



SPOJENÁ ŠKOLA
Gymnázium Jura Hronca a Základná škola
Košická

Novohradská 3, 821 09 Bratislava
Tel: +421 2 210 28 300 Email: riaditel@gjh.sk



ACADEMIC INTEGRITY POLICY

Principles and school's philosophy

We, the teachers and students at Spojená škola Novohradská realise that we live in the information age. Nowadays, it is extremely easy to access an enormous amount of information which we can work with and use for our development and enrichment. However, this quick and easy access to information is not only an opportunity but also a challenge. An immense amount of misinformation, hoaxes and conspiracy theories is disseminated on the internet and on social media. Therefore, we realise that when working with sources of information it is of utmost importance for us to be cautious and responsible and make sure they are of high quality and reliability.

Due to all these reasons we want to follow the following principles when working on school assignments and projects:

- we will use multiple sources to double check the veracity of information
- we will work with various types of sources, both print and internet sources
- we will make sure that the author is an expert in the field they are discussing
- if the name of the author is unavailable, we will make sure that the source is published and backed by a scientific, scholarly or educational institution that guarantees its reliability

Academic Integrity is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection. When working on school projects and assignments we work with sources of information. These are a result of the work of their authors, therefore, they are their intellectual property. When working with sources we will strive to maintain our academic integrity. We will do our best to conduct ourselves honestly and avoid all types of plagiarism. We will reference the sources correctly in order to show respect to their effort and acknowledge that they are the intellectual property of their authors. When referencing sources we have chosen to use the Modern Language Association referencing system.

At our school we understand that Academic Integrity is part of being "principled", a learner

profile attribute where learners strive to “act with **integrity** and **honesty**” and reflect all five fundamentals - ‘honesty, trust, fairness, respect and responsibility’. (*Guide to programme evaluation*, IBO 2020, p.29). We act with a strong sense of **fairness, trust to ourselves and others** and justice, and with **respect** for the dignity and rights of people everywhere inside or outside our school. We take **responsibility** for our actions and their consequences.

Acting with Academic Integrity means that we ensure that a school’s procedures for this practice are transparent, fair and consistent. We understand that it describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions.

The Academic Integrity Policy of the school and the consequences of not adhering to the rules are explained in the School’s Code of Conduct https://www.gjh.sk/informacie/dokumenty/skolsky_poriadok_2022.pdf. The rules are especially discussed by every homeroom teacher of the whole school during the dedicated time at the beginning of every school year, as well as at the first Parent-Teacher meeting of the school year. These are also available on the school website for students, parents and teachers for reference. They are revisited yearly.

Academic Integrity relates to academic work which can be defined as follows: Any work submitted by a student which will be used for academic assessment for example culminating project, group work, presentations, creative work, independent work or any work the author of which claims to be his/her own. Academic work can be in electronic, written or oral form.

Behaviour that does not fall in line with the principles of Academic Integrity Policy

The following is an illustrative, but not exhaustive list of unacceptable behaviour in terms of academic work:

- Copying another person’s work
- Allowing one’s own work to be copied
- Cheating in any form of examination
- Plagiarism
- Data falsification
- Forgery of parents’/ guardians’ signature
- Using mobile apps for completion of homework/projects against teachers approval

Tips for avoiding unacceptable behaviour

Self-management skills

– be open-minded and take pride in your work, plan and carry out activities connected to any work effectively, use your time effectively and appropriately, always do your best to finish your

work and do it as well as you can.

Social skills

– accept the responsibility for taking on and completing a task in an appropriate manner, while working with others, listen sensitively to others and respect their involvement in work, share your work ideas, ask for help from a teacher, friend or family member. If a group work is submitted, it must be acknowledged whose contribution is being submitted or presented. Group work should never be taken as the contribution of an individual.

Communication skills

– listen for information, directions and express your ideas clearly, explain where the information, pictures, data come from.

Thinking skills

– make your thinking visible, make use of previously acquired knowledge in practical or other ways, make judgments of decisions based on chosen criteria and make sure you can trust your source of information, think about several different points of view, and analyse it. Make sure you understand the language and the concepts.

