Academic Honesty Policy

This document outlines the principles of academic honesty and how it is seen by the International Baccalaureate Organization (IBO) and the Lyseon lukio community. It is based on the IB Learner Profile and mission statement as well as the values expressed in the school mission statement. This policy briefly explains the role of the IBO, the Coordinator, the student and the teachers in teaching and implementing the principles of academic honesty.

Honesty is a valued trait in Finland, and for many outsiders, Finns stand out in their direct and honest approach to many situations in life. This extends to schools, where honesty in the classroom is expected and assumed, albeit cautiously. Certain aspects of academic honesty do not necessarily come naturally; these need to be taught and learned. It is therefore the responsibility of all teachers to clarify what the principles of academic honesty mean in their subjects. Lyseon lukio expects that all Degree Programme candidates follow these principles and act accordingly in all their academic work and when presenting and sending work for assessment.

What is academic honesty?

According to the IB Learner Profile, IB students are 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."

One starting point in all IB teaching and studying at our school is integrity and honesty. Standard C3 of the IBO's *Programme Standards and Practices* (2014) states, "Teaching and learning promotes the understanding and practice of academic honesty." Students are expected to be creative, principled and independent learners and they must also be able to show this in a transparent way. This means the students must always acknowledge the use of other people's works, whether it is written, oral, visual or aural. Lyseon lukio realizes that the starting points of academic honesty knowledge may vary by student, but the end point should be the same for all. This means that while some mistakes may be made, repeated violations of the policy will not be tolerated. Academic honesty is a value and a part of personal integrity, and the Degree Programme at Lyseon lukio fosters the skills needed for its realization.

What is academic misconduct?

Academic misconduct is often times not deliberate: the student is not fully aware of the principles of academic honesty and might cite sources incorrectly. However, it is not possible for the IBO to know whether the alleged academic misconduct was deliberate or not. Therefore, all cases of academic misconduct are treated in the same way. We divide academic misconduct into four different categories:

   A. *Plagiarism* is stated here as the intentional or unintentional use of words, ideas or work of another person, whether written or oral, without explicit acknowledgment of the source. This statement also applies to material originally presented in another language.
   B. *Collusion* is stated here as using the work of another student and presenting it as one's own or allowing another student to present one's own work as their own.

C. *Duplication of work* is stated here as presenting the same work for different assessment components or requirements in the IB Diploma Programme. This could be but is not limited to using the same report for an EE and an IA assignment.

D. *Misconduct during an examination* is stated here as communicating with another candidate during an examination, impersonating another candidate, bringing unauthorized material into an examination room or attempting to gain or solicit information about an examination within 24 hours of the examination ending for final examinations, or then such attempts within another time frame for school term examinations.

Cases of suspected academic misconduct

In all cases of suspected academic misconduct in school exercises/assignments and term examinations, students will be notified by the teacher or the IB Coordinator of the situation. If applicable, a parent(s) will also be notified. The student will be allowed to explain him/herself while also being informed of the school's viewpoint. It is a required element of fairness that the school records instances of academic misconduct and any resulting consequences (IBO 2016). The first such case will result in a verbal warning and the assignment or examination being refused. If a second case arises, the student will receive a written warning from the Principal or the IB Coordinator. There is no third warning: a student's study permission will be revoked upon the third case of misconduct.

If academic misconduct is suspected before the candidate's work is submitted for assessment, the situation is resolved within the school by the student, the teacher and the IB Coordinator. If the work has already been submitted, the Coordinator will inform the IBO as soon as possible.

If there is evidence to suspect academic misconduct, the school will conduct an investigation and provide the IBO with documentation concerning the case. The Coordinator asks the candidate to produce a written response to the suspected breach of regulations. Based on this document and other evidence related to the matter, the IBO will decide whether to proceed or not. If this document is not presented, the IBO will proceed with the investigation into the matter.

If the IBO decides that a case of academic misconduct has been established, a penalty will be applied that will depend on the severity of the misconduct. An investigation into a case of academic misconduct may also be started after the results of the examinations have been published.

What is intellectual property and academic authorship?

Intellectual property is stated here as a lawful right to be enjoyed by an individual or group responsible for the creation of some original intellectual behaviour. This includes patents, trademarks, copyrights, and reference to the originator(s). A person who created a given work has the right to be respected by others and they should receive proper credit for their work. In other words, no one is allowed to present the work of other people as their own; instead, this work should be rightfully acknowledged.

What constitutes good practice? Recommendations and advice to students

When preparing any work that contains information acquired from someone else, the student should always follow the advice listed below:

1. If you have used a source, whether written or oral, published online or in a journal, magazine, book, etc., make sure this source is acknowledged both in the text and in the reference section or bibliography of your paper.
2. If a source is mentioned in the references, it must be referred to in the text.
3. Make sure you have made a clear citation of the source in the body of your text using an acceptable citation style for the subject in question. Your teacher will work with you on this. The relevant required citation styles are listed by subject below.
4. Make sure the sources are referred to in a way that enables the reader to find them.
5. Clearly indicate the use of someone else's exact words by using quotation marks or indentation for longer quotations. Again, remember to refer to the source.
6. When you rewrite someone else's words using your own vocabulary, i.e. paraphrasing, the source must be mentioned.
7. Remember that not only texts must be acknowledged: maps, charts, tables, films and music, pictures etc. are someone's intellectual property and must therefore be acknowledged.
8. Consider that these guidelines apply to written assignments, classroom presentations and all other school work shared with any sized audience. This means that also e.g. slides from visual aids need to clearly indicate any usage of borrowed images, tables, graphs, etc. Be sure to check if images in particular can legally be copied from sources and pasted elsewhere.

