

# Report on the Diploma Programme Academic Honesty Survey

*Candidate, teacher and coordinator understanding of  
academic honesty in the DP*

Assessment Research and Design

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## Executive summary

The importance of academic honesty across the four IB programmes is reflected in its inclusion in the learner profile, which states that IB students “act with integrity and honesty, with a strong sense of fairness and justice” (IB, 2014a). However, in each exam session the IB is confronted with Diploma Programme (DP) students suspected of breaching academic honesty principles. When considered proven, consequences of academic misconduct can be far reaching and long lasting for candidates. To better understand how the IB can support their schools and exam candidates to avoid academic misconduct, a survey study was conducted early in 2015, among IB World Schools offering the DP, collecting information from DP candidates, teachers and coordinators regarding their knowledge and understanding of, and their experiences with, academic honesty issues and their own school academic honesty policies. This report summarizes the results and formulates recommendations on how to improve the teaching and learning of academic honesty principles and practices within the DP but also often across the IB continuum.

By surveying a representative random sample of candidates, teachers and coordinators, it is possible to compare responses and shared perceptions to create an impression of the academic honesty culture in the schools’ learning and teaching environment at the end of the DP course. Three separate surveys were developed, with questions addressing group perceptions of dishonest behaviours, how schools teach academic honesty, how schools ensure students, teachers and other stakeholders are sufficiently knowledgeable of the school policy, the procedures when breaches are suspected and their experiences with these procedures. All surveys were offered in three languages, with the majority in each of the three response groups responding to the English language survey.

Findings presented here are based on responses from 2153 DP candidates (3% of all DP candidates registered for exams across May and November 2015) and 1979 DP teachers from 167 IB World Schools offering the DP, in 68 countries across all IB regions, as well as 294 DP coordinators in 76 countries (representing 11% of all schools offering the DP worldwide). Due to response rates, both state and private schools in the IB North America (IBNA) region are under-represented (see Figure 1) while girls were slightly over-represented among the candidates, leading to analyses to examine any resulting bias affecting overall findings. Differences in school and teaching practices are discussed and linked to differences in student understanding and practices regarding academic honesty, leading to recommendations on topics to include, sharing strategies that schools use, and referencing these to existing IB resources.

### *Findings*

Overall, most IB schools are successful in actively teaching a range of practices associated with academic honesty. The majority of schools, as represented by their DP coordinators, recommend their DP teachers address a range of academic honesty practices in the classroom. These practices include correct referencing of sources, avoiding unintentional copying, planning of school work, use of social media when sharing work and documenting candidates’ contributions to group work (Figure 3). Many schools also use reference checking software (Figure 7), and have different ways of sharing the academic honesty rules with teachers (Figure 16), candidates and their parents.

Many schools indicated that they take a zero-tolerance approach to academic misconduct, with harsher disciplinary measures for repeat offenders, and the majority of schools also keep a record of suspected and proven offences. Common actions following an academic breach are informing the teacher in question and the candidate’s parents, with disciplinary measures including redoing

the assignment and reducing marks for the submitted work (Figure 14). Coordinators are quite sure about what is and what isn't part of the academic honesty policy, more so than teachers and candidates, and 77% expect candidates to be informed of the policy in class, with state schools relying more on passive communication strategies, such as handbooks, summaries in class and the school's website, and private schools more often offering specific training, lectures and seminars.

The majority of DP teachers indicated that they address many of the academic honesty practices right up to the exam session (Figure 3), with teachers with examiner experience addressing them more often than teachers without (Figure 4). Teachers tend to include more often those practices that counter academic integrity issues they themselves feel are relevant to their subject, pointing towards the importance of teachers being aware of both school and IB academic honesty regulations in order to prepare their candidates. Almost one in five teachers in this survey did not know their school's academic honesty policy and would not know how to access it, and only a minority of schools has a formal process in place to ensure that teachers are aware of the school policy. About three quarters of teachers use reference checking software, but only one in ten schools offer training on how to use reference checking software.

All these teaching efforts have a clear effect on student recall of relevant practices, with the majority of candidates indicating they have received training on a range of referencing practices, work planning, how to search for material and information to include in their work (Figure 2), and so on. As candidates who recall one type of training typically also have better recall of other academic honesty related training (Figure 25) and the majority of schools and teachers indicating they indeed offer many of these trainings throughout the DP course, this study seems to point towards the important reinforcement effect of regular and repeated attention given to a wide variety of academic honesty practices. Candidates who know about the school's academic honesty policy or have received training on how to search for information to include in their work significantly more often understand the importance of academic honesty for their work and life outside school (Figure 26). Candidates' attitudes towards a range of behaviours associated with cheating were clearly affected by the training they had received and the knowledge they had of the school academic honesty policy (Figure 23), with those lacking training or knowledge significantly more often perceiving behaviours as not, or as only minor cheating (See The effect of knowledge of academic honesty policy on attitudes and behaviours section).

The detailed findings are described in the report and listed in the Summary of findings section.

### *Conclusions*

As discussed previously, there are many positive results showing that the majority of IB World Schools are active and effective in engendering a culture of academic honesty. However, there are also significant gains to be achieved, as

- about a quarter of candidates (27%) have no active recollection whether their school has any rules for academic honesty (in a school policy) and would not know how to find out
- about one in five candidates (22%) has no recollection of receiving any training (in school or outside) on how to search for information to include in school work.

On a global scale, this implies that **perhaps a quarter of DP candidates** in an exam year (approximately 19,000 candidates in 2015) **may be significantly more at risk of inadvertently committing a form of academic misconduct** due to lack of training in this important topic.

Although many schools and teachers include important practices in their teaching of academic honesty, there are areas of concern that need addressing, namely

- the use of social media in collaboration
- the issue of self-referencing of previously submitted ideas, work and texts (which is not allowed when submitting work for IB assessment)
- correct referencing of (self) translated texts, which is an issue for multilingual candidates accessing sources in languages different from the language of instruction, who need to realize that any ideas or works need to be correctly referenced.

Repeated training, across subjects and years, on the practices and purpose of academic honesty reinforces recall of rules and practices and so increases compliance and reduces inadvertent misconduct. Schools should therefore strive to communicate academic honesty throughout the entire diploma programme.

This study shows that teachers pay more attention to explaining and teaching academic honesty practices they know about and feel are crucial to academic and career success. Awareness of academic honesty rules and practices is higher among teachers with examiner or moderator experience and among teachers who are knowledgeable of their school's academic honesty policy. Given that 17% of the teachers in this study were unaware of their school's academic honesty policy and its content, more often so for teachers at state schools than in private schools; that many schools rely on passive ways of communicating academic honesty rules, with state schools doing so more often than private schools; and that half of schools have no formal process in place to ensure teachers are aware of the school's academic honesty policy, it would seem that schools, and perhaps state schools in particular, need to **rethink their communication strategy towards their teachers (and candidates)** to more successfully engender a schoolwide and cross-programme atmosphere of academic honesty.

Then there are some puzzling findings. In particular, it seems difficult to explain that there are—admittedly small numbers of—DP teachers and DP coordinators who feel that helping someone **cheat** on a test or exam, turning in work **copied** from another student as your own, or turning in a paper **obtained in large part** from a term paper mill, website, book, journal or another source as your own, are not, or are only minor breaches of academic honesty. Indicating that more clarity is needed on what are legitimate ways to help a peer or student (Baluená and Lamela, 2015), since this seems to be perceived very differently within the academic community worldwide. If these teachers and schools fail to prepare their candidates for the dominant interpretation, this will affect IB candidates' school and life success to a greater extent because of the international character and academic focus of the DP.

### *Recommendations*

Schools need to be aware that as the IB moves away from conventional marking, more and more candidate work will be uploaded, and computerized checks, both against outside sources as well as against previously uploaded candidate work, will become more common, potentially increasing the level of detection of any academic integrity breaches. This means teaching for academic honesty will become even more important, and if schools do not already do so, they need to:

- make sure that their academic honesty policy is reviewed regularly to stay abreast of developments both in regulation and in technology
- make sure that, throughout any course offered to a candidate, teaching practice includes regular and repeated attention to a variety of academic honesty practices as well as work planning, use of social media in collaboration, training on how to search for information (and correctly document and reference it), and so on. In particular, schools need to include:
  - revising or practising strategies using existing examples (from websites; provided by tutors or teachers at school)
  - acceptable ways of reusing (parts of) candidates' own work (but **not** in work submitted for IB assessment)
  - reinforcing candidates' understanding of the importance and purpose of academic honesty to their work and lives outside and after school.
- ensure that the school's policy and teaching practice aligns with IB understanding of and regulations regarding academic honesty. It should also include other behaviours which are mentioned in IB resources on academic honesty, such as:
  - duplication of work
  - fabricating data
  - disrupting examinations
  - discussing examinations outside the immediate school community within 24 hours of sitting the exam, and so on.
- implement processes to ensure that candidates, teachers and parents are aware of the academic honesty rules, as well as practices following and consequences of breaches.

Regarding the development or review and improvement of academic honesty policies, this study shows that schools need to consider including (as a minimum) the following information.

- A definition of academic honesty or integrity, including perhaps a number of examples of behaviours that are associated with academic misconduct or breaches of integrity.
- The purpose and importance of academic honesty within an educational context, referring to the IB regulations and practices where appropriate.
- Possible consequences to candidates and teachers in cases of proven breaches of policy.
- What actions are expected from candidates, teachers and other school staff when an academic honesty breach is suspected.

- What procedures are in place within the school and IB to deal with investigations of suspected breaches, including roles and responsibilities of candidates, teachers, school officials, possible measures applied and candidate and teacher rights of appeal.
- Communication strategies towards all stakeholders, that is, candidates, teachers, parents, and the IB.
- Formal procedures to ensure candidates, teachers and parents are aware of the rules, regulations and practices regarding academic honesty within the school and the IB.

The IB publication *Academic honesty in the IB educational context* provides further guidance.

This study shows that communication is vital to increase knowledge, understanding and attitudes for both candidates and teachers. To improve candidate and teacher recall and to ensure broader support for rules and practices for academic honesty, schools should use a mix of:

- interactive learning and teaching activities (for example, focused seminars, specific training, recurring library or information search training, in class training of academic honesty practices that is subject or task specific)
- shared knowledge on where further information can be found and checked (for example, handbooks, summaries in classrooms or on websites)
- formal (documented) processes to ensure candidates, teachers and parents have been informed and understand the rules and policies.

This leads to candidates developing a sense of ethical practice, resulting in more or less automatic behaviours consistent with academic integrity.

### *Next steps for the IB*

The IB's standards and practices are currently being revised and a real emphasis is being placed on schools going further than just avoiding academic honesty breaches during assessments and rather creating a permanent culture of academic honesty. This begins with schools having an acceptable policy but will go beyond that as they develop their practice to support the creation of a school community which values academic integrity and creates a culture of ethical academic practice.

Schools will be required to:

- outline roles and responsibilities in the policy and to demonstrate that all those referred to have read and understood the policy
- provide examples of the policy “in action” showing how it has been used to address a particular situation
- provide guidance materials or training (for teachers/students/parents) as part of implementing the policy
- demonstrate how they are building a culture of integrity and ethics

- provide evidence that they have communicated clearly the behaviours that can cause breaches of academic honesty.

The revised standards and practices will go live in 2020, which allows time for the findings from this study to be thoroughly considered and incorporated.

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## Introduction

Schools offering the IB Diploma Programme (DP) are required to formalize and actively share a school policy regarding academic honesty with their candidates. Academic honesty throughout the continuum of the IB programmes is reflected in the learner profile, which states that IB students “act with integrity and honesty, with a strong sense of fairness and justice” (IB, 2014a). Students are increasingly encouraged to use technology on a daily basis in learning to incorporate current information in school work (Jones, Blankenship & Hollier, 2013; Cranmer, 2006). This, and the ease of copying–pasting, means an understanding of the principles and practice of academic honesty is becoming increasingly important to the academic and career success of IB graduates. In order to be able to support their schools in improving procedures, the IB needs to better understand how schools and teachers implement this requirement and how students understand the policy.

In March and April of 2015, the IB surveyed 332 schools offering the DP, in 79 countries worldwide, collecting responses from 2153 DP students, 1979 teachers and 294 DP coordinators representing schools, both state and private, in all IB regions. Surveys were offered in three languages, English, French and Spanish, and each survey contained questions specific to the group as well as a number of questions collecting insights on an issue from the three different perspectives.

This report presents the results of these surveys, comparing all three response groups regarding their perception of dishonest behaviours, how schools teach academic honesty, how schools ensure students, teachers and other stakeholders are sufficiently knowledgeable of the school policy, the procedures when breaches are suspected and their experiences with these procedures. Differences in school and teaching practices are discussed and linked to differences in student understanding and practices regarding academic honesty, leading to a number of recommendations on topics to include, sharing strategies that schools use, and referencing these to existing IB resources.

This report describes a selection of the results, summarizing those that are most relevant to the community of IB schools and teachers in supporting their efforts to improve candidates’ understanding of academic honesty. Queries regarding the study, more detailed description of procedures, surveys, specific analyses and results should be addressed to [Assessment.Research@ibo.org](mailto:Assessment.Research@ibo.org) referring to the 2015 IB academic honesty survey.

## Details of the survey study

By surveying candidates, teachers and school coordinators, it is possible to examine the effect of school policy and teaching on candidate understanding of the purpose and practice of academic honesty.

To capture the result of a school’s effort to teach academic honesty, DP candidates were surveyed in March of their final year with surveys for teachers and DP coordinators following in April. In surveying candidates, specific care was taken to ensure permission and informed consent to participate. DP coordinators were requested to collect individual forms for candidates documenting parental consent and their survey included a personal statement of informed consent as well.

DP coordinators were essential to the success of this study, not only through participating themselves, but also by providing personal email contact information for all candidates and teachers who had agreed to participate.

Candidates and teachers were sent a link to their personal email address. Their responses represent 167 schools in 68 countries. The DP coordinator responses provide data from 294 schools in 76 countries. Although efforts were made to ensure a response that would reflect the global IB school population, the response at school level includes fewer state schools and fewer schools from the North America region than aimed for. In the analysis, various tests were performed to explore if this affected the overall outcomes, and differences between groups of candidates, teachers and schools are reported only if statistically significant. Any differences reported here aim to provide schools with support for policy development and action.

## Candidates responding

Of the approximately 7000 students approached, 2153 completed the online survey (30%). The 2153 candidates from 167 schools comprise about 3% of all DP candidates registered for exams in 2015, with a slightly higher female response. Their average age was 17.5 years. The candidates were born in 121 different countries, with the majority (73%) born in the same country as one of their parents, who themselves originated from 132 countries. Although traditionally many DP candidates may have been living outside their country of birth (that is, as expatriates) due to their carer's international career, more than half of the candidates who responded to the survey (58%) were attending a DP school in the same country in which they were born, indicating that this pattern is changing. DP candidates come from relatively highly educated backgrounds, with 70% of fathers and mothers having completed university degrees (see also IB, 2010; HESA, 2016).

About one quarter of candidates had previous PYP or MYP experience and about one in ten (9%) had requested special arrangements for assessment at some point in the past, for example, extra time, different font, and so on, which is a smaller percentage than found earlier for MYP candidates (IB, 2014b). As found earlier (ibid), candidates use their computer, tablet or other digital device almost daily, with only 2% not having used them for school in the past week. Almost all candidates responded in English (93%), with very few responses (<1%) in French. For 49% English was their first language, for 10% it was Spanish, about 5% each German and Chinese, 2% French and 29% indicated another first language. Most French native speakers and half of the Spanish native speakers completed the survey in the language of instruction, that is, English.

To focus their recall of the teaching of academic honesty and to support comparisons within the responses, candidates were asked to respond with a specific subject in mind, either the extended essay (EE) or theory of knowledge (TOK), which are two of the core subjects common for all candidates, or another particular subject that they were currently working on. About equal shares (approximately 35%) responded with either the EE or TOK in mind. The others (29%) answered with a different subject in mind.

## Teachers responding

Of the approximately 4100 teachers approached, 1979 completed the online survey (48%). All the 1979 teachers came from the same 167 schools as the candidates. The sample comprises more female (56%) than male teachers (40%). The majority of teachers (86%) have taught their subjects for many years both within and outside the IB, 45% having 11 years or more teaching experience. Six in ten had five years or more experience teaching their IB subjects. As can be expected from

teachers, 93% were university educated, including 53% masters' degree and 11% advanced graduate or PhD.

Almost eight in ten (78%) had no experience as a DP examiner or MYP moderator, 13% had been an examiner or moderator for 4 years or less, 9% for at least 5 years. As with the candidates, 94% responded to the English language survey, for 62% of whom this was their first language. There were no responses to the French language survey despite 3% indicating that was their first language. Other first languages were Spanish (7%), German (4%) and Chinese (2%), whilst 20% indicated another language. More than two-thirds (68%) completed the survey in their own first language. About one third (35%) responded from their role as EE supervisor, 10% of the respondents were TOK teachers, and the majority (54%) responded with teaching their own subjects in mind.

### DP coordinators responding (on behalf of schools)

In total, a random sample of 1159 schools were approached with the request to participate, with a final sample of 332 schools agreeing to take part (29% of those invited). Of the 332 coordinators who agreed to participate, 294 submitted a complete survey (89%) representing almost 11% of the schools offering DP in October 2014. In the sample, private schools in Asia-Pacific (IBAP) and Africa, Europe and the Middle East (IBAEM) are over represented (response rates 35 to 50%). The response in the Americas region (IBA) was low, due to initially very low response levels in North America (IBNA). Additional schools in this region were later requested to participate. Despite this compensation, the response rate remained low from both private (29%) and state (17%) schools in IBNA, see Figure 1. The majority of coordinators was female (59%) and 34% was male. On average, DP coordinators are very experienced teachers, with 71% having at least five years teaching experience in DP. More often than the teachers in this study, they have examiner or moderator experience (34%) and also more often for much longer (12% for 5 to 10 years and another 7% for at least 11 years).

Again, the majority filled in the survey in English (88%), with the remainder responding in Spanish (12%), and almost three quarters responding in their own first language (73%). About three in five coordinators have English as their first language, 13% Spanish, and 2 to 3% each speak French, German or Chinese as their first language. The remaining 20% indicated a variety of other languages as a first language.

