



Özel Bilkent Primary, Middle and High School

ACADEMIC HONESTY POLICY

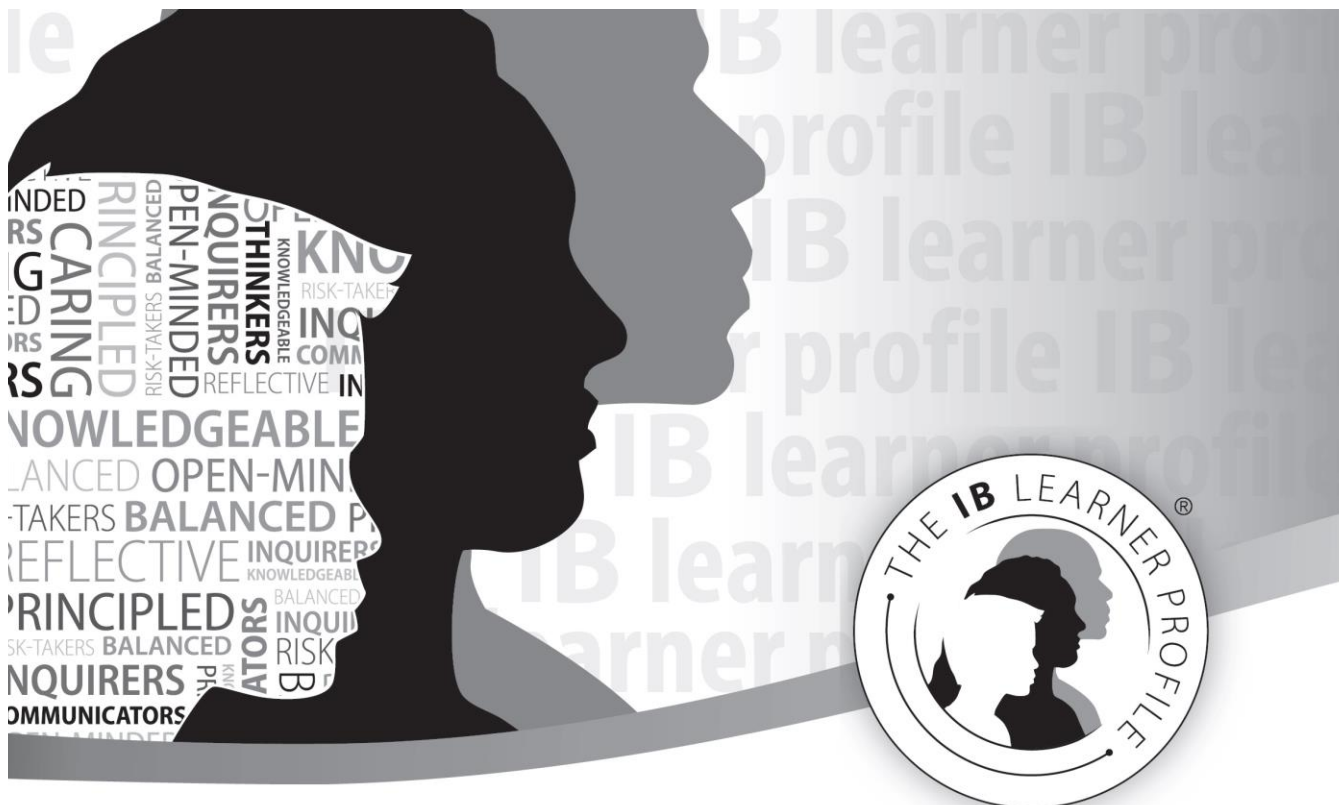
## **FOREWORD**

The Özel Bilkent Primary, Middle and High Schools wish to thank the students, parents, academic and administrative staff, who have contributed to the renewal and development of our school policies by participating in the process of formulating and recording our beliefs and procedures in the following policy documents: Admissions Policy; Language Policy; Academic Honesty Policy; Assessment Policy; Inclusion and Special Educational Needs (SEN) Policy.

