



Beanstalk International Bilingual School
青苗国际双语学校

Academic Integrity Policy

Revised September 2021

Next revision August 2022

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IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

BIBS Mission Statement

BIBS seek to empower its learners to become bilingual, multi-cultural and global- minded citizens who are equipped with the knowledge and integrity to function successfully, responsibly and effectively in an ever-evolving global environment.

BIBS Motto

Love, Care & Support

Links to other policies and guides

This document should be considered together with the following policies:

- Assessment Policy
- Style Guide
- Citation Guide
- Examination Procedures Policy
- School Code of Conduct

Purpose of the Academic Honesty Policy

The purpose of the Academic Honesty Policy at BIBS Kunming is to promote responsible, ethical and principled behaviour by giving a clear definition of what constitutes plagiarism while outlining the roles and responsibilities of relevant shareholders in relation to the avoidance of plagiarism.

Academic Integrity Philosophy

In accordance with IB policies on academic integrity, BIBS Kunming defines academic integrity as follows: Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work (Academic Integrity, 2019, pg. 3).

In addition, as stated on page 77 of the MYP: From Principles into Practice (2014) guide, we at BIBS Kunming uphold the view that “academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills”

At BIBS Kunming, we therefore encourage the growth and development of principled learners who act with integrity and honesty in all aspects of their lives and who take responsibility for their actions and for the consequences of their actions. This is especially important with regards to acting with integrity when conducting research and when creating scholarly materials that appropriately acknowledges the words and works of others.

What is academic misconduct?

According to the MYP: From Principles into Practice (2014, pg. 95) Guide, the IB defines academic misconduct as “behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.”

The MYP: From Principles into Practice (2014, pg. 95) Guide states that Academic misconduct includes:

Plagiarism—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

Collusion—supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another

Duplication of work—the presentation of the same work for different assessment components

And any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

Academic Integrity: Roles and Responsibilities

School Roles and Responsibilities

- The entire professional community at BIBS Kunming respects the principles of intellectual property and is committed to ensuring academic integrity across all our programmes and our student body.
- At BIBS Kunming, academic honesty forms part of the implicit, ethical nature of our school. It is so highly valued that it is taught explicitly in our Research Programme and is reinforced in all subjects through authentic teaching, learning and assessment practices.
- At BIBS Kunming, the Research Programme is run by our Languages Department and is headed by a Research Coordinator. The programme is also formally timetabled for all grades in the MYP.
- BIBS Kunming has developed a Style Guide and a Citations Guide to assist our students in their academic writing and referencing.
- BIBS Kunming has developed an Examination Procedures Policy and a School Code of Conduct to assist our students in maintaining academic honesty during our formal tests and examinations.
- BIBS Kunming has provided our students with an online research bank of credible sources of information to support them in their scholarly research. This online research bank includes, but is not restricted to, Britannica School, JStor, Kiddle, Newsela and National Geographic.

Student Roles and Responsibilities

- Students are expected to be principled and to complete all individual and group work authentically and honestly.
- Students are expected to credit all sources they may have used in the completion of their written, oral and/or artistic scholarly work.
- Students are expected to clarify any concerns they might have with their subject teachers prior to submission of written work.
- Students are expected to make responsible use of information technology and social media platforms.
- Students are expected to adhere to the academic honesty guidelines as detailed in our Examination Procedures Policy
- Students are expected to report academic misconduct committed by other students and or school maladministration to their subject teachers and/or school management.

Parent Roles and Responsibilities

- The BIBS Kunming Parent Teacher Association (PTA) are actively involved in the development of our Academic Honesty Policy
- BIBS Kunming parents/guardians are invited to attend information workshops on academic honesty that are hosted by School Leadership Teams.
- Parents/guardians are encouraged to support their children to be principled and to uphold the values of integrity and academic honesty that is being promoted at BIBS Kunming.

Detecting academic misconduct

BIBS Kunming expects its teachers to check student work, formal or informal, for authenticity. For all formal submissions and appropriate informal submissions, we use “Turnitin.com” as our primary plagiarism detection software. We acknowledge that the use of Turnitin.com software does not negate the importance of responsible teaching. Turnitin.com is also used in conjunction with ManageBac to report and record incidences of academic dishonesty.

