

# Academic Policy at Lutheran Academy

**2019 Version**

## **Introduction of this publication**

Academic honesty is crucial in learning. The production of authentic work is arduous but invaluable in pursuing further education or career, and is expected of all learners in LA. Our students strive to be :

- Inquirers, acquiring the skills necessary to conduct inquiry and research.
- Knowledgeable, exploring concepts, ideas and issues.
- Principled, where students act with integrity and honesty, with a strong sense of fairness and justice and show respect for the dignity and rights of people everywhere, taking responsibility for their actions and understand and their consequences.
- Open-minded, eagerly seeking and evaluating a range of points of view.
- Risk-takers, brave and articulate in defending their beliefs.

By cultivating these attributes and equipping students with the tools for proper use and attribution of ideas and material, we seek to produce learners who pursue their studies with discipline, respect, integrity, perseverance, motivation and work ethic. By focusing on character development, we approach academic honesty in a positive way whenever possible, stressing the importance of integrity in all forms of assessment and emphasizing the benefits and importance of academic honesty in conducting research. This publication aims to inform all parties as to what constitutes malpractice; to identify the roles of different parties in maintaining academic honesty; and to provide guidelines to authenticate candidate's work and explain penalties followed by malpractice.

This policy is shared with staff, Parents, and students in a variety of modes of communication. It is also reviewed at the beginning of the school year with staff and students to reinforce the expectations regarding ethical academic conduct. The policy is available on our website in written English form. We will translate the policy into Cantonese (the most predominant mother tongue of our student body) and place it on our website. This will allow our Academic Honesty Policy to be accessed by all Parents, including those who are not proficient in English.

## **Policy Review**

Every three years a committee will be assembled to perform a complete examination of the Academic Honesty Policy. The committee will include, but is not limited to, a representative from at least three different subject areas, the three Coordinators, Head of the Library, and the Teacher Librarian. Teacher Librarian plays an active role in teaching and supporting academic honesty. The purpose of the committee will be to study the current document to ensure its accuracy toward meeting LA and IB standards. Our first full review took place in 2016-2017 school year. Changes have already been amended.

## **Defining Academic Dishonesty**

The International Baccalaureate Organization (IBO) defines malpractice as "behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component." (IBO, 2007, p. 3). The IBO defines malpractice includes:

## Situations that constitute dishonesty

### Plagiarism

- Plagiarism – “the representation of the ideas or work of another person as the candidate’s own”.
- Using information from the Internet such as pictures, articles and data without acknowledgement. The act of “cut and paste” without referring to the source;
- Similar acts involving materials from DVDs / CDs, radio, live or recorded performances, or any kind of printed material;
- Candidates who fabricate data in an attempt to gain unfair advantage in academic assessments;
- Translating the source material into another language without acknowledging the source;
- Submitting group work as one’s own, copying the work of another learner or having a tutor edit your homework.

### Duplication

- Duplication of own work – “the presentation of the same work for different assessment components and/or diploma requirements”.
- Using a piece of assessed classwork as part of another assessment task or answer

### Collusion

- Collusion – “supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.” That is, “the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate’s own words and cannot therefore be the same as another candidate’s (ibid)”.
- Gaining unauthorized access to assessment questions. For example, taking unauthorized material or device (such as cellphone) into examination Centre,
- Communicating with others during an examination.
- Failure to comply with the instructions or misconduct during an examination.
- Hiring an impersonator or impersonating another candidate.
- Other misconduct that enables the candidate to gain unfair advantage.
- “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)”. (IBO, 2007, p. 3)

### Academic Honesty in Assessments

Students must provide their own work and respect the work of others in all assessment tasks.

Normally, candidates will be given the opportunity to declare unauthorized material/ device at the beginning of an examination. However, even if this opportunity is not given, a candidate will still be considered as malpractice if unauthorized material/ device is found to

be at the immediate proximity that is accessible (such as on the desk) during the examination.

## **Roles and Responsibilities**

### IB Coordinator or School Administration

- Understand the rules and regulations provided by the IBO regarding what constitutes academic honesty;
- Inform staff and candidates about what constitutes malpractice and how to prevent it;
- Support the IBO in prevention, detection and investigation of malpractice; undertake responsibilities as required by IBO in investigation.

### Teacher Librarian

- To inform the students about the importance of academic honesty
- To guide the students on the appropriate method of citation.
- To provide ethical guidance in academics at all times.
- To guide the students in taking ideas and not copying work/text from the library resources
- To regularly remind the students and teachers about the importance of academic honesty through workshops and seminars
- To play an active role in reviewing the AH School policy from time to time and to implement the same across the three IB programmes in our school.