Our schools were founded 25 years ago and, thanks to the support and feedback of our school community, over that time we have witnessed strong growth in the numbers of parents wishing to offer their children an internationally-minded education with us. The latest stage in our development was the authorisation for the Middle Years Programme in 2018, which, by connecting the Diploma and Primary Years Programme, has ensured the consistent application of our curriculum philosophy across the three schools.

We welcome comments and constructive feedback on all our policies in order to contribute to further development and improvement in the delivery of our curriculum.

As a school community we are committed to working together to ensure that these policies are applied effectively, kept up to date, and adhered to within a positive mindset to the benefit of the whole school community.



# IB learner profile

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.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## 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.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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## **1. INTRODUCTION**

The era of information technology has removed many barriers to communication and provided the means to bring citizens of the world closer to each other. Along with the capacity for enhanced communication has come the need to combat the misuse of information in all its forms.

Ensuring 'academic honesty' has taken on renewed importance. The increased access to information has made it even more crucial to teach students the ethical issues to take into consideration while doing research for assignments and projects.

We have created this policy guide to 'Academic Honesty' for all members of the school, both International Baccalaureate and National Curriculum students, teachers and parents to recognise, respect and praise the ethically completed and legitimately published work of others, and to ensure that their own contribution to knowledge respects the same ethical boundaries.

With the guidance of this policy document we hope that students and individuals involved in academic studies in daily life will apply ethical practices appropriately and integrate honesty into every aspect of their life. The aim is for students to provide verifiable information that has been written independently by the student, that recognises sources from the work published by others, that quotes others' work faithfully, and that acknowledges that creating credible knowledge is based fundamentally on recognising the collaborative effort and individual agency of those in a learning community.

## **2. AIMS OF THE ACADEMIC HONESTY POLICY GUIDE**

The Academic Honesty Policy Guide has been created to inform all members of the school community, teachers, and students, i.e. those involved in IB and Ministry of Education programmes, of the rules and their responsibilities when sharing written or oral work, and to standardise the application of procedures to ensure compliance with our academic honesty policies. This policy guide defines and explains those behaviours that are inconsistent with academic honesty, as well as the procedures and techniques to be used when unacceptable behaviour or abuse is detected.

In so doing, the policy recognises the role of the Özel Bilkent Schools in promoting understanding amongst their members and providing guidance and help in developing resources and learning which support the development of academic honesty and, ultimately, do away with the need for sanctions because the learning community has internalised the importance of respect for intellectual property and the means by which we protect it.

The overall goal of the policy is to encourage all members of the school community, including parents and other stakeholders, to continue to act with honesty and integrity, a commendable sense of justice and respect to personal rights, particularly in times when the maintenance of such principles is subject to outside pressures.

### 3. APPLYING THE LEARNER PROFILE FOR MAINTAINING A CULTURE OF ACADEMIC HONESTY

- Students know that cheating during examinations and tests is stealing the work of others. Being **caring** prevents cheating and the opportunity for others to cheat.
- Students are aware that being **principled** entails maintaining discipline during examinations and tests as well as following invigilator's instructions.
- Students do their duty and complete their tasks themselves without the assistance of others. If necessary, they will **take risks** to complete their tasks successfully.
- While working in groups, students will work efficiently to complete their tasks. They will be **caring** and **balanced** while interacting with other group members, communicate their ideas with **open – mindedness** and **respect** the perspective of others.
- While doing research, students will be impartial and objective as well as **reflective**. Students will also remember the importance of asking questions and **inquiring** into the subject.
- While doing homework, research or working on a project, the students will make reasonable and conscious decisions using critical and creative **thinking** skills.
- Students **respect** the work of others and avoid copying the ideas and products of others to show them as their own in homework or projects.
- Students exercise being **principled** by using MLA (Modern Language Association) to make a reference list of various printed and electronic resources they have used in their work.
- Students fulfil their responsibilities while doing their own work and act in a **caring** manner while citing various sources.
- Students **respect** copy right law and avoid using pirate copies.
- Students are knowledgeable while using various technology and avoid intellectual theft and/ or copying information.
- While using local networks and internet both at home and school, students exercise the attributes of **caring** and **principled**, especially while using social media. They avoid unethical behaviour of posting derogative information regarding persons or institutions, viewing or sharing visual content that may have inappropriate, disturbing or derogative content.

