

Academic Integrity Policy

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2021-2022

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AIA Vision and Mission

VISION

Our vision at Alexandria International Academy is to create **a community of learning** between our students, parents and educators and support it with **values and principles** to develop **knowledgeable individuals** who are caring and tolerant of others.

MISSION

Alexandria International Academy thrives to develop **socially responsible** individuals open to exploring new ideas and concepts from a global platform and at the same time **preserving their own principles** and heritage.

Alexandria International Academy creates a challenging multicultural environment with **inspirational educators** from across the world **and international education** programmes supported by a philosophy of **interrelated learning curriculums**.

PHILOSOPHY

- School should create an environment where students **learn to draw on their own personal experiences and heritage** as a fundamental part of their learning and understanding process.
- Students can achieve **a deeper understanding by transcending traditional boundaries** between subjects.
- The school is responsible for instilling **a life-long desire for learning**.
- School should create an atmosphere where students are encouraged towards intellectual inquiry and critical thinking.
- A complete education is not limited to academic studies but most also comprise the various arts and physical education to ensure the holistic development of students.

Academic Honesty as defined by the IB documents

“Academic Honesty 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, role modeling and taught skills.” [IB Diploma Programme- Academic Honesty]

“An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s own language and expression. “[IB Diploma Programme- Academic Honesty]”

What Academic Honesty means at AIA

At AIA the qualities and traits that we wish to inculcate in our students include integrity, discipline, ethical behaviour and responsibility. The responsibility to promote this will be shared by members of the school community and will be visible in the school’s academic honesty policy. The main objective of the policy for academic honesty at AIA is to create an intellectual climate in which sanctions and procedures, which accompany academic dishonesty, become superfluous.

Offences against Academic Honesty

Academic dishonesty, are acts, which result or may result in an individual gaining unfair advantage. The following is a list of such behaviour but is by no means exhaustive. The IB uses these terms to define malpractice and these need to be understood.

Offering the words, ideas, works or arguments of another person (in whole or part) as one’s own. This includes works of art whether music, film, dance, theatre arts or visual arts.

Includes copying from another student or making information available to another during test or examination. It also includes taking the work of another student with or without his or her knowledge and claiming it as their own.

Falsifying Data Fabricating or falsifying research data.

Duplication Submitting the same piece of work for more than one course.

Cheating Communicating with another student during examinations.
Bringing into the examination room materials which are not permitted.
Interfering with the scholastic work of another student, for example by stealing laboratory reports, computer files and library materials.
Altering grades awarded by a teacher.
Stealing examination papers.
Using unauthorised calculators during a test or an examination.
Impersonating another student, especially during examinations.
Helping another student during examinations leading to academic dishonesty.

Responsibilities of the administrators at AIA

The administrators will put a policy in place that aligns with the philosophy of IB regarding academic honesty.

They will ensure that systems are in place to uphold the policy and to take action when the policy is not followed.

They will ensure that information about the school policy and expectations of the IB are communicated to the school community comprising teachers, students and parents

Responsibilities of the parents

The parents will ensure that they acquaint themselves with the policy on academic honesty of the school.

They will discuss the school policy with their children and support it at all times.

The parents will encourage their child to practice academic honesty at all times.

They will monitor the use of other's materials and the authenticity of their child's work.

Responsibilities of the teachers

Teachers communicate to students their expectations regarding presentations, assignments and research work that they give to the students- outlining clearly what they mean by academic honesty and how to use material from the library and other sources.

Teachers will monitor the students' work to check breaches of academic honesty by the students.

They are expected to take immediate steps to inform the coordinators about any breach on the part of the students.

Since they are a part of the learner community they are expected to practice academic honesty and serve as role models for the students. Teachers will attribute the quotes and the work taken from someone else's work correctly. They will always complete the bibliographies, including the sources of information for their lessons and presentations.

Teachers at AIA are expected to encourage good practice among students. The following are some of the measures that should be adopted to avoid malpractice.

- i. Provide advice to students when necessary so that students have a clear idea of what constitutes plagiarism in the various subjects.
- ii. Ensure that the words, ideas, works from sources are acknowledged appropriately.
- iii. Teachers are expected to be vigilant in spotting any change in the style of writing of the student.
- iv. Question students on written work, especially in the extended essay, in order to determine whether the work is really that of the student
- v. Use a search engine whenever possible to detect plagiarised work
- vi. Authenticate student work whenever required.

- vii. Distinguish between collaboration and collusion to prevent allegations of collusion against students. They will ensure that the students have a clear understanding of the two terms.

