

# **Academic Honesty in Schools One School's Continuing Journey**

**Assessment for Meaningful Learning**

**3<sup>rd</sup> International Baccalaureate  
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## **Cathy Hill**

[cathy.hill@stpauls.nsw.edu.au](mailto:cathy.hill@stpauls.nsw.edu.au)

Head of Library & Information Science P-12  
St Paul's Grammar School, Australia

## **Antony Mayrhofer**

[antony.mayrhofer@stpauls.nsw.edu.au](mailto:antony.mayrhofer@stpauls.nsw.edu.au)

The Director of International Baccalaureate (overseeing the three  
IBO Programmes) and Diploma Programme Co-ordinator  
Head of Theory of Knowledge

St Paul's Grammar School, Australia

Immediate Past Chair of the Association of Australasian IB  
School's  
(AAIBS) Standing Committee.

**With acknowledgement to:**

**Robyne Lovelock**

Managing Director, ALDIS Associates Pty. Ltd. - Turnitin



**Academic Honesty important in all educational institutions today**

*Academic honesty*. 2009. Cardiff (?). International Baccalaureate Organization. (To be published)

Wallace, E. 1999. *The fine line: a guide to clear communication in English*. Geneva. International Baccalaureate Organization, 1999.

# Academic Honesty Definitions

‘The most important attribute that the University of Melbourne would like to see in its graduates is a profound respect for truth, and for the ethics of scholarship. The reason why this is so important is that we want our graduates to be capable of independent thought, to be able to do their own work, and to know how to acknowledge the work of others’.

*"Professor Peter McPhee, Deputy Vice Chancellor Academic.*

*Melbourne University : Academic Honesty and Plagiarism. 2007.*  
Available at <http://academichonesty.unimelb.edu.au/> Accessed 28<sup>th</sup> March 2007

# Academic Honesty Definitions

The following are links to documents covering the topic at just 2 institutions in Australia

*Sydney University : Academic Board Resolutions : Academic Honesty in Coursework.2006.*

[http://www.usyd.edu.au/ab/policies/Academic\\_Honesty\\_Cwk.pdf](http://www.usyd.edu.au/ab/policies/Academic_Honesty_Cwk.pdf)  
Accessed 28th March 2007.

*The University of Queensland : Plagiarism: Avoiding, Stopping and Detecting*

<http://www.library.uq.edu.au/training/plagiarism.html> Accessed 15th March, 2009.



# IB Academic Honesty - Diploma

The following slides are a summary of  
Chapters 1 & 2 of

***Academic honesty. 2009. Cardiff(?)***  
**International Baccalaureate  
Organization.**

(Yet to be published)

# IB Academic Honesty - Diploma

## 1 Academic honesty

- 1.1 'Academic honesty must be seen as a set of values that promote personal integrity and good practice in teaching, learning and assessment'. ...
- 1.2 'All Diploma Programme candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient; candidates must have the knowledge and practical skills to apply such concepts to their work'.
- 1.3 'the concept of intellectual property is potentially a difficult one for candidates to understand ... . candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law'.

# IB Academic Honesty - Diploma

- 1.4** ‘Collaboration may be loosely defined as working together on a common aim with shared information, which is open and cooperative behavior that does not result in “allowing one’s work to be copied or submitted for assessment by another” as defined in the Regulations’ ... - see section 2.5
- 1.5** ‘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’ . . . .



# IB Academic Honesty - Diploma

**1.6** ‘Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable tradition’.

Note – paper - **Connolly, Nicholas. 2008. *Theatre and academic honesty*. Available on the IB Online Curriculum Centre.**

**1.7** ... ‘Candidates must receive guidance on when and how to include acknowledgements in their work’ . ...

# IB Academic Honesty - Diploma

## 2. Malpractice

### 2.1 'Malpractice includes:

- **plagiarism**
- **collusion**
- **duplication of work**
- **any other behaviour that gains an unfair advantage for a candidate'**



# IB Academic Honesty - Diploma

**2.2 Use of the Internet** – requirement to cite all web information

## **2.3 Group 6 subjects**

‘Copying works of art, whether music, film, dance, theatre arts or visual arts, also constitutes plagiarism. ... Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was intentional.

