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Academic honesty in the IB educational context



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The IB programme continuum of international education
Academic honesty in the IB educational context

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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

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.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Contents

Introduction	1
Purpose of this document	1
Academic honesty in the IB	2
Making academic honesty a school priority: Developing, implementing and reviewing an academic honesty policy	4
Academic honesty in the IB educational context	7
A framework for identifying aspects of academic honesty across the continuum of IB programmes	7
Academic honesty—Primary Years Programme	8
Academic honesty—Middle Years Programme	12
Academic honesty—Diploma Programme	16
Academic honesty—IB Career-related Certificate	20
Conclusion	24
Appendix	25
Bibliography	25

Purpose of this document

Introduction

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.

Such transparency needs to be taught and supported throughout a child's education. In order to fully master the technical aspects of academic honesty, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The technical skills are essential but the understanding of the concepts and values behind them comes first.

A safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking will support academically honest behaviours and help to instill the values and principles that lie behind such behaviours. The attributes of the learner profile are important in nurturing such an environment. This guide will support schools, teachers and parents in providing such a learning environment and in helping students of all ages be academically honest in all their studies.

Purpose of this document

The purpose of this publication is to support IB World Schools in developing an academic honesty *ethos*; it offers guidance in designing a strategy that combines the school's internal policy with good academic practice. 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.

Academic honesty in the IB

Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection.

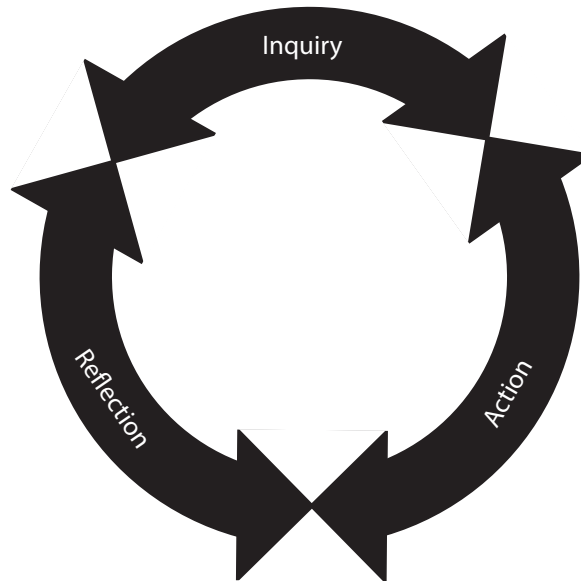


Figure 1

Inquiry, action and reflection in teaching and learning

Approaches to learning

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum and help them “learn how to learn”. The ATL skills are as follows.

- Self-management
- Social
- Communication
- Thinking
- Research

Approaches to teaching are equally important in developing learning abilities. These are as follows.

- Inquiry-based
- Conceptually driven
- Contextualized
- Collaborative
- Differentiated
- Informed by assessment

Understanding academic honesty is part of this learning and teaching. It has become increasingly important as access to information through technological innovation has increased, and ideas about learning and how knowledge is constructed have changed. Figure 2 gives a summary of the changes.

Previously	Now
Knowledge was: <ul style="list-style-type: none"> • canonical and beyond critical evaluation of all except ordained experts • authoritarian • disciplinary 	Knowledge is: <ul style="list-style-type: none"> • not absolute • constructed • democratic • interdisciplinary
Educated = knowledge of canons	Educated = ability to inquire/research
Knowledge easily transmitted with lectures, readings and required rote learning	Inquiry/research cycle driven by questioning
Accurate reproduction and correct answers tested	Evidence of understanding from research evaluated against criteria
Knowledge acquisition equated with IQ/ intelligence to some extent	IQ questioned Inquiry and asking questions valued
Metaphors for learning included “blank slate”, banking, filling up	Metaphors to construct, weave
Learning/education completed	Lifelong learning
Behaviours required from students were passive and controlled by external authority	Students expected to be active, constructive, independent, but collaborative, learners
Part of a bigger modernism paradigm with beliefs in scientism, Newtonian physics, linear thought, clockwork universe, cause and effect...	Postmodern paradigm Deconstruction of grand narratives Critical literacy important

Figure 2

Comparative chart of “recent” changes in learning

Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act (*IB learner profile in review: Report and recommendation (April 2013), page 21*).

