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Blindern videregående skole

IB Academic Integrity Policy at Blindern Videregående Skole

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Blindern videregående skole aims to promote a culture of academic integrity. All members of the school's community share a common responsibility to practice academic integrity in learning and teaching as well as in the administration of the school. The school's Academic Integrity Policy is based on the IB *Academic integrity policy* (IBO, 2023), *Effective citing and referencing* (IBO, 2014).

IB Academic Integrity in the Continuum, Philosophy and Principles

Blindern videregående skole aims to encourage and support students' learning process as well as facilitate a solid foundation for further learning. As an IB World school, Blindern videregående skole aims to encourage students to develop according to the IB Learner Profile. It provides the foundation for academic integrity and is an essential part of the school's education work toward the students. The Learner Profile (IBO,2013) reminds us that *principled* people "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." It also reminds us of that *thinker* "use critical and creative thinking skills to analyse and take responsible action on complex problems". In addition, they "exercise initiative in making reasoned, ethical decisions".

At Blindern videregående skole all IB subject teachers are responsible for guiding students in developing the skills required to assure good practice of academic integrity as well as to behave as positive role model when it comes to their personal attitude toward academic integrity. At Blindern videregående skole school leaders are responsible for assuring that all members of the community follow IB rules and for preserving the integrity of examinations and assessments. They are also committed to behaving as positive role model when it comes to their personal attitude toward academic integrity.

At Blindern videregående skole it is expected that IB students respect other's academic work, understand the importance of acknowledging intellectual property and refer to sources. This includes acknowledging help from another person, as well as information taken from a wide variety of sources. The school promotes a consistent approach to citation by encouraging the use of one common system, the APA style (American Physiological Association). For instructions and examples on citing and referencing, students are referred to *Effective citing and referencing* (IBO, 2014). This documents as well as all other documents related to *Academic integrity* are available for all students on the school electronic platform.

What is academic integrity?

Integrity is the quality of being honest and behaving according to principles of trust and fairness. Academic integrity relates to principled behaviour in the academic area whereby all members of the academic community can rely on each other, acknowledge each other's intellectual property, and stay away from making any decision that leads to advantage or disadvantage one or more members of the community.

The following are examples of what academic integrity means at school:

- Any source used within any academic work by students and educators is acknowledged by using one of the official referencing conventions.
- Assignments submitted are the result of independent work and written in one's own words. Academic honesty does not exclude fair cooperation between students.
- All test/exam rules are followed. Rules for the conduct of IB examinations published by the IB are followed by DP students.
- Gentle, respectful, and friendly manners while debating opinions and ideas or listening to peers' presentations. Acknowledge that other persons, "with their differences, can also be right" (*IB Mission Statement*) and may contribute to own development through presenting new perspectives.
- The student attends all Service as Action/CAS activities and other academic activities scheduled under the school's responsibility.
- School administration and teachers make decisions and approach students/behave in ways that assure fairness and equity.

School maladministration

School maladministration is "an action by an IB World School or an individual formally associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments" (IBO, 2023, p.19)

Possible cases of school maladministration include:

- Teachers giving more assistance to a student dealing with a coursework than specified in the subject guide.
- A teacher editing an IA before submission of samples to IBIS.
- An invigilator giving more time than specified for an exam paper.
- Allow students to use calculators that are not set on examination mode or to use unauthorized material during examination.
- Misrepresenting language proficiency while placing students in language courses.

Any case of possible school maladministration will be reported to the school through hierarchy line; Contact Teachers > Programmes Coordinators > Head of Dept > Head of school. The Programmes Coordinators, the Head of Dept or the Head of school will notify the IB and carry through the required investigation. The person in charge of the investigation will keep a log of the whole process. Once the investigation is done the information related to the case will be forwarded to the IB that will conclude on the outcomes following the process describes in IB *Academic integrity policy* (IBO, 2023, p 19-21 and 26-29).
Cases of possible school maladministration may also be reported directly to the IB. In such cases the IB will take responsibility and handle according to the process described in the *Academic integrity policy* (2023, p.20-21).

Student academic misconduct

What is academic misconduct?

> The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.
>
> It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper-based and on-screen (IBO, 2023, p.22)

Major forms of academic misconduct

- ***Plagiarism***
  Ideas or intellectual work of another person are used without acknowledging it. When the limit between one's own work and someone else's work that may have inspired and contributed to the reflection process is not shown clearly. This is considered as intellectual property theft.

