



## Shahid Mahdavi Educational Complex (SMEC)

### Academic Honesty Policy

"Prevention, not detection, is the best way to reduce plagiarism"

Michael P. Freedman, "A Tale of Plagiarism and a New Paradigm,"

Phi Delta Kappan, Vol. 85, No. 6, March 2004 (MICHAEL P. FREEDMAN is an assistant professor of curriculum and teaching, Graduate School of Education, Fordham University, New York, N.Y.)

As stipulated in the 'Academic honesty' guide: '*Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.*'

### Rationale/statement of purpose for the policy

#### A policy statement

At SMEC we place a high value on honesty and this extends to work submitted for assessment. Our expectations are set out below. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter.

#### As a result, our policy aims to:

- Define concepts associated with academic honesty practices
- Define academic honesty and malpractice in the context of the IB
- Establish roles and responsibilities for *ALL*
- Outline K-12 Academic Honesty continuum
- Provide resources for education and prevention
- Outline penalties associated with academic dishonesty

The IB Learner Profile is embedded in SMEC's daily life and, therefore, is the cornerstone to this policy. This is why our students are encouraged, from a very early age, to follow simple lifelong rules: discipline, respect to others, honesty, perseverance and enthusiasm as well as understanding the value of work.

*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).*

In developing the SMEC academic honesty policy pays special attention to the learner profile and specifically to certain attributes, including:

- **Inquirers** – who acquire the skills necessary to conduct inquiry and research
- **Knowledgeable** – who explore concepts, ideas and issues
- **Principled** – who act with integrity and honesty, take responsibility for their own actions
- **Open-minded** – who are accustomed to seeking and evaluating a range of points of view
- **Risk takers** – who are brave and articulate in defending their beliefs

These qualities when applied to learning and student work will establish skills and behaviour which support good practices to be found in the classroom, used for homework and continued to examination level. The good practices are expected to be introduced, modelled and used throughout the school.

### **Roles and Responsibilities:**

#### **1. The Head of School and/or Principal/s**

Understands and actively encourages academic honesty, promotes a positive school culture, and provides resources to support academic honesty in the school.

#### **2. The Librarian**

The IB Academic Honesty document states that

“Teachers should take advantage of the role and expertise of the school librarian. Trained librarians are fully aware of issues associated with plagiarism, copyright and other ethical issues. School librarians will teach and employ good academic practice for documenting sources used. Their knowledge of resources available and their search skills can be used to validate sources cited, and they are often able to trace the origins of suspect passages. More importantly, the librarian’s skills in locating, evaluating and using information can help students find and use authoritative and reliable information from a variety of sources, print, online, people, and more.”

### **In DP:**

The DP librarians provides ethical guidance alongside information on the most appropriate citation system to use in each DP assignment, particularly the Extended Essay. The DP librarian also provides students with the research skills opportunities by:

- Encouraging RSS feeds to gather subject related ideas

Running workshops on specific technological applications offering short courses/seminars on research skills and media literacy

- team-teaching with subject teachers

- Designing Tasks to practice online search skills (use of Booleans and search limiters) Working on internet research skills (browsing, being aware, searching, monitoring)

### **3. Teachers**

Provide support for academic honesty across the three IB programs and recognize ALL teachers share the responsibility of reinforcing best practices and teaching proper research skills. They Infuse integrity into their classroom culture and all their practices by acknowledging all types of resources and respecting intellectual property.

Teachers give specific requirements as well as written examples of proper citation of a variety of sources in all subject areas. The need to acknowledge the source of data, works of art, computer programs, photographs, diagrams, illustrations, maps, etc is also be made clear to students by their subject teachers. The concepts of intellectual property and academic honesty include the use of footnotes or endnotes to acknowledge the source of an idea that is not the student's own.

Teachers, in conjunction with the librarian, also provide support in research and study skills, and are available to offer further advice and guidance to students.

Assignments are structured to encourage the development of students' own ideas through problem solving, comparison, precise hypothesis, analysis etc.

Teachers, to encourage ethical behavior, may consider having students sign a declaration as a component of assignments stating that the work they submit for assessment is their own authentic work.

Teachers provide a formative assessment structure for investigative reports that includes planning and the evaluation of sources, and reflects the need for candidates' work to be authentic. The formative assessment structure might include:

- a carefully developed thesis
- the evaluation of sources
- planning for an investigation
- personal critique or analysis
- evidence of higher thinking in a proposal of alternative solutions to the issue under discussion
- in-class research assignments.

Teachers guard against what might be described as “academic negligence”. In other words, teachers warn candidates about the consequences of being careless when recording sources, or displaying a cavalier disregard for the origin of material within their work.

