Academic Integrity Policy

Senja videregående skoles Academic Integrity Policy

Innholdsfortegnelse

1 Mission statement

We, Senja videregående skole, find it important to give a varied educational offer. A diverse body of students gives the opportunity to an exciting and developing learning environment for both students and teachers. We will, through good dialogue and a respectful positive attitude, create a good working environment.

We want to facilitate our students in obtaining the best results possible. We will continuously work in developing and practicing a range of teaching and learning methods that contribute to each student receiving an education that is suited to his or her aspirations, abilities and needs. Our students are important contributors in our planning and are given responsibilities and duties.

Dialogue and cooperation are important features of our teaching and learning environment. We place our students in the core of our thinking. Our students are active contributors, and our teachers are inspiring, monitoring, knowledgeable pedagogues who are well-respected.

Senja videregående skole's pedagogical platform is based on our slogan "MMS":

M
Mangfold
(Diversity)

M
Mestring
(Excellence)

S
Samhold
(Unity)

Diversity through an international school environment by respecting other people's values and traditions. Diversity also means that each and every one of us is unique and that people with their differences can also be right.

Excellence through strong academic tradition; by maintaining high standards (highly qualified teaching staff as well as high academic achievement standards); by helping and aiding students to achieve their academic goals through focusing on approaches to teaching and approaches to learning.

Unity: Senja videregående skole wants to be a school with good relations between all groups in our organization. We interact with each other in a positive manner. We focus on bringing people together and creating good learning environments with emphasis on student democracy.

As learning community, we develop individuals and groups in the school environment as inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflected.

2 Why do we need Academic Integrity?

Academic Integrity is needed to:

- maintain fairness
- maintain trust and credibility
- develop respect for others

"Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work." (p.3 Academic integrity)

 Senja videregående skole wishes to instill values and skills that promote personal integrity and good practice in teaching, learning and assessment. In practice, this means that the work you present as your own writing and thinking is indeed your own and, if you have used other people's ideas and words, this is acknowledged. These ideas and words mean written, oral or electronic products including: text, visual, audio, graphic, artistic, lectures, interviews, conversations, letters, broadcasts, maps and similar. Ideas and thinking are intellectual property and therefore protected.

We know that our students come from diverse backgrounds academically and that we therefore need to pay attention to the principles of Academic Integrity at both beginner and advanced levels to prevent students from gaining an unfair advantage. The assessment of the students' work is essential for evaluation. The evaluation is an important tool to measure the student's knowledge and is used when students enter university, therefore the grading needs to be fair and reliable. Detecting malpractice and unfair advantages is important so that neither our grading nor our conduct are compromised.

All members of the school community have important roles in having and maintaining a school community with high standards that promote academic integrity.

3 Definitions regarding academic misconduct

"The IB defines student academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations, and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen." (p.3 Academic Integrity)

Plagiarism is the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is facilitating another student's academic misconduct and/or cooperation between students and submitting work as one's own.

Duplication of work is the presentation of the same work for different assessment components and/or Diploma Programme requirements.

Shadow writing is when a student receives help to write the text or gets someone to write it for them.

Misuse translation services is writing a text in one language and using a translation service to acquire the text in the target language.

Fraudulent Behaviour is using unauthorized material or equipment during in-class assessments.

4 Preventive work

The whole school community is responsible for participating in and promoting high standards of academic integrity. The individual responsibilities are divided as follows:

-	-
The School Management team	Keeps focus in the organization on the topic, provides the school body with clear definitions and guidelines.
The Head Teacher	Keeps the overall attention to the rules and regulations that apply for the student body – all ideas and interpretations are communicated well in the dialogue. Creates an overall understanding about proper conduct. Promotes the ideal. Promote the IB learner Profile.
Subject teacher	Trains students to be academic honest by focusing on the writing process, how to cite and make references, source evaluation, as well as critical thinking. The subject teacher also authenticates the student's work and works with students to promote the IB learner profile attributes.
Students	Are principled and positive towards learning – this includes the principles of good academic conduct and works towards the ideals of the IB Learner Profile. The student also signs a declaration that the work submitted is their own and according to the standards.
Parents and legal guardians	Are informed about the standards and support the student and school in promoting academic honesty.

