Academic Honesty Policy

Students' awareness and information on academic honesty can be very different. Because of this, Miina Härma Gümnaasium wishes to bring to students' attention the various facets of academic honesty and to support the teachers in cultivating academic honesty.

In promoting academic honesty, we take guidance from the following documents:

- **Estonian Code of Conduct for Research Integrity**[1];
- **Academic honesty in the IB educational context**[2].
- **IBO Academic Integrity Policy**[3]
- **Guidlines from the University of Tartu for using chatbots in the learning process**[4]

This academic honesty policy is an integral part of the school culture. The document is reviewed as necessary by the Pedagogical Leadership Team, the Student Council, Parent Advisory Board, Teachers' Council. It is approved by directive of the Head of School.

Maintaining academic integrity is a shared responsibility of all members of the school community to sustain fairness, trust, credibility and respect towards others.

School's leadership team is responsible for fostering an environment where academic integrity is understood and adhered to. They inspire the community to uphold the values of respect and trust where everybody assumes an equal responsibility for academic integrity.

Programme coordinators are responsible for the development of the principles of academic integrity. As pedagogical leaders, they maintain communication with the team of teachers, with the students and their parents or legal guardians. They manage necessary resources with the school leadership team to ensure that the teachers receive the training

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[1] https://www.eetika.ee/et/estonian-code-conduct-research-integrity (24.10.2017)

[2] https://www.ibo.org/globalassets/new-structure/brochures-and-infographics/pdfs/academic-honesty-ib-en.pdf (IBO, 2014)

[3] https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf (IBO, 2019)

[4] https://ut.ee/sites/default/files/2023-05/chatgpt_kasutamise_hea_tava_28_04_2023_pdf_1.pdf (02.05.2023)

specified by the IB and other resources required for teaching and following the academic integrity principles.

Teachers are expected to operate as mentors of academic honesty in the classroom and ensure that the students have a full understanding of the expectations and guidelines of all subjects. MHG practises inquiry-based teaching from the 1st grade, research and referencing skills are taught at every grade level across disciplines. Teachers offer the students support in understanding and following the principles of academic integrity, while they develop a responsible attitude to their learning process, allowing them to understand the ethical implications of all scholarly work. Teachers receive technical support and workshops on how to teach students to properly document their sources using technology. Referencing is paid extra attention prior to the start of the PYP Exhibition, MYP Personal Project, and during the writing of the IB Extended Essay/Research Project in grades 11 and 12.

The librarian collaborates with the teachers and students in developing information literacy skills needed to follow the requirements of academic integrity. The librarian supports students in the process of the Exhibition, Personal Project and Extended Essay/Research Project by providing resources to respect copyright and intellectual property as well as finding primary and secondary sources relevant to the topic.

Students are expected to read and understand MHG Academic Honesty Policy to follow the common principles of academic integrity in their schoolwork as they would in other spheres of their lives. Students are not just recipients of content, but are also expected to create content and complete assessments that are authentic and genuine, and a true reflection of their personal level of achievement. Researching what others have done in a field and crediting them properly for their input is just as interesting as getting credit for one's own ideas.

Parents and legal guardians play a crucial role in reinforcing the values and importance of academic integrity. Although they are not directly involved in daily tasks at school, parents and legal guardians are able to collaborate with the administrative and teaching team to promote academic integrity while encouraging their children to follow the rules and complete all work according to the expectations.

An academically honest student

- Has a full understanding of academic integrity and the school's policies.
- Completes all assignments, examinations and quizzes in an honest manner and to the best of their abilities.
- Gives credit to used sources in all work submitted in written and oral materials.
- Refrains from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- Refrains from giving undue assistance to peers in the completion of their work.
- Shows a responsible use of the internet and associated social media platforms.
- Responds to acts of academic misconduct and reports them to their teachers and/or programme coordinators.

The academic honesty policy of MHG is driven by the motto **know what is wrong to do what is right**.

Academic misconduct

Academic misconduct is defined as behaviour that may result in the student gaining an unfair advantage in any assessment tasks.

