



Academic Integrity

Written collaboratively by SDIS staff

Shared with the school community through the school website and workshops with parents at the beginning of the school year.



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Vision

To provide a unique and culturally diverse educational experience to the local and expat community in the greater Sandnes area. We aim for our students to be kind, caring, and respectful young people who, by practicing resiliency and a growth mindset, thrive in meeting their individual learning needs and goals. We strive to develop confident global citizens who will be prepared to meet the needs and challenges of the future and help make the world a better place for everyone.

Mission

Sandnes International School contributes to making the world better by providing its students with a holistic international education. To this end, students are encouraged to take meaningful action and lead change in a safe and positive learning environment. Every individual learners' needs are supported, their differences are respected and their unique qualities are valued and nurtured.

Values

Be Safe	Be Kind	Be Responsible	Be Respectful
Prioritize safety in all actions and decisions.	Show compassion and empathy towards others.	Take ownership of your actions and their consequences.	Treat others with dignity and consideration.

Rationale / Purpose for the Policy

At Sandnes International School, we believe that the IB Learner Profile describes important behaviors that we nurture, value, and respect in ourselves and others. All members of the SDIS community are committed to maintaining fairness, trust and credibility in a principled way in all learning situations within and beyond the school building.

By promoting and incorporating the IB learner and Approaches to Learning (AtL) skills, SDIS seeks to foster academic integrity. The learner profile is transparent in the classroom and evident in the general language of the school. The AtL skills provides a holistic framework in which students apply appropriate skills and knowledge to construct meaning in an honest way. To this end, we as a school, encourage students to demonstrate academic integrity in all aspects of learning.

In developing these guidelines, SDIS encourages students to become:

- **Inquirers** – We nurture our curiosity, developing skills for inquiry and research.
- **Knowledgeable** – We develop and use conceptual understanding to explore ideas and issues with local and global significance.
- **Thinkers** – We use critical and creative thinking skills to analyse and take responsible action using initiative reasoning to make ethical decisions.
- **Communicators** – We confidently and creatively express ourselves, while collaborating effectively with individuals and groups.
- **Principled** – We act with integrity and have a respect for the dignity and rights of others. We take responsibility for our own actions.
- **Open-minded** – We make it a habit to seek and evaluate a range of views.
- **Caring** – We show empathy and respect towards others and their needs.
- **Risk-takers** – We approach challenges with forethought and explore them independently and cooperatively.
- **Balanced** – We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.
- **Reflective** – We are able to assess the strengths and weaknesses of our learning.

In developing and enforcing this policy Approaches to Learning are directly linked. We encourage our students to develop the following skills:

- **Self-Management** - adhere to codes of behavior and make informed choices
- **Social** - Responsibility, respecting others people's original ideas and work
- **Communication** - develop effective listening, speaking, reading and writing skills
- **Thinking** - acquire knowledge and apply it in the correct context
- **Research** - formulate questions, collect data and presenting research in an honest

Terminology describing academic integrity

Academic integrity: Behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people, and behaving appropriately when taking tests.

Plagiarism: The representation of another person's thoughts or work, as the student's own in order to gain an unfair advantage. This includes using another person's work without citation or sourcing.

Example: A student submits an essay on Shakespeare's "Hamlet" and includes whole paragraphs from a scholarly article without quotation marks or citations, presenting the ideas as their own.

(Harvard College Writing Program. n.d)

Collusion: Allowing one's work to be copied or submitted for assessment by another. There are times when students will collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact that it may be based on the same or similar data and/or research as another student.

Example: Two students collaborate on a lab report, but instead of writing their own separate reports, one student copies the entire report and submits it as their own. *(University of Oxford. 2021)*

Duplication: Presentation of the same work for different assessment components or course requirements.

Example: A student submits the same research paper for two different classes, one in English and one in I&S, without permission from both teachers. *(University of Melbourne. n.d)*

Intellectual property: Includes patents, registered designs, trademarks, moral rights and copyright. The law protects many forms of intellectual and creative expression.