Research skills

– plan your work, develop a course of action, gather information from a variety of sources, record, date and organise them, draw conclusions and effectively communicate what you have learnt, assess your work objectively.

Prevention

All stakeholders agree that it must be made clear that honest practices are expected and repeated cases of dishonest practice are unacceptable at the school and will be dealt with accordingly.

Consequences of academic dishonesty

- Cases of academic dishonesty will be dealt with on a case by case basis.
- The teacher who discovers the dishonesty shall report the case to the class teacher who will immediately inform the parents, the Academic Honesty Leader, Mr. Radoslav Deák and the PYP/MYP/DP Coordinator and/or the Head of the international school.
- Evidence of cheating shall be kept on record for later action.
- The student will be given the opportunity to explain himself/herself and this shall be taken into consideration later as well.
- The school reserves the right to impose penalties according to the School Rules of Conduct.

What is academic integrity?

Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. Although it is probably easier to explain to candidates what constitutes academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment. Learning and adopting the philosophy of academic integrity and the respect towards intellectual property makes students honest and principled learners.

What is referencing?

Referencing is acknowledging the original source or sources. Referencing should occur in the body of a student's work (in-text citation) and when listing works cited at the end of a student's work. All exact words (either written or spoken), summarised or paraphrased texts, data, images (graphs, tables, multimedia, videos, etc.), illustrations, drawings, concepts or ideas, theories, opinions, etc. always NEED TO BE acknowledged by a student in the Middle Years Programme.

Normally, common knowledge or facts do not need to be acknowledged. However, as to what constitutes common knowledge can vary from person to person. Therefore, such matters should be checked with the teachers themselves.

Why bother with referencing?

What can help students is to understand the process of sharing and creating ideas at school and, later on, university. All knowledge is built from previous knowledge. As we read, study, perform experiments, and gather perspectives, we are using other people's ideas. Building on other people's ideas, we create our own. When students put their ideas on paper, the teachers want to distinguish between the "building block ideas" borrowed from other people and their own newly reasoned ideas or conclusions. The students make these distinctions in a written paper by citing the sources for your "building block ideas". Giving clear credit for ideas matters in school as well as in the professional community.¹ At the same time, by giving credit to the authors the students learn to respect intellectual property thus developing their "principled" learner profile attribute.

¹ Adapted from: <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

What is malpractice?

The IB Regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Malpractice includes:

- **plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own
- **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 (IBO Academic Honesty, 2007, p.13)

According the Merriam Webster² dictionary "to plagiarise" means:

- to steal and pass off (the ideas or words of another) as one's own
- use (another's production) without crediting the source
- to commit literary theft
- present as new and original an idea or product derived from an existing source

ACADEMIC INTEGRITY POLICY OF PRIMARY YEARS PROGRAMME

Guidelines for citing and referencing for V.PYP

An Individual declaration of Academic Honesty is signed by every V.PYP student and this document is a part of the document – Welcome to PYP exhibition, which is the Exhibition student Booklet.

Citing Requirements for the Exhibition Work

V.PYP students and teachers/ mentors work with a simplified MLA version which they later use also in pre-MYP and I.MYP.

For more info, please see:

- the chart in *No. 7. Skill acquisition in each year, section Academic Integrity Policy of Middle Years Programme*
- *posters No. 02,04,05,06,07-08 attached*

² <http://www.merriam-webster.com/dictionary/plagiarize>

ACADEMIC INTEGRITY POLICY OF MIDDLE YEARS PROGRAMME

Expectations from MYP students

- to understand the importance of respecting and acknowledging other people's work and ideas
- to avoid malpractice that would give the student or their classmates an unfair advantage in the assessment
- to know how to reference correctly and appropriately
- to be aware of the consequences for malpractice

Role of the Academic Integrity leader

The Academic Integrity leader is responsible for engaging the students in a discussion about the overall philosophy of academic integrity, for providing the students with basic instructions regarding working with sources of information (identifying quality sources of information, differentiating between high-quality and low-quality sources of information), processing information and creating an assignment while respecting the principles of academic integrity and intellectual property. The leader also provides the students with the information on how to reference sources, how to use a referencing system properly. The students are consequently ready to cooperate with the subject teachers on their research assignments. The Academic Integrity leader is involved in dealing with all student infringements of academic integrity in the PYP5 and MYP programme and in communicating about them with the MYP coordinator and the school management.