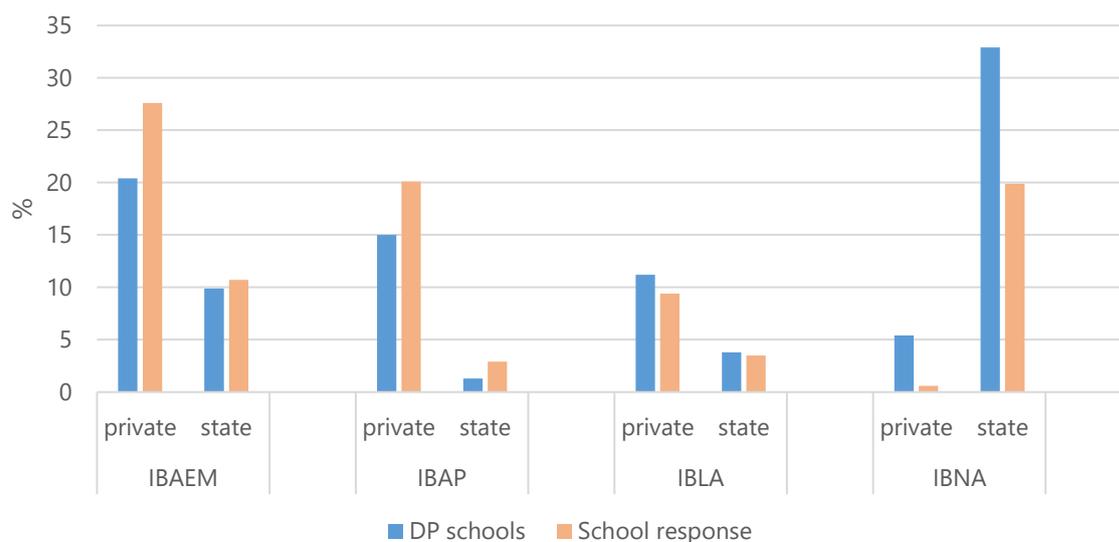


Figure 1. Composition of the school sample per region and legal status compared to the population of DP schools

## Findings of the research

### Sources of inadvertent errors

Inadvertent errors in copying or insufficient referencing of work included in student work can occur in a variety of ways. In this study, questions were included to examine the following sources.

- Lack of knowledge and training regarding searching for material and correct referencing.
- Studying or collaborating with peers and sharing work digitally.
- Revising or practising strategies using existing examples (from websites, provided by tutors or teachers at school).
- Bad planning and lack of time to check references.
- Reusing (parts of) own work.
- Lack of understanding of the importance and purpose of academic honesty.

As we discussed in the section on candidates responding, almost all candidates (98%) use a digital device and submit school work digitally, very often including materials that they have found on the internet or in the library, implying that training in this regard could help prevent errors. The majority of candidates (70% = 45 + 25 in Figure 2) indicated that they had received training at school on how to search for information. For about a quarter of these candidates (25%) this training was reinforced outside school (for example, by parents or tutors). At the same time, 22% of candidates in this study cannot recall or are sure they did not receive any training on searching for material at all, either at school or outside school. In this report, we will see that these candidates, on a global scale using the May 2015 candidature figures, perhaps up to 17,000 candidates per session, are more at risk of making referencing errors (Figure 2).

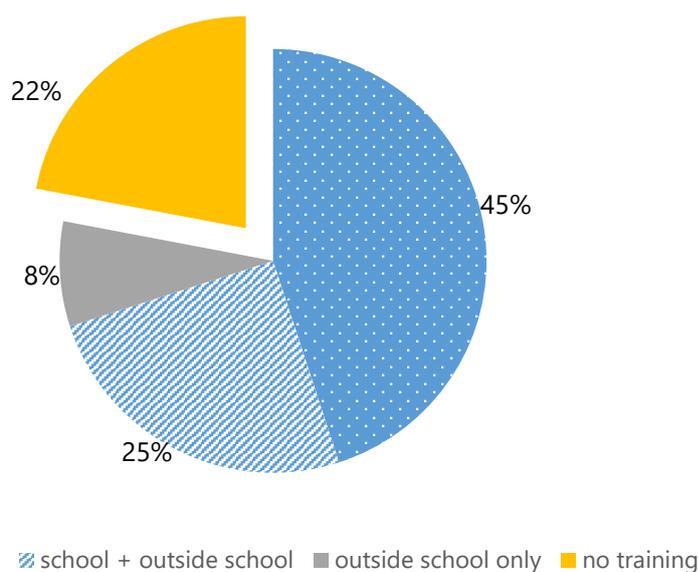


Figure 2. Candidates that have received information search training at school or outside school

Very few DP candidates take out-of-school tutoring lessons (8%). Candidates who indicated they had received information search training outside school, more often also took outside school tutoring lessons (13%), whilst those not recalling any out-of-school training on information search strategies significantly less often took tutoring lessons (5%), implying that tutoring is at least partially the source of outside school training on information search practices. Tutoring is slightly more common in the IBAP region (11%) and for candidates in private schools (9%).

Candidates spend most of their time with peers from their own school (either doing DP or another programme at the school), and least time with peers from other schools. When collaboration between candidates from different schools is formalized as part of the pedagogy, proximity does not seem to be the deciding consideration in choosing schools to collaborate with. Candidates most often collaborate with peers at schools in the same city (19%) or country (11%), and much less frequently with schools that are part of the same campus, school organization or in the same neighbourhood (3, 6 and 4% respectively).

Over half of candidates (52%) indicated that they had never received training on how to use social media when sharing work with others. Of the previously mentioned group of candidates who remember having received training on searching for information, about half of them do recall some training on the use of social media (26% of all candidates). Whereas, the 22% of candidates who indicated that they had not received any training on searching for information frequently had no recollection of training to prevent errors when using social media in collaborations (16% of all candidates in the sample). It therefore seems that training on the use of social media is linked to training on how to search for information, and schools play a significant role in teaching candidates how to prevent referencing errors when using social media.

## Teaching and learning about academic honesty

Each of the three surveys included similar questions about teaching and training to prevent breaches of academic honesty, providing comparisons of the different perspectives on what is taking place in the classroom.

## Teaching materials for academic honesty

One way of encouraging school-wide attention to teaching and upholding academic honesty is for teachers to collaborate on the development of materials that support the teaching of academic honesty. Two in five DP teachers in the study (40%) had collaborated recently with fellow DP teachers in developing specific teaching material, and another 8% collaborated with non-DP teachers at their own school. Hardly any teachers collaborated with teachers from other schools. However, when teachers collaborated, similar to the pattern with candidates, geographical proximity was not the major driver. Collaborations between teachers occurred mostly between schools in the same organization (5%), in the same city (7%) or the same country (6%).

## Correct referencing

One question, posed to all three groups, focused on training regarding correct referencing in a broad sense, including attributing contributions to group work and use of social media. Candidates and coordinators were asked to think back over the whole DP, whilst teachers were asked about a shorter period during a time when correct referencing is highly relevant. The pattern across the groups is very similar (Figure 3). Training on how to

- make a bibliography or reference list
- include quotations correctly
- reference images or graphs taken from sources (on internet)
- avoid unintentional copying

all seem to be common, with the majority of candidates recalling such training and many schools recommending their teachers to include it in their teaching. Considerably less often, training is included on how to

- include (self) translated texts from the internet
- include earlier work in a new assignment (that is, self-citation).

Correctly referencing (self) translated texts from the internet (or other sources) might not be a huge problem in education systems where students work and learn in one language. Also, computer programs checking for referencing errors will most probably not pick it up as individual translations will differ. However, if the translated text or idea is presented by candidates as their own work, it is a breach of academic honesty principles. Especially in the multilingual IB environment, with many candidates studying and submitting work in a language different from their first or even second language, this topic deserves more attention.

Self-citation is clearly a topic where the response groups differ. Whereas only 26% of candidates indicated they had ever received any training on how to correctly reference inclusion of their own earlier submitted work, coordinators and schools are already aware of the importance of self-citation with 52% recommending it to be included in teaching.

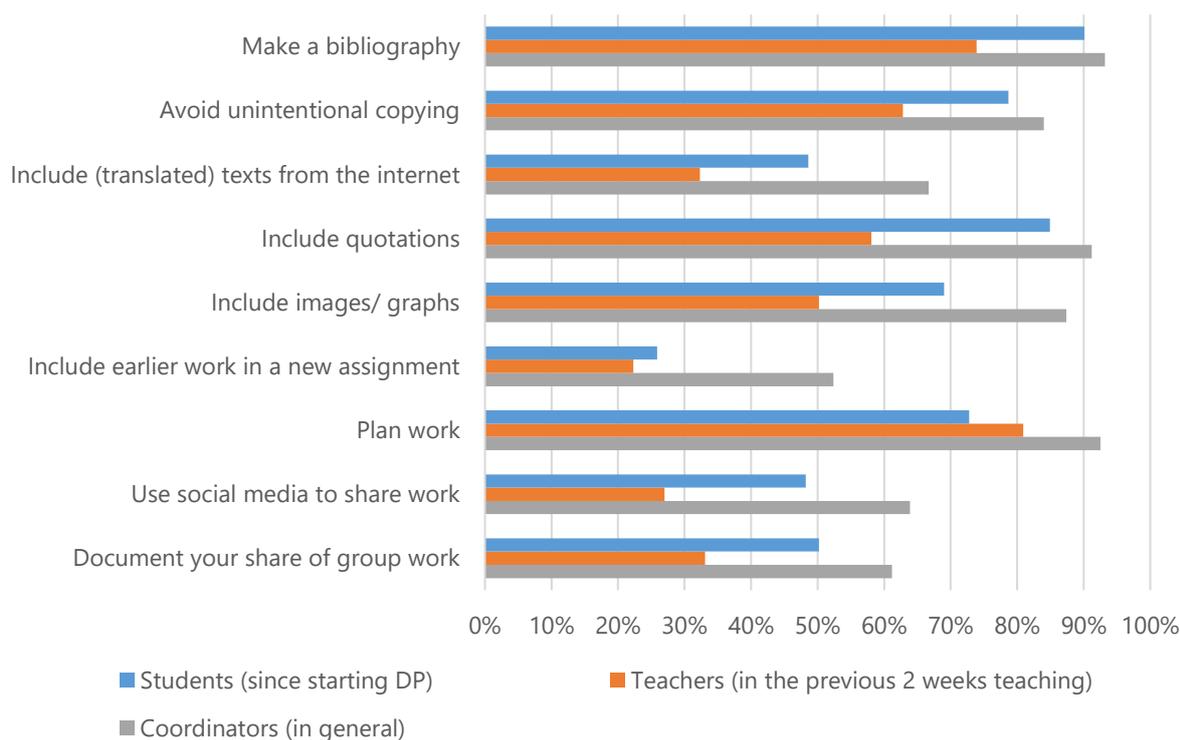


Figure 3. Have you received/given/recommended training on the following topics?—Comparison of response groups

When requiring respondents to think back over long periods, as this study did with candidates, recollections often have faded. Recall of events can be improved by linking them to a big event (for example, starting a new school) or when the event is connected to other memories. In this case, candidates were also asked about other related training at school, how to search for information (see previously) which is often at least partially linked to correct referencing. The candidate responses were also examined, distinguishing between candidates remembering school-based training on information search strategies (70%) and those who did not (22%). In all cases, the candidates who did not recall school-based information search training more often also did not recall school training on correct referencing, potentially putting them at risk.

When focusing on the approximately 16% of candidates (approximately 12,000 candidates in 2015) who remember neither receiving information search training—either at school or outside—nor receiving training on how to use social media when sharing work, the lack of recall and thus knowledge of how to reference correctly was even larger, putting these candidates significantly more at risk of committing inadvertent breaches of academic honesty. Of these 16% of candidates who do not recall receiving any information search training either at school or outside school or training on the use of social media

- three quarters do not recall training on how to reference their own earlier work (self-citation)
- half do not recall training on how to include translated texts from the internet
- more than a third do not recall training on how to include graphs and images
- a quarter does not recall training on how to include quotations.

Candidates who received information search training that was reinforced outside school (25% of all candidates) most often remembered training relevant to correct referencing practices, suggesting that frequent and repeated attention to academic honesty related topics and related training increases recall of procedures and practices, significantly reducing the risk of inadvertent breaches.

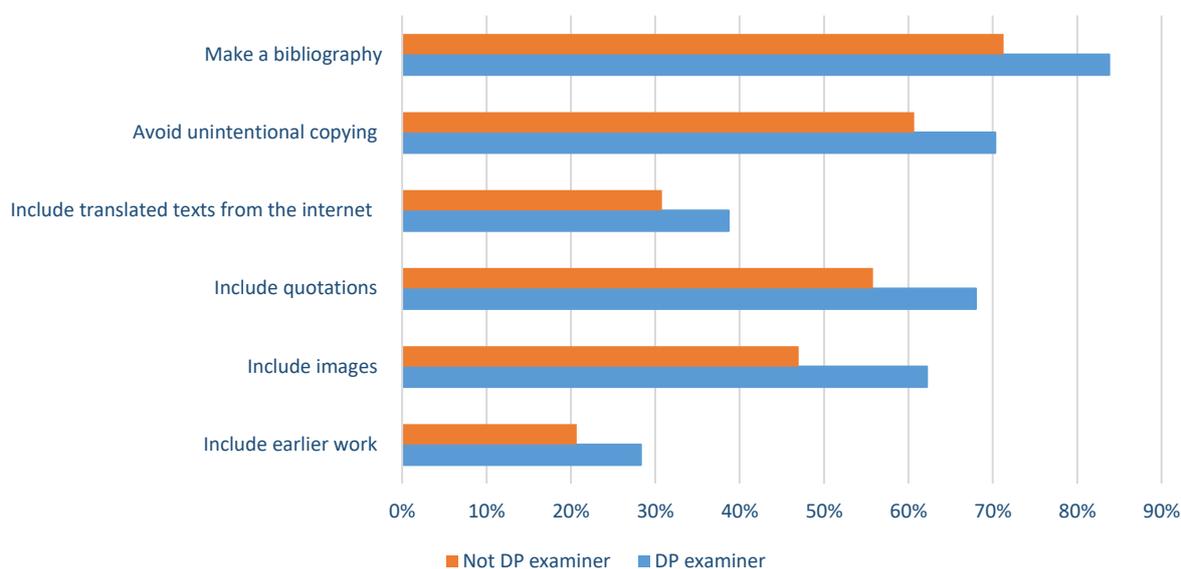


Figure 4. In the last 2 weeks did you discuss any of the following to help students avoid issues with academic honesty?—Teachers by examiner experience

Teachers may differ in the attention that they give to teaching and practising with correct referencing. Considering the requirements of the assessment components, it is not surprising that teachers responding in their EE supervisor role as well as TOK teachers discussed more often than the teachers of other subjects how to

- make a bibliography or reference list
- avoid unintentional copying
- include (self) translated texts from the internet
- reference correctly images and graphs
- include quotations.

Furthermore, teachers with DP examiner or moderator experience significantly more often discussed all the topics related to academic honesty and correct referencing in their classrooms, showing the extra value to schools of having examiners and moderators as teachers (Figure 4).

### Studying and collaborating

All DP courses should encourage collaboration, as it is part of the social skills in the approaches to learning that underpin all IB programmes. However, it is vital that candidates are aware how to avoid unintentional referencing errors that may occur from collaboration. To examine if candidates studying together or submitting collaborative work were more at risk, various statistical tests were performed. Although DP candidates mostly study alone (89%), a significant proportion (43%)

study or collaborate with friends or classmates at least some of the time. About eight in ten DP candidates collaborated with their DP peers in the two weeks before the survey, and about a third studied or collaborated with peers not doing DP. Girls do so slightly more frequently than boys (82% versus 74%).

Coordinators seem relatively aware of the link between collaboration and unintentional referencing errors. Around two thirds recommend that their teachers discuss in class how candidates can document their share of the group work (62%) and how to behave when using social media to share work with others (64%; Figure 3). About half of the candidates recollected these being discussed in class across their time in the DP. Only one third of teachers (33%) indicated that they had recently discussed how candidates could document their share of collaborative work, while just over a quarter (27%) had discussed the use of social media in collaboration and the danger of referencing errors (Figure 3). TOK teachers were more likely to discuss the documentation of work in a collaboration than teachers for other subjects, perhaps due to the option available in TOK for students to carry out one of the final assessment tasks collaboratively. However, due to the general encouragement of collaboration within the DP, this is clearly an area where all teachers and candidates would benefit from extra guidance.

### Revising and practising

Coordinators generally recommend teachers advise candidates to practise with examples from past years (75%), or to a lesser extent advise regarding tutoring when appropriate (35%), with each teacher to decide on a case by case basis if the latter is appropriate. Three in five teachers (62%) indicated they provided their students with examples of work for practice or revision purposes, and about a quarter (24%) recommended website(s) with examples. When websites are recommended, the majority can be accessed anonymously and free of charge. Far fewer teachers recommended outside tutoring lessons (14%), with about 5% offering further tutoring lessons themselves or recommending IB publications available for exam preparations (Figure 5). Although tutoring is not common (5%), candidates working on their EE study more often than the other candidates indicated they spent 2 to 4 hours in the last two weeks with a tutor outside of school.

Almost half of candidates practise with examples of work for the chosen exam component, slightly less so when preparing for TOK (39%) than for another subject (68%). Candidates practising with examples more often recalled training on how to avoid unintentional copying, correctly including quotations and correctly referencing their own earlier work, indicating that these candidates do not face greater risk.

Candidates preparing for the EE practise with work or examples taken from websites less often (38%) than those preparing for TOK or other subjects (61%), with boys doing so even less often than girls (41% versus 49%). Of the candidates using websites (45%) the majority (37%) indicated these could be accessed free of charge and anonymously. Candidates practising with examples from websites more often recalled training in how to correctly reference, including graphs and images, indicating that those regularly practising with materials from websites are not more at risk of inadvertent breaches of academic honesty than those who do not.