Example: A student uses a patented technology in their Design project without obtaining permission or citing the patent holder. *(WIPO n.d)*

Student academic misconduct: Includes behavior that can result in a student getting an unfair advantage in assessment. Actions of a student that can lead to another student getting assessed unfairly, or any act that can threaten the integrity of IB examinations and assessments. (Academic Integrity, IBO 2018, p3)

Example: A student hacks into the school's grading system to change their grades, or shares exam questions with peers before an examination. (International Baccalaureate Organization, 2019)

Other Behaviors / Gaining an unfair advantage, including:

- Falsifying a record, data, etc
- Use of mobile devices to text, record, or access examination information
- Using notes in a test when this is not permissible
- Using an ICT device to download information during a test
- Asking another person to do your work
- Stealing papers, or downloading free papers from the internet
- Having a parent or tutor do assignments/assessments
- Submitting work that has been previously submitted by yourself or another student as something new for a different task
- Submitting work for one subject that had been submitted for another subject
- Submitting work completed by AI without acknowledgment or direct instructions to do so.

Responsibilities

School Responsibility

- Ensure there are opportunities for the students in the curriculum to develop the principles of academic integrity
- Ensure that the school community acknowledges and understands the importance of academic integrity
- Promote the consistent approach to referencing used in the school.
- Ensure academic misconduct is dealt with appropriately and in line with the program's expectations. (PYP or MYP)

Stakeholder Responsibilities

Student	<ul style="list-style-type: none"> • Use what you have learnt to recognise others properly. • Be honest and respectful in presenting all your schoolwork • Always acknowledge when you borrow ideas, images/ videos, and words from others • Express ideas in your own words • Support your classmates without letting them copy your work • Express your individual learning even when working in groups • Know how to use Artificial Intelligence (AI) as a tool to support learning
Staff	<ul style="list-style-type: none"> • Demonstrate how to maintain trust and credibility by modeling developmentally appropriate practices in academic integrity • Model and teach students how to use tools such as Artificial Intelligent (AI) tools respectfully, fairly • Model and teach the skills related to research and respect for the creative efforts of others • Deal with instances of academic misconduct at the developmentally appropriate level • Provide clear guidelines for learning tasks • Make clear what the expectations are regarding academic integrity, such as 'in text citations', the reference pages, etc (as outlined in APA) for each task • Use anti-plagiarism tools as teaching instruments in raising awareness of academic integrity
Parent	<ul style="list-style-type: none"> • Contact the teacher to clarify expectations if supporting your child at home. • Be aware of where the Academic Integrity Policy • Understand the benefits of properly conducted research and support their child's learning in a respectful and fair way • Distinguish between reasonable support in your child's work and doing the work for them. • Respect your child's thoughts and provide feedback by asking questions, not giving answers to your children.

School Guidelines

Throughout the learning at SDIS students will experience and learn the key skills of academic integrity. The staff has collaboratively developed a continuum of skills to help support the learning of these key skills. Students will understand that they are responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work.

Fairness, trust and credibility, demonstrated independence, and respect are the qualities most important for developing the values of personal academic integrity. This is modeled, actively encouraged and taught by the teachers at Sandnes International School. In dealing with any issues connected to academic integrity we use the learner profile to emphasize the importance of being principled in our actions.

Responsible Use of Artificial Intelligence (AI)

Artificial intelligence is an important tool for our students to use. It can provide great opportunities to improve the skills of all the IB learners in our community.

If students use text or images from an Artificial Intelligence (AI) (such as ChatGPT) they must:

- Put the text in quotation marks
- Make clear it is from AI
- Annotate and appropriately reference any information they use

As with any source of information, students must always be transparent. Students being clear with 'what their thinking is and what they have found from other sources.' is the key to their learning. We have incorporated AI into our continuum of learning below.

Referencing and Citation

Students in our school will develop the skills of referencing using American Psychological Association (APA) guidelines in all assignments. Students' work that is missing acknowledgment at an appropriate level from the continuum below will be made aware of their learning and dealt with appropriately for their level.

SDIS Continuum of Learning

*"The school community must embed academic integrity at the heart of its strategy and appreciate the value it will bring to students for their learning and future endeavours."
(International Baccalaureate Organisation, 2023, p. 7)*

Below are approaches to learning skills students will acquire developmentally throughout their learning at SDIS with examples of academic integrity usage in the PYP and MYP sections of the school. These are to demonstrate and provide guidance and reinforce the understanding of the skills to the school community.