### 4. RIGHTS OF STUDENTS IN MATTERS OF ACADEMIC HONESTY

All students, when considering matters or practices concerning 'Academic Honesty' have the right to be:

- treated with decency as individuals;
- respected;
- heard;
- treated equally, fairly, and impartially;
- provided with an opportunity to explain their perspective;
- judged based on clear evidence;
- given a clear decision;
- treated according to the rules and regulations laid down in this document.

## **5. STAKEHOLDER ROLES IN MAINTAINING ACADEMIC HONESTY**

### **Teachers:**

- Teachers internalise and support the Academic Honesty Policy.
- Teachers inform students about the Academic Honesty Policy and promote its use among students.
- Teachers have an impartial attitude towards the work of various students maintaining the principle of fairness for all.
- Teachers arrange the exam environment with regard to the Academic Honesty and Exam Policies of the school. (Appendix 1 – Exam Policy)
- Teachers use Modern Language Association (MLA) to reference the sources they share with the students.
- Should a teacher suspect a violation of the Academic Honesty Policy by a student, the teacher will provide concrete evidence of the violation and take action using required procedures.
- Teachers avoid and prevent the use of pirate copies.

### **Parents:**

- Parents internalise and support the Academic Honesty Policy.
- Parents encourage their children to behave in accordance with the policy guidelines.
- Parents are informed of the procedures should a violation of the Policy occur and cooperate with the school throughout the process of following the procedures.
- Parents consider ongoing effort and student development while evaluating the achievement of their children and are aware of the fact that a grade is not the only criterion of success.
- Parents are aware of the fact that students are responsible for the completion of tasks assigned by the school and thus avoid doing the work for their children.
- Parents avoid and prevent the use of pirate copies.

### **School Administration:**

- The School Management as well as the Academic Honesty Policy Committee ensure the availability of the Academic Honesty Policy, prepared within the framework of IB expectations, to all the members of the school community.
- The School Management as well as the Academic Honesty Policy Committee encourage the internalization of the Academic Honesty Policy by organizing internal training for all the members of the school community.
- The School Management as well as the Academic Honesty Policy Committee inform the students of the procedures in case of policy violation by having students sign the Academic Honesty Agreement Statement, a document the is prepared parallel to the Academic Honesty Policy.
- The School Management as well as the Academic Honesty Policy Committee follow the procedures in case of policy violation and decides on an appropriate penalty.
- The School Management as well as the Academic Honesty Policy Committee avoid and prevent the use of pirate copies.

## **6. ENCOURAGING LITERACY SKILLS AND AWARENESS OF ACADEMIC HONESTY**

The school understands that, although the clear specification of what constitutes academic dishonesty along with associated sanctions is important, it is beholding on the school to take positive measures to promote and encourage academic honesty from early on. Students should be tutored in the right strategies by all those responsible for teaching to employ when dealing with the demands of academic work, or when faced with the stresses of formal assessment.

### **6.1 Preparing Students for Academic Assignments and Projects – Teacher Responsibilities**

Teachers are expected to integrate into their instruction guidelines and pedagogical support for the development of students an understanding of appropriate academic honesty behaviour. This might include times when students are preparing for an assignment / project:

- learning to use appropriate written academic language conventions - citations, quotations, paraphrasing, tables, footnotes, reference page / bibliography, and appendices;
- awareness of international referencing standards: MLA, APA, Chicago, Harvard, and others;
- Understanding the importance of resource diversity, multi-point of view, specificity, objectivity in accessing information;
- How to benefit from various electronic, visual and audio resources such as databases, electronic books, electronic journals, CD-ROMs, DVDs, MP3, and MP4 files;
- Enabling students to question and evaluate the reliability of information accessed on the Internet;
- Training in the use of databases available through Bilkent University such as EBSCOHOST, PROQUEST, Science Direct, Sage and others that are subscribed to;
- Awareness of the Özel Bilkent School 'MLA Study guide' prepared by the high school librarian to use as a reference for writing assignments and / or completing projects while using international standards.