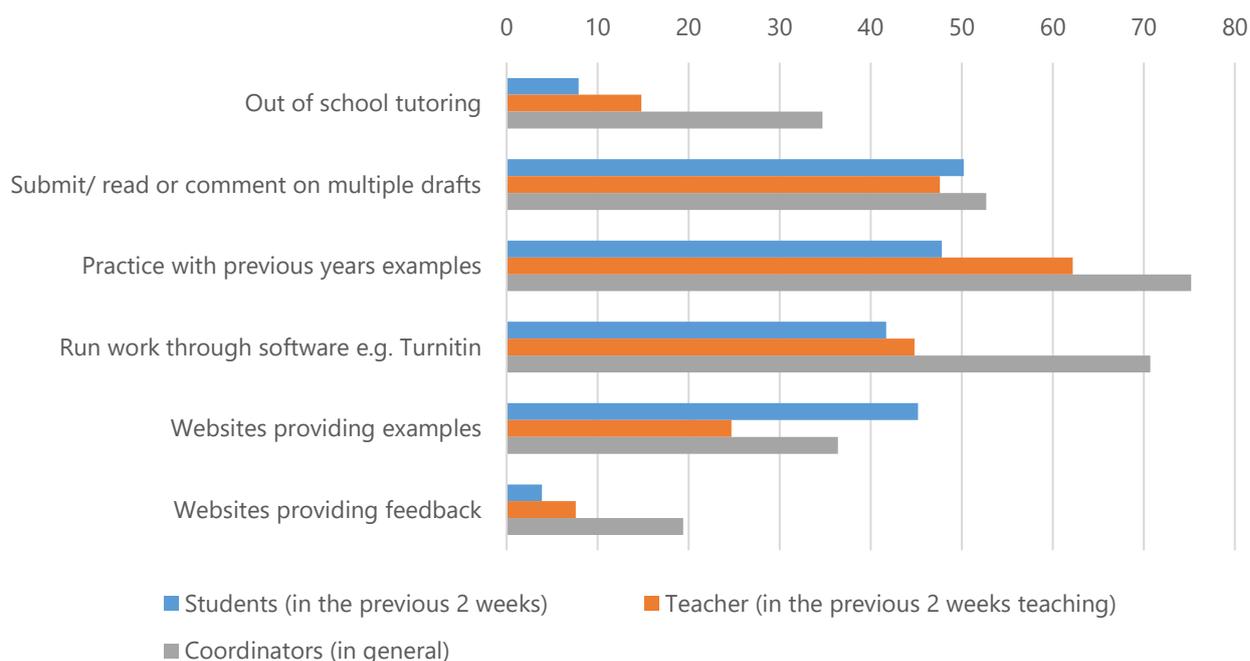


Figure 5. Did you do any of the following/advise students to do any of the following/does your school recommend teachers discuss any of the following topics to help get a better grade?—Comparison of response groups

### Prevention strategies

Schools obviously pay attention to helping students with time management, as close to three quarters (73%) of candidates indicated that they had received training on how to plan their work. Indeed, 81% of teachers confirmed that they had discussed quite recently how candidates should plan their work to prevent stress and referencing errors, and 92% of coordinators indicated they recommend teachers discuss this in class (Figure 3). Candidates indicating that they had received school-based information search training (87%) more often said school provided work planning training as well (87%), indicating again that frequent and repeated attention in the classroom to strategies and practices associated with academic honesty, significantly reduces the risk of candidates committing inadvertent academic misconduct.

Another strategy that candidates can employ is to build in additional checks of their referencing. These checks can be automated, for example, using software such as Turnitin, Viper, SeeSources, or human based, for example, involving their teachers or other school staff. About half (50%) of the candidates submit second and further drafts to their teacher for checking, with those preparing their EE doing this more often (61%), followed by those preparing for TOK (46%) and all other subjects (37%). Teachers confirm that this is a frequently used strategy, with 48% indicating they read or comment on second and further drafts. While schools are free to offer teacher feedback on multiple drafts of school work as part of their students’ learning, the IB restricts the number of times teachers may provide feedback on candidate work submitted for assessment within the DP.

Candidates who had school-based information search training, more frequently submit further drafts for reference checking. A similar pattern can be seen for reference checking with other school staff (approximately 45%), with candidates in private schools doing so more frequently than those in state schools (51% versus 31%). Again, preparing an EE is more often associated with reference checking (58%), followed by TOK (38%) and then the other subjects together (30%). On the other hand, candidates with no recollection of information search training least often attempt to

check their referencing with teachers or other school staff (36%). These candidates also more often lack knowledge on correct referencing practices, confirming that they are more at risk of inadvertent breaches of academic honesty.

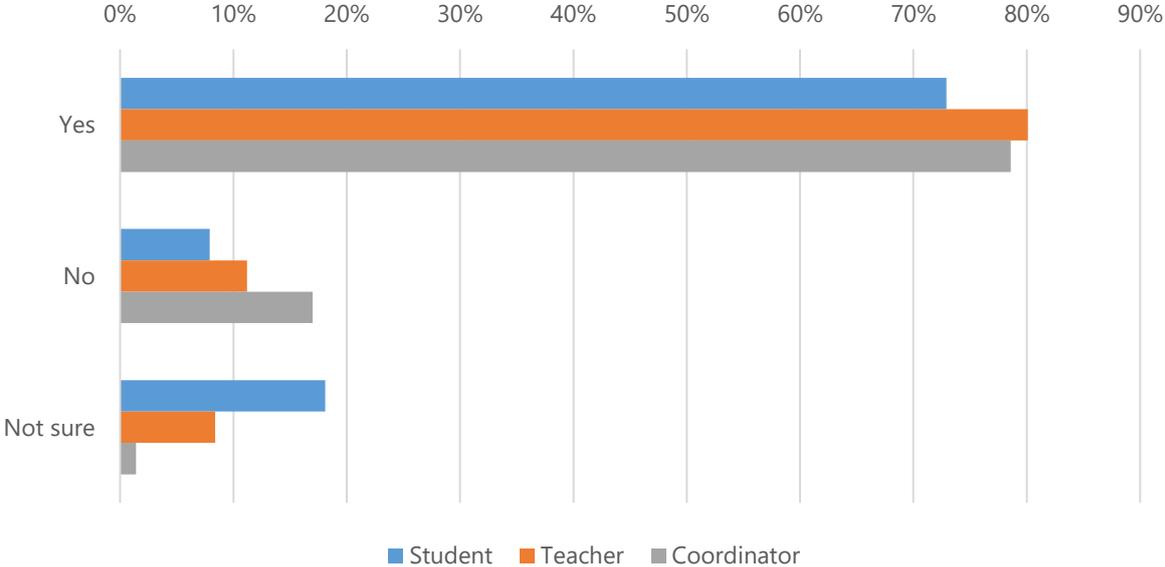


Figure 6. Does your school use reference checking software?—Comparison of response groups

As the use of referencing software often incurs costs, it is not surprising that candidates in private schools more often have the option, and indeed use the option, to run their work through reference checking software (49% versus 24% for candidates from state schools). 73% of the candidates, 80% of teachers and 79% of coordinators indicated their school uses reference checking software (Figure 6), which candidates and teachers say is mostly used by teachers (64% and 72% respectively) or other school staff (9% and 18%), and less frequently by candidates themselves (24% and 35%). This pattern is confirmed by the coordinators, with 79% indicating software is used most often by teachers (75%) or other school staff (19%) but also a sizable minority (39%) indicated that students themselves use the software made available at school (Figure 7). Almost half of the teachers (45%) confirm that they use reference checking software as a strategy to support their candidates, although in this survey, teachers in IBNA are significantly more often not sure about whether or by whom this type of software is used at their schools.

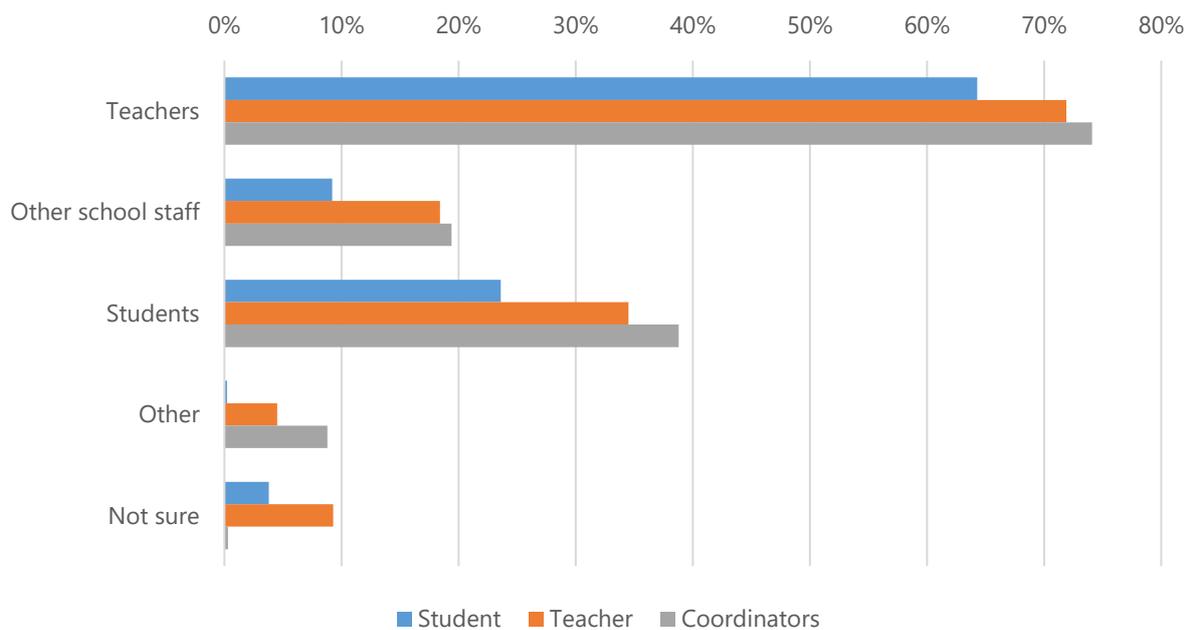


Figure 7. Who uses the reference checking software?—Comparison of response groups

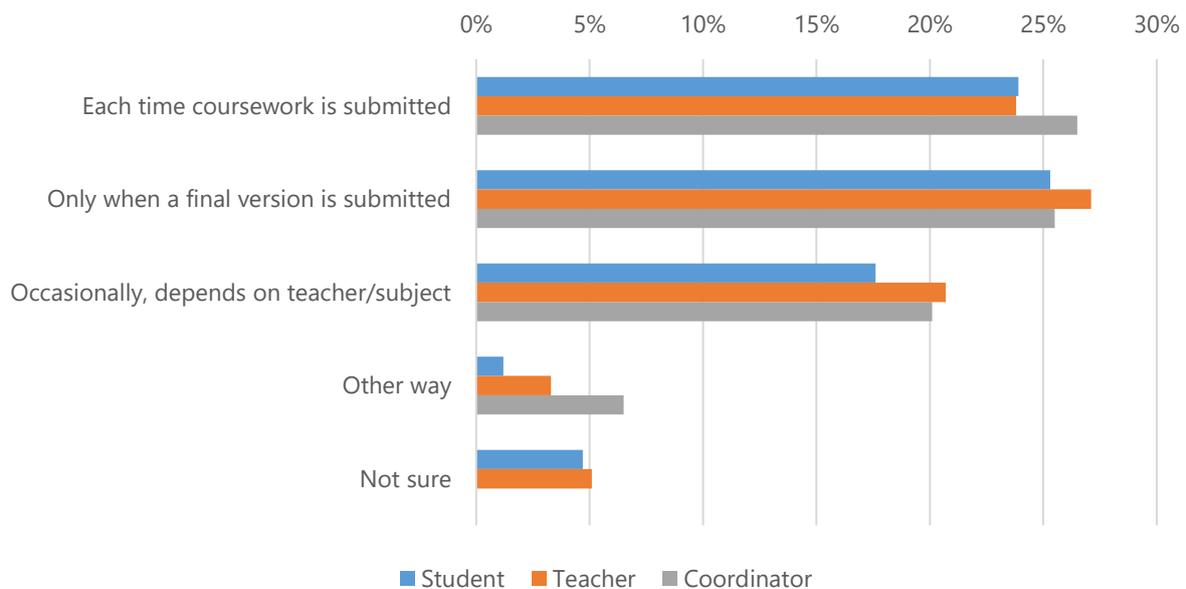


Figure 8. When is reference checking software used by your school?—Comparison of response groups

About a quarter of candidates (23%) and teachers (25%) indicated that when their school used reference checking software, it was used each time a student submitted course work digitally, including all drafts and the final submission. About as many (25% of candidates and 27% of teachers) said their school used it to check all final versions, and 17% of candidates and 21% of teachers said it was used only occasionally depending on the teacher and subject (Figure 8). Candidates in state schools more often felt reference checking software was used occasionally, while candidates with school-based information search training more often know for sure that their submitted work is checked using software (39%) than those without such training (26%). The latter may point towards an increased awareness in candidates with school-based training and so support the school’s investment in providing training, whilst those without may not know or recall when

this software is used, especially if it is not used by, or the outcomes are not shared with, the candidates themselves.

Although teachers most often use reference checking software, only a minority of schools seem to offer training how to use the software and interpret the reports to new teachers (13%) or on a regular basis to all teachers (11%). Four in ten (44%) teachers indicated that no training was offered, but that teachers can ask for help when necessary (Figure 9). Whether or not training is necessary for such reference checking tools cannot be determined from the results, but it might be interesting to keep in mind when interpreting these responses.

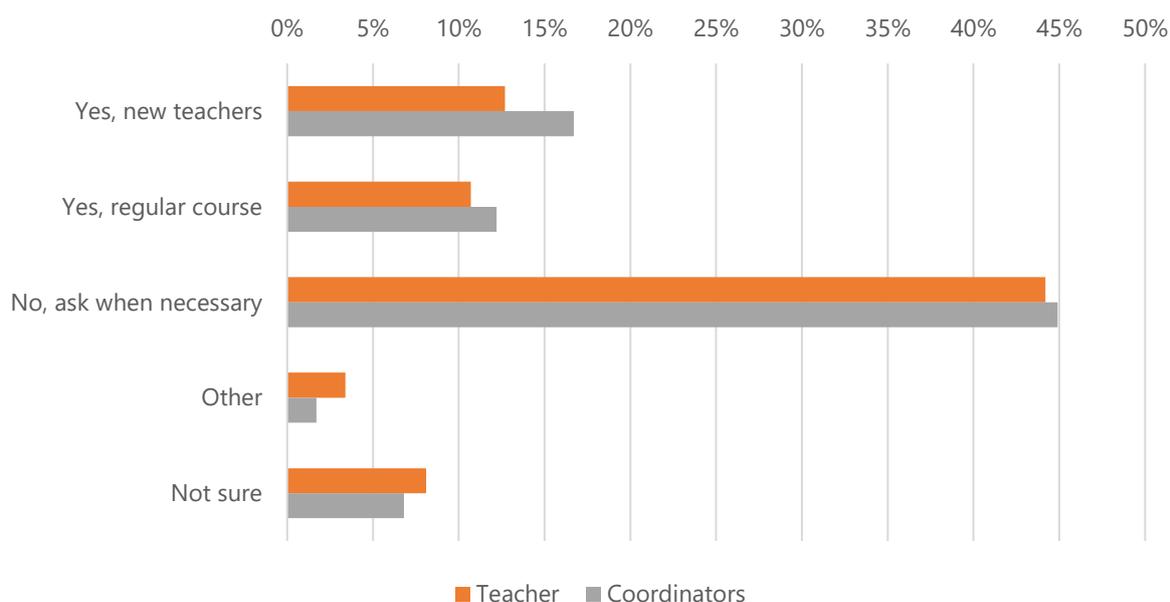


Figure 9. Are teachers trained to use the reference checking software? —Teachers and coordinators

## Knowledge of the school’s academic honesty policy

All three surveys included a series of questions on the content of the school’s academic honesty policy. As IB does not prescribe any content, prior to the survey a small random sample of recent academic honesty policies from all IB regions was analysed to generate authentic closed response options.

Candidates and teachers were asked if they knew if their school had an academic honesty policy or a different document of a similar nature. If they did, they were further asked if they knew where to find it or access it, before being asked about what they knew or remembered of its content. This means that for candidates and teachers the response to this question needs to be interpreted in two ways; responses from candidates and teachers who know of and know how to access their school’s policy and a second group of candidates and teachers who do not. Coordinators were not asked whether they knew that their school had an academic honesty policy as it was assumed they did.

Figure 10 shows that the majority of teachers (83%) and candidates (72%) were aware that their school had a policy and knew how to access it. More candidates (27%) than teachers (15%) were unsure, and after categorizing the open responses, about (2%) of teachers and candidates were unaware of the existence of an academic honesty policy at their school. Teachers in Latin America (IBLA) (5%) and IBNA (6%) significantly more often were not aware of their school having an academic honesty policy than teachers in the other regions (1–2%), which seems related to the

lower number of teachers who discuss academic honesty issues in the classroom in IBNA. This overall pattern, fortunately not mirrored in the candidate responses, is possibly due to teachers who are aware of the policy compensating by paying more attention to good practices or because academic honesty issues may be taught centrally by the school rather than by individual teachers.

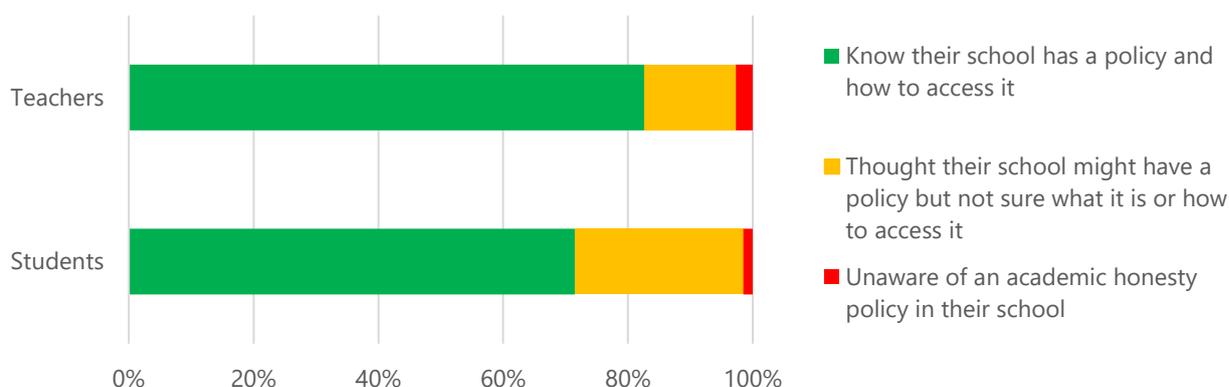


Figure 10. Does your school have an academic honesty policy?—Teachers and students

### Content of school academic honesty policy

All three response groups were asked the same question about their knowledge of the content of the school’s policy, regardless of its name. Figure 11 shows that the pattern was for coordinators to answer that the policy definitely contained various aspects more often than the teachers and candidates. For example, 90% of coordinators indicated that the policy definitely contained a definition of academic honesty or misconduct compared to 75% of teachers and 63% of candidates. Coordinators were also more likely to answer that the policy definitely did not contain certain aspects and there was generally a higher percentage of candidates who answered that they did not know compared to both teachers and coordinators. This shows that both teachers and, in particular, candidates are not aware of everything that their school’s policy covers.

