

FMV ERENKOY IŞIK HIGH SCHOOL ACADEMIC HONESTY POLICY

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ACADEMIC HONESTY POLICY STEERING COMMITTEE

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FMV ERENKÖY IŞIK HIGH SCHOOL
2019-2020 ACADEMIC YEAR
IB (INTERNATIONAL BACCALAUREATE) DIPLOMA PROGRAMME
ACADEMIC HONESTY POLICY

1- INTRODUCTION

The basic principle of FMV Erenköy Işık Schools is “raising good citizens”. From this point of view, we aim to provide learners with all the qualities specified in The International Baccalaureate learner profile. The qualities are:

- To adopt ethical values
- To respect knowledge and effort
- To be responsible
- To have critical thinking, research, self-management, communication and social skills
- To be able to take risks, to be balanced, open-minded, sensitive and principled.

In accordance with our basic principle, the whole school community aims to exhibit the proper behavior of academic honesty. The following applications will prevail in Feyziye Schools Foundation, Erenköy Işık High School. With the practice of these applications, we intend our students to act in accordance with the principles of Academic Honesty throughout their lives.

2 - WHAT IS ACADEMIC HONESTY?

Academic honesty is as a set of values and skills that promote personal integrity and good practice in teaching and learning as well as objectivity in assessment. It is not to be influenced by a variety of factors including peer pressure, parental expectations, role modeling and learned skills.

All forms of intellectual and creative expressions form the basis of academic honesty. Academic honesty is based on students’ individual and original opinions and findings. All school public aims to provide an environment where students can reflect their knowledge and skills independently.

The importance of integrity in the academic field and the impropriety of academic cheating should be explained to the school public in terms of the benefits of academic studies that have been carried out properly and honestly.

A- SOME IMPORTANT CONCEPTS

Intellectual property is all kinds of literary publishing and artistic works guaranteed by national and international laws.

Copyright is the right a person has on their creative work guaranteed by law. Unauthorized use of copyrighted works, re-distribution, display or dissemination of information or reproduction is a violation.

Citing sources is to acknowledge to whom an idea or a work used belongs. The source is to be cited within the text regardless of whether the quoted content is used in its original or paraphrased form. The person who uses the ideas should be responsible for citing the sources. “Bibliography” section at the end of a work is not enough to cite sources. The information in your work is to be cited within the text either by quoting or showing a reference. In this sense, citing sources involves quoting, referring and writing a bibliography.

Why should we cite sources?

To show to whom an idea belongs to:

This is an act of honesty. Imagine you are an engineer, an inventor or a philosopher who has pioneered a groundbreaking idea or invention and two months later, you are reading an article in which your ideas have been used without you being referred to. Would you not feel angry? How would you feel if another student used your ideas for his work? Therefore, it is a sign of respect towards those who have created these ideas to cite the sources in academic texts.

2. To document that you have done a detailed study:

By citing sources, you show your teacher that you have developed your ideas after finding the right sources and make a thorough reading.

3. To show which of the ideas within the text belong to you:

If you cite the sources within the text, your teacher can differentiate between the ideas you have had after reading and the ideas you have developed yourself.

4. To share the sources related to the topic with the school public:

Citing sources gives the reader this message: These are the sources I have used; if you are interested, you can use these sources, too. Each source cited in academic articles gives others a chance to learn more by enabling them to use the sources you have used.

5. To prove that you are a skilled and responsible student.

Authenticity is defined as a work being made for the first time, not being copied, or not being an imitation of someone else’s work. An authentic work is based on the student’s individual and original ideas, with the ideas and work of others fully acknowledged. Therefore all work completed by a student for assessment must wholly and authentically include that student’s own language and expression. Where sources are used or referred to, either in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

Plagiarism is defined as the representation of the ideas or work of another person as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without their acknowledgment, including the submitting of another

student's work as one's own. It is possible to plagiarize in all published and broadcasted materials. Students are required to cite sources even when they take something from the Internet (drawings, pictures, photos, maps, graphs etc.).

Cheating is defined as providing information from another resource or another person's exam paper, homework, project etc. Duplication of work is defined as the presentation of the same work, a part of the work or any other similar work for different assessments.

Collusion is defined as supporting the academically dishonest behavior of another student. This could include allowing one's homework or an assignment to be copied or submitted for assessment by another student or sharing answers to a test.

4 - OUR RESPONSIBILITIES WITHIN THE ACADEMIC HONESTY FRAMEWORK

A student who adopts academic honesty,

- Does not attempt to cheat during an exam and does not condone cheating.
- Avoids deranging during the exam because he/she is aware that it will violate the rights of another student.
- Does not attempt to obtain or learn the exam questions.
- Does not try to change the system records indicating the success status that are accessed over the internet.
- Does not falsify the assessed exam papers.
- Does not share the information he/she reached about the homework assignments or projects, without the permission of advisor.
- Does not outsource homework assignments and projects, does not do another's homework either.
- Does not disturb the class because he/she is respectful to other students' rights to learning.
- Acknowledge references when s/he uses another work.
- Gives referencing sources for visual materials like pictures, photographs, video, images, maps taken from internet sites or books.
- If group work is allowed, he/she presents the product at the end of the study with his/her own words, in the same way he /she does it as an individual work.
- Does not present another student's materials, products, or parts of the product, as they are not the product of his own.
- Does not gain an unfair advantage by using a prohibited material (such as calculator).
- Does not paraphrase another's ideas in a certain monument as his/her own words.
- Does not twist the facts of a certain academic work, avoids attitudes and behaviors that may mislead school community by manipulation.