### Teachers

- Provide instructions on how to comply with the rules and regulations;
- Provide instructions on the academic writing styles of different subjects;
- Provide candidates with advice and feedback on the drafting process of the work;
- Support and comply with the Academic Honesty Policy to confirm that all the submitted work are authentic to the best of his/her knowledge;
- Teachers should check candidate's work upon internal assessment before submission and report the issue if suspicious.
- Be vigilant and provide support to students whenever necessary to minimize the risk of academic dishonesty.

### Students

- As Principled learners, candidates should have a strong sense of fairness and justice which should guide their understanding when producing work which is original and not copied or duplicated from other sources.
- Candidates have the ultimate responsibility to ensure that all the work he/she submitted is authentic, with all the sources correctly acknowledged. Candidates are expected to meet the school deadlines and review their work before submission.
- Candidates must comply with the Academic Honesty guidelines in both written and oral assignments.
- Candidates are advised to seek clarification from teachers when unsure about matters related to Academic Honesty.

## **Maintaining Academic Honesty**

The key to avoid malpractice is to be familiar with the rules and regulations, as well as the purposes behind them. Teachers, regulators and candidates should identify with their roles and responsibilities in maintaining academic honesty. Students are encouraged to exercise Academic Honesty that is appropriate to their level of learning.

## **Academic Honesty in PYP students**

In PYP, students form the foundation of academic honesty by learning about the Learner Profile attributes, learning how to conduct inquiries and explorations, and learning how to cite sources. Teachers model academic honesty in the classroom for students, and introduce students to ways of properly acknowledging the work and ideas of others and using resources ethically in one's own work.

### **PYP students are expected to:**

- Say where they have received information, ideas or help from other sources (this could include their parents, other students, the teacher or books and online sources). In an oral presentation, students should say who helped them. In a written assignment, students should make a statement acknowledging if they received help on the assignment and, if so, from whom.
- Learn how to cite ideas taken from other sources and learn how to make a simple bibliography. This will occur gradually; students in year 1 will simply be expected to acknowledge who helped; by year 6, students will have learned how to follow a simple format for citing sources that prepares them for transitioning into using the APA formats in the MYP and DP.
- Complete their own work. Students may not copy work from other students or allow other students to copy their work. If students have a group assignment, they may work together, and must then include all names on the assignment, as well as a statement regarding any other sources they used. Even when working together, each student should contribute to the process and not duplicate the work of another member of the group.

## **Academic Honesty in MYP students**

The MYP continues to help students develop their understanding of academic honesty through the Learner Profile attributes, as well as other components of the programme, such as the global contexts and approaches to learning. All members of the MYP community continue to be actively involved in fostering an environment of academic integrity and upholding the academic honesty policy.

### **MYP students are expected to:**

- Meet all expectations required at the MYP level

- Be principled learners. As defined by the IBO, our students are taught and expected to “act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They are expected to be responsible for their actions and understand the consequences associated with them.” The following table provides some examples across the five Approaches to Learning (ATL) Skills by which our students are held accountable.

ATL Skills	Student Expectations
Communication Skills	<ul style="list-style-type: none"> <li>● Ask for guidance if unsure</li> <li>● Report violations to a teacher or a trusted staff member</li> </ul>
<b>Social Skills</b>	<ul style="list-style-type: none"> <li>● Working collaboratively and contribute effectively in group work</li> <li>● Acknowledge the work of group members</li> </ul>
<b>Self-Management Skills</b>	<ul style="list-style-type: none"> <li>● Minimize temptation of wrongdoing by managing own time on assignments</li> <li>● If an instance of misconduct occurs, intentionally or unintentionally, report it</li> </ul>
<b>Research Skills</b>	<ul style="list-style-type: none"> <li>● Understand that putting your name on assignments certifies it is your own, authentic work</li> <li>● Understand and correctly use proper citations</li> </ul>
<b>Thinking Skills</b>	<ul style="list-style-type: none"> <li>● Effectively conduct peer assessments and contributions on group work</li> </ul>

- Include a variety of researched sources in their assessment tasks when appropriate (any task requiring written work and/or oral content-oriented presentations should include references to various sources; it is understood that some tasks in subjects like mathematics and PHE will be of a more practical, skill-based nature and not necessarily require the inclusion of various sources).
- Properly cite sources and develop bibliographies using approved style guides (APA).
- Develop a more nuanced understanding of what constitutes authentic work as well as malpractice
- Learn about the differences between types of sources and how to identify which sources are most valid and/or authoritative on a given topic.
- Maintain academic honesty in all settings, including in examinations.

