

Academic Integrity Policy: II. gimnazija Maribor



II. GIMNAZIJA MARIBOR



INTERNATIONAL BACCALAUREATE

Academic Integrity at II. gimnazija Maribor

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Effective citing and referencing 2014				
From principles into practice 2015				
Programme standards and practices 2019				
	Internationale	Baccalaureate	Organization	
Buenos Aires	Cardiff	Geneva	New York	Singapore

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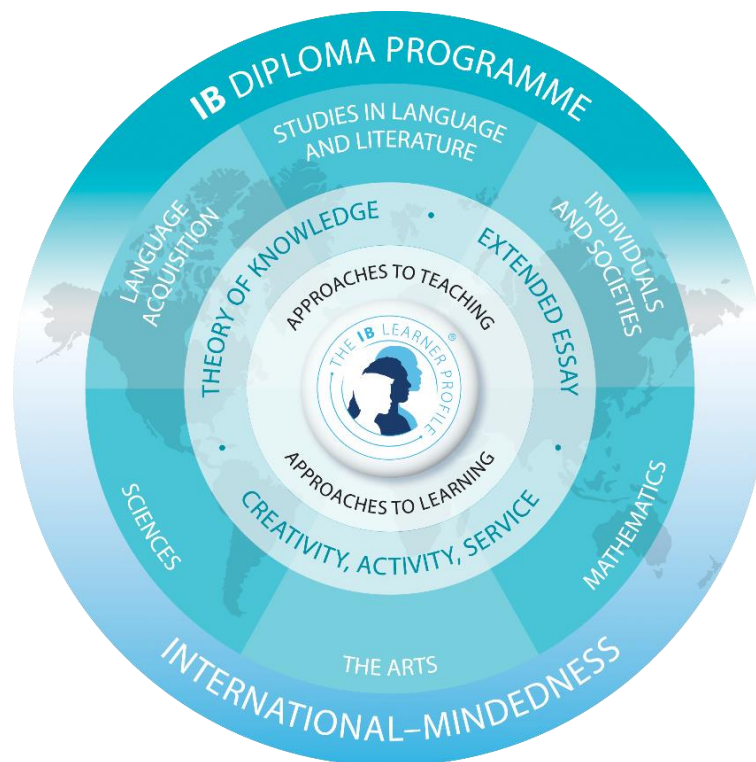
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IB Mission Statement

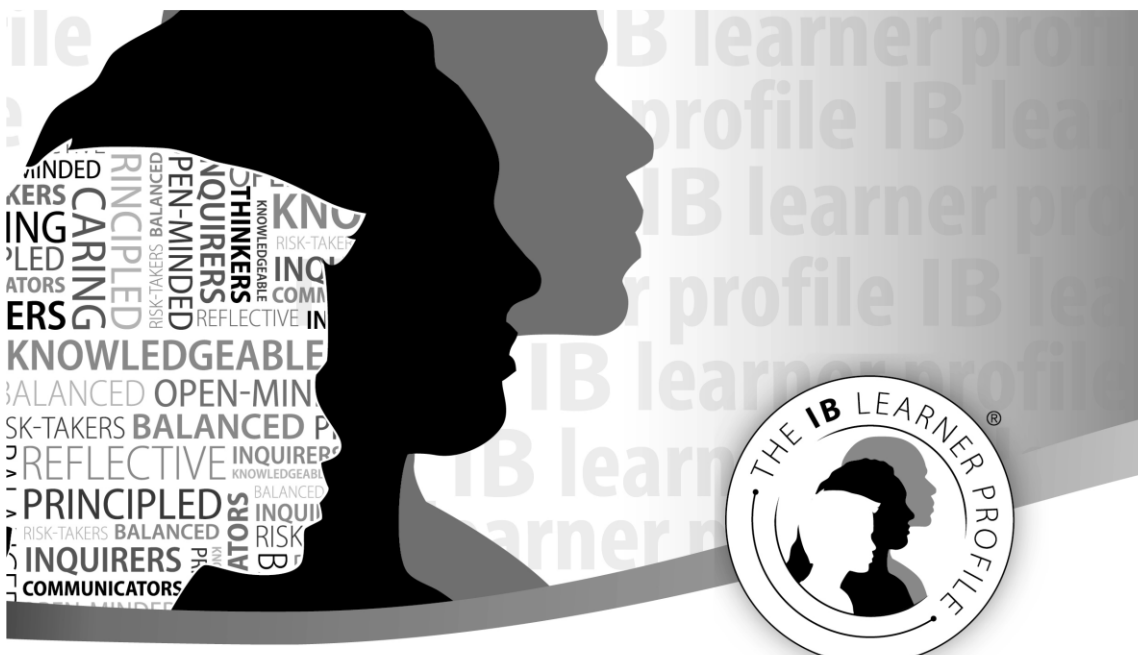
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB Learner Profile



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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At II. gimnazija Maribor, in accordance with the IB mission statement, we strive to nurture students endowed with spirits of curiosity, who like to inquire into the nature of things and who will become independent learners. We hope to nurture people who think beneath the surface and who ponder relentlessly over their own developments. This comes from our belief that such people will live their futures with pride and self-respect, cherishing the joys of lifelong learning.