Collaboration between subject teachers and librarians is of great importance in supporting students' information literacy skills to ensure skills are relevant, meaningful and permanent. Teachers emphasise the need for students to use their information literacy skills and the Özel Bilkent School 'MLA Study Guide' for the following:

- For all course assignments provided on Moodle for student and / or parent access;
- During library lessons and preparing work for submission such as magazine, newspaper, video, short film, etc. when completing an assignment and / or project-based activity;
- Using evaluation criteria provided by subject teachers when an assignment / project is given along with relevant marking rubrics (if necessary).

### **6.2 The Library and Librarians**

The school believes that the library is an important resource which can help students to meet the standards required in maintaining academically honest practice and help is available to support students in this regard. Library courses are provided to all Grade 9 students, which are designed to help students gain knowledge with literacy skills and support awareness of academic honesty. Library courses aim to:



- Raise awareness of plagiarism and copyright law;
- Provide access to all information resources through an account and library card;
- Inform students about services and resources available on the online library system;
- Create awareness the availability of, and withdraw system for, library resources;
- Explain access for borrowing resources, and the reserve collection

### **6.3 Rewarding the Skills which Underpin Academic Honesty**

Rewarding good practice recognises the positive impact of motivation on student behaviour. Exemplary students who model appropriate behaviour, and are recognised and seen as successful, give positive encouragement to other students to act similarly. The rewarded behaviour can be academic, behavioural, or from achievements in the arts or sports. Student(s) chosen by the Honour Award Committee meeting, who meet the committee's criteria and requirements are awarded, as stated below. The number of students selected for an award, and the type of reward depends on the decision of the committee. Individual rewards given by the teacher are not strictly part of the Honour Award Committee process, but also contribute to motivating students through positive behaviour. A student can be rewarded more than once.

### **6.4 Types of Recognition Award**

- Rewarding outstanding academic performance by providing a certificate of achievement;
- Giving an honour certificate and announcing name of student on the general notice board;
- Attending an out-of-school activity such as a film during club hours accompanied by a teacher;
- Providing a parent letter to congratulate the outstanding student;
- Announcing names of outstanding students during ceremonies and / or celebration activities;
- Allowing students to attend out-of-school sports games as a spectator;
- Giving a special invitation to a field trip;
- Achievement letter signed by all level teachers recognising the student's achievement;
- Allowing the student to have lunch outside of school accompanied by a teacher.

## **7. POLICY & PROCEDURES IN CASES OF CONTRAVENTION OF THE POLICY**

The utmost importance is attached to students acting in accordance with the provisions of the Özel Bilkent Schools' 'Reward and Discipline' Regulations issued by the Ministry of Education. Students need to adopt and apply these requirements, as well as to comply with the IB's external exam and internal assessment regulations.

Students are required to act appropriately during exams and oral presentations, writing assignments, or completing individual or group projects. Any cheating involving plagiarism, fraud, illegally using the intellectual property of others or encouraging others to do so, is expressly forbidden by the code of conduct for academic honesty. Rigorous ethical standards of behaviour with respect to academic honesty are a must for both the Turkish Ministry of Education and the International Baccalaureate. Both teachers and students must be aware of copyright rules and regulations and act within the scope of intellectual property laws. The following rules, procedures and sanctions are applied in in our schools for ensuring compliance with the academic honesty policy. In all cases where Academic Honesty has been breached, parents are informed expeditiously of the incident having taken place and, eventually associated decisions taken.