If we assume coordinators are most knowledgeable of the school’s academic honesty policy, it is further interesting to note that for each of the content aspects there are coordinators that indicate this is not included in the policy. Most noteworthy is that there are schools that do not include

- a definition of academic honesty, misconduct or list of examples (2% and <1% respectively)
- relevance of academic honesty within the DP (14% ‘probably not’ and ‘definitely not’ combined, approximately 40 schools in the sample)
- A list of possible disciplinary measures, including perhaps exclusion from DP exams (5% ‘probably not’ and ‘definitely not’ combined, approximately 15 schools in the sample).

This is noteworthy as these elements would seem to comprise the bare minimum of information included in any school policy, namely a definition of the focus of the policy, the reason why the policy is necessary or required and information on consequences in cases that go against the policy in question. This indicates that the IB can better support schools in understanding the parameters of engendering academic honesty within the IB context, by providing further guidelines recommending elements to include in the school’s academic honesty policy and ensuring that schools are aware of available resources such as the publication *Academic honesty in the IB educational context*, which has a chapter devoted to this issue.

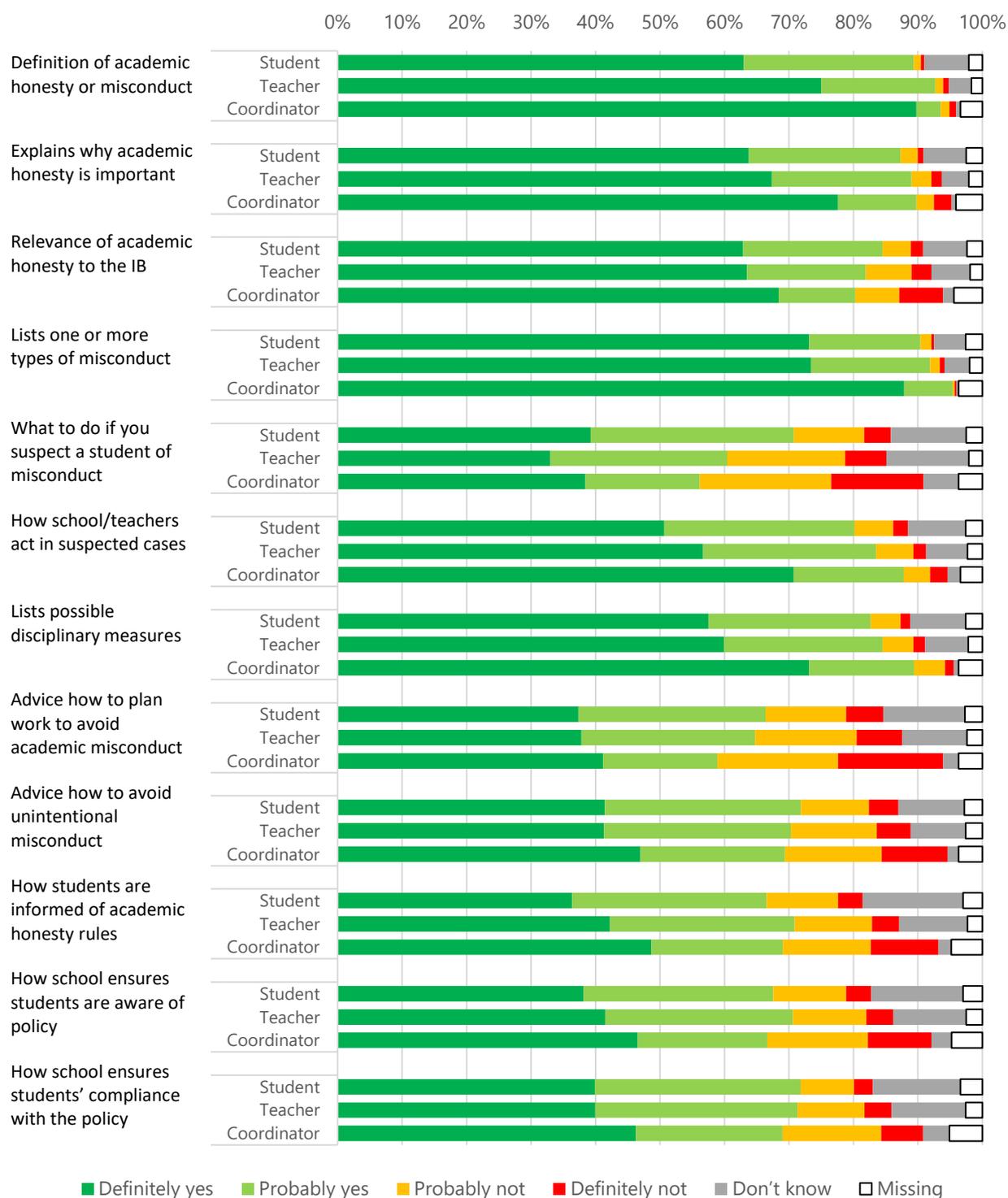


Figure 11. What is in your school's academic honesty policy?—Comparison of response groups

As could be expected, knowledge of and access to the school's policy document regarding academic honesty, whatever its name, made a statistically significant difference to what candidates said was included. Of the group of candidates with access, significantly more of them know for certain that specific information is included in the policy, whilst of the candidates who are not sure about the existence of such a policy and do not know how to access it, one in ten to up to a third do not know if this information is included. After correcting for knowledge and access, candidates in

the IBNA region more often know or think that the school’s policy does not explain the relevance of academic honesty in general or to the DP and examinations, than candidates in other regions.

More detailed follow up questions were asked to establish what each of the groups knew of actions to take in case of suspected or proven misconduct. All were asked what is expected from a student if they suspect another student’s academic misconduct (Figure 12). The most common response in each group was that the student should report it to a teacher. The biggest difference between response groups was that just 1% of coordinators were not sure what candidates should do compared to 6% of teachers and 12% of candidates, which shows that candidates need more guidance from their schools about what to do in this situation.

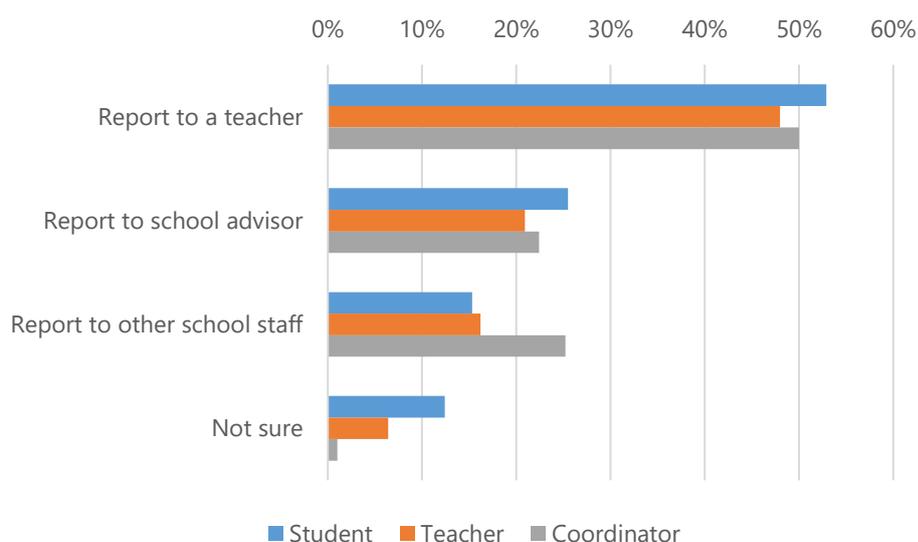


Figure 12. What is expected from a student if they suspect another student’s academic misconduct?—Comparison of response groups

Teachers and schools also take specific actions in case of suspected misconduct (Figure 13). The most common answer from the coordinators was that the student would be reported (76%) to the teacher in question or their parents (Figure 14), whereas just 44% of candidates thought this to be true. Candidates most commonly thought that the nature of the misconduct would be investigated (59%). This indicates that students do not have an accurate picture of what will happen should they be suspected of academic misconduct.

Indeed, when asked what general approach their school would take, coordinators answered that the school would commonly take a zero-tolerance approach and that second incidences would be disciplined more harshly. Many candidates (22%) were unsure what would happen and seem unaware of the consequences.

Respondents were then asked which disciplinary measures students at their school face in the case of proven academic misconduct. Figure 14 shows their responses. Several measures followed the interesting pattern of a similar percentage of coordinators and candidates indicating that they know what would occur, and a lower percentage of teachers, which indicates that teachers may need to be better informed by the school about the measures that are taken.

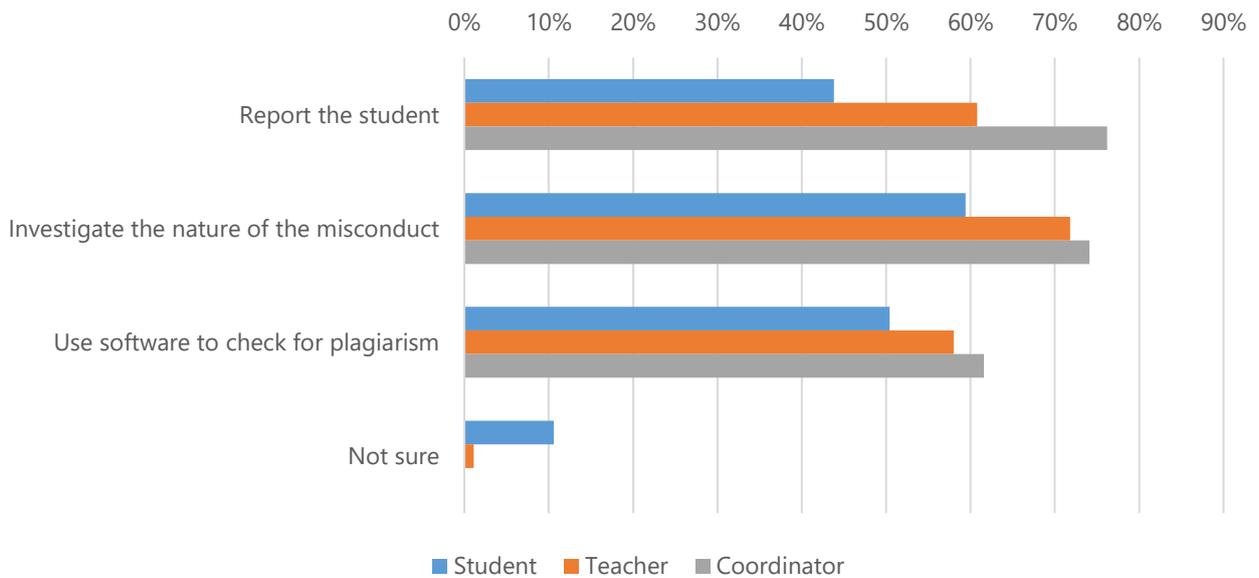


Figure 13. What action does your school take or should a teacher take in the case of suspected academic misconduct?—Comparison of response groups

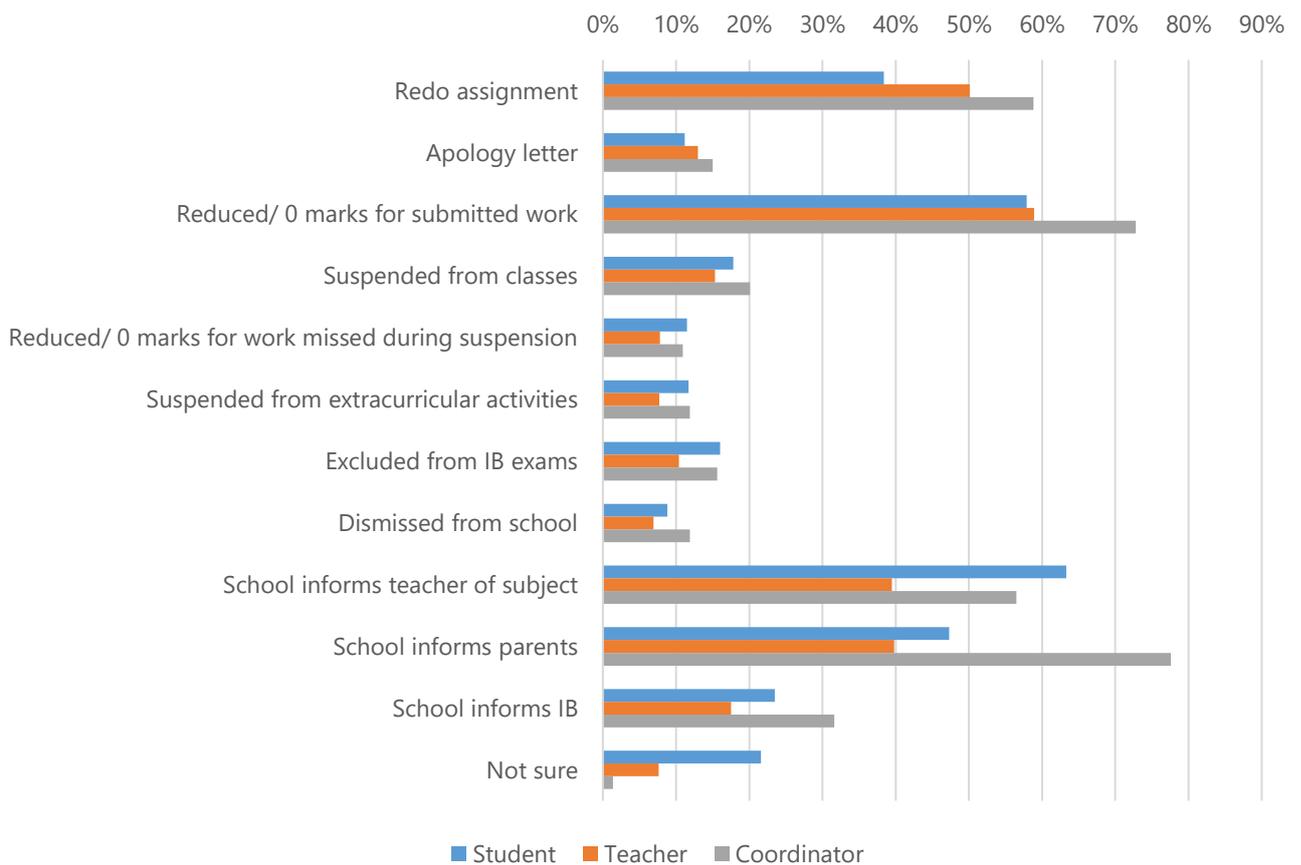


Figure 14. Which disciplinary measures do students face when misconduct is proven?—Comparison of response groups

### Access to policy on academic misconduct

If knowledge of the academic honesty rules is important to ensure compliance, it is important to know how the different stakeholders, that is, candidates, teachers and parents are made aware of

these rules. This issue is currently being examined in the IB’s revised *Standards and Practices guide*.

Comparing the answers of the three groups to where students hear about or find out about the academic honesty rules at their school, the general pattern is that coordinators indicate a way that students are made aware of the rules more often than teachers and candidates (Figure 15). One of the largest differences was that a majority of the coordinators (77%) and teachers (69%) think that students find out during class, compared to just 41% of candidates, suggesting that candidates may not remember these lessons. Interestingly, a higher percentage of candidates (14%) indicated that they found out about the rules from an online academic honesty module or unit than teachers (8%) and coordinators (7%).

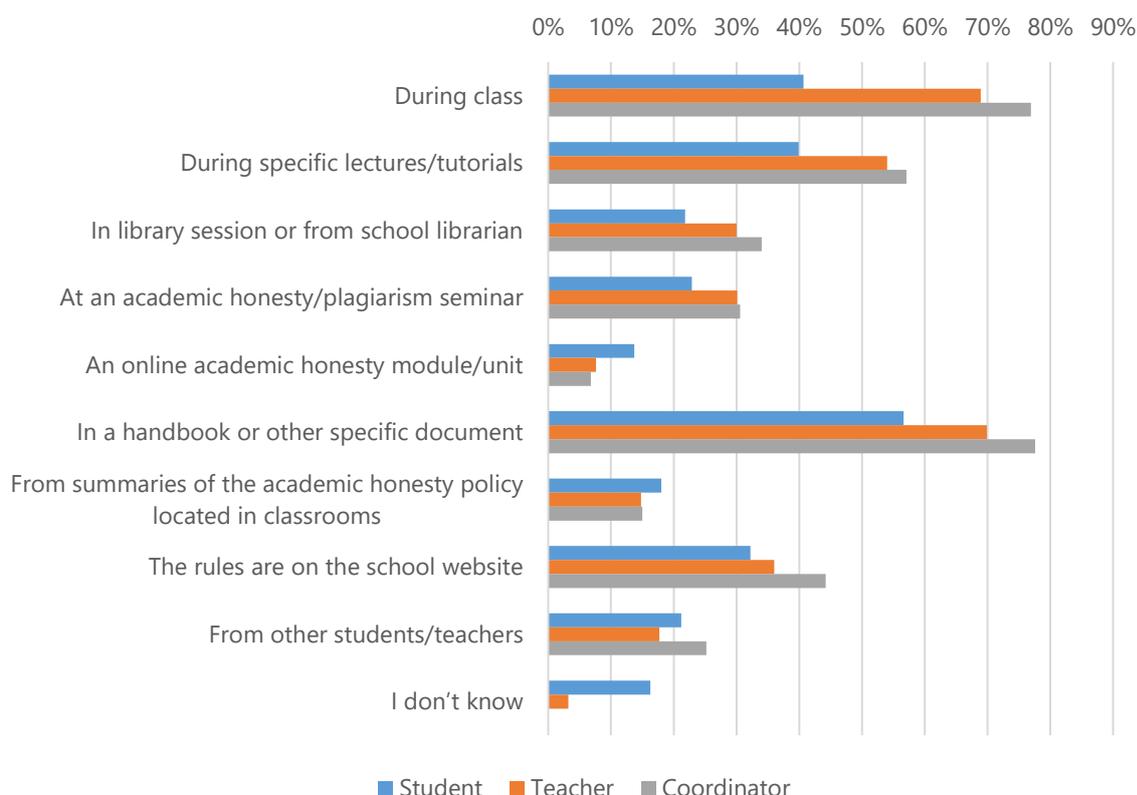


Figure 15. Where do students hear about the academic honesty rules?—Comparison of response groups

Focusing on those candidates who know of and have access to their school’s academic honesty policy, whom you would expect to have better recall regarding where they find out or heard of these rules, the study reveals another pattern in the way schools share their policy with the candidates. Candidates at state schools more often are informed of the rules in class and through less interactive ways, relying more on candidates’ own initiative, such as looking them up in a handbook or other document, consulting summaries of the rules available in classrooms or reading the rules on the school website. Candidates in private schools more often are actively instructed about academic honesty rules through an academic honesty/plagiarism seminar or participating in specific tutorials.