Making academic honesty a school priority: Developing, implementing and reviewing an academic honesty policy

Academic honesty is embedded in the *Programme standards and practices* (2014).

Standard C3 in all four programmes states:

4. Teaching and learning promotes the understanding and practice of academic honesty.

Standard B1 for the Middle Years Programme (MYP), Diploma Programme (DP) and IB Career-related Certificate (IBCC) schools includes the following requirement.

5. The school develops and implements policies and procedures that support the programme(s).

The school has developed and implements an academic honesty policy that is consistent with IB expectations.

Why does the IB require IB World Schools to have a written academic honesty policy?

An academic honesty policy ensures that a school's procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. The policy should be dynamic and ensure that students are taught good practice in all aspects of their work.

Developing and reviewing a policy on academic honesty

Audit

An academic honesty audit is the first stage in devising or revising an academic honesty policy. The school's philosophy should be made clear and should, of course, be aligned with the IB position. Practices already in place should be considered in the light of this philosophy. Librarians have an overview of the curriculum and its delivery, and should be included in the team compiling an academic honesty policy. If such an audit reveals lack of consensus, or one at variance with IB and/or school requirements, then an action plan must be devised to address the issues as part of the policy in action.

The following questions can serve to stimulate initial discussions that will provide information about general understanding within the school about academic honesty.

The academic honesty policy: Initial considerations

- Does your school have an academic honesty policy?
- How is it publicized? How do/where can members of the community find the policy?
- When was the policy last reviewed?
- Who was involved in compiling or reviewing your current academic honesty policy?

- When problems arise, is the policy adhered to?
- Do teachers think the policy is adhered to?
- Who decides whether the academic honesty policy has been breached?

The academic honesty policy: Using other people's work, referencing and citation

- When is it taught?
- How is it taught? Who teaches it? Is this the case in all subjects?
- What reinforcement is given?
- What opportunities for practice do students get?
- What about professional development for staff awareness?

What kind of assessments are used for the following?

- List of works cited
- In-text citation
- Quality of sources used
- How the sources are used
- Formative assessment

Subsequent to the audit, the following outline should be followed in composing an academic honesty policy. The academic policy should be clearly communicated to the whole school community as well as informing teaching and learning practices across the curriculum.

Rationale/statement of purpose for the policy	An introduction that explains why there is a policy; it may include reference to the school's mission statement, to the learner profile, to the essential elements of honesty in a social setting.
Details and advice on student responsibilities	A recognition of expectations and responsibilities with regard to producing authentic work.
Details and advice on teacher responsibilities	Providing opportunities for students to practice and to learn how to use other people's work in support of their own, including the responsibility to teach awareness of misconduct and procedures.
Details and advice on school responsibilities	Including responsibility for maintaining fairness and consistency, providing a safe environment, providing professional development for teachers, promoting parent awareness, assisting student learning.
Details and advice on parent responsibilities	How parents can help students; what is helpful and what is not helpful to the student.
Measures taken to provide education and support	This may spell out the support and teaching that students are entitled to receive; it is also important that students be given the opportunity to make mistakes, and to learn from their mistakes, in safety.
Age-appropriate guidance on expected behaviours/ examples of good referencing/good exam practice counterbalanced with examples of poor referencing/ unacceptable practice	Examples of support that might be included in the policy; it is important that the policy is presented in age-appropriate language, and that the examples and other support material are typical of the age group; contributions may be invited from teachers, and from students, thus (further) garnering an element of ownership.
Scenarios and/or frequently asked questions (FAQs)	Again, age-appropriate situations should be provided, to which students can relate and which they can understand.
Procedures—reporting, recording and monitoring	To ensure consistency and fairness when mistakes are made, it is important that the school keeps central records of each situation and the consequences; while each incident may be treated on a case-by-case basis by the teachers themselves, or by a senior administrator or panel if serious enough, central records will help ensure consistency, and may also highlight general trends or problems with particular students.
The rights of the student, if suspected of a breach of academic honesty	Again, to ensure consistency and fairness, the policy should detail students' rights—perhaps to have a parent, peer or teacher present in any discussion of a problem or incident, particularly if the consequences are especially heavy.
Consequences of academic misconduct/remedial action/penalty tariff/follow up/consequences of misconduct in external assessments	Possible consequences may be spelled out, especially if the consequences may be different depending on a student's background, character history and history in terms of academic honesty, age and level of awareness (previous teaching), severity of the incident, intent or non-intent, or other factors.
A policy on review of the policy	There should be a policy review in place to make sure the policy is up-to-date, and to increase opportunities for general awareness and ownership.

