

Academic Honesty at NISA

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Definition IB

“Academic honesty must be seen as a set of values and skills that promote **personal integrity** and good practice in teaching, learning and assessment.... whenever possible the **topic must be treated in a positive way**, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment ...”

(IB, 2011 p.2)

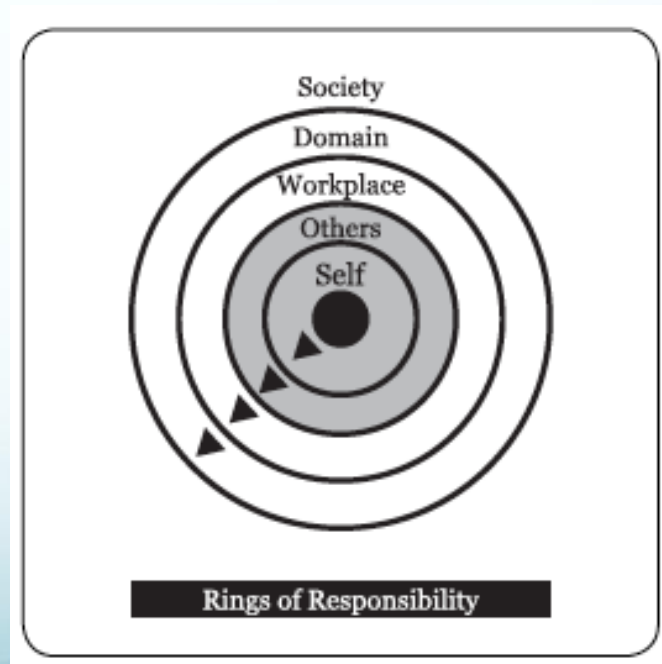


(IB, 2014, p.3)

In a culture of academic misconduct...

“During their studies, **young people complete their socialization** by acquiring, among other things, more techniques of corrupt behavior and **a tolerance for corruption**. This might be very destructive, both on the short-term and the long-term perspectives. The consequences for academia, business and society might be dire.”

(Denisova-Schmidt, 2015)



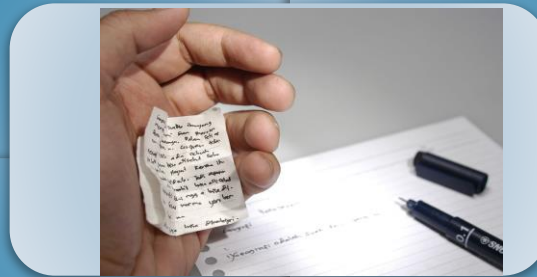
Is it an issue?

“One in seven Russian students readily admits to cheating in university exams, a national poll of undergraduates has revealed.”

(Groves, 2015)

In a survey in Khabarovsk, only 13% of freshmen and 5% of final-year students believed the usage of paper ponies during exams to be unacceptable”

(Denisova-Schmidt, 2015)



“Recent scandals involving Russia’s Unified State Examination (EGE) concerning the mass distribution of test materials via Russia’s leading social network Vkontakte ..”

(Koshkin, 2011)

Almaty Management University honored 7 professors with academic honesty awards but noted that others had unfortunately published in “fake” journals.

(BMDA news, 2015)

Why do students cheat?

- Pressure from
 - competition for higher education or jobs
 - high stakes for grades and degrees
- ‘Everyone does it’ / peer pressure
- It’s easy to copy from internet and not really considered as plagiarism by students
- Emphasis on sharing in social networks and on collaboration in education and the work sphere
- Teachers allow it so it must be ok
- Students dissatisfaction with teachers/courses
- Brain development of teenagers

What can we do?

- Create a culture of learning for learning
- Clear policies, guidelines and sanctions that are consistently adhered to by both students and teachers
- Teacher to set the example
- Develop students' 'ethical muscle' (Redding, James and Gardner, 2016)
- Structural adjustments to support teachers