## **7.1 Academic Honesty in Examinations**

All students should:

- respect the classroom environment to ensure exam security;
- adhere to the requirements announced by the invigilators/proctors;
- not collude on questions in individual examinations and assessment;
- not copy and transfer others' answers to their own exam paper;
- not use materials that are announced as prohibited during an exam;
- not communicate with others in any way which undermines the fairness of an exam.

## **7.2 Academic Honesty in Research and Assignments**

All students should:

- act ethically in all the application and writing up of research, projects, or studies;
- correctly cite sources borrowed from the intellectual property of others;
- include correct academic referencing conventions for any sources or quotations used;
- use written and visual material appropriately in line with the laws on intellectual property; not have assigned work completed by another person and submitted as their own.

## **7.3 Definitions, Procedures, and Sanctions for the Maintenance of Academic Honesty**

### **A. Cheating**

Cheating is defined as, "The illegal use of the ideas, materials, or intellectual property of others, with or without their permission, and presenting it as one's own", (IB 2009).

#### *Cheating During Internally Assessed School Exams:*

If a student is caught cheating during an internal exam, the exam paper is taken away from the student and an explanation is written on the front page by the invigilator as stated in exam instructions. The material used in the cheating offense is attached to the exam paper. The invigilator of the exam then writes an incident report and submits it, along with the exam paper and material which was used for cheating, to the administration. These documents are then forwarded to the discipline committee for review. If corroborated, then the student receives a formal written warning, and a grade of '0' for the exam is applied by the discipline committee.

#### *Cheating During Externally Assessed IB Exams:*

If a student is caught cheating during an IB external exam, the same procedures are followed as with the internal exam. The discipline committee issues a formal written warning. As the exam is marked externally, the relevant IB Coordinator is informed, who then informs the IB Centre of the facts surrounding the incident and recommends cancellation of the student's exam. The exam student is informed of cancelled upon approval of IB. In the case where the exam is part of a student's IB Diploma Final Assessment the student automatically fails the Diploma and is barred from any future IB Diploma examinations.

### **B. Plagiarism**

Plagiarism is defined as, "A member of the school community using all or part of another person's work and submitting this work as their own, knowingly and with intention to deceive", (IB 2009). This includes getting another person do the work in their stead, with or without payment, and submitting it as genuine work or providing work copied wholesale from an external source without acknowledgement and presenting as their own.

If there is suspicion of plagiarism detected by a teacher or other member of the school, the student is confronted with evidence by the teacher and in the first instance the teacher addresses the issue through positive counselling. The teacher may subtract grades for the work or give a '0' grade if evidence is clear that plagiarism has taken place depending on the seriousness of the plagiarism. The teacher informs the Head of Department whose job is then to write a file note advising the Student Affairs Officer and Administration of the issue and action taken.

In the case of work to be submitted to IB as part of overall IB assessment, this includes teacher marked and IB moderated work as well as work which is graded directly by the IB, if plagiarism is suspected before the work has been formally submitted the teacher is authorised to deal with the issue in consultation with the IB Coordinator. The student may be asked to defend their work in the presence of the teacher and IB Coordinator and, if evidence of plagiarism is well founded, then the teacher and IB Coordinator may decide to:

- a. Allow the student to re-submit a new piece of work which is their own under supervision; however, they may receive a reduced grade for the initial plagiarism;
- b. Withdraw the student from the IB May Examinations if it is clear that this is a recurrence of plagiarism which had previously been sanctioned. The student, therefore, will not be able to receive either the full IB Diploma or Certification

If a piece of work has been submitted for formal assessment to the IB and plagiarism is detected after submission, then the school informs the IB and IB procedures are followed accordingly. If prior to submission of assessed work, then the school may decide to withdraw the candidate from the IB May Examinations.

