



## **Academic Integrity Policy**

### **Middle Years Programme (MYP)**

**2022-23**

**Review period October-January 2023**

**Finalized January, 2023**

**Next review: August 2023**

Creation Village Preparatory School is an authorized Primary Years Programme and a candidate school for the Middle Years Programme\*.

This school is pursuing authorization as an IB (International Baccalaureate) World School. IB World Schools share a common philosophy - a commitment to high-quality, challenging, international education - that we believe is essential for our students.

\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that will grant authorization.

For further information about the IB and its programmes, visit <http://www.ibo.org>.

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## **Our purpose for academic integrity**

The purpose of the Creation Village MYP assessment policy is to detail the responsibilities of this learning community in relation to behaving as principled learners who embody the mission and vision of Creation Village:

“To fulfill each learner’s God-created identity by developing inquiring, knowledgeable, and caring young people who love God, pursue excellence, live health, and serve others. We live our mission daily through the CREATION Health philosophy and the International Baccalaureate programme.”

Creation Village World School aims to nurture students to research, analyze, understand, and create original material with documentation to support their ideas. In the MYP, approaches to learning skills are particularly relevant to academic integrity and are given clear links to student learning and developing skillsets in self-management, research, and communication. In some MYP subject groups and the MYP community project, students are introduced to the importance of a process journal as a tool that promotes academic integrity. The community project requires students and supervisors to note their meeting dates and the main points discussed and declare their work's academic integrity of their work. Creation Village World School will facilitate this and other relevant subject journals on our Toddle learning management system (LMS).

“MYP teachers are responsible for guiding and supporting students in the development of academic integrity. As students gain experience in the MYP, they can develop understanding and behaviors necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects. (IBO)”<sup>1</sup>

We also want to encourage our community to inquire and to think critically and creatively. Students will be asked to give shape to what they think through various learning engagements including:

- Oral discussions
- Presentations
- Visual representations
- Learning engagements
- Multiple forms of performances of understanding.

When doing so, it is important that students explicitly understand their ideas and what views they have followed or rejected. The Learner Profile attributes, especially in alignment with being **principled**, are the basis for developing academic integrity in our students and the wider school community. Being principled aims to show student learning outcomes in what they understand and can do independently.

To that end, our community agrees to:

- Take responsibility for their work.
- Work individually unless the learning engagement is collaborative in nature.

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<sup>1</sup> Academic honesty in the IB educational context, 2014

- Recognize the difference between individual work and group work.
- Give credit to other people working in your group.
- Follow reference sources according to bibliographic formats for your grade. In Creation Village Middle School, students will be explicitly taught MLA format from 6<sup>th</sup> Grade (MYP 1). Teachers will guide students in building their skills in compiling bibliographies when a summative task is necessary.
- Use information technology and library resources responsibly aligned to the technology acceptable use policy as outlined in the Family Handbook.
- Takes responsibility for their roles/tasks and ensures that the other members of the group understand the task and their responsibilities.
- When a product is required from a group, the product should reflect each member's contribution.
- Explicitly acknowledge each other's work.
- Reflect on their participation and the participation of the other members of the group.
- Reflect on the group's processing and communication.
- Always appropriately give credit to any outside research used to inform their product.

### **What is academic integrity?**

Academic integrity involves using one's own resources, including your own knowledge, understanding, and skills, to complete assessments and assignments across all learning ecosystems in the MYP.

All learning engagements, written or otherwise, must always be authentic to the students' personal learning journey

Learning engagements must be based on a student's own efforts and original ideas. If the ideas of others are used for or included in the work, they should be appropriately cited.

### **Forms of academic integrity**

All students in the Creation Village World School community will:

- Understand the different forms of academic dishonesty (see list below)
- Abide by the rules implemented by the faculty and agreed as part of the essential agreements with students
- Complete work that is personal
- Perform responsibilities during collaborative (group) activities;
- Cite properly the ideas, words, graphics, or the artistic expression of others;
- Refuse to participate in the cheating or the dishonest conduct of others.

### **Copying, plagiarism, and cheating**

Copying, plagiarism, and cheating will not be tolerated in the Creation Village learning community.

The IB defines academic misconduct as “behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.”