## **2.4 Unintended Plagiarism**

**2.5 Collaboration** – issues in Group 3, Group 4 and Group 5 subjects

**2.6 Duplication of work for more than one subject**

**2.7 Fabrication of data**

**2.8 Other ways of malpractice**

# IB Academic Honesty - MYP

## **Developing an academic honesty policy**

‘Academic honesty is a set of values that promotes personal integrity and good practice in learning and assessment, and in the MYP is part of approaches to learning. The IB recognizes that academic honesty is influenced by factors that include peer pressure, culture, parental expectations, role modelling and taught skills. Academic honesty can be demonstrated through the dynamic relationship between personal, social and technical skills.’

# Academic Honesty – the Literature

Harris (2001) identifies some reason as to why students plagiarise

- Ignorance;
- Careless note taking;
- Stress & competition;
- Lack of buy-in to the educational process;
- Tutoring out of control
- Cheating in self-defence
- Perceived cheating by authority figures



# Academic Honesty – the Literature

- Lack of perceived punishment
- Students are natural economizers
- Students are faced with too many choices
- Many students have poor time management
- Some students fear that their writing ability is inadequate

Some students feel that papers are not read by teaching staff

- Unintended plagiarism



## Academic Honesty – the Literature

Carroll (2002 cited in Chester 2001) identified the following reasons for tertiary students plagiarizing –

‘lack of time, the need to succeed, the difficulty of the task and lack of intrinsic interest in the topic’

# Academic Honesty – the Literature

Harris (2001) also identifies various forms of plagiarism

- Downloading of a free research paper
- Buying a paper from a commercial paper mill
- Copying an article from the Web or an on-line or electronic database
- Translating a foreign Web article into English
- Copying a paper from a local source
- Cutting and pasting to create a paper from several sources
- Quoting less than all the words copied
- Changing some words but copying whole phrases
- Paraphrasing without attribution
- Summarising without attribution
- Faking a citation

## Academic Honesty – the Literature

- McGregor & Williamson (2006) in citing the work of Todd (1998) who

*‘showed the extent to which the electronic environment played a part in the problem of plagiarism at secondary school level.’*



Williamson & McGregor, 2006

*‘noted an apparent relationship between students’ thinking and the degree of process and product orientation of that thinking. Plagiarism was a major strategy for using information by students who exhibited mainly a product orientation, i.e., were principally concerned with the results of their work rather than the processes of making sense, seeking meaning, learning, thinking, or doing research.’*



Williamson & McGregor, 2006

*‘Students who were aware of the processes, on the other hand, tended to manipulate and interpret their information and not to use plagiarism as a strategy. Students who were primarily oriented towards product exhibited less complex thinking behaviours than did those who also focused on processes.’*  
*(Williamson, K. & McGregor, J. 2006)*

## A model for understanding influences on information use and plagiarism

- People
- Practices of information use
- Attitudes
- Technology
- Prior learning



# St Paul's Grammar School

Academic Honesty Policy

IB Coversheets for IA, EE, TOK etc

Assessment Task Declaration (HSC)



# St Paul's Grammar School

Resources to assist students develop principles  
and practices of scholarship

- Abbreviated SPGS Style Guide in School Handbook
- Full SPGS Style Guide – Hardcopy available in Library, Careers Office & on [School Library Webpage](#)



# St Paul's Grammar School

## **SPGS Style Guide**

### Harvard In-text Referencing

# In-Text Referencing

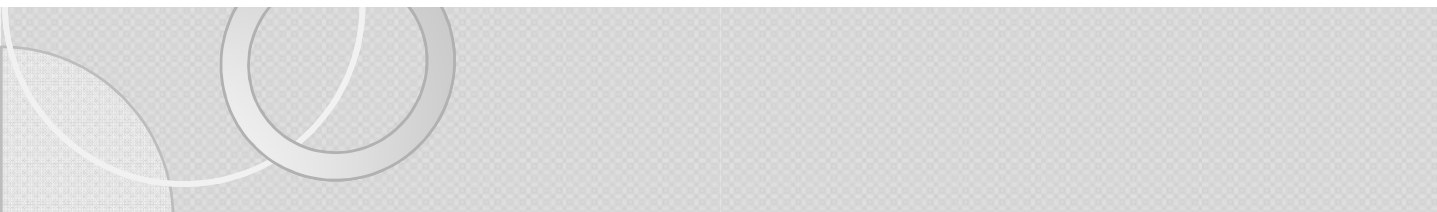
**Citing of references within the text of an essay**

## **Direct quotation**

Ryken (1987, p128) states that ‘... work reaches back to the very beginning of the world’.