- ***Collusion***
  When a student allows other students to use all or parts of their own work in their task, or when a student uses all or parts of other students' work in their own assignments.

- ***Duplication***
  The same work is used for different assessment components.

- ***Cheating***
  When a student breaks rules for the conduct of IB examinations, for example, copying the work of another student sitting for the same exam, the possession of unauthorized material in the examination room or communication between students during the examination time.

Other forms of academic misconduct

- Falsification of Service as Action/CAS records, other sorts of records and/or official documents.

- A student receives *too much help and guidance* from an AI tool or another person, when working and writing on an assignment that will be submitted for evaluation. This person can be a teacher, another student, a family member, or a friend.

- A student denies peers access to information or material he/she has access to (for example books from the school's library or course material distributed by the teacher).

- A DP student discloses or receives information about the content of an examination paper within 24 hours after the examination.

Is collaboration a form of academic misconduct?

Collaboration is an important value in the IB programmes and schools are encouraged to promote good collaborative practices as well as to support students in the development of their own collaborative skills. However, while dealing with collaborative activities, students are required to be mindful of maintaining principled, ethical practices. Legitimate collaboration is an open process where students work together and share information. When working in groups, students are expected to do so cooperatively and recognize and encourage contributions of all group members. Group products should reflect each member's contribution, and each student's work should be explicitly acknowledged. Individual work that springs from collaboration must acknowledge and credit classmates' ideas and contributions. Failure to do so is considered academic misconduct. Allowing others to copy one's work and submit it for assessment is also considered collusion and not legitimate collaboration.

Monitoring students' academic integrity; roles, responsibilities, and action plans

Roles and responsibilities

It is the responsibility of all members of the school to promote and foster a high level of Academic integrity. Roles and responsibilities in this area are defined as follows:

The School Leadership Team promotes and maintains a school environment where academic integrity is a shared value that should inspire all members of the community. It assures a common understanding of what academic integrity means and of the school's academic honesty policy. It integrates Academic integrity in the school's strategy and creates opportunities for the entire community to discuss and debate on issues related to academic trust and respect as well as to honest learning.

The Programme Coordinators have a crucial role in fostering an academic integrity culture in the programme they oversee. They should act as role model, inspire, and encourage positive respectful and fair pedagogical approaches. They monitor students' and teachers' behaviour related to academic integrity and start investigating processes when a case of malpractice is suspected. It is the programme coordinator's duty to prevent academic integrity incidents by taking responsibility for the areas listed below:

- Keep IBIS access and contents confidential, secure storage of IB exam papers and answer sheets, ensure compliance with the conduct of IB examinations.

- Make the school's academic integrity policy and other related regulations available to teachers, students, and parents/legal guardians. Make sure all parties understand the meaning of it and that new teachers are introduced to the importance of Academic integrity and trained.

- If the task is not taken by a superior, the programme coordinator will report all suspected cases of student academic misconduct or school maladministration to the IB and carry through the investigation of the case according to the school and the IB policy.

The teachers are expected to support the School Leadership Team's and the Programme Coordinators' efforts to promote a culture of Academic honesty at the school. They should act as role model, inspire, encourage, and support their students in developing as respectful and fair persons. "Teachers need to evaluate the views and conduct of students in regard to academic integrity, including any deficiencies, before developing an appropriate plan to address the topic. It may also be valuable to consider the reasons why students engage in acts of academic misconduct" (IBO,2023, p.12). Students are not equally equipped with the necessary skills of good academic practices. Teachers must therefore differentiate their approach while providing their students with opportunities to learn and practise those skills.

It is the teachers' responsibility to detect breaches of academic integrity, especially plagiarism. Teachers will use consistently the plagiarism control function available on the school platform for all school's assignments and exam coursework. It is also the teachers' responsibility to monitor students' improvements. The topic of academic integrity should be an integrated part of all subjects' teaching plans and strategies for developing the academic integrity skills should be in place in all subjects and be introduced explicitly to students.

The students are expected to develop as principled young adults and act in respectful and fair manner. They are expected to contribute positively to the school's culture of academic integrity. They must refer to all sources and be able to confirm that all work submitted for assessment is their authentic work. All students must read and understand the school's Academic integrity policy and ask an educator if any point of it is unclear. All information meetings on academic integrity organized by the school are compulsory for all students. They must submit all their assignments on the school platform so that the teachers can use the plagiarism control function. The school's educators do not expect students to be completely equipped with all necessary skills of good academic practice when they arrive to school. However, they expect students' readiness to improve their skills, to take into consideration the feedback provided along the learning process.