The school actively promotes academic integrity through the following means:

- Beginning of the year workshops include the following topics:
    - Types of misconduct
    - Note taking techniques
    - Summarizing
    - Paraphrasing
    - Proper citation – direct and indirect citations
    - Zotero referencing techniques
- Assessment of the students' understanding of the above topics
- Case Studies with investigating misconduct examples
- Review in connection with presentation of EE in January

- Review in connection with IA by subject teachers

5 Prevention and penalty matrices

A. Academic Misconduct: In the Learning Process, smaller hand-ins, smaller tests and presentations.

What?	-	How to prevent	-	Actions	-
Plagiarism	PREVENTING	Focus on the learning process and the writing process which includes the principles of Assessment for Learning. Focus on critical thinking, source evaluation, integrity, self-evaluation, development on the learner. Note taking techniques. Using example texts.	Detection Investigation	Possible ways of detecting: Euphorus, search engines, knowing the writing style and then noticing when not "own writing". When suspicion: investigation, detection and establishing evidence. Guidance: Formative feedback, supervision since this is a part of the learning process.	Fairness
Collusion	PREVENTING	Learn the principles of collaborative learning (the difference between that and splitting work)	Detection Investigation	Same	Fairness
Duplication of work	PREVENTING		Detection Investigation	same	Fairness

What?	-	How to prevent	-	Actions	-
Shadow writing	PREVENTING	Focusing on the importance of and the interrelationship between developing the text and the thought.	Detection Investigation	same	Fairness
Using translation programmes	PREVENTING		Detection Investigation	Same	Fairness
Fraudulent Behaviour		Use clear guidelines on which equipment and materials can be used in the given assessment			

B. Academic Misconduct: Larger hand-ins. tests, draft of IA and EE

What?	-	How to prevent	-	Actions	-

What?	-	How to prevent	-	Actions	-
Plagiarism	PREVENTING	Focus on the learning process and the writing process which includes the principles of Assessment for Learning. Focus on critical thinking, source evaluation, integrity, self-evaluation, development on the learner. Note taking techniques. Using example texts.	Detection Investigation	Possible ways of detecting: Euphorus, search engines, knowing the writing style and then noticing when not "own writing". When suspicion: investigation, detection and establishing evidence. Student is presented the evidence and allowed to make a statement in a formal conversation. If work is ruled to be malpractice: 1. Work is dismissed 2. Formal letter of warning (also to legal guardians)	Fairness
Collusion	PREVENTING	Learn the principles of collaborative learning (the difference between that and splitting work)	Detection Investigation	Same	Fairness

What?	-	How to prevent	-	Actions	-
Duplication of work	PREVENTING		Detection Investigation	Same	Fairness
Shadow writing	PREVENTING	Focusing on the importance of and the interrelationship between developing the text and the thought.	Detection Investigation	Same	Fairness
Using translation programmes	PREVENTING		Detection Investigation	Same	Fairness
Fraudulent Behaviour		Use clear guidelines on which equipment and materials can be used in the given assessment			

C. Academic Misconduct: IA and EE final version

What?	-	How to prevent	-	Actions	-
Plagiarism	PREVENTING	The focus of Academic Honesty has been the issue in the learning process and in the drafts handed in. The student signs a declaration on	Detection Investigation	Possible ways of detecting: Euphorus, search engines, knowing the writing style and then noticing when not "own	Fairness

