

## Academic Integrity - Policy Statement

The Swiss International Scientific School in Dubai (SISD) commits wholeheartedly to the values of the IB Learner Profile. Of particular relevance in the context of academic integrity is the concept of being **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.” (International Baccalaureate)

## Aims of this policy

- To underpin school values (Excellence, Together)
- To underpin IB Learner Profile values (Principled, Thinkers)
- To help students make sound decisions for themselves
- To avoid unacceptable behaviour spreading to different contexts
- To prepare students for rigorous further study

## Practice

### Definitions of academic misconduct

SISD commits to helping students avoid either intentionally or unwittingly finding themselves operating contrary to the spirit of academic integrity.

It is essential to note that academic misconduct can be unintentional and teaching and learning at SISD addresses this. SISD equips students to understand what is acceptable in order that any form of misconduct be completely avoided.

### Plagiarism

The representation, deliberately or without realising, of the ideas, words or work of another person without clear acknowledgement. This can be books and articles but also information from websites, blogs, Wikipedia, email messages and more. Collusion

### Collusion

This is supporting someone else’s academic dishonesty – even if you do not stand to gain academically. This means that allowing a friend to copy his or her work would result in disciplinary sanctions for both parties, not just the person who has benefited.

### Cheating

Using unfair methods to gain an advantage over peers – perhaps by taking unauthorized sheets of paper into a test, for example. Cheating on internal school or external examinations will result in disciplinary action and a withdrawal of a mark/grade for the examination.

### Duplication of Work

Duplication of work, also known as auto-plagiarism is the practice of submitting one’s own work again for further academic credit without citation of previous work. Students who have previously submitted work that is relevant to their current

task must seek advice from the librarian or their teacher on how to incorporate sections of this previous work without duplicating it or committing auto-plagiarism.

## Expectations

### What is expected of students?

Students should aim to behave honestly and with integrity. If students are unclear about whether or not what they are doing is appropriate, they should ask a teacher or their programme coordinator. It is absolutely vital that this happens before students and teachers sign formal declarations for submission of work to the IB.

### What is expected of teachers?

Teachers at SISD are expected to model best practice and to be proactive in preventing academic dishonesty at as early a stage as possible. If appropriate, they use this process as a learning opportunity for all students. Through units of inquiry and the personal development programme, teachers integrate academic honesty into the curriculum. The Library will also run lessons on citation and sourcing for students, assist in the conduct of the academic integrity test and assist students in locating suitable sources for their research and inquiry work.

### What is expected of parents?

Parents are asked to encourage consistency by supporting the application of this policy at home. Where they are aware that students have received help or have used sources to improve their work, they ensure that referencing is appropriate. If parents have concerns, they should encourage their children to meet with their teachers and follow up that this has happened. In cases of real concern, they should not hesitate to contact the school directly.

### What is expected of the school?

The school commits to ensuring that practice with regard to academic honesty is internally consistent and aligned with that of IB World Schools by providing regular and rigorous professional development as well as a safe environment in which barriers to communication between students, parents, teachers and leadership are removed.

## Legitimate collaboration as opposed to unacceptable collusion

It may well be the case that an IB programme requires students to collaborate such as in an exhibition (PYP), community project (MYP) or Group 4 project work (DP). Teachers will make clear what expectations are but students are expected to ensure that they share the work fairly. When it comes to handing in written work, this must be individual. Unacceptable collusion, on the other hand, describes a situation in which work by one student is copied by another. If the first student is unaware of what is happening, this constitutes cheating by the second.

## Procedure

Prevention is preferable to cure: to that end, the emphasis is on teaching students how to avoid getting in to trouble. This is why low level, isolated mistakes reflecting poor practice may be dealt with as learning opportunities rather than formally sanctioned – for example a student may simply be required to correct inadequate referencing and resubmit. That said, the examples below give an indication of the consequences of more serious academic dishonesty. The list is not exhaustive.

Level	Examples	Consequences
Serious	<p>Copied work submitted as one's own – even if this is only a minority of the work.</p> <p>Students hand in the same work against instructions</p>	<ul style="list-style-type: none"> <li>• All students involved complete a relevant and reflective piece of work (duration approximately 1 hour)</li> <li>• Meet with Programme Coordinator</li> <li>• Incident recorded under discipline folder</li> <li>• Parents informally notified by tutor</li> </ul>
Severe	<p>A student uses a mobile phone during an internal formal exam</p> <p>Student passes notes in an exam</p>	<ul style="list-style-type: none"> <li>• Student(s) does not receive a grade for the exam</li> <li>• Student completes a relevant and reflective piece of work (duration approximately 3 hours)</li> <li>• Meets with Head of Section</li> <li>• Incident recorded under discipline folder</li> <li>• Parents formally notified by Head of Section</li> </ul>
Critical	<p>School or IB identifies collusion after student declaration has been signed on an IB internal assessment</p>	<ul style="list-style-type: none"> <li>• IB informed (individual course or diploma/certificate at risk in MYP/DP) • Student meets Head of School • Student may be suspended or asked to leave</li> </ul>

## Referencing

### Conventions for citation

SISD encourages students to follow the MLA convention for citation. A detailed explanation of how to use this format is provided at <https://www.library.cornell.edu/research/citation/mla>, and this model is supported by the school in the personal development programme and through Approaches to Teaching and Learning. Students may also access EasyBib at <http://www.easybib.com>

Secondary Students will be taught to cite correctly in MLA format through collaboration between the library and their subject classes. Once this has taken place, students take an academic integrity test which they must pass with 100% or retake until they do.

That said, the school recognises that it may be impractical and restrictive for only one style to be allowed across the school, especially given the range of subjects and languages on offer. To that end, and under the guidance of their teachers, students choosing to use other formats are free to do so but it is expected that their referencing be consistent. Monitoring and review

This policy is reviewed every two years by a committee chaired by the DP Coordinator, including the PYP and MYP Coordinator as well as a teacher from each of the three school sections.

## Works cited

Cornell University Library. "MLA Citation Style." Cornell University Library. Cornell University, 2009. Web. 12th November 2015 <http://www.library.cornell.edu/resrch/intro> .

The International Baccalaureate. "Learner Profile." The International Baccalaureate, 2014. Web. 12th November 2015 <http://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/learner-profileen.pdf> .