A framework for identifying aspects of academic honesty across the continuum of IB programmes

Academic honesty is an important dimension in the authentic construction of meaning and learning in all IB programmes. However, since learning occurs along a developmental continuum, academic honesty will involve different specific practices in and across the different programmes. An academic honesty policy should address common underlying principles applicable to all learning in all programmes, but also transitions and differences between programmes or articulation with previous and following educational pathways. One way in which this may be considered and expressed is through constructing a framework such as that shown in figure 3.

Academic honesty in IB programmes					
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills				
	Culminating project	Group work	Oral presentation	Creative work	Other
PYP					
MYP					
DP					
IBCC					

Figure 3
Academic honesty in IB programmes

Academic honesty—Primary Years Programme

This section presents strategies for developing academic honesty in the Primary Years Programme (PYP) as well as examples of academic honesty from a primary school perspective.

Strategies for the Primary Years Programme academic honesty

Schools should employ the attributes of the IB learner profile and the PYP attitudes when providing examples and models of academic honesty for students that support approaches to learning, classroom and homework practices, group work and other activities. These practices should be clearly communicated to all members of the school community and modelled at a level appropriate for the age of the student. Some areas that schools may wish to address include:

- students' responsibility for their own work
- guidelines for individual and group work
- age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing
- agreements related to the responsible use of information technology and media resources.

Schools should ensure that cultural and language differences do not affect understandings of students, parents or other members of the school community. Cross-cultural understandings of academic honesty are essential in tempering some of the pressures that can arise from academic competition, which emphasizes excellence in grades and test scores.

To assist students in developing personal responsibility for learning, the school should employ the use of the approaches to learning (self-management skills, social skills, communication skills, thinking skills and research skills) across the curriculum to further develop the tools necessary to maintain academic honesty. All teachers should regularly engage with students during learning activities to provide opportunities for student/teacher interactions that are collaborative as well as evaluative. All educators who support students in their learning should collaborate to develop the approaches to learning and to reinforce the concept of academic activity through all teaching, learning and assessment practices.

Academic honesty requires an understanding of the difference between academic honesty, intellectual property, plagiarism and authentic authorship. Students should recognize that they are personally responsible for academic honesty and be able to recognize what behaviours constitute academic misconduct (for example, plagiarism, copying another's work, using unpermitted notes or collaboration, and so on). Teachers can encourage this engagement by establishing clear and engaging learning objectives and assessment practices while also providing time for individual evaluations of progress to avoid social comparisons or performance differences (Stephens and Wangaard 2011).

All staff should emphasize ethical uses of information as students engage in the inquiry process to construct new learning based on what they know and learn from other sources.

School policies should ensure that articulation of the policy occurs beyond the primary classroom and incorporates future expectations of the students as they progress across the educational continuum in order to allow them to understand and engage in the development of a lifelong process that emphasizes the importance of personal responsibility and academic honesty.

Classroom teachers should explain what academic honesty means in specific terms. Clear criteria, examples and guidance should be provided throughout the teaching process and for all work, including homework that students are being asked to produce. Parents should be engaged in the process and be provided with regular and frequent examples of the academic honesty policy and strategies for ensuring student engagement and responsibility.