Types of Academic Misconduct

As a school, we understand the importance of creating a culture of academic integrity which affords students multiple opportunities to learn and practice their referencing and citation skills in a supportive environment. As such, all informal diagnostic and formative assessments, projects, quizzes, tests, assignments, essays and reports are to be used as academic integrity teaching tools rather than opportunities to punitively penalise students for inadvertent academic misconduct.

However, for all formal IB scholarly work submissions as well as any deliberately devious incidences of academic misconduct or school maladministration, we adhere to the IB stance on malpractice as detailed in the Academic Integrity (2019, pg. 19 – 26) guide. At BIBS Kunming, intentional academic misconduct, also defined as Academic Malpractice, is also categorised as a major offense and the consequences outlined below are in accordance with the disciplinary procedures detailed in our School Code of Conduct.

For the purposes of this policy, we at BIBS Kunming categorise the types of academic misconduct as follows:

Academic negligence – This covers first-time, minor offences. It includes plagiarism that is small in scale, not related to the work of other students, and which is considered to have resulted from ignorance or carelessness. A case of academic misconduct which relates to academic negligence is normally investigated under the ‘informal stage’.

Academic malpractice – This can include a 1st offence where more widespread plagiarism is identified such as: Evidence of extensive paraphrasing of material with no acknowledgement of the source; systematic failure to reference; submitting work which has already been submitted for another assignment. When more than one component of a single assessment is found to be affected by plagiarism, the academic misconduct for all pieces of assessment should be considered and treated as ONE offence. Breach of the Examination Procedure Policy is also considered Academic Malpractice.

Consequences of Academic Misconduct

General procedures for academic misconduct are outlined below:

- In all instances of academic misconduct as identified by a subject teacher or school administrator, the student will be addressed by the teacher to determine the severity of the misconduct.
- For Academic Negligence:
 - The student will be counselled by subject and homeroom teachers
 - The student will be given a written warning
 - The incident will be recorded on ManageBac on the student’s portfolio
 - The work will not be graded
 - The student will be afforded the opportunity to redo the work
 - The student will receive a grade based on the new submission.
- For Academic Malpractice:
 - The student will be counselled by subject and homeroom teachers
 - The student will be given a written warning
 - Parents will be informed and called-in for a formal meeting with the subject teacher and upper-management
 - The student will not receive a grade for the compromised work
 - The student will be asked to redo the work
 - The student will not receive a grade for the resubmitted work.
 - The incident will be recorded on ManageBac on the student’s portfolio
- For repeated offenses:
 - The student will be counselled by subject and homeroom teachers

- The student will be given a final written warning
- Parents will be called-in for a formal meeting with the subject teacher and upper management
- The student will be given an in-school suspension
- Investigations into all class credits will be formally launched
- The offenses will be recorded on ManageBac.
- The infringements will be formally recorded on the students report cards
- For students in Grade 11 and 12, the incidences will be formally reflected on university application letters.
- For misconduct during formal examination sessions and breaches of the Examination Procedures Policy:
 - The student will be warned
 - The material will be confiscated
 - A time-stamped note will be made by the invigilator on the examination script briefly describing the breach of examination protocol
 - The student will be removed from the examination room
 - The student will be allowed to complete the examination in isolation under supervision
 - Thereafter, the school will launch an investigation which may result in no grade being awarded for the test/examination and further disciplinary action being taken (as described above for either Academic Negligence or Academic Malpractice, depending).

Citation and Referencing Styles

BIBS Kunming supports its students in engaging in good academic practice by developing their research skills through the units of inquiry and the research programme. For BIBS students to appropriately acknowledge any ideas, words, or work of other people, BIBS Kunming adopts APA (American Psychological Association) style as the primary school-wide citation and referencing style (See Appendices A & B). Other popular citation and referencing styles will be explored and taught as needed.

Policy Review

The MYP teaching staff, together with the MYP Coordinator, Head of School and Director of Schools, will continue to review, support, refine and build upon our Academic Integrity Policy once per year to ensure that we are meeting the needs of all of our students. This revision process is collaborative and is finalised only after it has been discussed and agreed upon by the MYP staff.

