must be listed by alphabetical order according to the author's last name.
	Student uses a tool to help create MLA citations, i.e. www.easybib.com.
	
	In-text citation and footnotes
	
	    1. **Students can apply in-text citation and referencing.**
	    2. **Students can apply footnotes and referencing.**

M4	**Student can create complete MLA citation format citations based on type of source used. (As per M3)** **Students can apply referencing items such as in-text citation and footnotes.**
M5	**Student can create a complete MLA citation bibliography with proper format. (As per M3)** **Students can apply in-text citation and footnotes with proper format.**