Primary Years Programme			Primary Years Programme		
Approaches to learning	Self-management, social, communication, thinking and research skills		Self-management, social, communication, thinking and research skills		
Activity	Culminating project	Group work	Presentation	Creative work	Independent work
Make sure different examples are offered—for example, data fraud	<p>As year 3 students prepare to present a culminating project to parents, the teacher takes a moment to discuss the importance of academic honesty. Special efforts are made to make sure that cultural and language differences do not impede understandings.</p> <p>The teacher engages in a discussion that allows for the sharing of cross-cultural perspectives of academic honesty. The teacher provides an example of a student who copies another’s work or allows someone else to complete a project for them as a way of not maintaining academic honesty. The teacher provides examples of academic honesty and encourages a conversation that allows parents to share ideas that can be used at home.</p>	<p>Kindergarten students are working together in small groups. The teacher notices that one student is not participating. The teacher has a one-to-one conversation with the student and encourages participation by asking questions and reminding the student of the importance of presenting his/her own ideas.</p> <p>A few moments later, the teacher gently reminds the class of the essential agreements for group work and that every student should have a chance to offer new or different ideas that reflect the creativity and collaboration of the team. The students are also reminded of the importance of practising social, communication and thinking skills.</p>	<p>A year 5 student is working on the exhibition. During the research process, a variety of sources, including books, blogs, internet videos and print articles were accessed.</p> <p>The student has used items from web searches as part of his visual presentation. Since the information is easily available, he is confused about whether or not all sources need to be documented.</p> <p>The student reviews the school guidelines for academic honesty. He also asks his classmates for guidance. The classroom teacher, media specialist and parents also model and provide regular reminders to all students about the importance and meaning of academic honesty.</p>	<p>While working on a project related to the transdisciplinary theme “How we express ourselves”, a year 2 student creates a video that features different forms of art. He decides to use pictures, music and images that were found on the internet.</p> <p>While reviewing the rubric for the project, the student realizes that he has forgotten to cite the different musical and video sources that have been used. He talks with the classroom teacher who provides examples of an agreed way to reference the items.</p>	<p>To further develop skills related to academic honesty, the school’s library/media specialist has chosen the key concept of responsibility and the PYP attitude of respect as a central theme. The library/media specialist leads discussions across grade/year levels about how authors create work, and the importance of respecting intellectual property.</p> <p>Students learn that they have the responsibility to cite sources beginning in year 1. The library/media specialist explains that the sources are a “road map” for the students, and that it is important to acknowledge the author out of respect. Therefore, students are taught how to create a bibliography or a page of works cited.</p>

Academic honesty—Middle Years Programme

The early- and mid-adolescence years are crucial to self-development, especially in the information age. MYP students need to develop strategies to create and consume information in the context of building more adult-like personal and social identities. In early- and mid-adolescence, many students also experience increasing personal, family and peer pressure to achieve and perform. In this context, academic honesty must be seen as a larger set of values and skills that promote personal honesty and good practice in teaching and learning, including assessment. As with younger students, the well-being of MYP students is heavily influenced by school personnel and environments. The relationship between the teacher, student achievement and the learning process is a critical part of the MYP, so it is natural to develop academic honesty in positive ways that stress respecting the honesty of all student work and recognizing the shared benefits of properly conducted academic research.

In the MYP, approaches to learning skills are particularly relevant to academic honesty given the clear links to students' developing competencies in self-management, research and communication. In some MYP subject groups (as well as MYP projects), students are introduced to the importance of the process journal as a tool that promotes academic honesty. Both the personal project and the community project require students and supervisors to note their meeting dates and the main points discussed, and to declare the academic honesty of their work. MYP teachers are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study. As students gain experience in the MYP, they can develop the understanding and behaviours necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects.

Details of IB policies and procedures to support academic honesty as part of the external assessment process are available in the annual publication *Handbook of procedures for the Middle Years Programme*.

In the MYP, teachers do not work in isolation. Collaborative planning is one of the programme requirements and ensures common understandings and common approaches to teaching and learning as discussed in the chapter "Organizing the programme" in *MYP: From principles into practice* (2014). In order to promote academic honesty, teachers need to agree on their expectations and teaching strategies within and across subject groups. They must be supported by other school staff, such as librarians.