Appendix A

APA Referencing Style

The following reference guide is extracted from the American Psychological Association. (2021). *Common reference examples guide*. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf> and contains examples of common APA Style citation and references. Section numbers indicate where to find the examples in the *Publication Manual of the American Psychological Association* (7th ed.).

For more information on references and reference examples, see Chapters 9 and 10 of the *Publication Manual* as well as the *Concise Guide to APA Style* (7th ed.). Also see the [Reference Examples](#) pages on the APA Style website. (American Psychological Association. (2021).

APA Style (7th Edition)

Common Reference Examples Guide

Journal Article (Section 10.1)

Lachner, A., Backfisch, I., Hoogerheide, V., van Gog, T., & Renkl, A. (2020). Timing matters! Explaining between study phases enhances students' learning. *Journal of Educational Psychology*, 112(4), 841–853. <https://doi.org/10.1037/edu0000396>

Online Magazine Article (Section 10.1)

Gander, K. (2020, April 29). COVID-19 vaccine being developed in Australia raises antibodies to neutralize virus in pre-clinical tests. *Newsweek*. <https://www.newsweek.com/australia-covid-19-vaccine-neutralize-virus-1500849>

Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Online Newspaper Article (Section 10.1)

Roberts, S. (2020, April 9). Early string ties us to Neanderthals. *The New York Times*. <https://www.nytimes.com/2020/04/09/science/neanderthals-fiber-string-math.html>

Print Newspaper Article (Section 10.1)

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

Blog Post (Section 10.1)

Rutledge, P. (2019, March 11). The upside of social media. *The Media Psychology Blog*. <https://www.pamelarutledge.com/2019/03/11/the-upside-of-social-media/>

Authored Book (Section 10.2)

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association. <https://doi.org/10.1037/0000048-000>

Edited Book Chapter (Section 10.3)

Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home–school collaboration to promote mind–body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind–body health in schools*:

Interventions for mental health professionals (pp. 11–26). American Psychological Association.
<https://doi.org/10.1037/0000157-002>

Online Dictionary Entry (Section 10.3)

American Psychological Association. (n.d.). Internet addiction. In *APA dictionary of psychology*. Retrieved April 24, 2020, from <https://dictionary.apa.org/internet-addiction>

Report by a Group Author (Section 10.4)

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*.
https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Report by Individual Authors (Section 10.4)

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). *How playful learning can help leapfrog progress in education*. Center for Universal Education at Brookings.
https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_education.pdf

Press Release (Section 10.4)

American Psychological Association. (2020, March 2). *APA reaffirms psychologists' role in combating climate change* [Press release].
<https://www.apa.org/news/press/releases/2020/03/combating-climate-change>

Conference Session (Section 10.5)

Davidson, R. J. (2019, August 8–11). *Well-being is a skill* [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019_Program_190708.pdf

Dissertation From a Database (Section 10.6)

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367) [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

Preprint Article (Section 10.8)

Latimier, A., Peyre, H., & Ramus, F. (2020). *A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention*. PsyArXiv. <https://psyarxiv.com/kzy7u/>

Data Set (Section 10.9)

O'Donohue, W. (2017). *Content analysis of undergraduate psychology textbooks* (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research. <https://doi.org/10.3886/ICPSR36966.v1>

Film or Video (Section 10.12)

Doctor, P., & Del Carmen, R. (Directors). (2015). *Inside out* [Film]. Walt Disney Pictures; Pixar Animation Studios.

TV Series Episode (Section 10.12)

Dippold, K. (Writer), & Trim, M. (Director). (2011, April 14). Fancy party (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), *Parks and recreation*. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

Webinar (Section 10.12)

Kamin, H. S., Lee, C. L., & McAdoo, T. L. (2020). *Creating references using seventh edition APA Style* [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

YouTube Video (Section 10.12)

Above The Noise. (2017, October 18). *Can procrastination be a good thing?* [Video]. YouTube. <https://www.youtube.com/watch?v=FQMwmBNNOnQ>

Song or Track (Section 10.13)

Nirvana. (1991). Smells like teen spirit [Song]. On *Nevermind*. DGC.