Skill acquisition in each grade

DEVELOPING ACADEMIC INTEGRITY SKILLS THROUGHOUT THE MYP						
SKILL	Pre-MYP	I.MYP	II.MYP	III.MYP	IV.MYP	V.MYP
Understanding the concept and principles of Academic Integrity	X	X	X	X	X	X
Understanding plagiarism and various types of malpractice	X	X	X	X	X	X
Assessing the quality of sources (differentiating between sources of high and low quality)	X	X	X	X	X	X
Using a simplified version of the MLA referencing system to write a simple bibliography (how to cite books, journals and	X	X				

magazines, websites, films and videos and personal interviews in a simplified version of the MLA)						
Listing the sources in the bibliography in alphabetical order		X	X	X	X	X
Using the full version of the MLA referencing system to write a sophisticated bibliography (how to cite books with two or more authors, journals and magazines, websites, films and videos and personal interviews in the actual MLA referencing system)			X	X	X	X
Using hanging indents in the bibliography			X	X	X	X
Using in-text citations (direct quotes and paraphrases)				X	X	X

Consequences in case of malpractice

Students of PreMYP and I. MYP

First instance of malpractice:

- A discussion of the problem with the subject teacher and the Academic Integrity leader
- The student is allowed to redo the assignment without any other consequences

Second instance of malpractice:

- A discussion of the problem with the subject teacher and the Academic Integrity leader
- The student receives a zero in the criteria the assignment is assessed against (it is not possible for him/her to redo the assignment)
- The parents of the student receive a written notice of the misconduct

Third or further instance of malpractice:

- A discussion of the problem with the subject teacher and the Academic Integrity leader
- The student receives a zero in the criteria the assignment is assessed against (it is not possible for him/her to redo the assignment)
- The student receives a lowered grade in manners

Students of II.MYP – V.MYP

First instance of malpractice:

- A discussion of the problem with the subject teacher and the Academic Integrity leader
- The student receives a zero in the criteria the assignment is assessed against (it is not possible for him/her to redo the assignment)
- The parents of the student receive a written notice of the misconduct

Second or further instance of malpractice:

- A discussion of the problem with the subject teacher and the Academic Integrity leader
- The student receives a zero in the criteria the assignment is assessed against (it is not possible for him/her to redo the assignment)
- The student receives a lowered grade in manners

ACADEMIC INTEGRITY POLICY OF DIPLOMA PROGRAMME

The list below represents the consequences that shall be taken had a student committed malpractice (in the form of plagiarism) in the IB Diploma programme:

Identified Plagiarism in One Subject

First Time Identified Plagiarism

- 0 points for the work and repetition of the assignment

Second Time Identified Plagiarism

- 0 points for the work and inability to redo the assignment
- reprimand given by the homeroom teacher

Third Time Identified Plagiarism

- 0 points for the work and inability to redo the assignment
- lowered grade – behaviour

Identified Plagiarism in Multiple Subjects

First Time Identified Plagiarism in Two Different Subjects

- 0 points for the work and repetition of the assignment
- notification to parents while students come for a talk with IB Diploma coordinator/Head of the International Department/Head of the school

Second Time Identified Plagiarism in Two Different Subjects

- 0 points for the work and inability to redo the assignment
- reprimand given by the homeroom teacher

- parents come to talk with IB Diploma coordinator/Head of School

Third Time Identified Plagiarism in Two Subjects or First Time Identified Plagiarism in More Than Two Subjects

- 0 points for the work and inability to redo the assignment

- lowered grade – behaviour

- parents come for a consultation with the principal on the student's potential expulsion from IB Diploma Programme

DP teachers use a variety of citation styles, predominantly the MLA.

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Aligned with https://resources.ibo.org/data/g_0_maipr_sup_1408_2a_e.pdf