In order to promote personal integrity and good practice during teaching, learning and assessment, we have established this academic integrity policy. II. gimnazija students are required to respect this policy and its principles of:

- always striving to create original pieces of work.
- always acknowledging others' ideas (books, newspapers, movies, electronic information, advice received from teachers, parents, family or friends). When using the words of other persons, students should always use some acceptable means of indicating that the wording is not their own (details related to the referencing style at our school).
- always complying with the rules of written examinations.

1 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 and Role modelling.

The student is ultimately responsible for ensuring that his or her extended essay is authentic, with the work or ideas of others fully and correctly acknowledged.

Additionally, it is the responsibility of a supervisor to confirm for each student he or she has supervised that, to the best of his or her knowledge, the version of the extended essay submitted for assessment is the authentic work of the student.

Both plagiarism and collusion are forms of malpractice that incur penalties. The same piece of work or two versions of the same work may not be submitted for meeting the requirements of both the extended essay and another assessment component of a subject contributing to the diploma or an additional certificate.

2.1 Academic Infringements

Definition of an Academic Infringement

There could be instances where work submitted by a candidate for assessment contravenes the standard academic practice of clearly acknowledging all ideas and words of other persons without the candidate having made a deliberate attempt to gain an unfair advantage, for example where a candidate has not used some means of indicating a quotation but has cited the source of the text in the bibliography or in a footnote. The final awards committee may designate a case of this type as an academic infringement rather than malpractice.

Applicable Procedure Regarding Academic Infringements

If the final awards committee decides that an academic infringement has been established, no marks would be awarded for the component or part(s) of the component. The candidate would still, however, be eligible for a grade in that subject or the IB diploma requirement concerned. The head of school would be notified that this action had been taken. The case would not be recorded as malpractice.

2.2 Malpractice

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

Malpractice includes:

- **Plagiarism:** this is defined as presenting 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 presenting the same work for different assessment components and/or diploma requirements
- **Any other behaviour** that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorised material into an examination room, misconduct during an examination, falsifying a CAS record).
- exchanging or in any way supporting or attempting to support the passing on of information that is related to an examination
- copying the work of another candidate
- impersonating another candidate
- stealing examination papers
- fabricating data for an assignment

3 Roles and Responsibilities

3.1. The Role of the IBO is to:

- provide the regulations and instructions that govern the conduct of each examination session
- offer guidance to schools on what constitutes malpractice and how it can be prevented
- investigate cases of alleged malpractice, in liaison with the school concerned
- review all available evidence collected during an investigation into malpractice and decide whether to dismiss the allegation or uphold it
- Make a final decision on cases of suspected malpractice and notify the head of school of the decision.

During each examination session the IBO takes a random sample of candidates' work and submits it to a web-based plagiarism prevention system. However, the fact that the IBO is doing this does not allow schools to abrogate their responsibility for ensuring that work submitted is authentic.

The **head of school**, or his or her nominee, must ensure that all candidates:

- Understand what constitutes academic integrity and an authentic piece of work
- Understand what constitutes malpractice, particularly plagiarism and collusion
- Receive guidance on the skills of academic writing and acknowledging sources
- Know the consequences of being found guilty of malpractice.

3.2 The Role of the Teacher

3.2.1 Teachers (including extended essay supervisors) must provide candidates with a convention for acknowledging all sources. A school policy on academic integrity should require teachers to observe the same procedures as candidates.

3. 2. 2 Teachers are advised to provide candidates with examples of how to acknowledge sources. The examples must include a variety of sources (including CD Rom, DVD, photographs, illustrations, artwork and data) in addition to journals, books and websites.

3. 2. 3 Candidates and teachers must be aware that the requirement to acknowledge sources extends beyond texts taken from the internet, CD Rom, books, magazines and journals. The concepts of intellectual property and academic integrity include the use of footnotes or endnotes to acknowledge the source of an idea that is not the candidate's own.

3. 2. 4 Schools are encouraged to make use of online databases and libraries of books and journals, especially those providing materials that have been through an editorial or peer-review process.

3. 2. 5 A number of online services are available for detecting matches between the texts of students' work and the texts available elsewhere.

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3. 2. 6 Paraphrasing is the rendition of another person's words presented in a new style and integrated grammatically within the writing. If done correctly paraphrasing is a legitimate way to use sources, however, because paraphrasing uses the ideas of another person it is still necessary to acknowledge the source.