Responsibilities of the students

Ultimately it is the student's responsibility to ensure the integrity of all work and to understand what constitutes an offence against academic honesty. Students are strongly advised to abide by the following guidelines:

- i. Acknowledge all sources (e.g. books, journals, internet sites, CD Rom, magazines, photographs etc.)
- ii. Use footnotes and endnotes to acknowledge the source of an idea that emerged from a discussion with another person.
- iii. Paraphrased ideas of another person should also be acknowledged.
- iv. As far as possible students are encouraged to work independently with the support of the subject teacher
- v. When collaboration with other students is required or encouraged by teachers, students are required to ensure that the final work is produced independently
- vi. Students are advised to listen and follow all instructions given before an examination

At AIA students are expected to be familiar with the following terms and know the difference between the following when quoting: their independent material, Common knowledge and someone else's independent material.

How and what is to be credited?

It is important that students have a clear understanding of what is to be credited. The following is a list of some of the information that needs to be credited:

- If they are going to use words or ideas presented in a magazine, book, newspaper, song, TV programme, movie, Web page, computer programme, letter, advertisement, or any other medium
- If a student will use information they have acquired or gained through interviewing or conversing with another person in any of the following ways- face to face, over the phone, or in writing
- When a student copies the exact phrase or words used by someone else
- When they wish to use visual representations that have originated with someone else- these could be maps, diagrams, pictures, photographs, illustrations, cartoons etc.
- If a student wishes to use information that he has got via the electronic media either by reusing it or by forwarding it.

The important thing to remember is that any information that comes from another source, person, magazine, e-mail, and website needs to be acknowledged.

The following are things that do not require acknowledgement:

- When a student writes about his or her own experiences, thoughts that come from them, ideas that come out of their observations, their insights do not require acknowledgment
- A student writing their summary, about their experiences about a laboratory experiment or field trips
- When they use their own artwork, digital photographs, video, audio, etc.
- When citing examples of "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but **not** historical documents)
- When they are using generally- accepted facts, e.g., littering is bad for the environment.

What is common Knowledge?

- These include facts of history commonly known
- If the same information [not documented] is found in at least five other credible sources
- If it is information that a student thinks the readers might already know
- If it is information that a reader is likely to come across easily through other resources
- Folk literature, which is popular and cannot be traced back to a particular writer. These would include nursery rhymes, fairy tales and any stories in the oral tradition.

The students understand how to summarise, paraphrase and quote

During their research the students may often require to use someone else's work. This may be done through quoting, paraphrasing and summarising.

For direct quotes

- When quoting even a single word that is used with a special emphasis by the author the student is expected to use quotation marks.
- The student will not change any spelling, capitalization or punctuation while quoting.
- While adding any word, words or phrases the student will use brackets.

While paraphrasing and summarising

The student will use his/her words and sentence structure without distorting the meaning of the author.

While paraphrasing or summarising the student will not substitute with synonyms the key words while retaining the sentence structure of the original information. Neither will he/she retain the keywords but change the sentence structure. Both of these would amount to plagiarism.

The student is encouraged to clear any doubts regarding the crediting of information with his/her teacher.

Sanctions for Academic Dishonesty:

Sanctions against academic dishonesty may range from warning to dismissal depending on the seriousness of the offence. The penalties will include one or more of the following:

- i. The offence may be recorded on the student's file
- ii. A warning letter may be issued, a copy of which is placed in the student's file
- iii. Receiving a zero for the piece of work or examination
- iv. Suspension from regular lessons
- v. Being placed on probation for one or more semesters
- vi. Dismissal from the school

The procedure for following up on a breach of Academic Policy

The respective subject teachers would closely monitor the work of each student and point out if they feel that any part of the work reflects that it is not original and neither has it been credited.

The work may be sent back to the student in order to be corrected.

Academic Honesty across the school

An ethos of honesty and Academic interests in particular are nurtured throughout the school through the learners profile and the attributes. Students are encouraged to be principled, honest and truthful at all times. At the Primary level this is done through the focus on specific profile and attitude attributes during the Units of Inquiry and through the PSPE programme. In middle school the school's programme of value education explores the need for honesty, truthfulness and principled behaviour in all we do.

Review Process

Following a full review by teachers, students, parents and the Pedagogical Leadership team and the Board, this policy has been updated in January 2022. Policies will be reviewed by a committee to ensure its relevance, consistency and that all members of the community have a clear understanding of the policy. The policy is updated every year during the first school term from August till September.

The next review will be in August 2022.