If the IB detects and confirms evidence of plagiarism, then the IB Coordinator is contacted and asked to provide a signed 'Academic Honesty' form, confirming that the student acknowledged their work was 100% completed by them and conformed to the rules of academic honesty. The IB reserves the right to withdraw the student from the programme or annul the subject in which plagiarism took place. Furthermore, the IB may request for the work of all IB students to be uploaded to the IB Information System with a view to checking for other cases of plagiarism. In addition, the IB reserves the right to visit the school unannounced to check that academic honesty procedures, student work, and exam procedures are being carried out in accordance with IB regulations.

### **C. Failing to Use Referencing Conventions**

Quoting without referencing is defined as, "Borrowing ideas, information, or words from a source and not referencing their origin, or presenting them as their own work, or not referencing the source correctly in references / bibliography page", (IB 2009).

Necessary information related to the content and the format of quoting, such as referencing, is stated in the Özel Bilkent School 'MLA Study Guide' in detail and provided by the librarian and teachers as part of their regular support to the curriculum. Procedures for incorrect use of referencing conventions will follow the rules for plagiarism in section B above.

#### **D. Abuse of Responsibility in Collaborative Assignments**

Abuse of responsibility is defined as, "Using a part or the whole of another student's, or a group of students' work, without having taken an equal part in the production of the assignment and submitting it as though they were full contributors to the work and endangering the quality of the assessed outcome", (IB, 2009). It might also pertain to the reliance on one student's ability to gain higher credit for work which they have not fully contributed to.

Where abuse is suspected, or a member of the group submits a formal complaint against another, the relevant students are invited to meet with the teacher and Administrator, which may include the Vice Principal or IB coordinator. A decision is taken based on evidence submitted and students may be asked to complete new work under supervision of the teacher. The abused student may be offered alternative arrangements and the abuser given a '0' grade. However, if both are complicit then both may receive a '0' grade based on the deliberations of the committee set up for the purpose.

Student makes oral and written deposition after the IB Coordinator and the school administration is informed about the incident. In case it is certain that the work is not genuine and is proved by evidence, a letter is written stating reasons for the decision made and the student work is cancelled or '0' grade awarded.

#### **E. Disruptive Behaviour During an Exam**

Disruptive behaviour during an exam is defined as: not respecting the secure nature of an exam or disrupting the correct implementation of an exam. Academic honesty requires students to respect the right of others to show their full potential during formal assessment.

##### *During Internal and / or External Exams:*

The student is given an oral warning about disruptive behaviour. If disruptive behaviour continues, the student is taken out of the exam room. The invigilator informs the school administration about the incident and the student continues the exam in another room under assigned supervision. The teacher writes a report and submits it to the administration who review the incident and decide the next steps accordingly. If considered a serious breach of school rules, the Discipline Committee takes up the case and applies the necessary sanctions.

#### **F. Taking an Exam in Place of Another**

Taking an exam in place of another is defined as, "Having another person who is not the examinee take an exam in the examinee's stead with a view to cheating", (IB 2009). The chance of such a case occurring is very slim due to the small population of our school, yet if such an incident occurs then the same procedures apply as for cheating. A legal investigation procedure is initiated by the discipline committee and appropriate sanctions applied. The student's exam is cancelled and a '0' grade is awarded. In the case of an external IB exam, the IB Coordinator informs the IB about the incident and the necessary procedures are followed, which may result in the student(s) not receiving an IB Diploma.

#### **G. Using Prohibited Materials During an Exam**

Using prohibited materials during an exam is defined as: coming into the exam room with materials or devices which are expressly forbidden, e.g. mobile phones, calculator, crib sheets, etc. Using illegal or prohibited materials / devices during an exam, for example a calculator, mobile phone etc. is considered equivalent to cheating during an exam. If this is the case, the same procedures apply as for 'Cheating' above.

## **8. BIBLIOGRAPHY**

- International Baccalaureate Learner Profile, © International Baccalaureate, Published July 2007
- International Baccalaureate Academic Honesty Guide, © International Baccalaureate, Published July 2009
- T.C. Ministry of Education, Rewarding and Punishment Regulations, MoNE, Turkey, 2007