Phases	Honesty	Trust	Fairness	Respect	Responsibility
1	<u>Students will:</u> <ul style="list-style-type: none"> Be encouraged to acknowledge help from family members, older students, or friends. Learn and understand copying as cheating. Learn to follow their teacher's instructions/guidance. Listen to everyone's ideas respectfully. Practice empathy and feedback. Learn that conversations/discussions involve one at a time talking and everyone else listening. Gather information and present contributions from all group members. Begin to use keywords to take notes from written or visual materials. 			<u>Teachers will:</u> <ul style="list-style-type: none"> Model how to communicate new knowledge in their own words. Model and demonstrate that writing/images have an author and/or illustrator. (books/websites/visual and audio material) Model positive feedback and show caring. Model how to begin to work collaboratively in groups to share. Model how to look at and read books and printed material in order to learn new information. Demonstrate how to summarize key understandings from audio-visual material. 	
2	<u>Students will:</u> <ul style="list-style-type: none"> Find the date of a text. Be aware that different people have different zones of comfort. Use simple ways to acknowledge information derived from others. Work to gather information, share and assimilate ideas, and present learning in a group. Take basic notes. Understand what constitutes copying. Role-playing to practice seeing things from other perspectives. Take time to listen to others. 			<u>Teachers will:</u> <ul style="list-style-type: none"> Model how to find the age of the book (copyright on the back of the title page) Scaffold how to assimilate knowledge from several sources into independent ideas and understandings. Scaffold bibliography in alphabetical order Scaffold basic note-taking. Explain the importance of indicating who has done what in group work. Explain the different roles that each person can take in a group. 	

	<ul style="list-style-type: none"> • Take responsibility for one's actions. • Manage and resolve conflict. • Take turns talking and listening 	
3	<p><u>Students will:</u></p> <ul style="list-style-type: none"> • Be aware of academic honesty and respect for copyrights and authorship. • Help others to succeed without doing all the work. • Collaborative learning experiences and group projects that foster trust among classmates. • Be aware of their prejudices, and common pitfalls like stereotypes and biases. • Practice negotiating fair and equitable decisions. • Give and receive meaningful feedback • Acknowledge others in a bibliography. • Start to use Cornell note-taking. • Start to use Sketchnoting • Practice delegating and sharing responsibility for decision-making. • Learn to react reasonably in a conflict. 	<p><u>Teachers will:</u></p> <ul style="list-style-type: none"> • Provide opportunities to practice APA formatting • Support students to practice the different roles in a group. • Define expectations on how they document each student's work in a group • Build an understanding of personal prejudices, stereotypes, and biases. • Model using AI in learning situations appropriately. • Challenge students to view from other perspectives. • Scaffold how to document different perspectives. • Define clear expectations for fair and equitable decisions. • Teach Cornell note-taking and Sketchnoting. • Scaffold bibliography in correct APA formatting • Design learning tasks that require thinking skills, and are not able to be completed by simply copying or falsifying information
4	<p><u>Students will:</u></p> <ul style="list-style-type: none"> • Cite multiple sources when inquiring. • Collect, record, and verify data • Develop note-taking skills that support their learning. • Create an accurate bibliography and learn about 'in-text' referencing using APA. • Plan their inquiries and set their deadlines / share out dates. • Be empathic and humble. Accept that other students might have better ideas. 	<p><u>Teachers will:</u></p> <ul style="list-style-type: none"> • Model APA referencing in all documents presented to students. • Create clear expectations of the requirements in a bibliography • Introduce understanding of 'in-text' referencing using APA • Teach appropriate use of AI • Use the attributes of the IB Learner Profile to support explanations of why.

	<ul style="list-style-type: none"> ● Find their voice. Be confident enough to openly compare contrasting ideas. ● Use other people's ideas to support their own. ● Give and receive meaningful feedback to a peer. 	<ul style="list-style-type: none"> ● Create clear expectations for source analysis ● To support students' voice, scaffold larger tasks with opportunities to submit interim work or milestone checks
5	<p><u>Students will:</u></p> <ul style="list-style-type: none"> ● Cite sources correctly using APA ● Include in-text citations, footnotes, and appendix. ● Understand the responsibilities and rights in a group collaboration ● Respectfully advocate for one's rights and needs. ● Delegate and share responsibility for decision-making. ● Be active listeners and critical of what they read. ● Recognize reliable sources of information. ● Know how to agree and disagree. ● Acknowledge and understand elements of bias. ● Make informed choices about personal viewing. 	<p><u>Teachers will:</u></p> <ul style="list-style-type: none"> ● Include clear expectations for bibliography and 'in-text' referencing using APA. ● Support students' ability to use AI appropriately. ● Reinforce and encourage students in how to support their ideas with relevant information. ● Practice source analysis while researching. ● Model academic integrity in lessons