## **Indirect quotation or paraphrase**

Ryken (1987, p128) states that work is as old as creation.

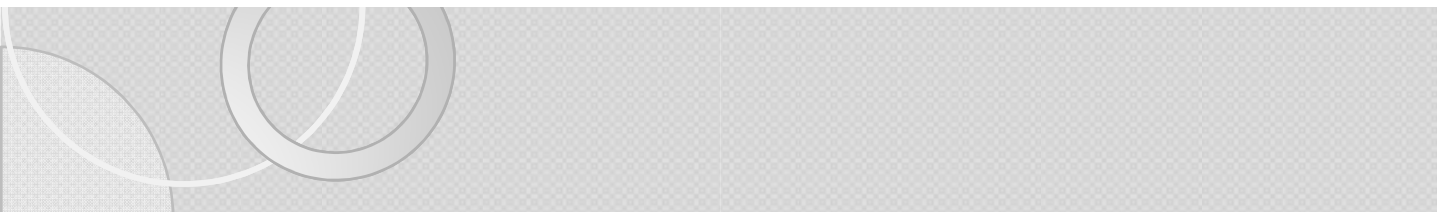


# The Bibliography

**Bibliography** – list of all works used in preparing assessment task.

**The Bibliography is divided into 2 sections**

- **Works Cited** (or Reference List/References)
  - **Works consulted**
- &



## Works Cited (Reference List or References)

List of resources that have been specifically referred to, quoted and/or paraphrased in the text of the assessment task.

Example:  
Ryken, L. 1987. *Work & leisure in Christian perspective*. Multnomah Press. Portland.



# Works Consulted

List of all resources that have been read and or looked at as a part of the preparation for the assessment task **BUT** there has been no specific reference to any of the listed resources in the text of the assessment task.

# SPGS Full Style Guide

- Available as hard copy – Library and Careers' Office
- Accessible – Student Public in Careers Folder
- Library Website – <http://library.stpauls.nsw.edu.au>
- Style Guide – based on Curtin University Harvard Referencing Website – permission received to distribute as a hardcopy.

# St Paul's Grammar School

- Junior School Style Guide
- Library Staff available to assist with referencing

# HSC : All My Own Work

This program is available on the web at

<http://amow.boardofstudies.nsw.edu.au/>

Consists of 5 Modules

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with others

# Diploma Procedures at St Paul's Grammar School

Academic honesty issues re  
Diploma, MYP and PYP are  
discussed with

- Staff
- Students
- Parents



## Diploma Procedures at St Paul's Grammar School

### Academic Honesty breach

- Zero mark
- Work not submitted by school to IBO for internal or external assessment
- If breach is discovered after submission of final version of work, the IBO is advised.

## Why introduce Turnitin?

- 2003 staff began to identify instances of plagiarism;
- Staff began using Google to identify breeches;
- Turnitin became available via the IBO
- Diploma co-ordinator trialled Turnitin



## Turnitin at St Paul's Grammar School

- Introduced to staff with training including demonstration;
- Both students and parents are informed of what Turnitin is, what it does and why it is used.
- Students are able to view their submissions

## Turnitin at St Paul's Grammar School

- Turnitin is powerful in assisting students develop principles and practices of academic scholarship

# Turnitin.com

- Company started in 1996 when the founder, John Barrie, had one of his papers plagiarised.
- He took his research on brain wave patterns undertaken for his Ph.D. in Neurobiology at Berkley, and applied it to a text matching process.



# Turnitin's purpose

- To **deter** plagiarism
- To hold students **accountable**
- To determine the **congruence** of text to sources
- To enhance teaching and student **learning**

# Turnitin's benefits

- informs students and deters plagiarism before it occurs
- saves time in investigation of originality of students' work
- allows for efficient citation verification
- provides documentation of alleged plagiarism
- provides resources to assist in teaching research and writing skills, including proper citation
- promotes a culture of academic honesty
- provides a set of learning tools beyond checking for plagiarism
- monitors the integrity of assessment submission.

# Turnitin submissions compared

to:

- A current and archived copy of the publicly accessible Internet (more than 8 billion pages indexed)
- Millions of published works from Gale InfoTrac OneFile and Emerald database, newspapers, full text academic journals and e-books
- Millions of student papers that have been submitted to Turnitin since 1996

### Turnitin Originality Report

My Paper by John Doe

Processed on 08-16-05

ID: 18789621

Word Count: 659

Overall Similarity Index: 59%

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mode: [show highest matches together](#)

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Connectionist models are programmed to learn to perform complex computations.