This chapter presents case studies of academic honesty in a variety of MYP disciplines.

Middle Years Programme			Middle Years Programme		
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills		Self-management, social, communication, thinking and research skills		
Activity	Culminating project	Group work	Oral presentation	Creative work	Independent work
MYP assessment task	Personal project	Community project	Language and literature presentation	Design	Sciences
Scenario	<p>An MYP year 5 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 honesty form as a form of communication. As long as the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern.</p>	<p>An MYP year 3 student has been part of a three-person group working on a community 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.)</p> <p>The teacher provides the student with additional opportunities to practise paraphrasing skills, and may use peer-coaching strategies to empower students to work collaboratively when documenting sources.</p>	<p>An MYP 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. If the student documents the film and book appropriately, it is unlikely that any permissions are needed.</p> <p>The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).</p>	<p>An MYP 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?</p> <p>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. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.</p>	<p>As part of a science 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.</p> <p>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. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.</p>

Academic honesty—Diploma Programme

As young adults preparing for university studies or entry into the workforce, Diploma Programme students both enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance. DP students are, appropriately, less dependent than their PYP and MYP counterparts on the steady intervention of teachers and parents checking to make sure that lessons are understood and assignments are completed on time. On the other hand, DP students experience a set of emotional pressures—the pressure to perform on summative assessments, the stress of the university admission process and time pressures—exerted by a system that can be seen to reward the individual’s end result over the work (individual or collective) required to get there. For academic honesty, this can mean that the idea of shared responsibility in the PYP and MYP for ensuring a piece of work is the student’s own risks becoming the sole responsibility of the DP student, should a case of academic misconduct arise (Carroll 2012). Thus, teaching and learning in the DP must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically.

In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).

This chapter will present case studies of academic honesty in a variety of DP courses.

Diploma Programme			Diploma Programme		
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills		Self-management, social, communication, thinking and research skills		
Activity	Culminating project	Group work	Oral presentation	Creative work	Independent work
DP assessment task	English A Extended essay	Psychology Internal assessment	TOK presentation	Visual arts Studio work	ITGS Internal assessment
Scenario	<p>A DP student is writing his English A extended essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites.</p> <p>The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people’s ideas on the topic, which increases the temptation for the student to pass off others’ ideas as his own.</p>	<p>A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressurized understands this is inappropriate but wants to be popular with the group.</p> <p>The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.</p>	<p>A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice.</p> <p>The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.</p>	<p>A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered “copying”. She asks her visual arts teacher for advice.</p> <p>The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists’ ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, “After ...”, so that it is very clearly attributed.</p>	<p>A DP student is completing her ITGS internal assessment. The task requires her to conduct an interview with a client and to submit a written record of it. When she begins writing her analysis, she realizes that she forgot to ask some questions that would have been helpful. She is tempted to fabricate some responses to these questions, as she feels it would make her analysis and solution stronger, and help her achieve a better mark.</p> <p>As the deadline for submitting internal assessments approaches, the teacher initiates discussion with the class on the importance of reporting data accurately, and stresses that each student will be required to sign a coversheet confirming the authenticity of the work. The student realizes that fabricating her client’s responses could have far-reaching consequences as a case of academic misconduct.</p>

Academic honesty—IB Career-related Certificate

IBCC students engage with IB Diploma Programme subjects, the four elements of the IBCC core and a career-related study. All elements of the IBCC are interlinked and connected to form an educational framework. Student work in the IBCC can be inspired and informed by the student's range of subjects. It is possible that data or information may be used in more than one area of a student's studies and that expertise can be transferred where students utilize the skills developed in one area of the IBCC in another area. However, all tasks and assessments must be distinct from, and may not be included or used in, other areas of the student's IBCC. IBCC teachers should support students to be fully aware of their responsibilities in respect of academic honesty.

The approaches to learning (ATL) course, which all students undertake as a component of the IBCC core, is ideal for the development of students' understanding of academic honesty. This understanding should include how to reference their work, cite sources and acknowledge others' ideas and concepts.

The IB's academic honesty policy is available on the online curriculum centre (OCC) and should be read by every IBCC student.

