

## Academic Honesty Policy for International Baccalaureate Students

See the IB Academic Integrity Policy (<http://www.hcis.edu.sg/assets/Uploads/IBO-Academic-Honesty-Policy.pdf>) for a detailed account of rights, responsibilities, policies, and procedures related to academic honesty and malpractice. A summary of that document, which highlights Jasper Place High School's academic honesty philosophy and practice, follows here:

### Philosophy and Rationale

One could argue that the internet has increased access to ideas as significantly as the invention of the printing press in 1440 by Johannes Gutenberg. Today, information, ideas, and fully developed IB essays even, are readily available at the press of a few buttons. Of course, such availability provides students with the opportunity to easily acquire other people's work and try to pass it off as their own. To do so is a poor substitute for the learning which occurs when students explore their thinking through writing, presentations, and other kinds of creation; and most people (even in the post-modern world) consider claiming another's work as one's own to be unprincipled and unjust. Certainly, the IB seems to consider it thus, as it notes that it "respects the principles of intellectual property"<sup>1</sup> as part of its publishing information in all of its documents.

But perhaps one doesn't believe that knowledge can be property, or that is something created by individuals who have the authority to claim it as their own; perhaps one believes that all knowledge is constructed and can be deconstructed, that it is always the child of many parents. There are no new ideas after all.

Why then lay claim to one's ideas and give credit to others for theirs? Why now, for instance, should I give credit to the educators who generously contributed time and resources to the production of "Academic honesty in the IB educational context" for the chart on page 3 that summarizes changes to "ideas about learning and how knowledge is constructed"?<sup>2</sup> Why should they give credit to J. Carroll, who wrote the position paper, "Academic honesty in IB," and J.M. Stephens and D.B. Wangaard for "Teaching for Integrity: Steps to Prevent Cheating in Your Classrooms"?<sup>3</sup>

The answer is that engagement with the work of other thinkers, writers, and artists sharpens our thinking and expression; and credit given to those who have shaped our thinking and expression introduces us to a community of thinkers, writers, and artists. A bibliography is an invitation to a larger world of thought that treats of an unimaginable variety of topics. I never

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<sup>1</sup> Academic honesty in the IB educational context (Cardiff, Wales: International Baccalaureate Organization, 2014) Publishing Information Page in the Front Matter of the Document.

<sup>2</sup> Ibid, 3.

<sup>3</sup> Ibid, 25.

would have thought to explore changes in the way that we think about knowledge and truth had I not been exposed to the above-mentioned chart, for example. I also would not have been presented with the opportunity that I now have to read more about the subject in Stephens's and Wangaard's work. If we are to be given the opportunity to think better, we need to belong to a community of scholars, and every community needs rules (and sanctions for breaking those rules) to live happily and productively.

### **A Few Definitions**

The IB community defines itself in part by the shared practice of scholarship. To help us understand the nature of that practice let's look at the four types of malpractice defined below and taken directly from section 2.1 of the IB Diploma Program Academic Honesty document.

- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record)

These forms of malpractice bring into high relief the notion that a candidate's contribution, though informed by the thoughtful work of others, must be his or her own. On assignments or assessments in which collaboration is required--encouraged even--reports, data collection and interpretation must be done individually. The last two bullet points convey the notion that conditions for the performance of an assessment task must be the same for every candidate; otherwise, the application of assessment standards and criteria is unjust.

### **Roles and Responsibilities**

- Students and parents sign the Jasper Place Student Agreement in which they agree that all student work submitted for assessment will be the student's own
- The IB coordinator informs IB teachers of JP's IB Academic Honesty policy and ensures that teachers instruct their students in the principles and procedures related to ethical, academic behavior, including requirements for citing sources and the differences between collaboration and collusion

- Students and parents are encouraged to familiarize themselves with the *IB Academic Honesty Policy* and *General Regulations: Diploma Program* which they can find on the school website
- To the best of his or her ability, teachers confirm that a candidate's work submitted for assessment is the candidate's own
- Students must be aware of their teachers expectations regarding academic honesty and submit work that conforms to the style guide given for a particular assignment
- The teacher librarian gives a presentation, which students can find on our library website, on citing work other than their own in the MLA and other citation styles
- Students must be prepared to present their sources of information, notes, previous drafts, and other data used in the creation of an assignment

### **Consequences**

Students who plagiarize will receive no credit for the assessment that contains the plagiarized work. Parents will be informed and a record of the student's transgression will be recorded in the student's log notes. Students will be given the opportunity to do an alternative assignment to the one which contained plagiarized work. The student's administrator will also assign a consequence for the student having contravened the school's code of conduct. Further instances of malpractice may result in suspension from school.

If students are suspected of plagiarizing portions of an external assessment or engaging in malpractice during an examination the IB Coordinator will inform the IB and school administration. An investigation will be conducted according to the procedures outlined from pages 14-18 of the IB Academic Honesty document. The rights of students suspected of malpractice are also described in those pages. Possible penalties include the forfeiting of an IB certificate or diploma.

For concrete examples of malpractice see the scenarios listed on pages 19-22 of the same document.

### **A Final Word**

We believe students want to be honest about their work and that they will appreciate more and more, as their work in IB progresses, the power they have to see how their knowledge is constructed. We expect students to ask questions when they are unsure about when and how to properly cite the work of others that appears in their own work. A decision to plagiarize or to take unfair advantage during an examination is contravention of IB principles and the Jasper Place High School code of conduct.

## Bibliography

(2009). *Academic honesty*. Cardiff: International Baccalaureate Organization.

(2014). *Academic honesty in the IB educational context*. Cardiff: International Baccalaureate Organization.