Academic misconduct includes:

- **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment. For example, copying and pasting directly from a website and not citing the source.
- **Collusion:** supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another. For example, completing a homework assignment and allowing another student to make an exact copy of it.
- **Duplication of work:** the presentation of the same work for different assessment components. For example, creating a presentation for a design class and using elements of the same presentation in PHE.
- **Fabrication:** making up data that should have been collected as part of an MYP objective process and submitting this data in a documented example. For example, instead of collecting data from a survey of 20 people in science to prove a hypothesis, creating the data without putting in the work of doing the survey and using this data to prove or disprove the hypothesis.
- **Falsification:** manipulation of a process, changing, or omitting data so that the research is not accurately represented. For example, in science, taking the data collected and changing it so that a hypothesis is proven.
- Any other behavior that gives an unfair advantage to a student or that affects the results of another student (misconduct during an examination, creating fake reflections).
- **Intellectual property:** referring to ideas or work of an individual or group, “including professionals and students where a work or invention that is the result of creativity, such as a manuscript or a design, to which one has rights and for.” (Oxford dictionary).

For most MYP assessments, students are expected to work independently but with appropriate support from teachers and other adults. However, there are many occasions when collaboration with other students an important part of the learning process. (IBO)”<sup>2</sup>

### **Roles and Responsibilities in Supporting Academic Integrity in Creation Village World School**

Three main parts of the school community are actors in supporting roles in ensuring academic integrity in our students.

#### **School / Teachers:**

- The entire Creation Village community is committed to the vital importance of wholistic, child-centered education, of which academic integrity is an essential component.

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<sup>2</sup> From principles into practice, p.95 (updated August 2022)

- The school policy on academic integrity will be annually reviewed and published in the family handbook.
- Students are taught inquiry and research skills along with proper citation methods.
- Provide training in the use of Microsoft Word Editor for students to check for similarity before submitting their final work
- Individual teachers review the academic integrity policy with their students at the beginning of the academic year as part of the community essential agreements.
- School personnel report and record academic dishonesty to the MYP coordinator and administration.

#### **Student:**

- To know and understand the academic integrity policy and its expectations and consequences as part of the Creation Village World School community.
- Ensure that all the work they submit for assessment is authentic, with the work or ideas of others correctly acknowledged.
- Students should ask their teacher for clarification of the expectations if they are unclear.
- Use Microsoft Word Editor for students to check for similarity before submitting their final summative tasks.
- Students sign an academic integrity declaration for community project work submitted.
- Report malpractice by other students to cultivate a culture of academic integrity.

#### **Parents:**

- Parents should review the school handbook to become familiar with the academic integrity expectations in Creation Village World School.
- Encourage their students to support a culture of academic integrity and the consequences of academic dishonesty.
- If there is an academic infringement or academic dishonesty identified by the teacher, the student will be addressed by the teacher to determine the severity and appropriate consequences. These will be as follows:

#### **First offence**

The student will be allowed to review work and submit it for assessment with no penalty. Parents and the student will be notified, and student is given the first warning and recorded on Toddle.

#### **Second offence**

The student will be given no opportunity to review for assessment and will be given achievement level 0. Parents and student requested to conference where both parties sign an academic integrity behavior contract and behavior recorded on Toddle.

#### **Third offence**

Should academic integrity be circumvented on a consistent basis, a conference will be set up with the parents and student to discuss appropriate further consequences. A probationary period will be

discussed, and the student will have a specific amount of time to show improvement in their behavior. If the student's behavior does not improve during this probationary period, it may result in the expulsion of the student from Creation Village World School.

#### **Teachers:**

Teachers will consult with the MYP coordinator and administration should a violation of academic honesty occur or become a recurring infraction, the resulting consequences are reflected in the school handbook.