**Currently, scientists are limited to just one model of a habitable planet.** For Compulink, **the**

system means a steady revenue stream, which foreshadows the erosion of ecclesiastical authority.

**Connectionist models also tend to exhibit "graceful degradation in the presence of random variability"**

(Smith 52). The gradient descent method reduces error but involves more time.

**Nuclear ballistic missile submarines were some of the most important deterrents. The**

**resulting output is usually quite close to the correct values.**

1 21% match (ProQuest)

[Forman, Preston P. Compulink buffered by 'good growing pains', Computer Reseller News, Sep 14, 1998](#)

2 17% match (internet)

<http://www.spaceref.com>

3 13% match (student papers from 07/24/05)

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4 8% match (internet)

<http://www.geokids.com>

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Connectionist models are programmed to learn to perform complex computations.

**Currently, scientists are limited to just one model of a habitable planet.** For Compulink, the

2

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3

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4

**resulting output is usually quite close to the correct values.**

3

[close](#)

2 17% match (internet)

<http://www.spaceref.com>

[show in web page](#)

next match:

**Currently, scientists are limited to just one model of a habitable planet: Earth. The**

key to expanding our concept of what constitutes a habitable planet, Meadows says, is to play around with the recipe, trying different combinations of size, composition and location. A world teeming with microbes, for example, could produce an atmosphere rich in methane. And to learn about the plausible range of temperatures at which life might exist, "we'll model everything from frozen hells to burning hells," Meadows says. To help scientists recognize younger Earths, the team will model our home planet as it

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Currently, scientists are limited to just one model of a habitable planet. For Compulink, the

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Nuclear ballistic missile submarines were some of the most important deterrents. The

**3**  
resulting output is usually quite close to the correct values.

**1**  
This system allows clients to bunch many jobs into a

**3** 13% match (student papers from 07/24/05) Submitted to Turnitin University [close](#)

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# Academic honesty today

- The combination of:
  - Education of students
  - Use of turnitin (students can access their reports)
  - Penalties where academic dishonesty is detected
- .. have resulted in increased awareness and decreased incidence of dishonesty.

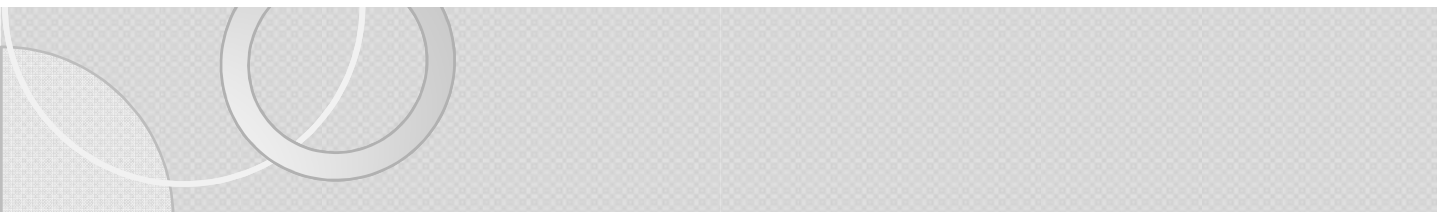


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To get a copy of this  
presentation, contact:

[antony.mayrhofer@stpauls.nsw.edu.au](mailto:antony.mayrhofer@stpauls.nsw.edu.au)

[cathy.hill@stpauls.nsw.edu.au](mailto:cathy.hill@stpauls.nsw.edu.au)

# IB Academic Honesty

- 2.2** It must be made very clear to candidates that:
- using the words and ideas of another person to support one's arguments while following accepted practices is an integral part of any intellectual endeavour, and integrating these words and ideas with one's own in accepted ways is an important academic skill
  - all ideas and work of other persons, regardless of their source, must be acknowledged
  - passages that are quoted verbatim must be enclosed within quotation marks and references provided.



# Extended Essay, TOK & Internal Assessment Procedures at St Paul's Grammar School

- Staff training on mentoring of students
- Need to review progress
- Teachers notes and students drafts to be kept
- Checkpoints for students through submission of drafts to show progress of work – staff provide feedback on such submissions