Teachers and coordinators were asked where teachers hear about or find out about the academic honesty rules (Figure 16). Mirroring the ways the candidates hear about the academic honesty rules, the majority of teachers is informed of the rules through access to a handbook, followed by

the school website. About half say they are offered specific lectures or tutorials, with about one quarter having attended a seminar on academic honesty or plagiarism.

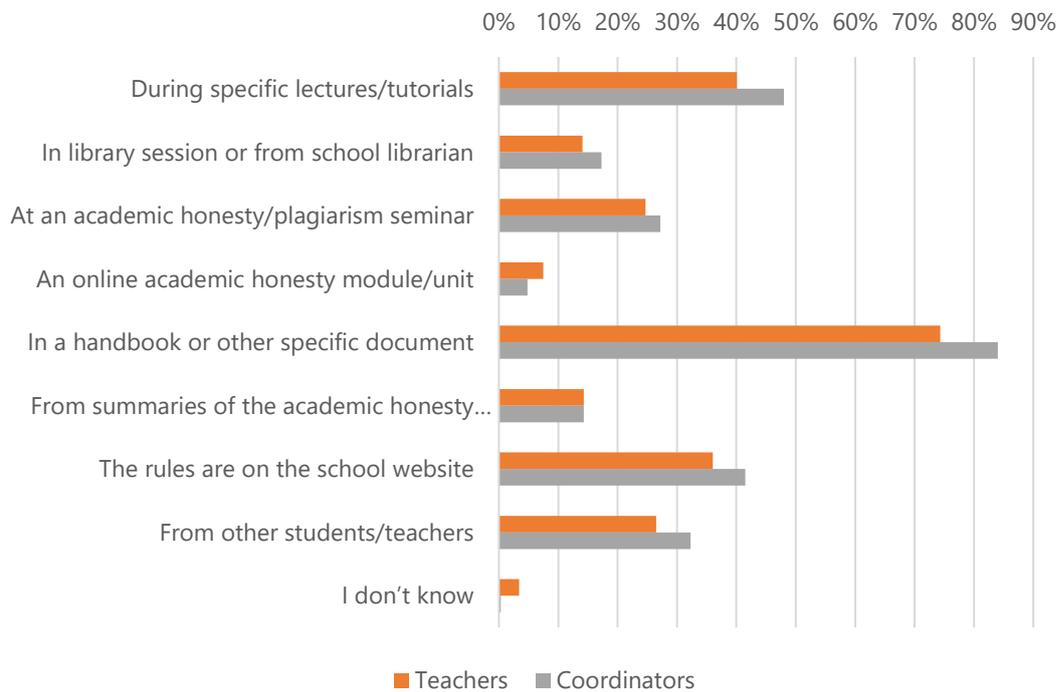


Figure 16. Where do teachers hear about the academic honesty rules?—Teachers and coordinators

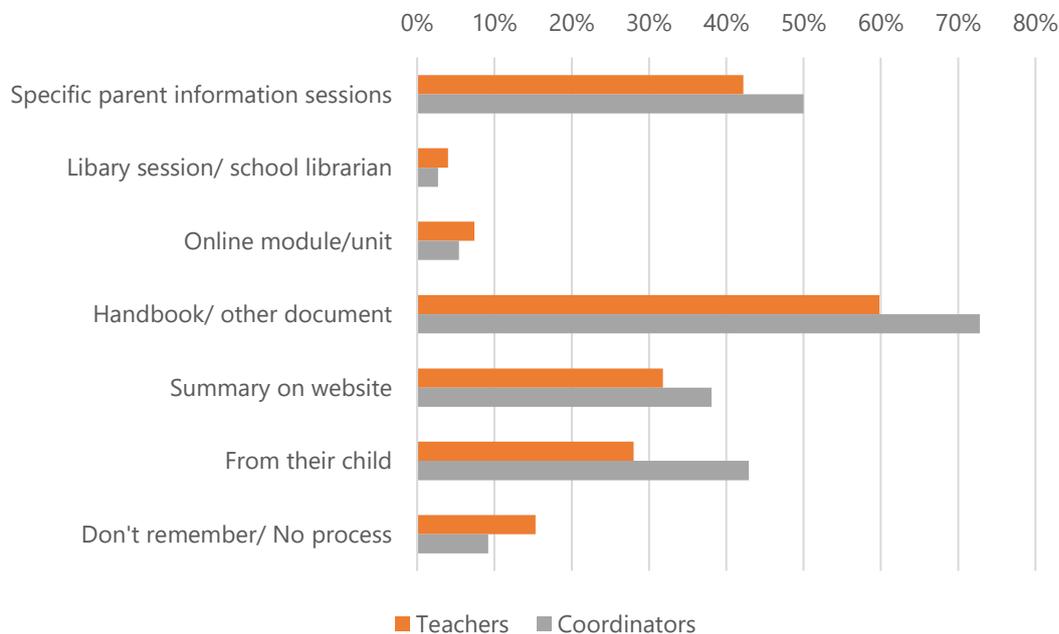


Figure 17. How do schools share the academic honesty rules with parents?—Teachers and coordinators

Teachers and coordinators were also asked how parents are made aware of the rules (Figure 17). There was generally a higher percentage of coordinators who indicated that each method was used compared to teachers, and there were more teachers who answered that they didn't know (15.3%) compared to the percentage of coordinators who indicated that there was no process (9.2%),

suggesting that teachers may not always be aware of how parents are told about academic honesty regulations.

### Ensuring compliance

Respondents were then asked how the school ensures that students are aware of the rules. Figure 18 shows their answers. A higher percentage of candidates indicated that they had to sign a document (61%) and pledge work is original when they submit (43%) with proportionally fewer teachers (45% and 31%) and coordinators (51% and 31%) indicating this was the way the school ensured candidates knew and complied with the rules. The option of responding that there is no formal process was only given to teachers and coordinators, therefore no candidates chose this answer.

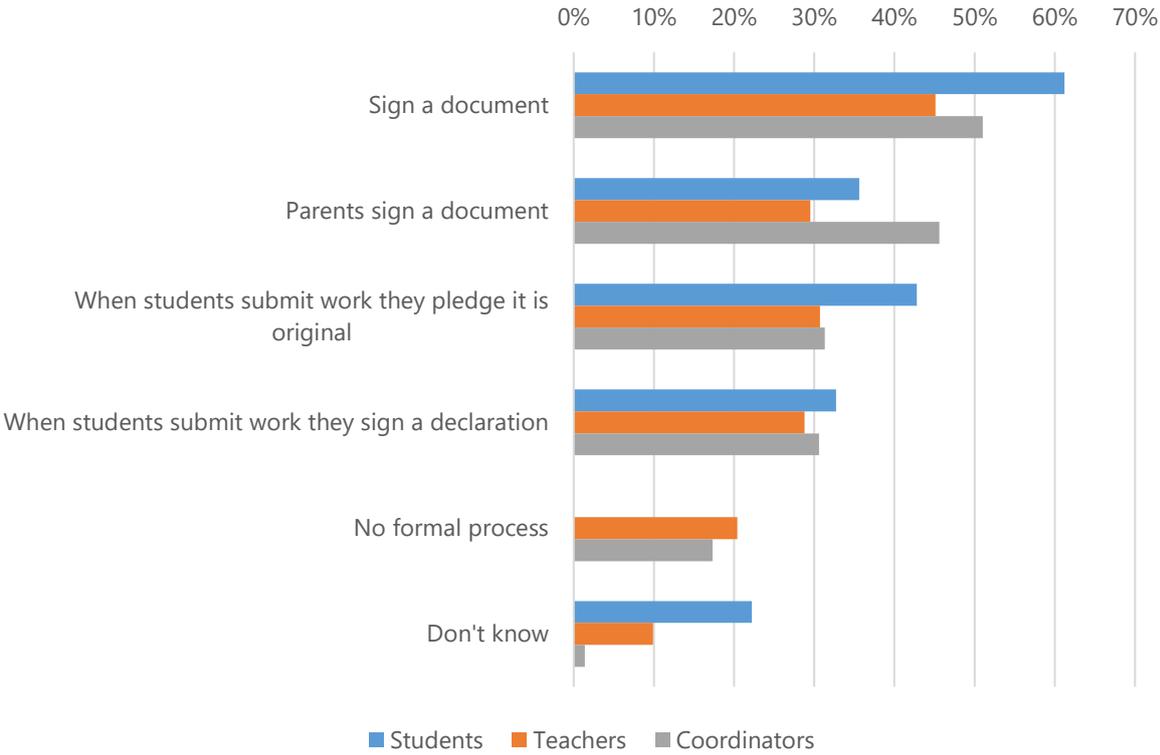


Figure 18. How do schools ensure that students are aware of the academic honesty rules?—Comparison of response groups

Teachers and coordinators were asked how their school ensures that teachers are aware of the rules (Figure 19). Their answers for each question were very similar, however, comparing Figure 18 and Figure 19 it is interesting to note that as indicated by the coordinators, far more schools have no formal process to ensure their teachers are aware of the policy and its repercussions on candidates (48%), than there are schools that have no formal process to ensure that students are aware of the academic honesty policy (17%).

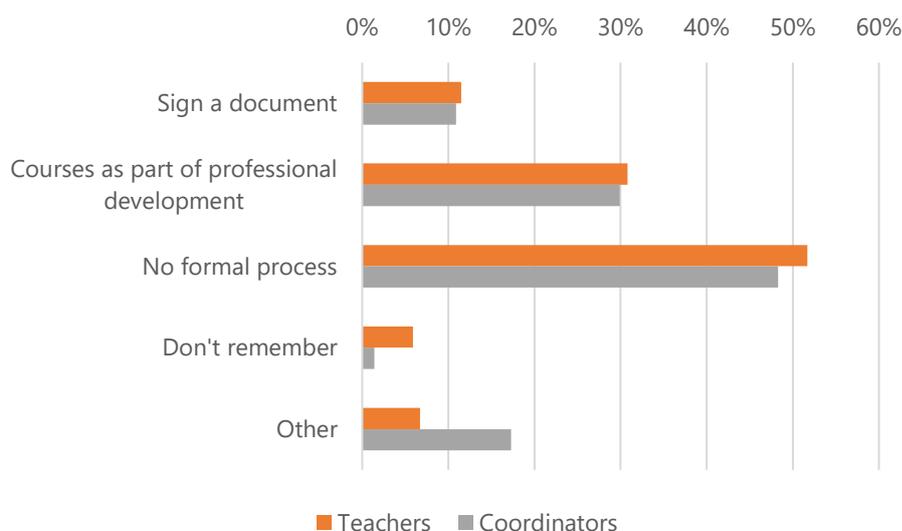


Figure 19. How do schools ensure that teachers are aware of the academic honesty rules?—Teachers and coordinators

Given that approximately 19% of the teachers in the sample were unsure about or unaware of the existence of an academic honesty policy in their school and the fact that almost half of the schools in the sample (48.3% of the coordinators) indicated that there is no formal process in place to ensure that teachers are aware of the policy and what it entails, indicates that IB can do more to support schools to improve by recommending putting some formal process in place to ensure teachers are indeed aware of and know where to access their school’s academic honesty policy.

### Satisfaction with the information provided by school

All surveys included a series of statements to measure the respondents’ satisfaction with the information provided at their school and their understanding of the importance of academic honesty. Figure 20 shows the candidates’ responses, comparing those who had previously answered that they know that their school has an academic honesty policy and how to access it, with candidates who are unfamiliar with their school’s policy or do not know how to access it. The teachers’ responses, also split into groups who either do or do not know how to access their school’s policy, and the coordinators responses are in Figure 21. Candidates’ results are presented separately to those of the teachers and coordinators because the answer options available to for this question were not identical for the three response groups, making direct comparison difficult.

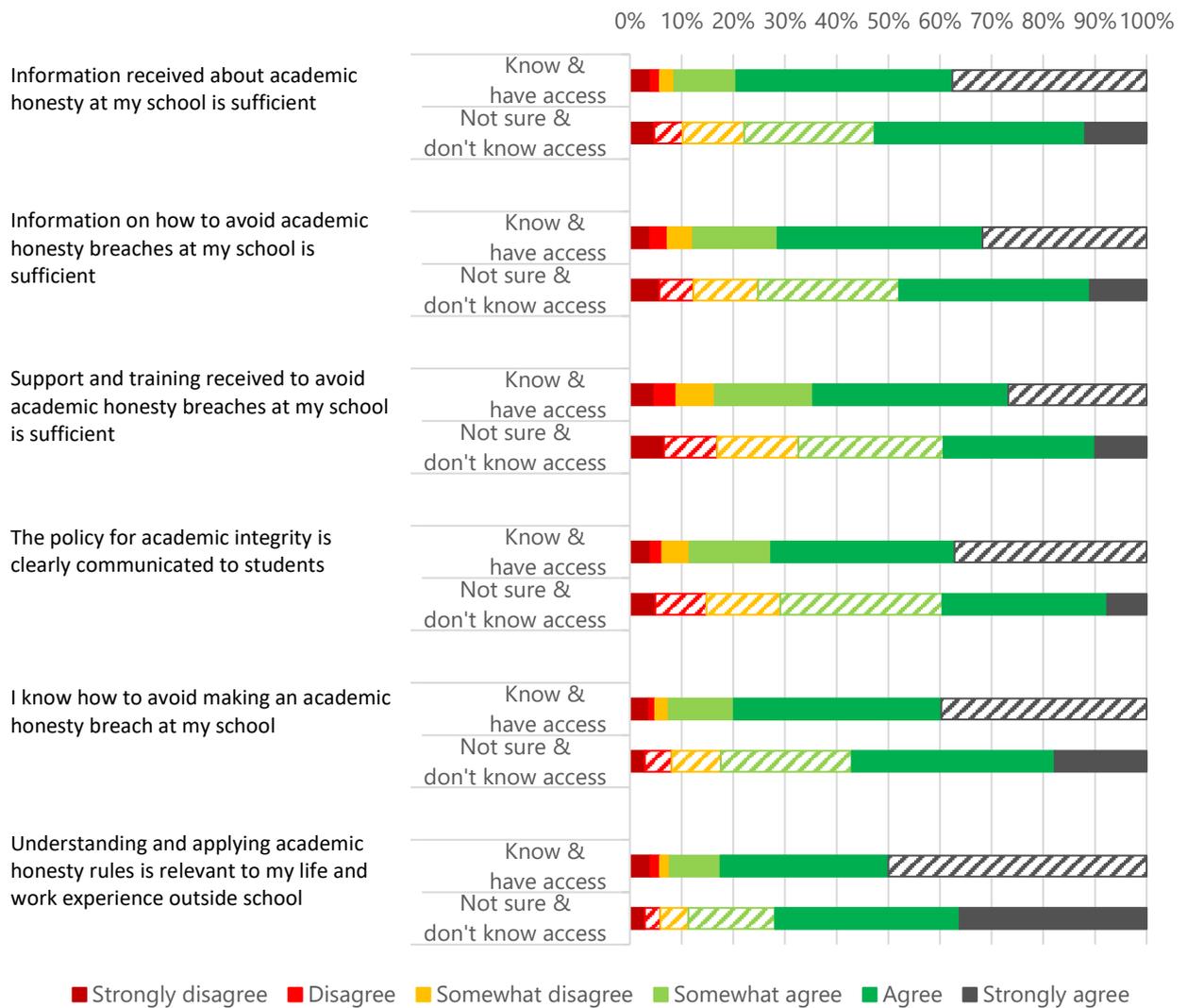


Figure 20. Satisfaction with the information provided regarding academic honesty policy and its relevance to life—Candidates by knowledge and access to the school’s academic honesty policy. Distributions with patterned bars are statistically different with the patterned fill of the stacked bars indicating where the standard residuals are greater than 1.96

As can be expected, Figure 20 shows that, in general, candidates who know of and know how to access their school’s academic honesty policy more often agree that the information provided is sufficient and that their understanding is sufficient. While candidates who are not aware of or not sure about the existence of an academic honesty policy at their school and do not know how to access it (29% or almost one in three of all candidates), in general, are significantly less satisfied with the communication by their school regarding academic honesty and how to avoid academic misconduct. They also more often feel that they do not fully understand how applying academic honesty rules is relevant to their life or career after school, which may put them significantly more at risk of misconduct not only in school but beyond.