Students are expected to support the school's educators in preventing academic integrity incidents by taking responsibility for the four areas listed below:

- Report on any suspected case of academic misconduct or school maladministration to their contact teachers or programme coordinators.

- Complete all assignments with integrity, to the best of their knowledge and skills. Acknowledge all used sources in all assignments by using a referencing convention.

- Do not search and do not accept any non-permitted assistance in the completion or editing of assignments. Do not give any undue support to peers in the completion of their work.

- Have a responsible and ethical approach while using the internet and social media platforms. Have a responsible and ethical approach while interacting physically with other persons.

Action plan for IB Programmes at Blindern vgs

To maintain a high standard of Academic integrity and ensure that the students are aware of content and issues related to Academic integrity we have developed the following action plans.

Action plan for the Middle Years Programme

Every year in the first term the Programme coordinator, who is also the Personal Project Coordinator, organizes a stand-alone Academic integrity session for students. This is done in collaboration with the school librarian and the MYP teachers to ensure that the Academic integrity Policy is understood by everyone in the programme. In addition, the school provides opportunities to practice and learn how to use other people's work throughout the year through the delivery of the school curriculum. The teachers must request the students to submit assignments and written assessments through the school electronic platform as this platform (its learning) provides the teachers with a programme that enables detection of plagiarism. The teachers are obliged to use the plagiarism checker regularly.

All students in Middle Year 5 sign an academic honesty form upon completion of the Personal Project confirming that the work is their own.

The Academic integrity policy of the school is presented to the parents at the first parent meeting every year.

Disciplinary measures in case of malpractice in the Middle Years Programme

The school aims to prevent all forms of academic misconduct by promoting personal integrity and good academic practice in all school activities. However, in cases where teachers suspect a breach of the Academic integrity, they should discuss this with the student and investigate potential sources of the work. If there is evidence of malpractice, a formal meeting will be held with the teacher, student, and programme coordinator. The student will be allowed to ask a person of trust to participate to this meeting. During this meeting the school will expose the suspicion of malpractice and

provide evidence for it. The student will give his perspective on the case and possibly provide an argument-based defence. The student can have recourse to the person of trust if needed. Based upon the finding and taking the age, background, level of awareness and any previous history of academic misconduct by the student into consideration, a decision will be made the school.

If the outcome leads to a confirmation of malpractice, it will result in

- A negative mark on the student's conduct grade.
- No evaluation of the particular piece of work
- An offer to submit a completely new version of the task or another task of the same nature.

Action plan for the Diploma Programme

The school's Extended Essay Programme gives every year the opportunity to present the school's Academic integrity policy to DP1 students. They are also encouraged to comment, discuss it, as well as to reflect on the link between academic integrity and the *IB learner profile*. The DPC who is also the EE coordinator oversees the Extended Essay Programme, collaborates with the school's librarian and the UiO's Libraries. The objective of the meetings offered to DP1 is to inform, promote and support good practices. At the end of DP1 all students will sign a form where they confirm that they have read the school's Academic integrity Policy and are aware of the consequence of malpractice.

Every year in the first term of DP2 the DP Coordinator organizes a meeting about the *Conduct of the examination - Notice to candidates* where all articles of the document are presented and commented. During this meeting, students are clearly informed on how malpractice related to examination components and examination session is investigated, as well as on the consequences of being found guilty of malpractice. Each DP2 student will have to sign a declaration stating that they have read the document and are aware of the consequences of breach of rules.

All subject teachers and especially the supervisors of Extended Essays give the students the necessary guidance and monitor their academic behaviour throughout the two DP years. The teachers must request that students submit assignments and written assessments through the school electronic platform (its learning) as this platform provides the teachers with a programme that enables detection of plagiarism. The teachers must request the students to deliver the first draft as well as the final version of all internally and externally assessed coursework through the same electronic platform The teachers are obliged to use the plagiarism checker consistently.

Disciplinary measures in case of malpractice in the Diploma Programme

The school aims to prevent all forms of academic misconduct by promoting personal integrity and good academic practices in all school activities as well as by explicating the connection between the *mission statement,* the *IB Learner profile* and Academic integrity. However, if a violation of Academic integrity is suspected the school will act as follows.