Radio Broadcast (Section 10.13)

Hersher, R. (2020, March 19). *Spring starts today all over America, which is weird* [Radio broadcast]. NPR. <https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

Podcast Episode (Section 10.13)

Santos, L. (Host). (n.d.). Psychopaths and superheroes (No. 1) [Audio podcast episode]. In *The happiness lab with Dr. Laurie Santos*. Pushkin Industries. <https://www.happineslab.fm/season-2-episodes/episode-1>

Infographic (Section 10.14)

American Psychological Association. (n.d.). *Data sharing* [Infographic]. <https://www.apa.org/pubs/journals/data-sharing-infographic.pdf>

PowerPoint From a Classroom Website (Section 10.14)

Mack, R., & Spake, G. (2018). *Citing open source images and formatting references for presentations* [PowerPoint slides]. Canvas@FNU. <https://fnu.onelogin.com/login>

Tweet (Section 10.15)

Obama, B. [@BarackObama]. (2020, April 7). *It's World Health Day, and we owe a profound debt of gratitude to all our medical professionals. They're still giving* [Tweet]. Twitter. <https://twitter.com/BarackObama/status/1247555328365023238>

Open Educational Resource (Section 10.16)

Fagan, J. (2019, March 25). *Nursing clinical brain*. OER Commons. Retrieved January 7, 2020, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

Webpage (Section 10.16)

Chandler, N. (2020, April 9). *What's the difference between Sasquatch and Bigfoot?* howstuffworks. <https://science.howstuffworks.com/science-vs-myth/strange-creatures/sasquatch-bigfoot-difference.htm>

Webpage on a News Website (Section 10.16)

Machado, J., & Turner, K. (2020, March 7). *The future of feminism*. Vox. <https://www.vox.com/identities/2020/3/7/21163193/international-womens-day-2020>

Webpage With a Retrieval Date (Section 10.16)

Center for Systems Science and Engineering. (2020, May 6). *COVID-19 dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU)*. Johns Hopkins University & Medicine, Coronavirus Resource Center. Retrieved May 6, 2020, from <https://coronavirus.jhu.edu/map.html>

Appendix B

APA Citation Style

The following citation guide is extracted from American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000> and contains examples of common APA Style citations.

APA Style (7th Edition)

Paraphrasing and Citation Examples

Paraphrasing One Sentence

Paraphrased sentence and parenthetical in-text citation:

Employees experience negative outcomes such as stress and disengagement when their organizational leaders lack emotional and social skills (Nowack & Zak, 2020).

Reference list entry:

Nowack, K., & Zak, P. (2020). Empathy enhancing antidotes for interpersonally toxic leaders. *Consulting Psychology Journal: Practice and Research*, 72(2), 119–133.
<https://doi.org/10.1037/cpb0000164>

Summarizing Multiple Sentences

Paraphrased sentence and narrative in-text citation:

Bernecker and Kramer (2020) found that when students believed they had a limited amount of willpower, they were less likely to exercise during the stressful time of final exams than students who believed they had a nonlimited amount of willpower.

Reference list entry:

Bernecker, K., & Kramer, J. (2020). Implicit theories about willpower are associated with exercise levels during the academic examination period. *Sport, Exercise, and Performance Psychology*, 9(2), 216–231. <https://doi.org/10.1037/spy0000182>

Writing a Long Paraphrase

Paraphrased sentence and parenthetical in-text citation:

Children with autism spectrum disorder are often very selective about what food they will eat and experience difficulties during mealtimes (Burrell et al., 2019). For example, these children may experience tantrums if they do not get the foods they want (usually starchy foods or snack foods). Although they usually eat enough calories, autistic children may be at greater risk for nutritional and health problems such as obesity.

Paraphrased sentence and narrative in-text citation:

Burrell et al. (2019) discussed how children with autism spectrum disorder are often very selective about what food they will eat and experience difficulties during mealtimes. For example, these children may experience tantrums if they do not get the foods they want (usually starchy foods or snack foods). Although they usually eat enough calories, autistic children may be at greater risk for nutritional and health problems such as obesity.

Reference list entry:

Burrell, T. L., Sharp, W., Whitehouse, C., & Johnson, C. R. (2019). Parent training for food selectivity in autism spectrum disorder. In C. R. Johnson, E. M. Butter, & L. Scahill (Eds.), *Parent training for autism spectrum disorder: Improving the quality of life for children and their families* (pp. 173– 202). American Psychological Association. <https://doi.org/10.1037/0000111-008>