What?	-	How to prevent	-	Actions	-
		the cover sheet: "I confirm that this is work is my own and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual." The teacher also signs a declaration "To the best of my knowledge, the material submitted is the authentic work of the candidate." This means that the teacher has followed the process and the development of the assignment and can verify the authenticity of the work handed in.		writing". If noticed by the school – the work will be dismissed and the subject teacher/supervisor does not sign the declaration of authenticity. The IB coordinator informs the IB. If the student does not sign the declaration of authenticity, the IB coordinator informs the IB. If suspect of malpractice is noticed by the IB (examiner), the IB coordinator is contacted and evidence of malpractice is given. The IB coordinator investigates the case, interviews the candidate in question. Statements are written by: • The candidate • The subject teacher • Coordinator These are all	

What?	-	How to prevent	-	Actions	-
				sent to the IB academic.honesty@ibo.org together with the Academic honesty policy. The Final Award Committee has the final decision. The result of the investigation is normally presented to the school via the coordinator a couple of days prior to the result is published.	
Collusion	PREVENTING	Same	Detection Investigation	Same	Fairness
Duplication of work	PREVENTING	Same	Detection Investigation	Same	Fairness
Shadow writing	PREVENTING	Same	Detection Investigation	Same	Fairness
Using translation programmes	PREVENTING	Same	Detection Investigation	Same	Fairness

D. Misconduct Durin Examination

Definitions	-	How to prevent	-	Actions	-
Academic	PREVENTING	The	Detection	Possible ways	* The

Definitions	-	How to prevent	-	Actions	-
misconduct constitutes a breach of regulations that, if confirmed by the final award committee, will result in no grade being awarded in the subject and level concerned. The following actions are examples of misconduct relating to the written examinations: • stealing examination papers • failing to obey the instructions of the coordinator/invigilator • communicating with another candidate • helping or receiving help from another candidate • impersonating another candidate • possession of unauthorized material • consulting material		candidates are aware of what constitutes misconduct during the examination. Both this document and the penalty matrices in the IB Academic integrity document is readily available to the students. Case studies on examination misconduct has been conducted before the examinations. During the mock exam period, the examiner is strictly observing any breaches of regulations. The candidates receive warnings for any breach.	Investigation	of detecting: Euphorus, search engines, knowing the writing style and then noticing when not "own writing". If noticed by the school – the work will be dismissed and the subject teacher/supervisor does not sign the declaration of authenticity. The IB coordinator informs the IB. If the student does not sign the declaration of authenticity, the IB coordinator informs the IB. If suspect of malpractice is noticed by the IB (examiner), the IB coordinator is contacted and evidence of malpractice is given. The IB coordinator investigates the case, interviews the	coordinator has the right to expel from the examination room any candidate whose behaviour is interfering with the proper conduct of the examinations. * A candidate should not be expelled from the examination room solely on the basis of suspected misconduct. Whenever misconduct is suspected, if practical, the candidate should be formally cautioned but allowed to complete the examination. However, to avoid disturbing other candidates, it is acceptable to raise the matter with the candidate concerned at the end of the examination.

Definitions	-	How to prevent	-	Actions	-
outside the examination room during a period of absence • behaving in a way that may disrupt the examination or distract other candidates • submitting work for assessment that is not authentic • removing or attempting to remove from the examination room examination material, such as answer booklets or examination papers • leaving the examination room without permission • continuing to answer an examination paper when told to stop by an invigilator or the coordinator • disclosing or discussing the content of any examination				candidate in question. Statements are written by: • The candidate • The subject teacher • Coordinator These are all sent to the IB academic.honesty@ibo.org together with the Academic honesty policy. The Final Award Committee has the final decision. The result of the investigation is normally presented to the school via the coordinator a couple of days prior to the result is published.	This excludes disruptive behaviour, which must be stopped immediately.

Definitions	-	How to prevent	-	Actions	-
paper with any person outside the immediate school community within 24 hours after an examination.					

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Sources:

"*Academic integrity*", International Baccalaureate Organization (UK) Ltd. Cardiff, Wales: October 2019.
Print *"Effective Citing and Referencing",* International Baccalaureate Organization (UK) Ltd. Cardiff, Wales:
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