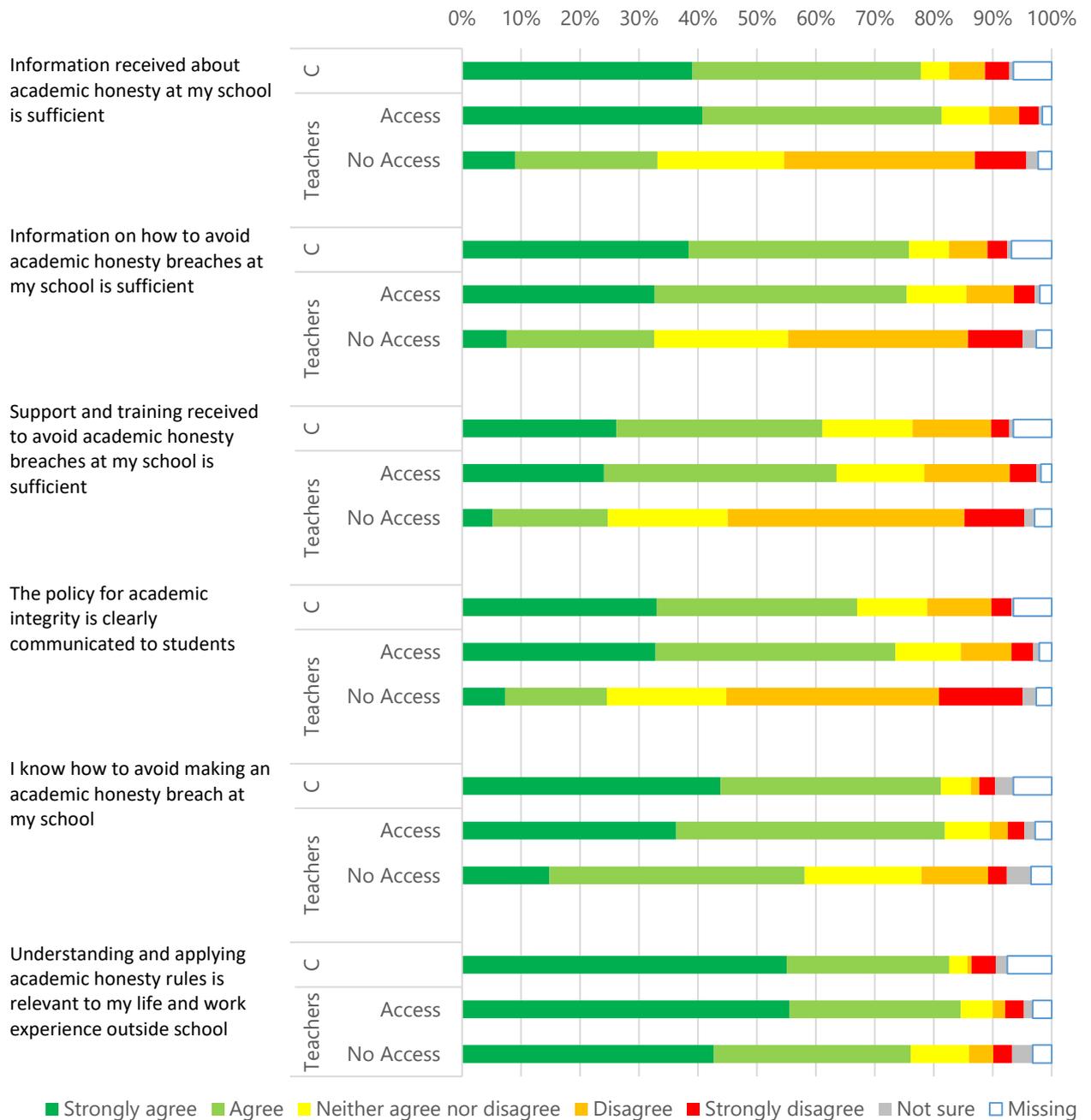


Figure 21. Statements regarding academic honesty—Teachers who know how to access their school’s academic honesty policy, teachers who don’t know how to access their school’s policy and coordinators (C)

The same six statements about satisfaction with the information provided and understanding the relevance of academic honesty were presented to teachers and coordinators (Figure 21). The teachers’ answers show a very similar pattern to that of the candidates: the group of teachers who had previously answered that they knew how to access their schools’ policy more often agreed or strongly agreed with the statements than those who did not, suggesting that it is knowledge provided in this policy that influences the teachers’ opinions and increases their satisfaction with the information they are provided. Understandably, the teachers who did not know how to access the policy (19% of all teachers), disagreed significantly more often with the four statements regarding sufficient information being provided by their school. More worrying perhaps is that they also more often felt they did not know how to avoid making academic honesty breaches at their

school and that they more often did not agree that understanding and applying academic honesty rules was relevant to their life and work experience outside school, implying that they would be less able to model or instruct their students regarding the principles and practices of academic honesty. This shows that, despite other resources being available to teachers, access to the academic honesty policy does play an important role.

The responses from the teachers who did know how to access the policy were very similar to those from the coordinators, further implying a link between the teachers' opinions and their knowledge of the academic honesty policy, because coordinators are presumed to know that their school has a policy and how to access it. That there is sometimes a lack of guidance for teachers, or that teachers may not be aware of where they can find the guidance that is available (see Annex) is reflected in Figure 21, where 10 to 16% of coordinators indicated they (strongly) disagree that the information provided by their school to teachers and students is sufficient. Extrapolating this percentage to numbers of schools means that perhaps 280 to 450 schools currently offering the DP may be failing to inform their teachers and candidates sufficiently, potentially putting their candidates at risk. IB evaluation should play a role in supporting coordinators who are concerned about their school's efforts regarding enculturation of academic honesty.

## Attitudes towards cheating

All three response groups were asked about their attitudes towards various cheating behaviours in terms of how serious they consider the activities to be. Figure 22 shows that for almost every type of behaviour, more coordinators consider it to be serious cheating than teachers, and more teachers consider it to be serious cheating than candidates. One of the more extreme differences is that over half of coordinators (52%) indicated that working together on an assignment when individual work has been asked for is serious cheating, compared to just 16% of candidates. This shows the need for standards regarding these behaviours to be communicated more clearly within schools.

It is also interesting to note that for each of the behaviours there is a small number of both teachers and coordinators who do not feel it represents cheating. These responses are often difficult to explain, for example, the approximately 40 teachers who answered that "Helping someone else cheat on a test or exam", "Turning in work copied from another student" and even "Turning in a paper obtained in a large part from a term paper mill or website or other source" is not cheating. Although reasons behind these answers are unclear, they do indicate that there is work to be done to clarify the parameters of what the IB defines as academic misconduct for teachers.

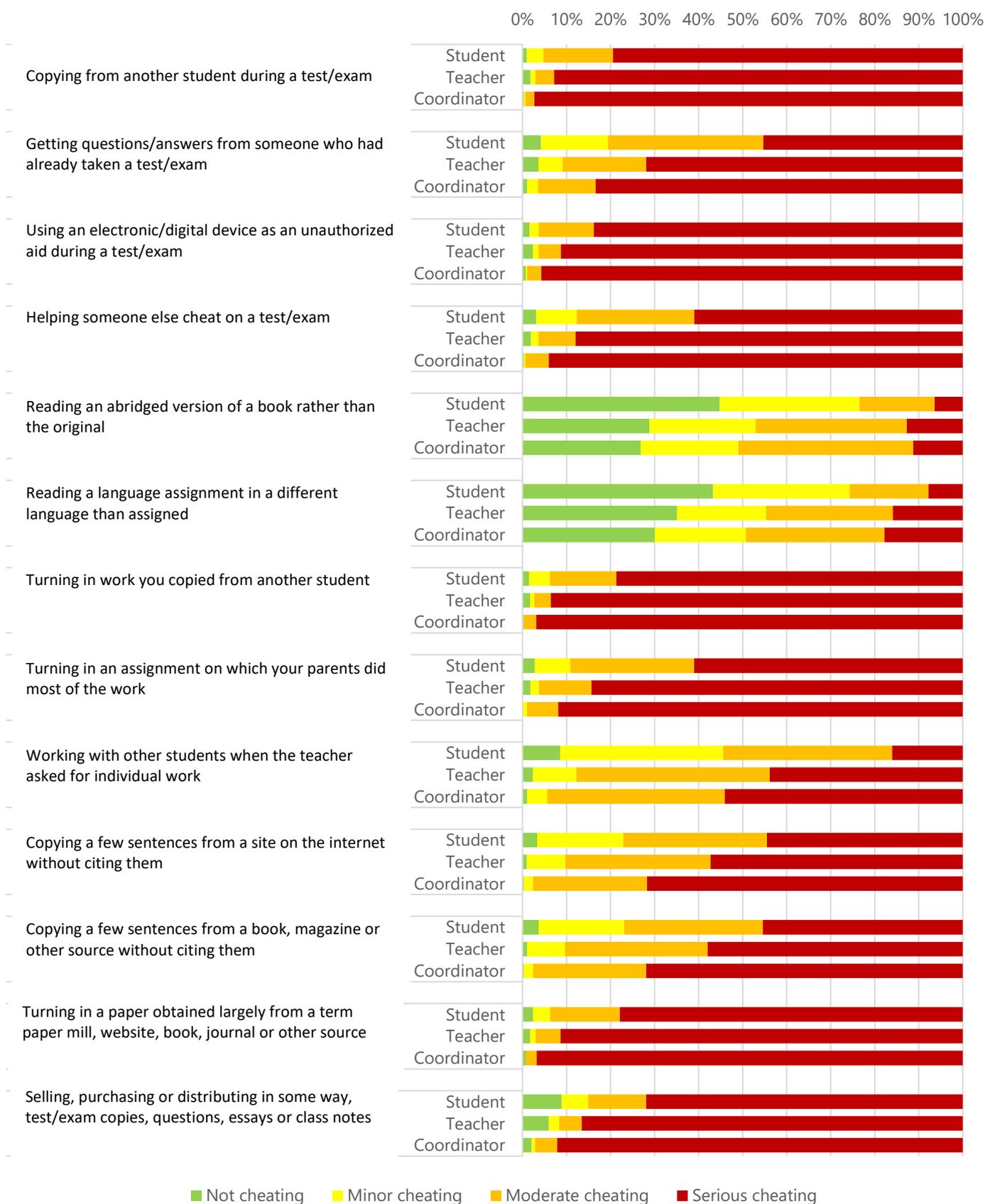


Figure 22. Attitudes towards cheating behaviours—Comparison of response groups

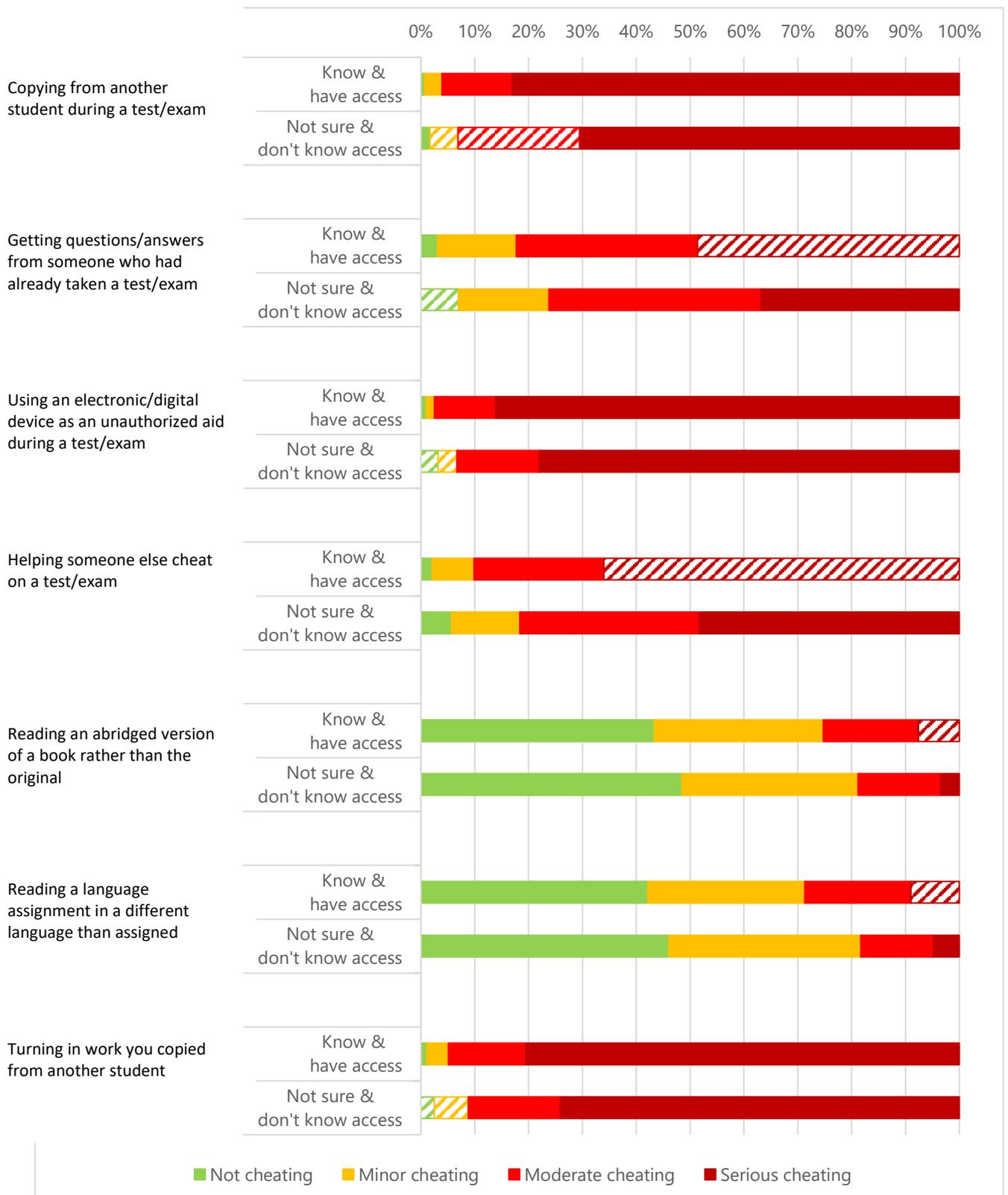


Figure 23. (a) Seriousness of types of (cheating) behaviour—Candidates by knowledge and access to the school's academic honesty policy. Distributions with patterned bars are statistically different with the patterned fill of the stacked bars indicating where the standard residuals are greater than 1.96

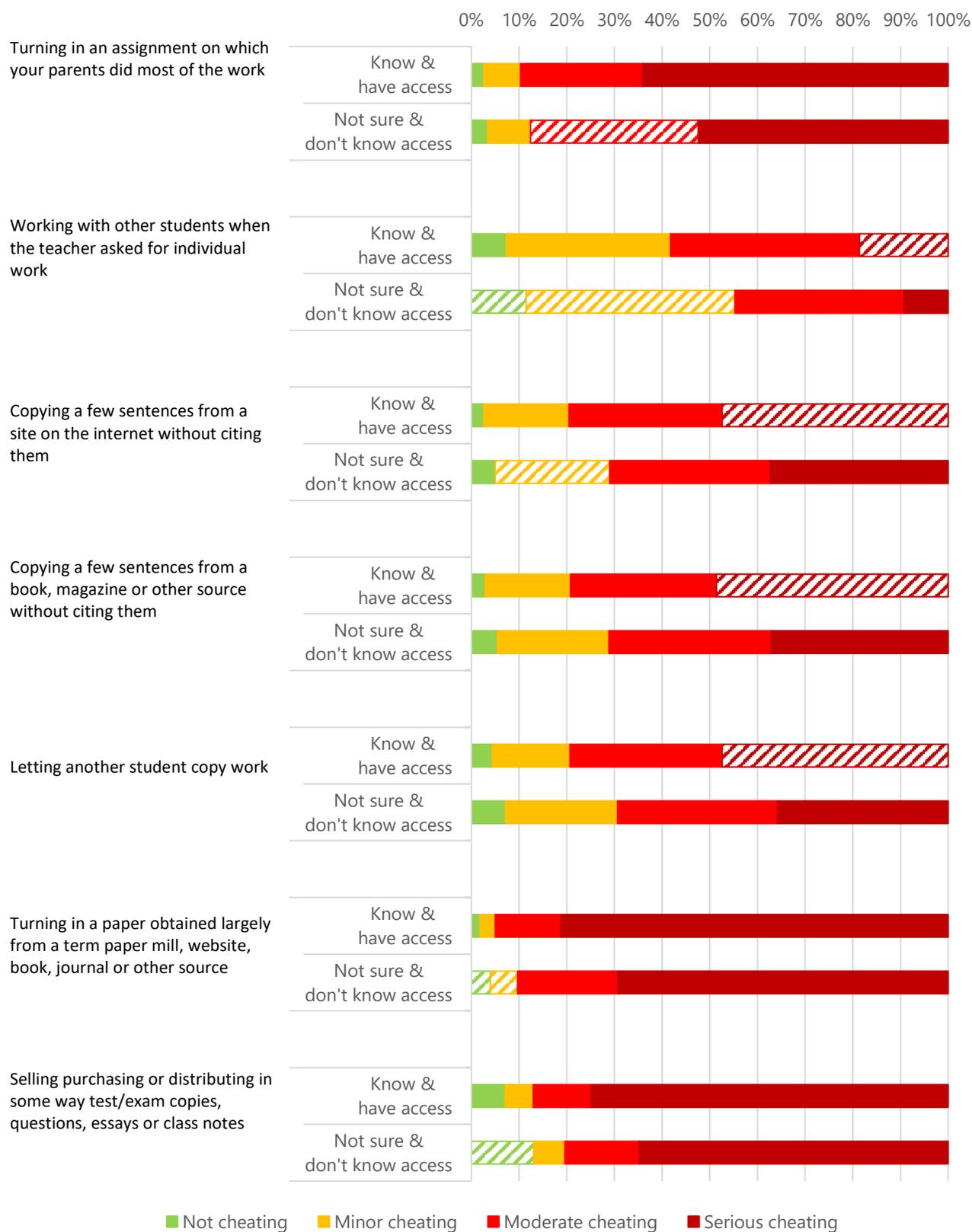


Figure 23. (b) Seriousness of types of (cheating) behaviour—Candidates by knowledge and access to the school’s academic honesty policy. Distributions with patterned bars are statistically different with the patterned fill of the stacked bars indicating where the standard residuals are greater than 1.96



Figure 24. Seriousness of types of (cheating) behaviour—Teachers by knowledge of academic honesty policy. Distributions with patterned bars are statistically different with the patterned fill of the stacked bars indicating where the standard residuals are greater than 1.96

## The effect of knowledge of academic honesty policy on attitudes and behaviours

As could be expected, familiarity with the school's academic honesty policy affected candidates' perception of behaviours associated with cheating. Figure 23 compares the responses of the 72% of students who had previously answered that they were aware of their schools' academic honesty policy with the 28% who were either unaware of a policy or did not know how to access it. Candidates without knowledge of their schools' policy considered all behaviours to be less serious cheating, which suggests that 28% of DP candidates are more at risk of engaging in cheating behaviours due to lack of awareness.

A similar pattern was seen when comparing the attitudes of teachers who knew that their schools had an academic honesty policy and how to access it with those who either think their schools have a policy but don't know how to access it or don't know that their schools have a policy (Figure 24). There is a trend for teachers who don't know how to access the policy to be less likely to consider the listed activities as cheating, although, this was not true for every behaviour given.

Taking both candidates' and teachers' responses into account, it is clear that actively sharing the academic honesty policy is an important step in influencing attitudes towards cheating behaviours.

## Impact of training

Further analysis revealed how candidates' attitudes towards particular types of behaviours could be affected by training they had received regarding correct referencing, with a lack of training seriously increasing the probability of candidates "making an honest mistake" because they do not consider the behaviour to be cheating. In particular:

- copying a few sentences from a site on the internet, from a book or another source without citing was seen as not or only minor cheating when students lacked training on how to
  - make a bibliography or reference list (2.2% of all candidates)
  - avoid unintentional copying (5.5% of all candidates)
  - include (translated) texts from the internet in work (9.6% of all candidates)
  - include quotations in work (3.2% of all candidates).
- letting another student copy work (or turning in work copied from another student) was seen as not or only minor cheating when students lacked training on how to
  - avoid unintentional copying (4.8% of all candidates)
  - include (translated) texts from the internet in work (11.4% of all candidates)
  - include quotations in work (3.0% of all candidates)
  - include images, graphs and images of art taken from another source in your work (6.6% of all candidates).
- turning in a paper obtained in large part from a term paper mill or website or from a book, journal or other source was only moderate cheating when students lacked training on how to

- make a bibliography or reference list (0.7% of all candidates)
- avoid unintentional copying (1.3% of all candidates)
- include quotations in your work (2.2% of all candidates).