IBCC programme			IBCC programme		
Activity	Culminating project	Group work	Oral presentation	Creative work	Independent work
	Assessment task: Reflective project	Community and service	ATL: Communication	IB Diploma Programme film course	Language development portfolio
Scenario	<p>An IBCC student is completing his reflective project on an ethical dilemma stemming from his career-related studies. He researches data for the reflective project and subsequently uses this data in a graph. The graph lacks the source of the data, and the source is also not noted in the references section of his reflective project.</p> <p>The supervisor checks the reflective project and discovers the omission of the source of the data. The supervisor explains the relevance of academic honesty and the responsibilities of students to ensure all sources are quoted. The supervisor advises him to find the source of the data and to include this both at the bottom of the graph and in the references section of the reflective project.</p>	<p>An IBCC student is working with four others on a service learning project involving creating an information booklet for a non-profit charity group. The student discovers that one member of the group used material from a web page, copying and pasting sentences and, in one case, an entire paragraph into a section of the booklet.</p> <p>The student quietly takes the group member aside and explains the reasons why all materials must be referenced, and that the group members' own words are more powerful than those of someone else. The student offers to help the group member rewrite the section using her own words with appropriate quotes where necessary.</p>	<p>An IBCC student is asked by her ATL teacher to create an oral presentation on an aspect of the environment. The student is excited by the project and chooses to do an oral presentation on pollution of a local lake. She interviews a number of people involved with the lake using a digital recorder. In her oral presentation, she uses the ideas of the interviewees without saying the ideas are not her own. Her teacher realizes the ideas are not original when the student provides the teacher with digital recordings of the interviews as her references.</p> <p>The teacher listens to the interviews, notes a few examples of the ideas appropriated by the student and then calls for a meeting with the student. The teacher explains what academic honesty is, and specifically details what could be considered academic dishonesty where the actions of the student are concerned. The student is given another opportunity to do the oral presentation, this time making clear reference to which ideas are hers and which are not.</p>	<p>An IBCC student is studying film as one of his DP courses for the IBCC. He is tasked with creating a short documentary film. The student asks two friends to help him with the making of the film. One of his friends contributes towards the documentary by personally filming a few scenes. The student uses his friend's footage but fails to reference his friend's footage at the end of the documentary, creating the impression that all filming had been done by him. The friend discovers this and complains to the film teacher.</p> <p>The student argues that he has done nothing wrong as the friend's footage was filmed at his request and he also gave his friend ideas on what to film. He therefore believes the footage, while not created by him personally, was the product of his own inspiration and, as such, belongs to him. The teacher discusses with the student what is and is not academic honesty in order to clarify what he believes to be true. Once the teacher understands his position, she carefully explains that the work of another, even when requested by him and with ideas provided by him, could not be considered to belong to him. The teacher follows this explanation with a number of examples, satisfying the student that his initial perception of what could be considered his was incorrect. The student subsequently accords the footage to his friend in the film credits.</p>	<p>An IBCC student is undertaking language development as a self-study and is required to include in his language portfolio examples of the written exercises he has been given. The student finds this difficult to do as he is not motivated by the language he is learning. Instead, he asks a friend who speaks and writes the language he is learning to complete some of the language exercises for him. His friend does a few exercises for him and the student writes the answers into his language portfolio. The supervisor checks the exercises but becomes concerned when he cannot explain some of his answers. It soon becomes apparent that the student has not done the work himself. The teacher seeks reasons for the academic misconduct of the student and soon realizes that his lack of interest was the catalyst.</p> <p>The student and his friend are both reprimanded by the teacher. The student is asked to submit a new set of exercises and organizes for him to work with two other students in a study group for the remainder of the language development self-study. The subsequent group work creates a more interesting study environment for the student and he finds the language study more enjoyable.</p>

Conclusion

Students may sometimes be tempted to plagiarize work because they are unable to cope with the task that has been set for them. They may recognize content that is relevant but may not be able to paraphrase or summarize, for example. To promote the development of conceptual understanding in students, teachers must take responsibility to set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning in IB programmes.

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