



GOOD NEWS
LUTHERAN COLLEGE

MYP Academic Integrity Policy: Student version

1. Introduction

Academic integrity is a value that aligns with the GNLC mission, to provide a Christ-centred holistic education. Students are encouraged to conduct themselves in a Christ-like, ethical manner, and part of this is acting with academic integrity.

2. Definitions

Academic integrity: Choosing to act in a responsible way whereby others can have trust in us. A behaviour that is essential for the production of legitimate, authentic and honest academic work.

Academic misconduct: Deliberate, careless or ignorant behaviour that may result in a student gaining an unfair advantage or disadvantage in one or more aspects of an assessment or examination. It includes but is not limited to plagiarism, collusion and duplication of work.

Collaboration: An opportunity authorised by teachers for students to contribute and learn from others. This often takes place in a structured way, organised by the teacher.

Collusion: Unauthorised collaboration that involves allowing your work to be copied by another student without citing you as a source, or pretending that another person's work is your own.

Duplication of work: Presenting the same work for different assessments.

Fabrication: Making-up or misrepresenting information.

Intellectual property: Creative works, like art, music, designs, literature, symbols, that are normally protected by law. For example, illegal music downloads and peer-to-peer sharing.

Plagiarism: Using another's words, images or ideas and pretending they are your own by not giving credit to the source.

School maladministration: "An action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments" (*Academic Integrity* 2019.)

3. Responsibilities

When different groups in the College fulfil the following responsibilities, all work together to foster a culture of academic integrity.

a. MYP Students

Developing students who are active learners is part of IB's mission. Being an active learner means that students do more than see and hear in class - they create. As students create and submit work they are responsible for:

- Completing all work in an honest way to the best of their ability
- Giving fair recognition to the work of others as well as themselves in group assessments
- Checking that all the ideas in submitted work have been acknowledged properly
- Reporting academic misconduct
- Refusing to have others create or edit their work. This includes friends, family, other students, tutors or documents provided/edited online
- Not providing excessive amounts of help to other students as they complete their work

By fulfilling these responsibilities students will demonstrate the IB learner profiles of being principled, caring, risk-takers and communicators.

b. Parents and caregivers

All parents and caregivers are responsible for:

- Familiarising themselves with the details and procedures within the MYP Academic Integrity policy
- Promoting and supporting the development of academic integrity within the home
- Allowing their children to complete their own work and not providing undue assistance with the completion of school work and/or assessment tasks
- If required, supporting the College in the process of investigating or addressing issues related to academic misconduct.

By fulfilling these responsibilities parents and caregivers will demonstrate the IB learner profiles being principled, caring and balanced.

4. Support

a. Academic Referencing

When the words, ideas or work of another person is used to support our own ideas, it should be clear whose words, ideas and work are being used. Credit can be given to the original author in the form of a Bibliography - a list of all sources used when creating a piece of work. When the words, ideas or work of another isn't referenced clearly, academic integrity is not demonstrated.

MYP students at GNLC present their Bibliographies in the Harvard, author-date referencing style. See appendix 2 for examples of how to reference various sources in the Harvard style, or access GNLC's subscription to the online Referencing Generator, SLASA.

5. **Procedures - Academic Misconduct**

a. **Academic Misconduct Investigation protocols – GNLC**

When academic misconduct is suspected the following steps should be taken:

Academic misconduct is suspected

The subject teacher is to speak with the student to outline their reasons for suspecting academic misconduct. The student has an opportunity to provide their perspective. Document meeting minutes on SEQTA notifying students and parents.

LAC, MYPC, Resource Coordinator and subject teacher determine that academic misconduct has not taken place.	LAC, MYPC, Resource Coordinator and subject teacher determine that academic misconduct has occurred.
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LAC, MYPC, Resource Coordinator and subject teacher consider the likely cause of the behaviour (e.g. lack of knowledge or skill development, deliberate dishonesty, laziness, a fixed mindset) to determine if:

- Further investigation is required
- Action is required on behalf of the student (e.g. re-submission)
- Action is required on behalf of the teacher (e.g. review this policy, skill session)

The subject teacher is to inform verbally and via SEQTA of any actions the student is required to fulfil. The student and teacher will agree to a timeframe by which corrections may be resubmitted for assessment. This should take into account factors such as the student's:

- Background / personal circumstances / language skills
- History in terms of academic integrity
- Age
- Degree of academic misconduct
- Intent/non-intent

In the case that a student does not correct their mistake/s by the agreed upon timeframe, the teacher may treat this as a non-submission of work and follow the relevant procedures outlined in the assessment policy.

b. **Academic Misconduct Investigation protocols - IB**

See *Academic Integrity* (2019), pages 27 and 31 for IB investigation flowcharts for school maladministration and student academic misconduct for students in MYP 5 conducting the Personal Project.