**In DP:**

In order for students to consider effective source acknowledgement as an academic skills, and for teachers to integrate academic honesty into their assessed curriculum successfully, all types of formative assessments include a criterion assessing students' understanding and implementation of academic honesty. Therefore, negligence in acknowledging sources and respecting intellectual property will result in losing marks and lower grades. *Also See: Assessment Policy*

#### **4. Parents**

Provide support by sharing the school's academic honesty policy with their children, encouraging ethical behavior and monitoring students' work in the home such as: computer use, homework, or written assignments.

So, parents can help their children to avoid short- and long-term adverse consequences by:

- asking their daughter about their perception of academic dishonesty and discuss practices and malpractices with her.
- encouraging time management and clear communication with teachers. support your daughter in her work, more precisely see to it that they give priority to their academic work, set aside time and a particular space for it, discuss set deadlines with her and related expectations and encourage her to draw up a plan to be able to complete every task on time;
- setting an example for her by being respectful of the school policy and teachers' instructions relating to work
- giving attention to positive behaviours, in particular when she takes the responsibility for her work and complete it on time, and congratulate her on it;
- giving her constructive observations in order to help her have the sense of her own responsibility towards her academic work.
- Considering the extent to which your own desire for your daughter to be successful can sometimes be interpreted as pressure to get "good" grades, no matter the means. Remind your daughter that an average grade earned honestly is far more valuable than an excellent grade awarded on the basis of dishonest work.

Academic honesty is a shared concern while pursuing a common goal: to help our young people to show responsibility, honesty, trust and respect.

#### **5. Students**

All students K-12 are instructed in the correct conventions of academic honesty and encouraged to show ethical behavior and model digital citizenship in their studies.

Students have a responsibility to adhere to both SMEC and IB ethical guidelines and act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. Students take responsibility for their own actions and the consequences that accompany them.

Candidates from the nursery onwards should	Candidates should not :
<ul style="list-style-type: none"> <li>- Tell the truth.</li> <li>- Be responsible for their actions</li> <li>- Understand that an authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged.</li> <li>- Recognize any help from parents, guardian, or other students or friend</li> <li>- Use Netiquette</li> <li>- Know how to paraphrase</li> <li>- Know how to reference work</li> <li>- Know the difference between group work and collusion</li> <li>- Follow the regulations of examinations and assessments</li> <li>- Have personal updated notes</li> <li>- Understand the consequences of malpractice</li> <li>- Acknowledge help from parents, older students and friends</li> <li>- Acknowledge the source of direct quotations</li> <li>- Acknowledge information taken from books, CD-ROMs and the Internet</li> <li>- Acknowledges reference materials in a bibliography</li> <li>- Knows what constitutes cheating and abides by the rules</li> </ul>	<ul style="list-style-type: none"> <li>- Use notes during an examination except with permission from the teacher.</li> <li>- Cheat during an examination.</li> <li>- Copy the work of another student.</li> <li>- Submit copied work as their own.</li> <li>- Complete an assignment for another student.</li> <li>- Allow another student to copy their work</li> <li>- Buy or take essays or assignments already done on the Internet or by another person.</li> <li>- Copy works of art without acknowledging the source.</li> <li>- Breach the computer usage rules.</li> <li>- Save unauthorized programmes on their calculator.</li> <li>- Carry out experiments and research in a laboratory or school grounds not in accordance with ethics: <ul style="list-style-type: none"> <li>o No experiment implying another person may be carried out without their written consent and without their understanding of the nature of the experiment – No experiment leading to any form of suffering may be carried out on human beings or live animals.</li> <li>o No experiment or field work affecting the environment may be carried out – No work of art, performance or film made by the students may affect the environment.</li> <li>o No work of art, performance or film made by the students may consist of gratuitous or excessive violence scenes or sexually explicit scenes.</li> <li>o All the performances must respect others' personal, political and spiritual values and may not contain offensive remarks about race, gender identity or religious beliefs.</li> </ul> </li> <li>- Submit an IT program done by another person.</li> <li>- Steal examination papers.</li> <li>- Modify students' results on a computer or database.</li> </ul>

## **Definition of terms related to malpractice**

The IB 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.'*

### **Malpractice includes:**

- **Plagiarism:** Plagiarism: is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as your own. Plagiarized work is work which fails to acknowledge the sources which it uses or upon which it is based. Plagiarism is a clear breach of academic honesty.
- **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 is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- Disclosure of information to another candidate or receiving information from another candidate about the content of an examination paper.