## Academic Honesty in Diploma Program

### DP students are expected to:

- Meet all expectations required at the PYP and MYP levels  
Achieve a thorough understanding of all aspects of academic honesty and malpractice
- Develop more advanced and detailed skills regarding citations and bibliographies
- Utilize a wide range of sources of various types (textbooks, periodicals, newspapers, online sources, oral sources, etc.) on a regular basis throughout their work.
- Be familiar with the DP General Regulations related to academic honesty
- Be aware of the specific consequences malpractice can have on all components of the DP (internal and external assessment, extended essay, TOK and CAS)
- The school adopts the American Psychological Association (APA) style when citing reference materials.

For more information about specific age appropriate applications see appendix B

## The Detection of Plagiarism

Teachers must be vigilant of any change of the writing style in an assessment, such as whether the writing style seems to be too mature and error free. Teachers should also be familiar with the books used by the candidates and be vigilant for familiar passages found in the assessment. In addition, LA reserves the right to use web-based plagiarism prevention service (such as Turn-it-in) to monitor the submitted work.

### Procedure of Investigation

- In the MYP students are taught and practice the following ATL skills which will allow them to:
  - locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks), and
  - use appropriate strategies for organizing complex information such as references in to an agreed format.
- If a teacher has suspicion on malpractice, he/she will notify the relevant IB coordinator (DP, MYP or PYP) and the whole process will be confidential.
- If the suspected malpractice is identified outside school, the relevant Coordinator must inform the head of school as soon as possible.
- The teacher and relevant IB Coordinator will conduct an investigation to determine whether the malpractice was calculated, and the legal guardian of the candidate will be informed of the process.
- If malpractice is confirmed, the candidate and his/her guardians will be informed of the consequences (IBO, 2007).

### Rights of the Candidate

- The candidate must be informed if he/ she is under an investigation of possible malpractice. However, the school reserves the right to determine whether or not to

inform the candidate's guardians of the allegation during the investigation.

- The candidate and his/her guardians have the right to see the evidence and any related materials in the investigation, but the head of school or the coordinator may decide to withhold the information.
- The candidate under investigation has the opportunity to be heard and to submit a written defense to the Final Award Committee of IBO. The school has no right to interfere with this process.

## **Consequences of Malpractice**

- All cases of suspected plagiarism will be dealt with on a case by case basis
- If the amount of plagiarism is minimal, marks will not be awarded for the components involving

plagiarism, but a grade will be awarded for the subject. However, if a large proportion of the

assignment is found to have plagiarized, zero mark will be awarded for the subject.

Malpractice during an examination will result in zero marks.

### **Internal Sanctions**

#### **Malpractice Identified Before the Submission Date to IBO**

If issue of authenticity arising from plagiarism is identified before the due date of an assignment, the student should be given the chance to correct the problem before the IBO's submission date. An investigation must be made within the school, the subject teacher will be in the best position to conduct the investigation and to discuss with the issue with the IB DP coordinator.

#### **Malpractice Identified Internally On or After the Submission Deadline**

The Investigation process will still take place once the work has been submitted. If malpractice is confirmed, the student will receive a zero score for the assignment, and the school will inform his/ her guardian. On the second offense, the candidate may not be allowed to attend the exam of a specific subject(s). On the third offense, the candidate might be withdrawn from the IB DP.

### **External Sanctions**

External sanctions are assigned by the IBO or the school. They are issued in cases of academic dishonesty and will affect the final results of the Diploma. Internal sanctions might be applied to malpractice which is suspected in the first draft of an AOI, EE or TOK essay. However, if the suspected malpractice occurs in a later stage, investigation and sanctions will take place when:

- The Coordinator informs the IB Curriculum Assessment Centre (IBCA) that malpractice may have taken place during an examination.
- The examiner suspects malpractice and provides evidence to justify his or her suspicion.
- An IB member of staff identifies examination material that may or may not be the authentic work of a candidate and provide evidence to justify his or her suspicion.
- (Diploma Program Academic Honesty 2007)
- Examiners will report to the IBCA and follow by an investigation. An IB Diploma or Certificate may be revoked at any time if malpractice is established.

## **Policy Review**

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### Reference:

Carroll, J. (2012). *Academic Honesty in the IB*. Geneva: IBO. Retrieved from [www.ibo.org](http://www.ibo.org)  
Program Standards and Practices. (2013). Geneva: IBO. Retrieved from  
<https://www.ibo.org/become/documents/Programmestandardsandpractices.pdf>

# Appendix A

## Referencing Examples

### Using other's work at Primary level

In line with the Program Standard and Practices, "teaching and learning promotes the understanding and practice of academic honesty." (Program Standard and Practices, P.14), teachers promote inquiry and critical-thinking skills by employing a constructivist, inquiry-based approach.

Primary year students are encouraged to acknowledge other's work according to the requirements, for example, using quotation marks to quote other's words. Primary year students are encouraged to apply this way of thinking to everything they do.

### Academic honesty at Secondary level

Approach suggested above is also applicable in secondary years level, in addition, secondary year students are encouraged to cite their references in APA style.

