

# ACADEMIC HONESTY

## Information for workshop participants

### Introduction

The following information has been designed to develop an awareness of the importance of academic honesty within the Diploma Programme (DP). Additionally, this document provides guidance to educators in order that they can promote academic honesty and discourage malpractice in order to optimize student learning, thereby ensuring that students do not knowingly jeopardize their diploma.

### Definitions

In reality, it is easier to explain what is academic dishonesty with reference to plagiarism, collusion and cheating; however, when discussing the subject with students, it is preferable to explore academic honesty in a positive light. Broadly speaking, academic honesty means ensuring that a candidate's work is authentic based on their own ideas, language and expression.

The IBO defines malpractice as behaviour that results in, or may result in the candidate gaining an unfair advantage. Malpractice includes

- *Plagiarism*: representing the ideas or work of another as your own
- *Collusion*: supporting malpractice by another candidate, for example, allowing your work to be copied
- *Duplication of Work*: presenting the same work for different assessment

Malpractice occurs across the spectrum of DP course requirements, from plagiarism of language A1 writing assessments, to fabricating data for chemistry labs, to copying works of art for visual arts, to cheating on math exams. In addition, teachers can be brought to the attention of the Final Awards Committee for breaching regulations. Examples of unacceptable actions by teachers include providing candidates with undue assistance, and allowing additional time on examinations.

Plagiarism is by far the most common type of malpractice. In some cases, plagiarism is not always a deliberate attempt by a candidate to present ideas as their own but rather candidates are unaware of how or when to acknowledge sources. In general, cases that involve only negligence on the part of the candidate will result in no grade being issued for the assessment component, rather than no grade for the entire subject concerned. Nonetheless, it is critical that students are taught in all grade levels the importance of citing sources correctly.

### Promoting Academic Honesty in Your School Community

Schools are expected to be the first line of defense against malpractice. As such, it is important that schools establish a culture that actively promotes academic honesty. Schools should:

- Ensure candidates receive guidance on the skills of academic writing in a structured manner (as part of the Extended Essay or TOK essay for example).
- Ensure candidates understand the consequences of being found guilty of malpractice.

- Establish an honor code or policy promoting academic honesty throughout the school.
- Consider subscribing to a plagiarism prevention service such as Turnitin.com and randomly submit student work before it is sent to examiners.
- The IBO will also randomly submit student work.

Teachers should:

- Ensure that subject-specific skills required for good academic practice are routinely reviewed in subject areas throughout the programme.
- Confirm that, to the best of their ability, all work submitted for assessment is the authentic work of a candidate.
- Follow all IB regulations for assessment and report any problems to their IB coordinator.

## Resources Available from the IBO

There are a variety of resources available from the IBO. Of critical importance is the document *Academic Honesty: Guidance for Schools*, which was distributed to all schools in September 2003. This document clearly defines terms, sets out roles and responsibilities, and outlines procedures for investigating malpractice. It is available for download on the OCC.

Also on the OCC, are a variety of resources available for download including sample honor codes, lesson plans designed to promote good academic practice, and a wide variety of discussion topics. Teachers are encouraged to enter discussion topics relating to academic honesty in their subject specific areas of the OCC as well.

 **Forums:**  
**Academic honesty**

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**Academic honesty**  
This area of the OCC is designed to provide IB teachers with resources on academic honesty, plagiarism and malpractice.

To view or add resources, click on the relevant button or link. Resources are listed under the following categories in [Add resources](#)

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Useful web sites

- Web sites about plagiarism, paraphrasing etc
- Web sites used by students
- Web-based plagiarism detection systems

Guidance for teachers

- Why do students plagiarize?
- Accepted conventions for attributing sources
- Collaboration versus collusion
- Authenticating students' work

[Academic honesty: guidance for schools](#)

Mark Redlich is the OCC faculty member for academic honesty in the PYP, MYP and DP. You can also approach him with questions regarding academic honesty.



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Mark Redlich teaches DP English, history and Theory of Knowledge at Seisen International School. Mark has a BA (hons) in English/history, and a bachelor of education from Queens University, Canada. Mark also holds a master's of education from the University of Southern Queensland, Australia. Mark is currently a moderator for English A1 internal assessment (oral).

The academic honesty section of the OCC can be accessed by going to the Select support area drop down menu in any of the three programmes and selecting Academic Honesty. As mentioned, the site provides insights into the promotion of academic honesty in your school community. It is also a good source of resources.