### **In DP:**

- Taking unauthorized material into the examination room, including a mobile phone, an electronic device, own rough paper, notes ...
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate
- Referring to or attempting to refer to, unauthorized material that is related to the examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination
- Impersonating another candidate
- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination
- Using an unauthorized calculator during an examination
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations
- **Collusion/Collaboration:** Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, 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. Working together is collaboration. Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is malpractice and will be penalized.
- Falsifying a CAS record

**Distinction between good practice and malpractice.**

	<b>Good practice</b>	<b>Malpractice</b>
Using the words and ideas of another person to support one's arguments and plagiarism	<p>Quotations are a fundamental part of any academic endeavor and how to integrate these words and ideas with one's own is an important skill that must be taught.</p> <p>Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone.</p> <p>When using the words of another person, it must become habitual practice for a candidate to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own.</p>	<p>Plagiarism is: '<i>the representation of the ideas or work of another person as the candidate's own.</i>'</p>
Collaboration and collusion	<p>Collaboration can be defined as the action of working together to reach a common objective by sharing information. It implies that the candidate shows open-mindedness and cooperation.</p>	<p>Allowing '<i>one's work to be copied or submitted for assessment by another</i>' constitutes collusion.</p>
Influence and duplication	<p>In the arts, imitation, influence and inspiration are traditionally acceptable. The observation of the form and its resemblance to nature, or to the work of another artist is a skill to be taught to students. However, the original source must always be acknowledged.</p>	<p>Copying works of art, whether music, film, dance, theatre arts or visual arts, without acknowledging the source correctly, also constitutes plagiarism.</p>
Copying and paraphrasing	<p>Paraphrasing is the rendition of another person's words presented in a new style and integrated grammatically into the writing. If done correctly, paraphrasing is a legitimate way to use a source. However, because paraphrasing uses the ideas of another person, it is still necessary to acknowledge the source.</p>	<p>The candidates just copy a passage by replacing some words with their own, then to consider the obtained result as their own work. If paraphrasing is not done correctly, it will be treated as plagiarism. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified alongside the quotation, not solely in the bibliography.</p>

## Regulations and disciplinary procedures

If plagiarism is detected before submission of the IB assessment:

PYP	MYP	DP
<p>If plagiarism is detected in a piece of work or an examination paper, the student will have to redo the work.</p>	<p>If a case of plagiarism is detected in a homework or evaluation, the latter will not be graded.</p> <p>1<sup>st</sup> time: Parents convocation and the task is repeated.</p>	<p><b>Stage 1:</b> The exam invigilator, or the program coordinator inform the program principal and the IBO.</p> <p><b>Stage 2:</b> The IB starts reviewing the assessment submitted and looks for more evidence.</p>
<p>For the first offence, the student and parents are asked to meet with the coordinator. The parents receive a letter written by the teacher describing the situation.</p>	<p>2<sup>nd</sup> time: convocation of the parents and the student by the disciplinary committee and they sign an engagement contract.</p>	<p><b>Stage 3:</b> In case there is enough proof of academic misconduct, the IB Organization is entitled to refuse to mark or moderate assessment submissions. In such cases the Final Award Committee is entitled to award a mark of zero for the component or part(s) of the component that are not marked or moderated due to such irresponsible or unethical behavior.</p>
<p>If the incident occurs again, the parents and the student sign a contract. In case of a third offence, the student will be disciplined according to the Class Council.</p>	<p>3<sup>rd</sup> time: The disciplinary committee evaluates the situation and accordingly, it makes the subsequent decision.</p>	<p><i>Ref: General Regulations: Diploma Program</i></p>

## **Measures taken to provide education and support**

In a cohesive and comprehensive way, students will receive instruction in:

1. Use of the Library and Internet.
2. Basic note taking skills.
3. Simple paraphrasing and adaptation of source material.
4. Ways to acknowledge informally in writing and speech.
5. Relevant use of direct quotations and citations.
6. Simple ways to acknowledge information derived from electronic sources.
7. Writing a bibliography.
8. What constitutes cheating

## **Student Guidelines**

### **Primary**

*The academically honest student agrees:*

#### **TO**

- Acknowledge others' work, including group work
- Acknowledge information that is used from a variety of sources
- Acknowledges reference materials in a bibliography
- Knows what is cheating

#### **NOT**

- Copy from another student
- Do homework for another student
- Give another student her own work to copy.

*In a cohesive and comprehensive way, students will receive instruction in:*

1. Use of the Library and Internet.
2. Basic note taking skills.
3. Simple paraphrasing and adaptation of source material.
4. Simple ways to acknowledge information derived from a variety of sources, including electronic.
5. Writing a bibliography.

## Middle School

*The academically honest student agrees:*

### **TO**

- Acknowledge the source of direct quotations.
- Acknowledge information taken from all sources.
- Acknowledges references in a bibliography.
- Uses in-text citation.
- Know what defines plagiarism.
- Know what defines cheating and abides by the rules.
- Follow all exam rules.