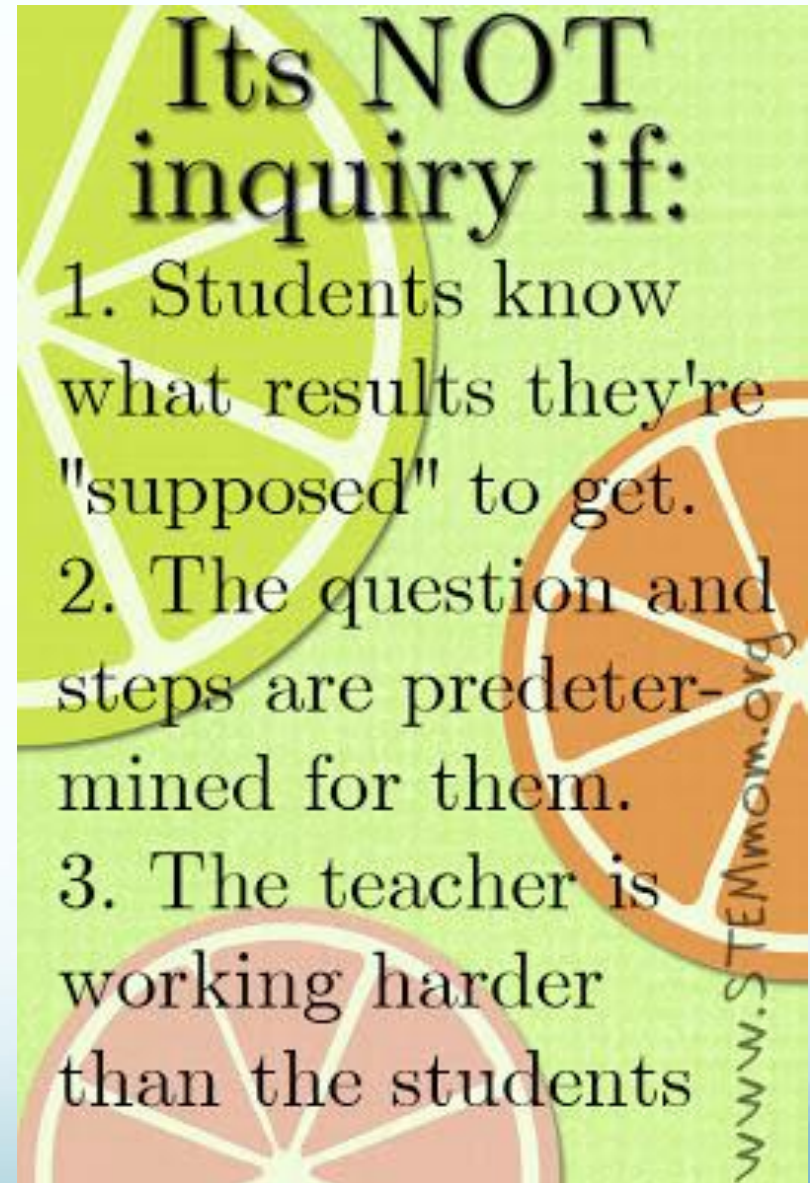
Learning at NISA

- Emphasis on inquiry and investigation
- Emphasis on student values and attitudes
- Emphasis on applying knowledge in real-life situations
- Emphasis on conceptual understanding
- Theory of Knowledge in DP

Inquiry

“Students’ own curiosity, together with careful curriculum design, provide the most effective stimulus for learning that is engaging, relevant, challenging and significant.”

(IB, 2014)



NISA Academic Honesty Policy

- Based on NIS policy with added sanctions
- Must meet IB requirements
- Create awareness and understanding in the school community
- APA style for citing and referencing
- Students learn how to work with different resources, including internet
- Test weeks to set a standard
- Clear procedures in cases of academic misconduct

NISA teachers set example

Teachers are aware, but there is still progress to be made:

- Not all teachers reference their own presentations
- Students creating websites are sometimes 'allowed' by teachers just to use material from the internet without referencing
- Student responses to surveys show that the majority, but not all, teachers pick up on cheating during test weeks.

‘Ethical muscle’ at NISA

- Subject criteria that ask students to analyze and discuss ethical aspects.
- Service and CAS ask students to take action and reflect on ethical choices



Denisova-Schmidt, 2015, picture 21

Supporting teachers

- Support offered in discussions with parents
- Teachers still mention the process is laborious
- Teacher appraisal is not based on student results but on examining written, taught and learned curriculum through teacher self-evaluation and lesson observation

THE ACT OF VIOLATION OF THE PROCEDURE OF ACADEMIC HONESTY

Teacher's last name:	Subject:
Telephone number:	The type of education activity:
E-mail:	Student's name: _____

Further development

- Focus on development of student media literacy skills through the different grade levels
- Ongoing development of learning through inquiry
- Further focus on teachers as examples for students
 - in paraphrasing, citing and referencing
 - in always taking academic misconduct seriously

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