6. Appendices

Appendix 1: Examples of Harvard referencing for Bibliographies

Source	Structure of reference	Examples
Website	<p>Last name, First initial (Year published). Page title. [online] Website name. Available at: URL [Accessed Day Mo. Year].</p> <p>When no author is listed, use the following structure: Website name, (Year published). Page title. [online] Available at: URL [Accessed Day Mo. Year].</p>	<p>Messer, L. (2015). 'Fancy Nancy' Optioned by Disney Junior. [online] ABC News. Available at: http://abcnews.go.com/Entertainment/fancy-nancy-optioned-disney-junior-2017/story?id=29942496#.VRWbWJwmb0.twitter [Accessed 31 Mar. 2015].</p>
Textbook	<p>Author's surname, and initial(s), year of publication, title of publication (in italics and with minimal capitalisation), edition (if applicable. Abbreviated as 'edn'), publisher, place of publication.</p>	<p>Karskens, G 1997, <i>The Rocks: life in early Sydney</i>, Melbourne University Press, Carlton.</p> <p>Ward, R 1966, <i>The Australian Legend</i>, 2nd edn, Oxford University Press, Melbourne.</p>
DVD, video or film	<p>Film title. (Year published). [Format] Place of origin: Film maker.</p> <p>**The place of origin refers to the place where the dvd, film, or video was made. Eg: Hollywood **The film maker can be the director, studio, or main producer.</p>	<p>Girls Just Want To Have Fun. (1985). [film] Chicago: Alan Metter.</p>
Online images or videos	<p>Last name, First initial. OR Corporate Author. (Year published). Title/description. [format] Available at: URL [Accessed Day Mo. Year].</p>	<p>Williams, A. (2013). DJ Gear. [image] Available at: https://flic.kr/p/fbPZYV [Accessed 8 Apr. 2015].</p>
ebooks or pdfs	<p>When citing eBooks and PDFs, include the edition, even if it's the first edition, and follow it with the type of resource in brackets (either [ebook] or [pdf]). Include the url at the end of the citation with the date it was accessed in brackets.</p> <p>Last name, First initial. (Year published). Title. Edition. [format] City: Publisher, page(s). Available at: URL [Accessed Day Mo. Year].</p>	<p>Zusack, M. (2015). <i>The Book Thief</i>. 1st ed. [ebook] New York: Knopf. Available at: http://ebooks.nypl.org/ [Accessed 20 Apr. 2015].</p> <p>Robin, J. (2014). <i>A handbook for professional learning: research, resources, and strategies for implementation</i>. 1st ed. [pdf] New York: NYC Department of Education. Available at http://schools.nyc.gov/ [Accessed 14 Apr. 2015].</p>
Artwork	<p>Last name, First initial. (Year created). Title. [Medium]. City that the artwork is/was displayed in: Gallery or Museum.</p>	<p>Gilbert, S. (1795-1796). <i>George Washington</i>. [Oil on canvas] New York: The Frick Collection.</p>

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Appendix 2: Case studies of academic integrity in the MYP

Culminating project

An MYP year 5 student is completing her personal project on sustainable transport. However, she changed her idea for the project very late in the learning process. As advised on the academic honesty form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction. The supervisor reminds the student about the importance of the process journal, and its purpose: to document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/or edited research notes; and to maintain a current bibliography. The teacher explains the relevance of the academic honesty form as a form of communication. As long as the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern.

Oral presentation

An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on Astérix et Cléopâtre and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed. The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).

Creative work

An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea? The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.

Independent work

As part of a science project, a student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis. Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.

7. Bibliography

International Baccalaureate Organization (update unknown), *Standard B1: Academic honesty policy—Example 1*. Available at:
https://xmltwo.ibo.org/publications/MYP/m_0_mypxx_guu_1609_1/samples/english/b1/Academic%20honesty_1_e.pdf (accessed 18 November 2019)

International Baccalaureate Organization (update unknown), *Standard B1: Academic honesty policy—Example 2*. Available at:
https://xmltwo.ibo.org/publications/MYP/m_0_mypxx_guu_1609_1/samples/english/b1/Academic%20honesty_2_e.pdf (accessed 18 November 2019)

International Baccalaureate Organization, (2019), *Academic Integrity*. Cardiff, United Kingdom.

International Baccalaureate Organization, (2014), *Effective citing and referencing*. Cardiff, United Kingdom.

International Baccalaureate Organization, (2017), *MYP: From principles into practice 3rd ed.* Cardiff, United Kingdom.

International Baccalaureate Organization, (2016), *Academic Honesty in the IB educational context 2nd ed.* Cardiff, United Kingdom.

8. Acknowledgement

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