

Academic honesty policy

Platon World School



THE IB LEARNER PROFILE

Pages from the IB learner profile booklet

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are

	brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

File

Contents

1. Introduction	1
2. Some useful definitions	1
3. What is considered as malpractice?	1
4. Distinguishing between effective cooperation and collusion or plagiarism	2
5. Procedures for dealing with Dishonesty	4
6. Responsibilities of the Stakeholders	4
<i>6.1. School responsibilities</i>	4
<i>6.2. Teacher responsibilities</i>	5
<i>6.3. Student responsibilities</i>	5
<i>6.4. Parent/Guardian responsibilities</i>	6
7. Effectively educating students on Academic Honesty – The role of the library	7
8. Revising the Academic Honesty Policy	9
References	9

1. Introduction

Platon school's mission is to support students' academic journey from childhood to adolescence in a safe and nurturing environment empowered by modern technologies, designed to accommodate different learning styles.

Our goal is to cultivate international mindedness and a sense of global citizenship by building national and international curricula in a truly bilingual environment which foster academic freedom, intellectual diversity, experimentation and technological advancements. We aspire to develop inquiring life-long learners who seek and define themselves, pursue their dreams guided by values, become knowledgeable, yet caring and balanced so as to experience personal success and help to create a better world.

In this context, it is of outermost importance that the Diploma students must understand the basic meaning and significance of concepts like intellectual property and authenticity. Once the students understand these concepts they may apply them when preparing their own work

2. Some useful definitions¹

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

3. What is considered as malpractice?

Examples in italics above were taken from the IB Publication on Academic Honesty cited in the References.

1. Copying material from a textbook, the internet without properly referencing your source.

¹

2. Copying work from another fellow student and presenting it as student's own work.
3. *Taking unauthorized material into an examination room.*
4. *Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination.*
5. *Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate.*
6. *Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination.*
7. *Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination.*
8. *Impersonating another candidate.*
9. *Stealing examination paper.*
10. *Using an unauthorized calculator during an examination.*
11. *Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the final examination.*

4. Distinguishing between effective cooperation and collusion or plagiarism

It is essential that the students understand the differences between effective cooperation and collusion or plagiarism. Students may cooperate during in-class activities and science practicals. However, when working in groups, students should have their very own distinct role and specific tasks to complete. Thus, homework delivered to teachers should be a result of the individual work of each student while it should be clear which part of the work is the outcome of his/her own effort.

When a student copies work from another student with or without his/her consent, it is considered as collusion. A student delivering a piece of work, which is the outcome of a group, while not identifying which part is his/her own work may be found guilty of collusion.

5. Procedures for dealing with Dishonesty

As the students joining the Platon MYP may be coming from a variety of schools and will not necessarily be acquainted with terms like Plagiarism, Collusion, Malpractice, an efficient amount of time will be given so that the students appreciate the true meaning of Academic Dishonesty and develop the appropriate reference skills. However:

1. The first time a student is caught using material from books/ internet resources without properly referencing ,he/she will be advised and asked to repeat the work. If the student continues to use material from books/ internet resources without properly referencing , the head of school and the parents are informed and the student's work is not accepted.
2. The first time two students are caught having excessively similar work the subject teacher initiates an investigation. If there is sound evidence leading to collusion, the students are advised and they are asked to repeat their work. On a second occasion of collusion, parents and the head of school are informed and students' work is not accepted.

6. Responsibilities of the Stakeholders

6.1. School responsibilities

It's the responsibility of the school to:

1. Develop a school policy that promotes good academic practice and a school culture that actively encourages academic honesty.
2. Provide workshops for teachers and the librarian on academic honesty and on methods detecting malpractice.
3. Update the schools site and other published media with changes in school's Academic Honesty policy.

4. Allocate a budget to cover expenses on tools used to detect malpractice (e.g., Turnitin)
5. Place a copy of the Academic Honesty Policy in all classrooms.

6.2. Teacher responsibilities

It is the responsibility of the teachers to:

1. Act as good role models for the students.
2. Be familiar with all IB documents on Academic Honesty and the school's academic policy document.
3. Explain to all students the concepts of plagiarism, collusion and duplication of work in their own subject.
4. Help the students develop the necessary skills for appropriately referencing their work.
5. Inquire on sudden improvements in a student's quality of work that may indicate malpractice.
6. Use "Turnitin" to authenticate the work of the students before being submitted to the Coordinator (MYP5).