Candidates indicating they had had either in school or outside training in how to search for information to include in their school work, significantly more often indicated they had also received training on a variety of correct referencing practices (Figure 25). There are two possible explanations for this outcome. Firstly, it may be that candidates with a better recollection of training in a wide variety of academic honesty practices all go to schools that pay a lot of attention to these practices, while candidates who have less recollection attend schools that offer less training in these practices. Secondly, that candidates who experience frequent and repeated training in various academic honesty practices, either in school or outside school, have a better recall of these practices and therefore are less likely to commit a breach of academic honesty by mistake or misunderstanding. Either way, these results and the results described previously, point towards the positive effect of repeated training in a variety of academic honesty practices on candidates recall and understanding of these practices, both in school as well as in their lives and careers (Figure 26).

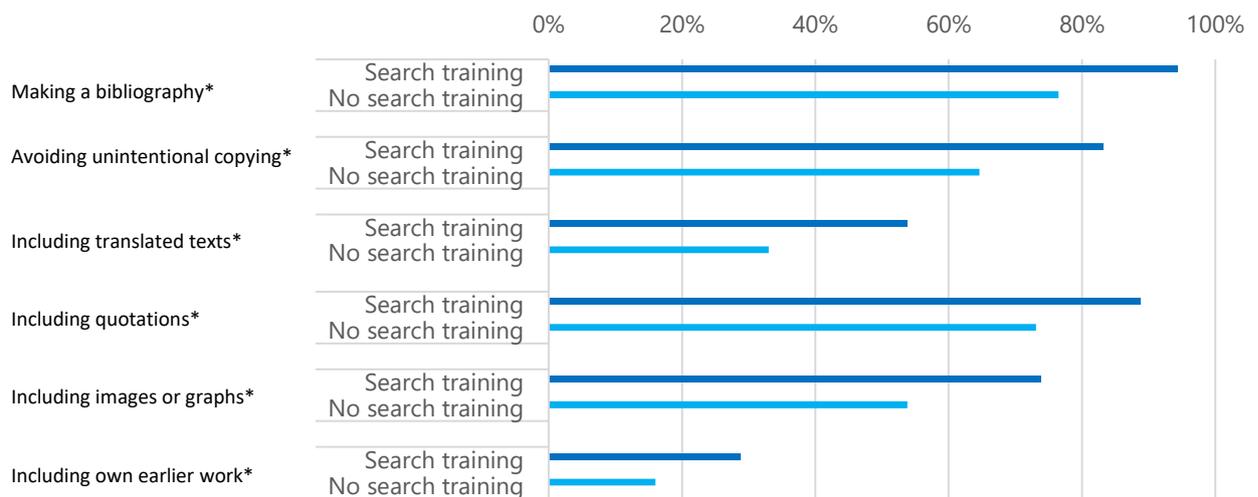


Figure 25. Effect of candidates' recollection of referencing training related to receiving information search training. \*statistically significant difference  $p < 0.001$

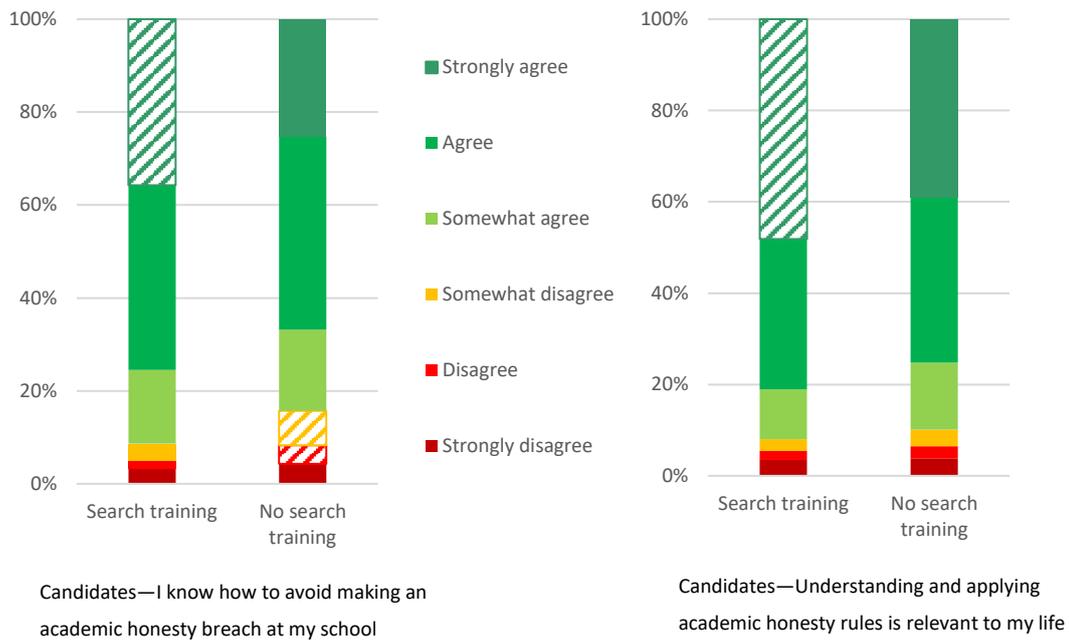


Figure 26. Effect of candidates' recollection of referencing training on their understanding regarding avoiding a breach of academic honesty and the importance of academic honesty to their lives. Distributions with patterned bars are statistically different with the patterned fill of the stacked bars indicating where the standard residuals are greater than 1.96

Analysis focusing on how attitudes towards particular types of behaviours could influence the training that teachers give regarding correct referencing also showed that there are some associations between teaching and attitudes. Certain behaviours are seen as more serious cheating by teachers who had given training on various academic honesty issues. This is probably because teachers give training about behaviours they consider to be more serious, which in turn is likely to have an extra effect on candidate perceptions of cheating behaviours. Inversely, this means that when teachers do not consider particular behaviours as cheating, they may not include them in the training they offer to their candidates, pointing towards the importance of teachers being well informed of practices and behaviours that are perceived as academic misconduct as defined in a number of IB resources.

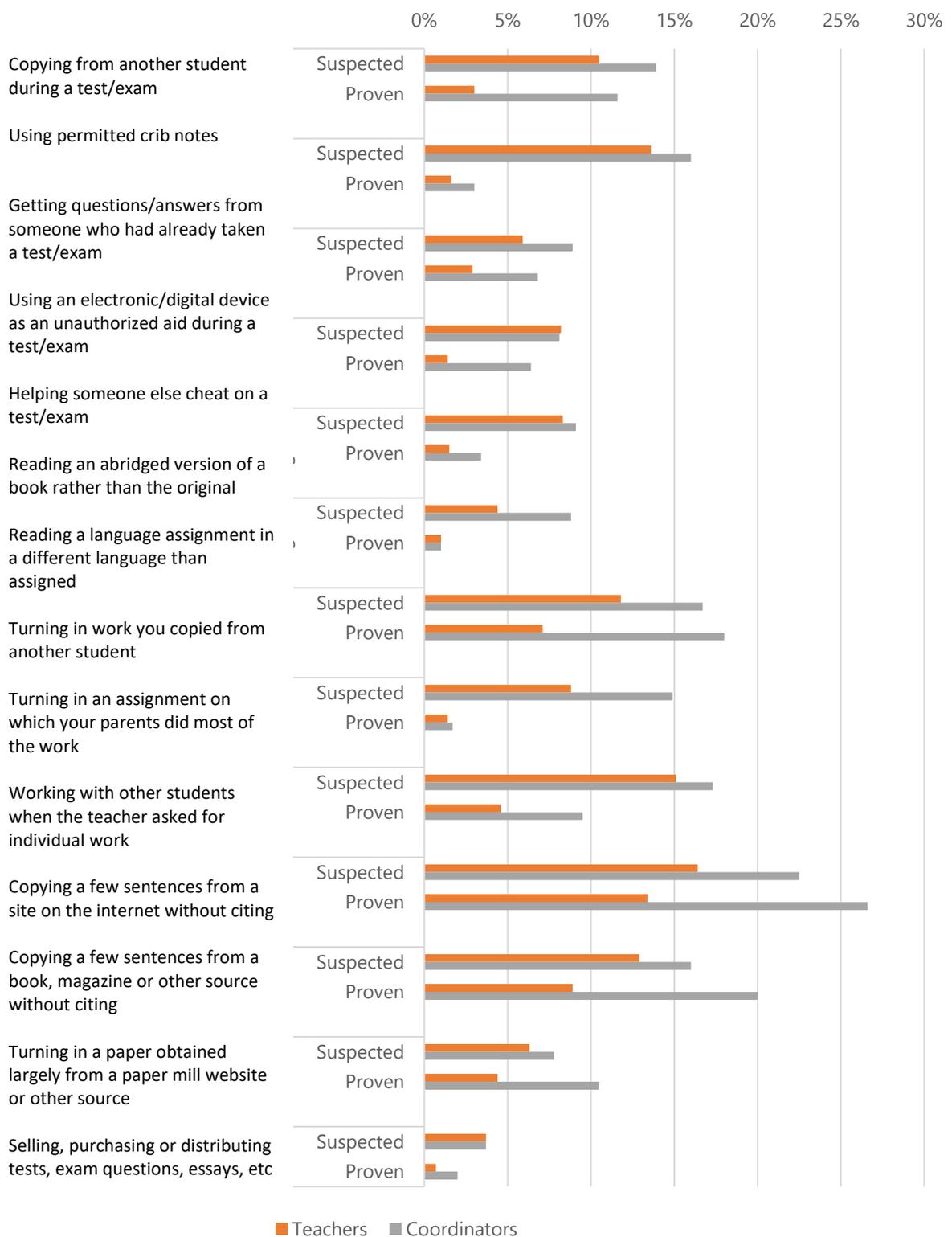


Figure 27. Which types of behaviour have you suspected or proven in the last 6 months—Teachers and coordinators

## Experience with suspected and proven breaches

Both teachers and coordinators were asked which types of behaviour they had suspected or had been proven in their own DP classroom or in their school in the last six months. Figure 27 compares their responses.

The percentage of coordinators who indicated that there had been suspected or proven incidences was higher than the percentage of teachers for almost every type of behaviour, which is to be expected because the coordinators have a view of what happens in the entire school whereas teachers were answering specifically about their own classroom. The numbers of respondents indicating that there had been suspected or proven incidences shows that there is still much room for improvement in instilling a culture of academic integrity.

Closer examination of Figure 27, focusing on the coordinator responses, points towards the relative ease or difficulty of proving different types of breaches of academic honesty. For instance, it seems relatively easy to investigate and prove

- cheating at a test or exam by
  - copying from another
  - helping another to cheat
- various forms of plagiarism such as
  - turning in work from another student as their own
  - copying a few sentences from a source without referencing
- use of unauthorized materials or electronic device(s) during a test or exam.

Proving these behaviours is no doubt facilitated by various digital tools. Behaviours that currently are more difficult to prove decisively are

- sharing questions (by selling/purchasing/distributing) test or exam questions already taken by students (emphasizing the influence of social media)
- work mostly produced by parents
- not fulfilling the requirements in full, such as
  - submitting group work as their own
  - reading an abridged version of texts
  - reading a book or text in translation when reading it in the original is required.

Teachers and coordinators were asked if their school keeps an official record of proven incidences of breaches. Although it may be expected that there will be a higher percentage of teachers who are unsure if their school keeps a record compared to coordinators, the difference (42.3% of teachers, 8.2% of coordinators) is very large, indicating that teachers could be better informed about this process.

Teachers and coordinators were also asked about the frequency of academic honesty breaches within their school. Figure 28 shows that in response to the question of how often in the past six months they had been confronted with a suspected incident regarding a breach of academic

honesty, a higher percentage of teachers answered that there were none (55.3%) or that they did not know (9.4%) compared to coordinators, whose most common answer was once or twice (46.3%). This is not surprising considering that coordinators would have more knowledge of the entire school, whereas teachers may only know about a suspected incident if it happened in their own classroom.

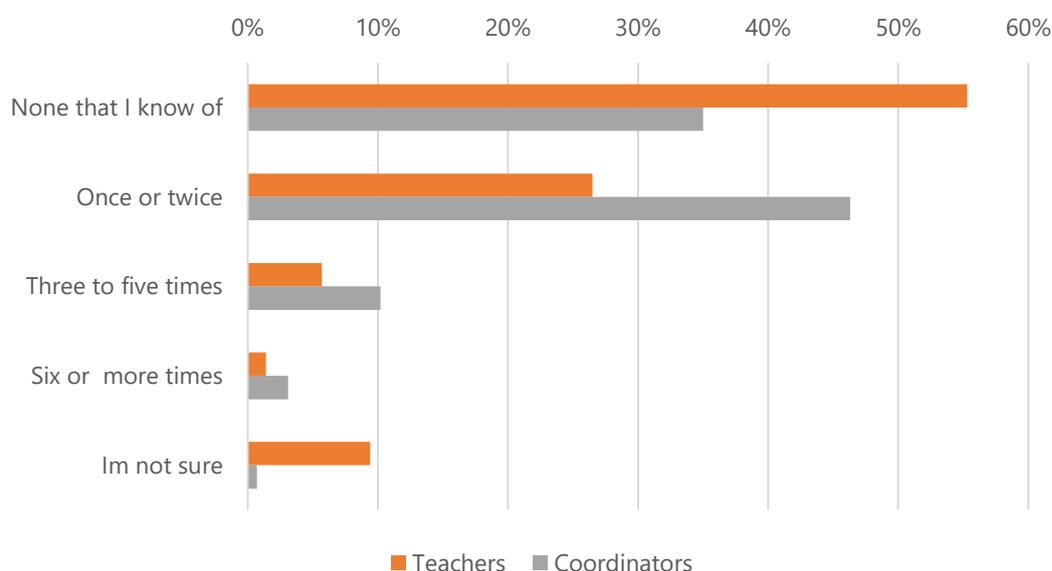


Figure 28. Suspected breaches of academic honesty in the past 6 months—Teachers and coordinators

Teachers and coordinators were also asked how often in the past two years their school had been confronted with a proven academic honesty incident. Again, there were more coordinators who indicated that there had been one or two and three to five incidences, most likely due to their wider knowledge within the school. Interestingly, there were slightly more coordinators (28.9%) who indicated that they were unaware of any incidences compared to teachers (25.8%). There is an association between knowledge of incidences and knowledge of the school keeping an official record. Coordinators who answered that their school does not keep a record are significantly more likely to indicate that they did not know of any academic honesty breaches within the last two years. Unsurprisingly, teachers who answered that they did not know if their school kept a record were more likely to also be unsure how many proven incidences there had been.

Both teachers and coordinators were asked if they were aware that currently IB conducts large random sample checks of uploaded TOK, using reference checking software. About a quarter of coordinators (26% and so perhaps as many as 700 schools offering the DP), and almost two in five (38%) of DP teachers were not aware of this.

## Conclusions

### Summary of findings

- ✓ The majority of coordinators recommend that teachers teach a variety of practices, and DP teachers indicate that they teach these practices right up to the end of the DP course (Figure 3). These practices include making a bibliography, avoiding unintentional copying, correct referencing of quotations, graphs and images taken from various sources.

- ✓ Two thirds of coordinators are aware of academic honesty issues related to group work (62%), sharing work through social media (64%) or practising for exams using existing examples (75%) and recommend their teachers address these issues in class.
- ✓ Nine in ten coordinators (representing schools) recommend that candidates receive training on how to plan their work, and eight in ten teachers confirmed they had addressed work planning right up to the end, only weeks before the survey.
- ✓ Teachers address these issues right up to the end of the DP, with about between a quarter and a third of teachers indicating they had addressed sharing work through social media (27%) and documenting personal contribution in group work (33%), using materials from websites to practise (24%), and practising with existing materials (62%) only weeks before the survey.
- ✓ About half of the teachers indicated they had collaborated with other teachers in developing materials to teach academic honesty. Two in five (40%) teachers collaborated with fellow DP teachers and another 8% collaborated with non-DP teachers.
- ✓ Teachers with DP examiner or moderator experience significantly more often discussed all the topics related to academic honesty and correct referencing in their classrooms (Figure 4).
- ✓ Teachers tend to include academic honesty practices in their teaching that are relevant to their subject and which they themselves consider more serious.
- ✓ Eight in ten coordinators and teachers indicated that their school uses referencing checking software to support academic honesty in submitted work (Figure 6).
- ✓ Reference checking software is mostly used by teachers (72%, Figure 7), with only few schools offering training on its use (13%) and teachers mostly only having the option to ask questions when necessary (44%, Figure 9).
- ✓ In a case of suspected academic misconduct, almost eight in ten coordinators indicated that the candidate would be reported (Figure 13), which includes reporting the student to the teacher of the subject in question, their parents and occasionally IB (Figure 14).
- ✓ Many schools take a zero-tolerance approach to instances of academic misconduct and would discipline repeat offenders more harshly.
- ✓ The majority of coordinators indicated that their school keeps a record of suspected and proven breaches of academic honesty, with only 8% of coordinators unsure of such a record.

These actions regarding active teaching and sharing academic honesty practices seem effective as

- ✓ the majority of DP candidates recalled receiving training on a variety of practices associated with academic honesty, such as making a bibliography or reference list (90%); how to avoid unintentional copying (80%); including quotations (85%), graphs or images (70%); and how to plan their work (70%) (Figure 3)
- ✓ three quarters of candidates indicated that school provides training on how to plan their work to prevent stress and prevent academic honesty breaches

- ✓ the majority of DP candidates (70%) indicated that they had received training at school on how to search for information (Figure 2). These candidates (70%),
  - almost half recalled training on how to use social media when sharing work with others, approximately a quarter of all DP candidates
  - more often recalled training regarding a variety of academic honesty practices (Figure 25)
  - more often (82%) recalled training on how to plan their work to avoid stress and errors
  - more frequently checked their reference practice with teachers or other school staff
  - more often knew for sure that their school uses reference checking software
  - more often knew how to avoid making academic honesty breaches and understand the importance of academic honesty for their life and work outside school (Figure 26)
- ✓ candidates that received information search training that was reinforced by training outside school, most often remembered training in a variety of academic honesty practices, pointing towards the value of frequent and repeated attention to academic honesty in teaching and training
- ✓ although DP candidates mostly study on their own, about 40% collaborate or do homework with friends and classmates regularly, and 80% of candidates doing so just before the survey
- ✓ half of candidates recalled training on how to prevent academic honesty issues when using social media or how to document their share in a collaboration (Figure 3)
- ✓ almost half of candidates practise with examples of work or use examples from websites. These candidates more often recalled training on how to avoid unintentional copying, correctly referencing quotes, graphs and images
- ✓ seven in ten candidates indicated that their school uses reference checking software (Figure 6), which is mostly used by teachers, but about a quarter indicated that students use this software as well
- ✓ in a case of suspected academic misconduct, the majority of candidates (59%) expect the school to start an investigation, or to use reference checking software (50%) (Figure 13).

