

3303 Senja videregående skole

Academic Honesty Policy

SENJA VIDEREGÅENDE SKOLE'S 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 working and learning methods that contribute to each student receiving an education that is suited to his or her 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 learning and working environment. We place our students in the core of our thinking. Our students are active participator/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.

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.

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.

Focusing on academic progress and success within the educational programme of the IB, is a part of promoting excellence and thus maintaining high standard in the teaching and learning.

We know that our students come from a diverse background academically and that we therefore need to pay attention to the principles of Academic Honesty at both beginner and advanced level in order to prevent students from gaining an unfair advantage. The assessment of the students' work is essential for grading. The grading 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 conduct are compromised.

The key principles of dealing with academic misconduct:

- Prevention
- Detection
- Investigation
- Fair treatment

1. What is Academic Honesty?

Being academic honest means that you have 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 that might be the following: text, visual, audio, graphic, artistic, lectures, interviews, conversations, letters, broadcasts, maps and similar. Ideas and thinking are intellectual property and therefore protected.

All members of the school community have important roles in having and maintaining a school community with high standards regarding academic honesty. This is an important part of being professional.

The whole school must take part in promoting high standards and act accordingly.

| | |
|-----------------------------|--|
| The School Management team | Keeps focus in the organization on the topic, provides 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, 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. |

All texts must include a bibliography of sources used.

The reader should easily be able to distinguish between our words and those of others by quotations and paraphrasing. Citations and references are consistent throughout the document. In the IB guide Effective citing and referencing (pp 6- 10), the IB provides us with good examples on citing.

<http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fg%5F0%5Fmalpr%5Fsup%5F1408%5F2b%5Fe%2Epdf>

2. What is Academic Misconduct? When are you Academic Dis-Honest? Definitions

The IB Organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct.

Plagiarism is defined as 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 defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Duplication of work is defined as 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 get someone to write it for them.

Misuse translation services is when a student write a text in one language and use a translation service to get the text in the target language.

Good information and discussions to understand the aspects of academic honesty and academic misconduct is important for all parties involved.

Academic Misconduct or improper action always depends on the situation. It is important to keep in mind that the aim is being academic honest and having high standards, therefore it is important to have a good process to get where we aim, and we need to be aware that the same principles/standards do not apply at the beginning of the process as at the end.

3. Academic Misconduct in Context – Preventing – Detecting – Investigating – taking Action

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

| What? | How to prevent? | Actions |
|------------------------------|---|---|
| Plagiarism | 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. | <p>Possible ways of detecting:</p> <p>Euphorus, search engines, knowing the writing style and then noticing when not “own writing”.</p> <p>When suspicion: investigation, detection and establishing evidence.</p> <p>Guidance: Formative feedback, supervision since this is a part of the learning process.</p> |
| Collusion | Learn the principles of collaborative learning (the difference between that and splitting work) | |
| Duplication of work | | |
| Shadow writing | Focusing on the importance of and the interrelationship between developing the text and the thought. | |
| Using translation programmes | | |

PREVENTING

DETECTION INVESTIGATION

FAIRNESS

B. Academic Misconduct: Hand-ins bigger work, tests, draft of IA and EE

| What? | How to prevent? | Actions |
|------------------------------|---|---|
| Plagiarism | <p>Focus on the learning process and the writing process with includes the principles of Assessment for Learning.</p> <p>Focus on critical thinking, source evaluation, integrity, self-evaluation, development on the learner.</p> <p>Note taking techniques</p> <p>Using example texts.</p> | <p>Possible ways of detecting: Euphorus, search engines, knowing the writing style and then noticing when not “own writing”.</p> <p>When suspicion: investigation, detection and establishing evidence.</p> <p>Student is presented the evidence and allowed to make a statement.</p> <p>If work is ruled to be malpractice:</p> <ol style="list-style-type: none"> 1. Work is dismissed 2. Formal letter of warning (also to legal guardians). |
| Collusion | <p>Learn the principles of collaborative learning (the difference between that and splitting work)</p> | |
| Duplication of work | | |
| Shadow writing | <p>Focusing on the importance of and the interrelationship between developing the text and the thought.</p> | |
| Using translation programmes | | |

PREVENTING

DETECTION INVESTIGATION

FAIRNESS

C. Academic Misconduct: IA and EE final version

| What? | PREVENTING | How to prevent? | DETECTION INVESTIGATION | Actions | FAIRNESS |
|------------------------------|------------|---|-------------------------|---|----------|
| Plagiarism | | The focus of Academic Honesty has been the issue in the learning process and in the drafts handed in. | | Possible ways of detecting: Euphorus, search engines, knowing the writing style and then noticing when not “own writing”. | |
| Collusion | | The student signs a declaration on the cover sheet: | | 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. | |
| Duplication of work | | “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.” | | If the student does not sign the declaration of authenticity, the IB coordinator informs the IB. | |
| Shadow writing | | 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. | | 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: | |
| Using translation programmes | | <ul style="list-style-type: none"> • 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. | | | |

D. Misconduct During Examination

| PREVENTING | Definitions and how to prevent? | DETECTION INVESTIGATION | Actions | FAIRNESS |
|-------------------|---|--------------------------------|--|-----------------|
| | <p>Information about what is defined as academic misconduct:</p> <p>Academic 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:</p> <ul style="list-style-type: none"> • 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 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 paper with any person outside the immediate school community within 24 hours after an examination. | | <ul style="list-style-type: none"> * 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. This excludes disruptive behaviour, which must be stopped immediately. | |

Important documents:

Academic Honesty

Effective Citing and Referencing

IB Diploma: Rules and Regulations

Academic honesty in the IB educational context

Appendix 1: Academic Honesty – Investigating malpractice – Academic Honesty pp 19-22