3. 2. 7 Teachers should help candidates by structuring assignments to avoid generalized 'reports' involving little more than information gathering. Instead, teachers should provide specific guidelines that encourage candidates to develop their own ideas through problem solving, comparison, precise hypothesis, analysis and other techniques. Hence, a carefully devised assignment could reduce the chances of a candidate copying material without proper citations.

3. 2. 8 Teachers are encouraged to provide a formative assessment structure for investigative reports that include planning and the evaluations of sources and reflect the need for candidates' work to be authentic. The formative assessment structure might include:

- A carefully developed thesis
- The evaluation of sources
- Planning for an investigation
- Personal critique or analysis
- Evidence of higher thinking within a proposal of alternative solutions for the issue under discussion
- In-class research assignments

3. 2. 9 When marking regular class and homework assignments that are not being submitted to the IB for assessment, teachers should consider each candidate's usages and acknowledgments of sources. A portion of the marks awarded could be available for assessing the degree to which a candidate has correctly acknowledged all sources. Reinforcing good academic practice in this and other ways must routinely extend to all subjects and requirements within the Diploma Programme hexagon.

3. 2. 10 At all times the advice given to candidates should be to acknowledge as honestly and accurately as possible the ideas and work of others. When the source cannot be stated with absolute accuracy the candidate should declare this in an appropriate way, such as in a footnote.

3. 2. 11 Teachers should guard against what might be described as "academic negligence". In other words, teachers should warn candidates about the consequences of being careless when recording sources or displaying a cavalier disregard for the origins of materials within their work. Negligence is not a valid excuse for plagiarism. Teachers use Turnitin plagiarism device in order to advise students of malpractice. Students upload their final versions of EE, TOK, and IA to Turnitin.

4. a) The Procedure for an Investigation (General Regulations Article 28: Applicable procedure for malpractice)

The following circumstances are those that more commonly give rise to investigations.

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- A coordinator (upon being informed by a teacher) informs IBCA that they suspect that a final work submitted for assessment may be affected by malpractice.
- A coordinator informs IBCA that malpractice may have taken place during an assessment.
- An examiner suspects malpractice and provides evidence to justify his or her suspicion.
- An IBO member of staff identifies examination material that may not be the authentic work of a candidate and provides evidence to justify his or her suspicion.
- If the IBO initiates an investigation into malpractice it will do so immediately

4. b) Procedure at II. gimnazija Maribor:

The school has developed the same sanctions for breaching the academic integrity policy for work that is internally assessed as well as for work sent to the IBO:

1st Attempt:

1. Step 1: Teachers inform the IB DP coordinator and the head of school
2. Step 2: Warning – a meeting takes place (the teacher, student, parent, IB DP coordinator, and head of school are present)

2nd Attempt

Step 1: The student is expelled from the IB programme at II. gimnazija Maribor

5 The Rights of the Candidate

When a student enrolls for the Diploma Programme, the school must provide each candidate and their legal guardian with a copy of the *Academic integrity policy*. This applies to all candidates, including certificate candidates.

- If a candidate is under investigation for possible malpractice, the coordinator must inform the candidate. The decision whether or not to inform the candidate's legal guardians of the allegation and involve them in the investigation is left to the discretion of the school, bearing in mind any relevant circumstances such as whether the candidate has reached the age of legal majority.
- The candidate and his or her legal guardians have a right to see evidence, statements, reports and correspondence about the case. Any decision to withhold such information rests entirely with the head of school or coordinator. Evidence may be withheld to protect the identity of an informant.
- It is the policy of the IBO that any candidate being investigated for malpractice is given the opportunity to be heard and to submit a written defence to IBCA. The school has no right to prevent this process, to edit or unduly influence the candidate's statement. The candidate is expected to make the content of the statement available to the coordinator, but may request that the statement remain confidential to the IBO.
- The candidate must be given sufficient time to prepare a response to the allegation. IBCA must be contacted for advice if the candidate may not be able to meet the deadline imposed.

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6. References:

1. IBO. 2011. Diploma Programme academic integrity. Geneva: IBO.
2. IBO. 2014. The IB programme continuum of international education: Effective citing and referencing. Geneva: IBO.
3. IBO. 2014. IBO Academic integrity in DP programme flyer. Geneva. IBO.
4. IBO. 2015. From principles into practice. Geneva. IBO.
5. IBO. 2019. Programme standards and practices. Geneva. IBO.

7. Student Statement:

I, _____, (name, surname) am aware of the IBO academic integrity document and agree with II. gimnazija Maribor's terms and conditions. I have read both documents and will act accordingly.

Date _____ Student's Signature: _____

Parent/Guardian's Signature: _____