Regarding sharing knowledge and understanding of and experience with a school's academic honesty policy and culture, there are again many positive results to report.

- ✓ The majority of teachers (83%) and candidates (72%) were aware that their school had a policy on academic honesty and knew how to access it.
- ✓ Although teachers in IB Americas were significantly more often unaware that their school had an academic honesty policy than teachers in the other regions, this pattern was not reflected in the candidate responses.

- ✓ Coordinators were more often sure that an element was either part of the policy or that it was not than the teachers or candidates. For example, 90% indicated that the school policy definitely contained a definition (Figure 11).
- ✓ The majority of coordinators (77%) and teachers (69%) expect that candidates are informed about the academic honesty rules in class (Figure 15).
- ✓ The majority of teachers are informed of the academic honesty rules through a handbook or the school's website, with half of the teachers indicating their school offered specific lectures or plagiarism seminars (Figure 16).
- ✓ Schools also inform parents of the rules, with about half of schools organizing specific information sessions for parents and the majority preparing some document to share with parents (Figure 17, only 10% of schools indicating there is no formal process).
- ✓ Candidates and teachers who know of and know how to access their school's academic honesty policy, more often agree that they know how to avoid making academic honesty breaches and understand the importance of academic honesty for their life and work outside school (Figure 20, Figure 21).

Knowledge and understanding of a school's academic honesty policy affects all stakeholders' attitudes towards a range of behaviours associated with academic misconduct and cheating.

- ✓ For almost every type of behaviour, more coordinators considered it to be serious cheating than teachers, and more teachers considered it to be serious cheating than candidates.
- ✓ Candidates who recalled training to search for information to include in their work or who know about and know how to find the school's academic honesty policy more often interpreted a range of behaviours associated with cheating as serious cheating, while candidates without such training or knowledge more often perceived them as not, or only minor cheating.

However, these positive outcomes are offset by areas of concern.

- Only two in five (40%) of DP teachers had collaborated recently with fellow DP teachers with regard to developing teaching for academic honesty.
- Teachers and coordinators indicated that they address self-citation or how to correctly reference (self) translated texts in class less often than other training topics (Figure 3).
- About half of candidates indicated that they do not recall training in class on how to correctly reference (self) translated texts in their work or how to reference their own earlier work (self-citation) (Figure 3). Please note: self-citation is not allowed in student work submitted to IB for assessment.
- One in five candidates (22%) cannot recall or are sure they did not receive any training, within or outside school, on how to search for material to include in their work. If extrapolated to the almost 76,000 DP candidates taking the full diploma in 2015 (IB MIPortal, 29 November 2016), this could indicate that approximately 17,000 candidates have not had or do not recall having received training on how to search for material to include in their work.

- Further analysis revealed that these 22% of DP candidates potentially are more at risk of breaching academic honesty inadvertently because they
  - more often had no recollection of training on how to avoid breaches of academic honesty when using social media to share work or collaborate (16% of all candidates)
  - less often recalled training regarding a variety of academic honesty practices and so are significantly more at risk of making errors in referencing quotes, graphs and images, (self) translated texts or their own earlier work (Figure 25)
  - less often recalled training on how to plan their work
  - less often check their referencing of work to be submitted with teachers or other school staff.
- Over half of all candidates (52%) indicated they had never received training on how to avoid inadvertent breaches of academic honesty when using social media to share work or collaborate (Figure 3).
- Lack of training in academic honesty practices affected candidates' attitudes towards a range of behaviours associated with academic misconduct (Figure 25).

With regard to knowledge and understanding of a school's rules and policy regarding academic honesty, this study shows

- about one in five teachers are not aware that their school has an academic honesty policy and would not know how to access it (Figure 10)
- teachers in IBLA (5%) and IBNA (6%) were significantly more often not aware of their school having an academic honesty policy than teachers in the other regions (1–2%)
- the majority of schools have no process in place to ensure that teachers are knowledgeable of the school's academic honesty policy (Figure 19)
- state schools rely more on passive methods of knowledge sharing of the academic honesty policy, such as summaries in the classroom and on the school website
- generally, more candidates than teachers or coordinators indicated that they did not know what was in the school's academic honesty policy (Figure 11)
- only about two in five candidates (41%) recalled lessons addressing the academic honesty policy or rules of the school in class (Figure 15)
- when corrected for knowledge and understanding, candidates in IBNA more often were unsure about what was included in the school's policy
- 12% of candidates were not clear what to do if they suspect academic misconduct from another student (Figure 12)
- 22% of candidates were unaware of the consequences of academic misconduct

- teachers (17%) and candidates (27%) who are not aware of, and do not know how to access their school’s academic honesty policy, more often indicated they do not know how to avoid making an academic honesty breach and do not understand the importance of academic honesty to their lives and work outside school (Figure 20, Figure 21)
- candidates without knowledge of the school policy considered all behaviours associated with academic misconduct to be less serious, or not cheating
- teachers who do not know of or how to access the school academic honesty policy are less likely to view some behaviours associated with academic misconduct as cheating (Figure 24)
- four in ten teachers are unsure whether their school keeps a record of suspected or proven cases of academic misconduct
- about a quarter of schools are not aware that currently IB conducts a large random sample check of uploaded TOK essays.

And then there are some puzzling outcomes pointing towards areas where IB can clearly improve their support of schools. Assuming coordinators are most knowledgeable of the school’s academic honesty policy, it is further interesting to note that there are academic honesty school policies that do not include

- a definition of academic honesty, misconduct or list of examples (2% and <1% respectively)
- relevance of academic honesty within the DP (14% probably and definitely not combined, approximately 40 schools in the sample)
- a list of possible disciplinary measures, including perhaps exclusion from DP exams (5% probably and definitely not combined, approximately 15 schools in the sample).

These three issues would seem to comprise the bare minimum of information included in any school policy, which indicates that the IB can support schools better in understanding the parameters of engendering academic honesty within the IB context, and provide further guidelines recommending elements to include in a school’s academic honesty policy and ensuring that schools are aware of available resources such as the publication *Academic honesty in the IB educational context*, which has a chapter devoted to this issue.

For each of the behaviours associated with academic misconduct or cheating, there are a small number of both teachers and coordinators who do not feel it represents cheating. These responses are often difficult to explain, for example, the approximately 40 teachers who answered that “Helping someone else cheat on a test or exam”, “Turning in work copied from another student” and even “Turning in a paper obtained in a large part from a term paper mill or website or other source” is not cheating.

## Discussion

Currently, overall most IB schools are successful in actively teaching a range of practices associated with academic honesty. However, significant gains can be achieved, as

- about a quarter of candidates (27%) have no active recollection of whether their schools have any rules for academic honesty (in a school policy) and would not know how to find out
- about one in five candidates (22%) has no recollection of receiving any training (in school or outside) on how to search for information to include in school work.

On a global scale, this implies that **perhaps a quarter of the DP candidates** in an exam year (approximately 19,000 across the May and November session in 2015) **may be significantly more at risk of inadvertently** committing a form of academic misconduct due to lack of training in this important topic.

Reducing the number of candidates at risk, and therefore the incidence of errors in academic honesty—either intentional or unintentional—is important. For candidates, academic misconduct can not only lead to delays in achieving their qualification, or even the loss of it altogether, but could also cause them to lose access to higher education and envisioned careers. Research indicates that early awareness of the ethics and purpose behind academic honesty, as well as repeated (school-based) training in the best practices regarding academic honesty, will improve candidates’ success both in their educational and professional careers (Bratag et al, 2014), especially in a culturally diverse or international environment (Winrow, 2015).

Although many schools and teachers include important practices in their teaching of academic honesty, there are areas that have experienced less attention. Areas of concern identified in this study are the use of social media in collaboration, the issue of self-referencing of previously submitted ideas (which is not allowed when submitting work for IB assessment), work and texts, a shared understanding of various cheating behaviours or behaviours that count as academic misconduct, and so on. A range of areas that could benefit from more attention in teaching and learning are listed in the “Recommendations” section. Also, listed in the Annex, are existing IB resources that provide more guidance to coordinators and teachers.

This study shows that teachers pay more attention to explaining and teaching academic honesty practices they know about and feel are crucial to academic and career success. Thus, the more teachers that are aware of the impact of different types of academic honesty breaches, the better they will be able to improve candidate awareness and include the teaching of best practices in their everyday teaching. This is supported by two findings in this study:

- Teachers with examiner or moderator experience—who presumably are aware of IB rules and practices and the effects of misconduct on candidate success—significantly more often have taught a range of academic honesty practices recently.
- Teachers who know their school has a school policy outlining academic honesty issues, and know how to access it, significantly more often felt that they understood and knew how to apply (and so teach) the principles and practices of academic honesty.

Taking into further consideration the fact that

- 17% of the teachers in this study were unaware of their school’s academic honesty policy and its content, more often so for teachers at state schools than in private schools

- many schools rely on passive ways of communicating academic honesty rules and regulations, such as summaries of rules displayed in classrooms or on the school website, with state schools doing so more often than private schools
- about half of all schools in this sample (48%) do not have a formal process in place to ensure teachers are aware of the school's academic honesty policy (and so may enrich their teaching appropriately),

it would seem that schools, and perhaps state schools in particular, need to rethink their communication strategy towards their teachers (and candidates) to more successfully engender a schoolwide and cross programme atmosphere of academic honesty.

In this regard, it is worth noting that even though most candidates, teachers and coordinators agree on what constitutes cheating behaviours, there are also some puzzling findings. In particular, it seems difficult to explain that there are—admittedly small numbers of—DP teachers and DP coordinators who feel that

- helping someone **cheat** on a test or exam
- turning in work **copied** from another student as your own
- turning in a paper **obtained in large part** from a term paper mill, website, book, journal or another source as your own

are not, or are only minor breaches of academic honesty. Thus indicating that more clarity on what may in some instances be perceived as legitimate ways to help a peer or student (Baluená and Lamela, 2015), is perceived very differently within the academic community worldwide. If these teachers and schools fail to prepare their candidates for the dominant interpretation, this will affect IB candidates' school and life success to a greater extent because of the international character and academic focus of the DP.

Schools and candidates already employ strategies to check for referencing errors, by getting school or exam work checked by teachers, other school staff or digital means, before final submission. In this sense it is noteworthy that

- although many teachers use digital reference checking software, more than two in five (44%) were not offered training regarding its use and the interpretation of the output
- only a small minority of schools offer training on digital reference checking software to new teachers (13%) or indeed to all teachers on a regular basis (11%)
- a sizable proportion of coordinators (26%) and teachers (38%) in this study were not aware that IB conducts a large-scale check on uploaded candidate work, using originality checking software.

As the IB moves away from conventional marking, more and more candidate work will be uploaded, and computerized checks, both against outside sources as well as against previously uploaded candidate work, using software specifically designed for IB, will become more common,

increasing the potential level of detection of any academic integrity breaches and the potential effect of gaps in teaching academic honesty best practices to candidates.

## Recommendations

Clearly, a lack of knowledge regarding searching for material and correct referencing puts candidates at higher risk of breaching the academic honesty regulations. Currently, the majority of candidates receive training, either at school or outside school. However, 22% of candidates in this study cannot remember receiving such training, meaning that on a global scale up to 17,000 candidates per session are more at risk of making referencing errors through lack of training. Schools should be aware that school-based training emphasizes the importance of academic honesty for students, and therefore tutoring or other sources outside school should not be relied upon for training in information searching.

Bearing this in mind, schools should continue teaching and practicing the recognized academic honesty practices, such as

- making bibliographies or reference lists
- including direct quotations correctly
- referencing images, graphs and audio visual material
- how to avoid unintentional copying (for example, by using copy–paste)

Additionally, it is recommended that more schools actively teach their candidates about topics that are often given less attention, such as

- how to record the correct reference as they find their source material
- that both rephrasing and translation of existing ideas and materials requires correct referencing
- referencing their own ideas and texts if they have submitted them as school work before (and that this is not acceptable for IB assessments).

Training regarding strategies and to increase understanding of academic honesty is also necessary, therefore schools should pay attention to

- revising or practising strategies using existing examples (from websites, provided by tutors or teachers at school)
- helping students avoid bad planning and lack of time to check references
- acceptable ways of reusing (parts of) own work (but **not** in work submitted for IB assessment)
- reinforcing understanding of the importance and purpose of academic honesty.

Repeated training, across subjects and years, on the practices and purpose of academic honesty reinforces recall of rules and practices and so increases compliance and reduces inadvertent misconduct. Schools should therefore strive to communicate academic honesty throughout the DP.

## Areas requiring particular attention

Students studying or collaborating with peers and sharing work digitally presents its own challenges to academic honesty. As laid out in the *Handbook of Procedures for the Diploma Programme*, group work is often essential for some components, however, certain procedures need to be followed to ensure academic integrity. Schools need to address these issues in order to increase student awareness, by teaching how to

- document the origin of ideas as they emerge within collaboration
- be aware of the danger of inadvertent copying or errors in referencing when using social media
- document their own contribution to collaborative projects or group work.

Although not explicitly covered in the study, other behaviours described as malpractice or breaches of academic honesty in IB publications should also be given attention by schools to ensure that candidates are aware that they are inappropriate. These include:

- creating duplicates of work to meet the requirements of more than one assessment component
- fabricating data for an assignment
- taking unauthorized material into an examination room
- disrupting an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination papers
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the examination.

## Improving and sharing the academic honesty policy

Based on the findings in this study, when developing new or reviewing existing academic honesty policies, schools are recommended to include (at minimum) the following information.

- A definition of academic honesty or integrity, including perhaps a number of examples of behaviours that are associated with academic misconduct or breaches of integrity.
- The purpose and importance of academic honesty within an educational context, referring to the IB regulations and practices where appropriate.
- Possible consequences to candidates and teachers in a case of proven breaches of policy.

- What actions are expected from candidates, teachers and other school staff when an academic honesty breach is suspected.
- What procedures are in place within the school and IB to deal with investigations of suspected breaches, including roles and responsibilities of candidates, teachers, school officials, possible measures applied and candidate and teacher rights of appeal.
- Communication strategies towards all stakeholders, in this case candidates, teachers, parents, and the IB.
- Formal procedures to ensure candidates, teachers and parents are aware of the rules, regulations and practices regarding academic honesty within the school and the IB.

The IB publication *Academic honesty in the IB educational context* provides further guidance that can support schools in developing a policy that meets their local requirements and ensures that their candidates are well prepared for the DP exams.

Regarding sharing the policy and engendering the ethics of academic honesty throughout school, this study shows that communication is vital to increase knowledge, understanding and attitudes for both candidates and teachers. It is recommended that schools use a mix of

- interactive learning and teaching activities (for example, focused seminars, specific training, recurring library or information search training, in-class subject or task-specific training of academic honesty practices)
- widely shared knowledge on where further information can be found and checked (for example, handbooks, summaries in classrooms or on websites)
- formal (documented) processes to ensure candidates, teachers and parents have been informed and understand the rules and policies

to improve candidates' and teachers' recall of, and ensure broader support for, the rules and practices regarding academic honesty. By thoroughly knowing the rules, it is hoped that students will develop a sense of ethical practice, where they automatically act with integrity rather than having to check if their behaviour is acceptable.

In addition to these practices, it is advisable for schools to use a range of communication and learning activities that are spaced throughout the full duration of the DP course (or the school curriculum). This will reinforce and increase continued awareness of academic honesty ethics and practices, leading to a deeper and longer lasting understanding of these practices, thus benefitting the reputation of the school, the quality of the teaching of academic honesty and, most importantly, DP candidates throughout their lives after school.

## Next steps for the IB

The IB's standards and practices are currently being revised and a real emphasis is being placed on schools going further than just avoiding academic honesty breaches during assessments and rather creating a permanent culture of academic honesty. This begins with schools having an acceptable policy but will go beyond that as they develop their practice to support the creation of a school community which values academic integrity and creates a culture of ethical academic practice.

Schools will be required to

- outline roles and responsibilities in the policy and to demonstrate that all those referred to have read and understood the policy
- provide examples of the policy “in action”, showing how it has been used to address a particular situation
- provide guidance materials or training (for teachers/students/parents) as part of implementing the policy
- demonstrate how they are building a culture of integrity and ethics
- provide evidence that they have communicated clearly the behaviours that can cause breaches of academic honesty.

The revised standards and practices will go live in 2020, which allows time for the findings from this study to be thoroughly considered and incorporated.

## Annexes

### IB resources available through the Online Curriculum Centre (OCC)

***Academic honesty in the IB educational context*** starts with a short introduction to the background underlying the IB academic honesty policy, embedding the place of academic integrity in the constructivist pedagogy central within the IB and the core subject, theory of knowledge. The document provides suggestions and guiding questions for schools to ask when they are developing or reviewing their academic honesty policy, including an outline for sections to include. It provides a framework to identify curriculum or assessment components that might lend themselves in particular to teaching IB students in any one of the four programmes about the principle and practices regarding academic honesty. The outline for the policy can be helpful for coordinators and teachers who, after reading this report, may have realized that their policy is not as transparent and comprehensive as needed. Finally, a number of concrete examples regarding typical situations involving questions of academic integrity are given for all four current IB programmes.

***Effective citing and referencing*** summarizes in only 24 pages the why, what, when and how to cite references, including guidance on how to do so in oral presentations. It contains a range of examples, a checklist and an overview of what information to include in a reference list for a range of materials.

The ***Handbook of procedures for the Diploma Programme*** is updated every year as it includes the timetable for the exam sessions. It provides a wealth of information regarding the full breadth of procedures regarding DP candidates. There are sections dealing with academic honesty, explaining types of academic misconduct (including less obvious issues such as disruption of an examination and school's actions that lead to improper conduct of an assessment). It also provides a flow chart to use when authenticating non-examination components, that is, components that are not assessed by an exam, but submitted for external assessment or moderation, as well as guidance on actions and procedures to follow in case of suspected misconduct.

***The Conduct of IB Diploma Programme examinations*** is updated each year and includes guidance on what authorized materials and personal possessions are permitted during examinations. It also includes guidance on what to do in case of suspected misconduct in an examination situation.

In ***General regulations: Diploma Programme***, article 3 introduces the principle of academic honesty. The role of the Final Award Committee with regard to awarding the diploma or penalizing candidates for academic misconduct is described in articles 13 and 16. Articles 20 and 21 detail procedures and regulations with regard to candidates suspected of academic misconduct and the IB investigation of these allegations. Options and procedures for appeals are described in the articles 22 to 25.

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