"The relationship between the teacher, student achievement, and the learning process is a critical part of the MYP, so it is natural to develop academic honesty (integrity) in positive ways that stress respecting the honesty of all student work and recognizing the shared benefits of properly conducted academic research."<sup>3</sup>

"Students may sometimes be tempted to plagiarize work because they are unable to cope with the task that has been set for them. They may recognize content that is relevant but may not be able to paraphrase or summarize, for example. To promote the development of conceptual understanding in students, teachers must take responsibility to see meaningful tasks that can be completed independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning in IB programmes. (IBO)"<sup>4</sup>

Teachers will construct meaning and learning concerning academic integrity as part of their unit planning and management of learning experiences, formative and summative assessment plans. (IBO)

#### **Citing original resources**

All students at Creation Village World School receive explicit instruction on the use of MLA using Purdue Online Writing Lab through their language and literature classes.

#### **General Citations for MLA (9th ed.) are listed below:**

Book:

Author's last name, first name. Title of book. Publisher, date.

1 author

Fritz, Sandy. Genomics and Cloning. Smart Apple Media, 2003

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<sup>3</sup> Academic honesty in the IB educational context p.12

<sup>4</sup> Making Academic Honesty a School Priority

2 authors

Darwin, Charles, and Rebecca Steffoff. *On the Origin of Species*. Antheneum, 2018

3 or more authors

Paego, Ana, et al. *Plasticus Martimus: An Invasive Species*. Greystone Kids, 2020

### **Encyclopedia/Dictionary from Library Database**

Author's Last Name, First Name. "Title of Entry." Title of Encyclopedia or Dictionary, edited by Editor's First Name Last Name, Edition if given and not first edition, vol. Volume Number, Publisher Name, Date of Publication, pp. First Page - Last Page. Name of Database, permalink URL or DOI.

Greenleaf, Christy. "Figure Skating." *Eating Disorders: An Encyclopedia of Causes, Treatment, and Prevention*, edited by Justine J. Reel, Greenwood, 2013, pp. 208-212. Gale Virtual Reference Library, [frccwc.idm.oclc.org/login?url=http://go.galegroup.com/ps/i.do?p=GVRL&sw=w&u=west59484&v](http://frccwc.idm.oclc.org/login?url=http://go.galegroup.com/ps/i.do?p=GVRL&sw=w&u=west59484&v).

### **Article in an Online Journal**

Author's last name, first name. "Article Title." Journal/Magazine Title, volume, issue, year, pp.

Bouilheres, Frederique, et al. "Defining Student Learning Experience through Blended Learning." *Education and Information Technologies*, vol. 25, no. 4, 2020, pp. 3049–3069., <https://doi.org/10.1007/s10639-020-10100-y>.

### **Entire Website:**

Editor, author, or compiler name (if available). Name of Site. Version number (if available), Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), DOI (preferred), otherwise include a URL or permalink. Date of access.

The Purdue OWL Family of Sites. *The Writing Lab and OWL at Purdue and Purdue U*, 2008, owl. English. [purdue.edu/owl](http://purdue.edu/owl). Accessed 23 Apr. 2008.3

### **Webpage:**



Author. "Title of webpage." Name of Site. Version number (if available), Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), DOI (preferred), otherwise include a URL or permalink. Date of access.

Fong, Jonathan. "How to Make a Homemade Butterfly Feeder." eHow, [ehow.com/way\\_5484767\\_homemade-butterfly-feeder.html](https://www.ehow.com/way_5484767_homemade-butterfly-feeder.html). Accessed 24 March 2021.

### **Image/Art in person:**

Artist's name. Work of Art. Date of creation. Institute and city where the work is housed.

Goya, Francisco. The Family of Charles IV. 1800, Museo del Prado, Madrid

### **YouTube Videos**

Creator. "Title of Video." video platform, Publication date, URL of the video, Date of Access

Amoeba Sisters. "Viruses (Updated)(Video)." YouTube, 22 May 2018, <https://www.youtube.com/watch?v=8FqITslU22s>. Accessed 11 Jan. 2023.

### **Frequently asked questions**

As questions in our community context arise and are documented, they will appear here as updates to inform and educate our community.

### **Policy review**

This policy will be reviewed annually with representatives from each part of our school community.

### **Bibliography**

IBO. *Academic honesty in the IB educational context*. Geneva, 2014. PDF.

—. *Academic integrity policy*. Geneva, 2019.

—. *From principles into practice*. Geneva, 2014 (updated Aug 2022).

—. *Making academic honesty a school priority*. Geneva, 2019.