Academic Honesty and the Use of Artificial Intelligence

As with all other sources, when citing and referencing artificial intelligence sources in academic writing, it is essential to adhere to the same recognized citation style widely accepted for your academic field. Avoiding plagiarism is of great importance with AI, as the field is expanding and evolving rapidly. Another matter to consider is that as of this policy update, information retrieved from AI can include serious inaccuracies. Furthermore, AI sources are normally constructed based upon existing work.

Be sure you are familiar with the specific guidelines for citing electronic sources and technological research within your chosen style. This means that matters such as the title of the work and the journal or other publication is included. If applicable, one should include the volume, issue, page numbers as well. As with other online sources, a descriptive URL or the full URL should be used along with the retrieval date.

Artificial intelligence sources have some distinctions from other sources:

Formatting Digital Object Identifiers (DOIs): When available, include the Digital Object Identifier (DOI) in your references. The DOI provides a persistent link to the source, ensuring its accessibility and verifiability. If a DOI is not available, use a stable URL or permalink.

Citation of AI Algorithms and Models: Especially when referencing specific AI algorithms or models, include the name of the algorithm or model, along with any relevant version numbers, and the original source where the algorithm was proposed or the model was introduced.

Here is an example of a citation of an IA source in the APA style:

(OpenAI, 2023)

Here is an example of a reference of an IA source in APA style:

Format:

Author. (Date). Name of tool (Version of tool) [Large language model]. URL

Example:

OpenAI. (2023). ChatGPT (Mar 14, 2023 version) [Large language model].
https://chat.openai.com/chat

Required citation style by subject:

Finnish A Literature: in-text citations / Harvard style

English A Language & Literature: Modern Language Association (MLA)

Finnish B: Harvard style

German B: MLA

Swedish B: MLA

Business Management: footnotes

History: footnotes

Psychology: footnotes (American Psychology Association)

Biology: footnotes (Council of Science Editors)

Chemistry: footnotes (Council of Science Editors/Royal Society of Chemistry)

Physics: AIP (American Institute of Physics) style

Maths Analysis & Approaches: IEEE Citations

Maths Applications & Interpretations: Chicago Author-Date style

**This Academic Honesty Policy is a living document to be regularly updated and is largely based on Joensuun lyseon lukio's Academic Honesty Policy of 2016.

References:

International Baccalaureate Organization. 2016. Programme Standards and Practices. Geneva, Switzerland.

International Baccalaureate Organization. 2016. Academic honesty in the IB educational context. Geneva, Switzerland.

Other sources used for this document (All published by the IBO unless otherwise mentioned)

Diploma Programme Assessment Procedures 2021
Academic Honesty in the Diploma Programme (2020)
European Union Intellectual Property Office
Roberts, B. 2009. Educating for Global Citizenship: A Practical Guide for Schools. IBO. Cardiff, Wales.
IB Mission Statement
IB Learner Profie
Lyseo Mission Statement

Description of actions taken by the school to implement and communicate the Academic Honesty Policy

1. Students
All students sign a Declaration of Authenticity before submitting their final versions of the EE, TOK essay, IA reports, etc. This document ensures the student considers the work to be their own and any use of outside sources has been appropriately acknowledged.

    A. The role of the Coordinator

    During IB Coordinator's meetings with classes the general principles of academic honesty are introduced to the students. Two documents provided by the IB, *Academic Honesty flyer* and *Academic Honesty pamphlet*, are copied and handed out. The terms "plagiarism", "collusion", "duplication of work" and "misconduct during examinations" are introduced and explained to the students with examples.

    When the IB Coordinator gives an introductory lecture on the Extended Essay to 2IB students, he provides students with an *EE handbook*, where special attention is paid to the concept of academic honesty and proper ways of referencing.

    B. The role of the teacher

    Whenever a candidate is to submit their work for assessment, whether it is the Extended Essay, TOK essay or any other component, it is standard procedure to discuss the work at different stages with the supervising teacher to ensure the authenticity of the work. Should any kind of violations of academic honesty occur, in most cases unintentional, they are usually noticed at an early stage. The teacher discusses the matter with the candidate and tells them to rewrite the text in accordance with regulations.

    C. The role of the homeroom teachers

    Each class is assigned a homeroom teacher, whose responsibility it is to monitor the progress of each student in their class. These duties also include constant contact with the parents to communicate any problems that the student might face in their studies, including possible breeches of academic honesty. This communication continues until the student is of legal age, meaning 18 years of age. After that it is against the Finnish legislation to contact the parents in matters relating to studies if the student does not agree.

2. Teachers and staff

    The teachers have all received the two documents provided by the IB: *Academic Honesty in the IB educational context* and *Effective citing and referencing*.

    The academic honesty policy has been introduced to the staff in an IB staff meeting. The policy is also annually reviewed by the IB Development Team. The role of the teacher as the key distributor of the policy both in internal and external assessment is emphasized. The following parties always attend the staff meetings: the Coordinator, the head of school, the subject teachers, the guidance counsellors and the librarian.

3. Parents

Parents' nights (parent/guardian and teacher/IB Coordinator meetings) at least once a year for each class. In the first meeting the Coordinator introduces the academic honesty policy to the parents/legal guardians. In the next meetings the policy is revisited and the possible breeches of regulations and subsequent consequences are explained to the parents.

The homeroom teacher is also present in these meetings, together with any subject teacher if a parent wishes for a discussion.

4. Resources to support the policy

In 2017 Lyseon lukio began using *Turnitin*, a software programme used also by schools around the world to detect possible instances of plagiarism. All Extended Essays, TOK essays, IAs and other relevant assessed works are uploaded to *Turnitin* before final submission.