- Does not prevent other students from conducting researches by damaging library resources.

A teacher who adopts academic honesty,

- Adopts and supports the school's academic honesty policy.
- Informs and encourages all students about academic honesty.
- Does not have any bias during studies and assessments, and avoids being judgmental.
- Determines a concrete criteria for evaluating students' performance and makes sure the students are informed about the criteria.
- Allows the student to make self-assessment.
- Treats all students equally.
- Is responsible for advising the students appropriately.
- Discusses all the important points of a research assignment clearly at all stages of the research with the students.
- Provides equal rights for accessing all training materials, success reviews and student interviews.
- Exhibits an open and encouraging attitude towards the students.
- Organizes the examination environment in accordance with academic honesty principles.
- Starts and ends the exams on time.
- Refrains from disclosing information that may create disparity among the students.
- Is responsible for ensuring the security of the exam documents during all phases of the examination.
- Evaluates the examination papers carefully and attentively, distributes them to the students and does not make any changes in the exam results for any other reason than miscalculation.
- Gives homework that will enable original thinking and creativity.
- Updates assignment and exam questions each year.
- Does not do any homework or projects on student's behalf.
- If he/she suspects a violation of academic integrity he/she knows that concrete evidence is needed and he/she does not hesitate to implement the necessary procedure.

A school that adopts academic honesty,

- Ensures the implementation of academic honesty policy in all the departments of the school and informs the school community about these rules.
- Organizes events, carries out educational-didactic studies for the adoption of the academic honesty policy.
- Clearly specifies the conditions that students, teachers and counselors will be faced in case of violation and informs them about this topic.

- Brings the computer into teacher's service to ensure academic honesty and for investigation in case of possible plagiarism.
- Gives students the necessary training and related manuals about research techniques and scientific writing.
- Acts in accordance with concrete evidence to impose the sanctions in case of violation of academic integrity.
- Applies predetermined sanctions that the students have knowledge about in case of violation of academic integrity.

A parent who adopts academic honesty,

- Adopts and supports the school's academic honesty policy
- Does not support student's behavior which is contrary to academic honesty.
- Collaborates with the school about the sanctions for providing academic honesty.
- Supports and enables the student to do all his work within the frame of academic honesty.

5 - TO DIFFUSE ACADEMIC HONESTY

To promote the adoption of academic honesty in the school community, training is given to teachers and students on a regular basis and a variety of in-class and extra-curricular activities are held.

To promote academic honesty among our students, there is an “academic honesty” criterion in rubrics that are used for assessing each work students to (such as homework, projects, presentations, etc.) During these studies, teachers monitor students to see that they comply with this principle and encourage them.

6- SANCTIONS FOR VIOLATIONS OF THE POLICY ON ACADEMIC HONESTY

- First, the teacher has an interview with the student and asks for an explanation for the act of dishonesty. The assignment of the student who does not comply with the policy on academic honesty will not be evaluated and s/he will be asked to revise it. If the student violates the principle again, the grade on the assignment will be '0'.
- In written exams, if the student violates academic honesty his/her grade will be zero "0".
- Both for homework, projects, presentations and written exams, student's parents will be notified in case of violation of academic honesty.
- The student who violates the academic honesty loses the right to represent the school or class in the same academic year.

- In addition to these sanctions, regulations of Ministry of National Education are also effective.
- If student violates academic honesty policy twice, he/she will not be rewarded for that year.
- If student violates the academic honesty policy twice, he/she will not get letter of recommendation for that year.
- International Baccalaureate sanctions will also be imposed if International Baccalaureate students violate the academic honesty policy.

SOURCES

- 1- "What is Academic Dishonesty" and "Preventing Student Academic Dishonesty –Tips for Instructors." (1996). In Teaching Resources Guide 1996-1997 (pp. 77-78 and 80-82, respectively). Irvine, CA: Instructional Resources Center, University of California.
- 2- Rhoten, Sandy. (1999). "Academic Dishonesty," in Teaching Nuggets 1999 (p. 75). Los Angeles: Center for Excellence in Teaching, University of Southern California.
- 3- http://cet.usc.edu/resources/teaching_learning/docs/teaching_nuggets_docs/5.1_Academic_Honesty.pdf
- 4- <http://www2.gsu.edu/~wwwfhb/sec409.html>
- 5- <http://www.epps.ealing.sch.uk/doclib/121846-academichonestypolicy.pdf>
- 6- http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0707_1_e.pdf
- 7- http://www.yis.ac.jp/uploaded/Library_New_Titles/Academic_Honesty_Guidelines_YIS.pdf
- 8- http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf
- 9- <http://www.ismoshi.org/achonesty.pdf>

The FMV Erenköy Işık IB Academic Honesty Policy will be revised under the supervision of the IB coordinator at the beginning of every school year in order to improve, make changes and /or additions to it.

****During the revision process all stakeholders views will be taken into consideration.*