6.3. Student responsibilities

It's the responsibility of the students to:

1. Read carefully school's Policy on Academic Honesty .
2. Sign a contract at the beginning of the year stating that they understand that being in the MYP means that they are committed to work on their own.
3. Apply the MLA format to appropriately reference all sources used in their work.
4. Submit to teachers the final draft of their work after carefully checking that all sources have been appropriately acknowledged.

6.3. Parent/Guardian responsibilities

It's the responsibility of the parents/Guardians to:

1. Read carefully school's Policy on Academic Honesty .
2. Encourage students to:
 - a. plan ahead when studying for an exam or writing a paper.
 - b. work independently throughout the programme.

7. Effectively educating students on Academic Honesty – The role of the library

The Library is a very useful tool for all students and teachers. The librarian is available as basic and reliable support in issues related to plagiarism, copyright and other ethical issues. In addition to the teachers, the librarian will teach and employ good academic practice for correctly documenting sources, as well as sharing his skills in locating, evaluating and using information from a variety of sources, print, online, digital and more.

The librarian as an expert in the area of academic honesty can provide ethical guidance alongside information on the most appropriate citation system to use in each assignment, particularly the Extended Essay and the projects of High school. Students are given explicit instruction by the Librarian. The librarian is also responsible for the School's Turnitin subscription and will provide teaching staff with individual log-in information.

Platon School generally prefers the use of the MLA system when acknowledging sources, but teachers and supervisors are free to request the use of a citation system appropriate to their particular subject discipline. The Library provides workshops and guides with exemplars on appropriate use of citation systems. Furthermore, the librarian informs the school community about links to sites that give detailed instructions on citing sources using different styles such as MLA, Harvard and more. When referencing, the students can always follow the "MLA Handbook for Writers of Research Papers (7th edition)" which is available in the school library. If in doubt, a student should ask the teacher or librarian for guidance.

Examples of MLA use

(MLA 7th ed.)

1. **Books:**

Author's name. **Book Title.** **Place of publication:** **Publisher,** **Publication date.** **Medium of publication.**

Example:

Bell, Clive. **Art.** **New York:** **Capricorn Books,** **1958.** **Print.**

2. Articles (magazines/encyclopedias/dictionaries):

Author's name. "Article Title". *Encyclopedia/Magazine/Dictionary Title*. **Publication date: Pages.** Medium of publication.

Example:

Adlet, Kathleen "The Magic Impressionism". *The Oxford Art Journal*. (1995): 96-99. Print.

3. Websites:

Author's name. "Article Title". *Website Title*. Publisher. **Publication date.** **Date of access.** [URL] (optional). Medium of Publication.

Π.χ

"Homer". *Wikipedia*. Wikimedia Foundation. n.d. 13 Μαρτίου 2011. Web.

4. Films or movies

Film/Movie Title. **Director's name.** **Author's name** (or script writer). **Performer names** (optional). **Distributor** (e.g. Disney), **Year.** Medium of publication.

example:

Charlie and the chocolate Factory. **Dir.Tim Burton.** Based on book by **Rohald Dahl.** **Perf. Jonny Depp.** **Warner, 2005.** DVD.

Notes

- Entries are listed alphabetically by the author's last name. Author names are written last name first; middle names or middle initials follow the first name. Alphabetize works with no known author by their title.

In-text Citations

In MLA style, referring to the works of others in your text is done by using what is known as parenthetical citation (intext citation). This method involves placing relevant source information in parentheses after a quote or a paraphrase.

(Kazantzakis, 22) – author's name and page.

Citing multiple works by the same author

If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the others.

(Kazantzakis, Zorba the Greek, 22)

Always consult the *MLA Handbook for Writers of Research Papers* (7th edition)

8. Revising the Academic Honesty Policy

This document was first developed in 2010 during the school's authorization. This is the first detailed revision of the AHP of the school. It's the intention of the leadership team to effectively revise the policy in order to align with the IB requirements.

The group responsible for this revision is:

- a. Dr. Miltiadis-Spyridon Kitsos, IB Diploma Coordinator
- b. Mrs. Maria Tsangari , MYP Coordinator
- c. Mrs. Vassia Papadopoulou, IB Continuum Coordinator
- d. Mr. Michalis Papadopoulos, High School Principle.
- e. Mr. Nikos Kavourinos , Middle School Principle
- f. Dr. Dionissis Tsafaridis , Primary School Principle
- g. Heads of the IB Departments.

References

IB Documents

The IB programme continuum of international education Academic honesty in the IB educational context. August 2014

IB learner profile booklet. January 2009