See Appendix A for Referencing guidelines for APA

PYP Processes & Procedures

In the PYP, academic misconduct is used as a learning opportunity. Our staff will integrate and explain the expectations of academic integrity through developmentally appropriate learning situations. Students will be provided with scaffolded activities to develop the skills and attributes related to academic integrity within their units of inquiry. The students will understand that it is important to do their own work and how doing their own work benefits their learning.

MYP Processes & Procedures

In dealing with any issues regarding academic integrity, regardless of the type of intervention used, the intention will always be to bring about a behavioral change in the student to adhere to the spirit of academic integrity as articulated in this policy. Below are levels of concern with descriptors with potential interventions. All responses are in line with the school's Behavior and Conduct policy.

Level of Concern	Behavior	Possible Response
Low	Plagiarism of a technical nature - no perceived intent to plagiarise, collude, duplicate, or inappropriately use AI	<ol style="list-style-type: none"> 1. Teacher to speak with student 2. Resubmission of work 3. The teacher keeps a central record in the student log 4. As outlined in the behavior and conduct policy, the student will receive a warning letter for behavior. (MYP only)
Moderate	Subsequent plagiarism of a technical nature. (Repeated incident)	<ol style="list-style-type: none"> 1. Teacher to speak with student 2. Students to fill out a reflection 3. Incident noted in student file 4. Parents notified 5. Reported to the Principal for review 6. Task resubmitted for formal feedback (level of achievement may be decreased) 7. As outlined in the behavior and conduct policy, the student will go down a grade in behavior (MYP only)
High	Plagiarism, Collusion or breach of Academic integrity - with perceived intent for academic gain	<ol style="list-style-type: none"> 1. Teacher to speak with student 2. Student to fill out a reflection 3. Incident noted in student file 4. Parents and Principal notified 5. Reported to the Head of School for review 6. Parent Conference with student, parents, teacher and principal (if necessary). 7. Task re-submitted for formal feedback (level of achievement may be decreased or you may be given zero) 8. Plagiarized work to receive marks in the lowest band to reflect the absence of evidence of learning demonstrated in the task. (The student may receive a zero for the task)

Appendix A - Some example referencing guidelines for APA

For online articles

Reference page

Structure - **Last name, F. M.** (Year, Month, Date Published). Article title or page title. Site Name. URL

Example - **Limer, E.** (2013, October 1). Heck yes! The first free wireless plan is finally here. Gizmodo.
<https://gizmodo.com/heck-yes-the-first-free-wireless-plan-is-finally-here>

In-text citation

Example #1 (**Limer, 2013**)

Example #2 According to **Limer (2013)**, ...

For YouTube

Reference page

Structure - **Name** (Year created, date accessed). Name of video. YouTube

Example - **TED** (2011, 3rd January). The power of vulnerability [Video]. YouTube.
<https://www.youtube.com/watch?v=iCvmsMzIF7o>

In-text citation

Structure - (**Name of channel or uploader, year created**)

Example - (**TED, 2011**)

For a Website

Reference page

Structure - **Author**, (Year, date accessed). Title of page. Site Name. URL,

Example - **Melting, E.** (2016, 23rd September). Cod's immune system is not special any more. Titan UiO.
<https://titan.uio.no/node/1916>

Structure - (**Author or Organisation name or Title of website name, year**)

Example - (**Melteig, 2016**)

For an AI assistant piece of writing

Reference page

Structure - **Author**, date accessed, , source

Example - **OpenAI.** (March 23rd 2023) ChatGPT version ?

<https://chat.openai.com/chat> example prompt and generated text.

In-text citation:

(text taken/paraphrased from, AI source, Year)

Example - (text taken from Open AI. 2023)

[Purdue Online Writing Lab - APA Formatting and Style Guide](#)

[Scribbr - Online citation tool](#)

[Citation compass - From Stavanger University](#)

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Acknowledgements

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