1) *Cases of malpractice related to written schoolwork carried throughout the two years of DP.*

If a teacher suspects a breach of the Academic integrity, the teacher should discuss this with the student and provide evidence for the suspicion. The student will be given the opportunity to explain the case from own perspective. Based upon the finding and taking the student's explanation into consideration the teacher may advise the student and remind them of the key elements of the Academic integrity policy. During the learning process in DP the main objective of monitoring academic integrity is to inform, promote and support good practices. However, if the case of malpractice is confirmed it will still result in

- A negative mark on the student's conduct grade.
- No evaluation of the particular piece of work
- An offer to submit a completely new version of the task or another task of the same nature.

The reason for maintaining a sanction as consequence of breach of Academic misconduct is the school's determination in signalising to the student the limit between acceptable and non-acceptable academic practice.

2) *Cases of malpractice related to written examination components.*

a) If a teacher suspects a case of academic misconduct in the first draft of a written examination component, the teacher will gather all evidence that can justify the suspicion. The DP Coordinator will invite the teacher and the student to a meeting where the candidate will be informed about the teacher's doubts on Academic integrity. The candidate will be given the opportunity to recognize malpractice or to provide evidence of authentic work. If the case of malpractice is confirmed, it will result in

   - A negative mark on the student's conduct grade.
   - No feedback on the draft
   - The student will still be allowed to submit the final version.

b) If a teacher suspects a case of academic misconduct in the final version of a written examination component, the teacher will gather all evidence that can justify the suspicion. The DP Coordinator will formally inform the school's Head. The school's Head or a person delegated by the school's Head will invite the teacher and the student to a meeting where the candidate will be informed about the teacher's doubts on Academic integrity. The student will be allowed to ask a person of trust to participate in this meeting. During the meeting the school will expose the suspicion of malpractice and provide evidence for it. The student will give his perspective on the case and possibly provide an argument-based defence. The student can have recourse to the person of trust if needed. If the case of malpractice is confirmed, it will result in

- A negative mark on the student's conduct grade.
- Failing status (F) for this examination component.

c) In a case the IB suspects malpractice related to the final version of a written examination component, the IB will proceed according to their Academic integrity Policy as it is described in the Appendix 2 (2023, p.30-44)

3) *Cases of malpractice during regular tests and mock exams:*

A confirmed case of plagiarism, collusion or cheating during a test or mock exam will automatically lead to a negative mark on the student's conduct grade. The test will not be marked. The DP coordinator will invite the student to a meeting to discuss this case of dishonesty and explain the reason for the sanction.

4) *Cases of malpractice during IB examinations:*

An act of misconduct during an IB examination will be reported immediately to the IB Assessment Centre by the DP Coordinator. The IB will react according to their Academic integrity Policy and as it is described in the Appendix 2 (2023, p.30-44)

Use of artificial intelligence

At Blindern vgs transparency is vital when it comes to the use of artificial intelligence. This is a technology that will become vital, and it is important to make sure our students know how to use it responsibly. Our students are expected to cite the use of A.I. technology just as they would any other source.

Teaching students about academic integrity

At the start of each semester the Programme Coordinators/IB Counsellor will hold a session where the students will have to the opportunity to learn about the IB philosophy when it comes to the use of artificial intelligence in the classroom. In addition, they will learn how to properly cite the use of artificial intelligence. Throughout the academic year subject teachers will be continuously referring and modelling the responsible way to use A.I. tools. In addition, the students have access to a folder on the school's electronic platform where they can review how to directly cite from A.I, reference the A.I. tool in their body of work, and produce a bibliography.

Citing A.I. produced work means that the ownership of the work belongs to the A.I software and not to the student. The school and the IB (2023, p.54) do not consider any work produced by such tools to be the students' own work, therefore only the parts of that are not produced by an A.I software will be considered when it comes to evaluating the achievement. The school will therefore promote use of AI Tools in the start phases of a task or an assessment. AI tools are appropriate for finding research material, model

texts, get diverse perspective when refining research questions and exploring possible bias.

Using software to improve language and grammar.

The students have access to many programs that will help them to improve their language. Language and grammar are aspects that are not related to subject specific criteria, the exception being language acquisition. The students are not allowed to use language and grammar software to assist with language acquisition. Software that translates text from one language to another are not allowed in any subject.

The students who do not show Academic integrity when using any form of A.I tools will be subject to the school's Academic integrity policy.

This policy has been developed collaboratively by the IB community at Blindern vgs and it is reviewed every year in January. Date of last update- January 11th, 2024.

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