### **NOT**

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as her own that has been copied
- Do homework for another student
- Give another student her own work to copy.

## High School

*The academically honest student agrees:*

### **TO**

- Read and sign the Academic Honesty and Integrity Policy
- Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines
- Understand the definitions of what is considered academic dishonesty
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed
- Talk to the IB Coordinator or IB Academic and Career Counselor when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress
- Understand the proper way of citing or acknowledging original authorship of works or ideas
- Report malpractice and help cultivate a culture of academic honesty at their school
- Understand the consequences of academic dishonesty and malpractice
- Follow all exam rules

### **NOT**

- Use unauthorized materials or devices (including notes, textbooks, universal translator, cell phone, calculator, or any other electronic device) during an assignment or examination without the permission of the instructor.
- Obtain and/or read a copy of an examination before its administration without the permission of the instructor.
- Collaborate with other students or third parties on a take-home examination, paper, homework assignment, lab work or other project without the permission of the instructor. Further clarification: In science, the student's internal assessment is a compilation of his/her lab reports. It is considered collusion in IB for students to work together on lab reports other than the Group 4 project. Fabrication – the creation of false data or citations i.e. fabrication of data:

- Inventing or falsifying the data of a laboratory experiment, field project, CAS activity, or other project.
- Fabricating a citation: Inventing a phony citation for a research paper or other project.
- Altering an assignment: Altering a graded examination, paper, homework assignment, or other project and resubmitting it to the instructor in order to claim an error in grading.
  - Duplicating a work: Using the same work for more than one course without clear permission from the instructor. Students are expected to produce original work for each course of study.
  - Submitting a lab report for more than one course without discussing it with both teachers involved.

*In a cohesive and comprehensive way, students will receive instruction in:*

1. Use of the Library and Internet, and critical evaluation.
2. Note taking skills.
3. Paraphrasing and adaptation of source material.
4. Ways to acknowledge informally in writing and speech.
5. Relevant use of direct quotations and citations, including in-text.
6. Ways to acknowledge information derived from variety of sources, including electronic.
7. Writing a bibliography.
8. What defines cheating and collusion.


**Age-appropriate guidance on expected behaviors/ examples of good referencing/good exam practice counterbalanced with examples of poor referencing/ unacceptable practice**

**Academic honesty in IB programs**

<b>Approaches to teaching and learning</b>	Self-management, social, communication, thinking and research skills
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<b>Activity</b>	Culminating project	Group work	Oral presentation	Creative work	Independent work
<b>PYP EXAMPLES</b>	<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</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>

		reminded of the importance of practicing social, communication and thinking skills.			
<b>Activity</b>		<b>Community project</b> 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.  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.)  The teacher	<b>Language and literature presentation</b> 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	<b>Design</b> 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?  The teacher reviews the MYP design cycle, explaining that inquiring and analyzing 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.	<b>Sciences</b> 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.  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.
<b>MYP EXAMPLES</b>					

		provides the student with additional opportunities to practice paraphrasing skills, and may use peer-coaching strategies to empower students to work collaboratively when documenting sources.	needed. 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).		
<b>Activity</b>	<b>Culminating project</b> <b>English A Extended essay</b>	<b>Group work</b> <b>Psychology</b> <b>Internal assessment</b>	<b>Oral presentation</b> <b>TOK presentation</b>	<b>Creative work</b> <b>Visual arts</b> <b>Studio work</b>	<b>Independent work</b> <b>ITGS Internal assessment</b>
<b>DP EXAMPLES</b>	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. 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	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.	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. The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other	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. 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.	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. As the deadline for submitting internal assessments approaches, the teacher initiates discussion with the

	<p>on the topic, which increases the temptation for the student to pass off others' ideas as his own.</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>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>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>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>
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## **How can students make sure that they are not plagiarizing material?**

- Using citation and referencing
- Acknowledging ideas and words of others
- Treating CD Rom, email messages, web sites on the Internet and any other electronic media in the same way as books and journals
- Acknowledging the sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual and similar material

## **The responsibilities of each student**

All SMEC students are instructed in the correct conventions of academic honesty and encouraged to show ethical behavior and model digital citizenship in their studies.

Students have a responsibility to adhere to both SMEC and IB ethical guidelines and act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. Students take responsibility for their own actions and the consequences that accompany them.

- Submitting their own work
- Acknowledging the ideas and words of others
- Reviewing their work to make sure that all data received from outside is either recited or acknowledged
- Complying with deadlines
- Knowing the consequences of suspected work of academic dishonesty

## **This document has been created based on:**

Academic honesty in the IB educational context

Handbook of Procedure for the Diploma Program 2017

Diploma Program: From principles into Practice

General Regulations: Diploma Program