#### 1. Referencing

At LA, American Psychological Association (APA) style should be adopted when citing reference materials.

#### 2. In-text citation

The easiest way to make it clear that which information comes from which resource is to include a brief parenthetical reference in the text near the cited information. This method allows the reader to check up individual sources without interrupting the flow of writing.

The parenthesis should contain the author's last name and year of publication. For example, "Academic honesty is a fundamental and important value for IB programs and it is central to a constructivist learning approach" (Carroll, 2012).

The parenthetical reference "(Carroll, 2012)" lets the readers know that this piece of information is from a source written by Carroll in 2012. They can refer to the details of this source in the bibliography.

Below are other examples in APA:

Works by a single author	as has been shown (Chan 2013)
The author's name appears naturally in the text	Chan (2013) found that...
Source without date of publication: use n.d.	as has been shown (Marsden et al, n.d.)
Cited with two authors	as has been shown (Chan & Kwok, 1998)

Cited with two authors in narrative text	Chan and Kwok (1998) demonstrated that...
Cited with three authors in narrative text	Chan, Yeung and Kwok (1998) demonstrated that...
More than three authors: use et al.	Chan et al., (1998) found that..
Website with an author	Cheung (2008) has demonstrated that...
Website with an institutional author: use the name of that organization	as has been shown (Hong Kong Dolphin Conservation Society 2013)
Website without any recognizable author: use the page name / title	as has been shown (Wikipedia 2009).
Works with no authors	as has been shown (Anonymous, 2013)
Cite a specific part of a source: include page, chapter, etc.	(Chan & Leung, 2013, p. 96)
Cite a specific part of a source without page number: provide the paragraph number	(Chan & Leung, 2008, para. 9)

## Examples of citing in a bibliography (APA)

Books: author(s) or editor(s), date of publication, title, place of publication, and the name of the publisher

Books by one author, in print

Baddeley, A. D. (1986). *Working Memory*. Oxford: Oxford University Press.

Books by multiple authors

Baddeley, A. D., & Bernanke, B. (1986). *Working Memory*. Oxford: Oxford University Press.

Books with no stated author

*Working Memory*. Oxford: Oxford University Press.

Corporate author, author as publisher, accessed online

Baddeley, A. D., & Bernanke, B. (1986). *Working Memory*. Oxford: Oxford University Press. Retrieved from [www.oxfordpress.com](http://www.oxfordpress.com)

Articles in books

John, D. K., (1986). Components of Working Memory. Baddeley, A. D., (Ed.) *Working Memory*. Oxford: Oxford University Press.

Internet material

Article from an online encyclopedia

*Working Memory*. (2008). In Wikipedia. Retrieved May 6, 2008, from <http://search.eb.com>

References to periodical articles must include the following elements: author(s), date of publication, article title, journal title, volume number, issue number (if applicable), and page numbers.

Journal article from a database

Baddeley, A. D. (2008, July 21). Components of Working Memory. *Working Memory*, 158(2), 73-79. Retrieved from Business Source Complete, EBSCO. <http://search.ebscohost.com>

Journal article from internet

Baddeley, A. D. (2008, July 21). Components of Working Memory. *Working Memory*, 158(2), 73-79.

## Newspaper article

Newspaper article in print      Delaney, K. J., Karnitschnig, M., & Guth, R. A. (2008, May 5).  
Microsoft ends pursuit of Yahoo, reassesses its online options. *The Wall Street Journal*, pp. A1, A12.

Newspaper article from internet      Delaney, K. J., Karnitschnig, M., & Guth, R. A. (2008, May 5).  
Microsoft ends pursuit of Yahoo, reassesses its online options. *The Wall Street Journal*, pp. A1, A12. Retrieved from [www.wallstreetjournal.com](http://www.wallstreetjournal.com)

## Putting all the citation together

All the individual entries should be arranged in alphabetical order, according to the author's last name. For example:

Baddeley, A. D. (1986). *Working Memory*. Oxford: Oxford University Press.

Delaney, K. J., Karnitschnig, M., & Guth, R. A. (2008, May 5). Microsoft ends pursuit of Yahoo, reassesses its online options. *The Wall Street Journal*, pp. A1, A12.

John, D. K., (1986). Components of Working Memory. Baddeley, A. D., (Ed.) *Working Memory*. Oxford: Oxford University Press.

## Other strategies helping you avoid plagiarism:

1. Paraphrasing - Use your own words to write a piece of text, however, you must acknowledge the source of the information.
2. Combine information from different sources, avoid using one source only.
3. Cite your sources with different standards according to the instruction of your teacher.
4. Not to help your friend to complete his/ her homework.
5. Contribute to the group as much as possible in-group discussions; the final work must be completed independently despite the fact that the group assignment is based on similar data.