Academic misconduct examples:

Plagiarism – the representation of the ideas or work of another person (including text created by a chatbot) as the student's own. The original source must always be referenced using a generally accepted format.

Collusion – supporting misconduct by another candidate, as in allowing one´s work to be copied or submitted for assessment by another.

Duplication of work – presentation of the same work for different assessment tasks and/or subjects, including **any other behaviour** that gains an unfair advantage for a student or that affects the results of others.

It is not honest to:

- duplicate work to meet the requirements of more than one assessment task.
- fabricate data for an assignment.
- use unauthorised material/devices when taking an exam or summative assessment (including chat bots or other artificial intelligence tools);
- disrupt an examination by an act of misconduct, such as distracting another candidate or creating a disturbance.
- record and/or pass on information about an exam or summative assessment, or support the passing on of information.
- impersonate another candidate.
- present content created by a chat bot as their own;
- steal examination papers.
- disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.[5]

In case of **suspected academic misconduct** , the teacher verifies the authenticity of the student's work. If a teacher, the Head of Studies or another member of staff has reason to suspect that a student's work may not be authentic, the following measures can be applied:

In grades 1-4

- explanatory discussions, corrections or rewriting can be used;

In grades 5-9

- rewriting and assignment failures can be used;
- in case of recurring instances of academic malpractice, a teacher needs to notify the homeroom teacher, parent(s) and/or legal guardian(s) of the student, and the homeroom teacher may lower the student's behaviour grade;
- in case of **plagiarism**, there will be explanatory discussions with the student, followed by an opportunity to make the assignment meet the expectations;
- in case of **academic dishonesty other than plagiarism**, the grade for a summative assessment is "0" and it cannot be retaken;

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[5] In the IB Diploma Programme

- in case of formative assessment, the work will be marked "ND" (not done) in Stuudium;
- in case of **academic dishonesty related to the personal project**, the supervisor of the project will step in and in case of plagiarism the grade is "0". The personal project can be defended or redone at the end of the ongoing academic year.

In grades 10-12

- in case of **plagiarism**, explanatory discussions with the teacher or supervisor, and with the Head of Studies if necessary, followed by an opportunity to make the assignment meet the expectations; if the opportunity is not taken, the assignment will be considered "not done" and the grade is "1".
- in case of **academic dishonesty other than plagiarism**, formative and summative grades will be "1". A summative grade or summative assessment task formed by formative assessment can be redone during extended study period if the student wishes to. Teachers may use other measures when they have well-grounded reasons to suspect academic dishonesty: for example, the teacher has a right to examine the student orally if the student wants to get a better grade.
- in case of **academic dishonesty related to a research project**, the supervisor will step in and give the student an opportunity to improve their work. If the assignment submitted is plagiarised, the grade is "1". A new chance to do the research project with a new topic will be given to the student during the spring of their 12th grade.
- In case that the student denies academically dishonest behaviour, a committee is summoned to investigate the case.

IB Diploma Programme

- In case of discovering academic malpractice in any of the compulsory assessment tasks in the Diploma Programme, a committee is summoned to interrogate the candidate on the reasons of malpractice.
- If there is time left for submission, the candidate may be allowed to rewrite the assignment if decided so by the committee.
- If the submission deadline is too close for rewriting the task, the subject results in no grade being awarded and the consequences of not submitting an assignment will be explained to the student.
- If the malpractice is detected after submission, the IBO will be notified.

- If the malpractice is detected by the IBO, the school awaits for any directions from the IBO[6]. No result will be issued for the candidate in the subject under investigation until all inquiries are complete and a final decision has been reached.

- If a candidate is found guilty of malpractice in the production of compulsory assignments for a component, no grade will be awarded for the subject. As a result, no diploma will be awarded. The candidate may register for future examinations at least one year after the session in which malpractice was established.

- If a case of malpractice is very serious, the final award committee can decide that the candidate will not be permitted to register for examinations in any future session.

- If malpractice by a candidate is brought to the attention of the IBO after the issue of results, the IB diploma may be withdrawn from a candidate at any time.

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[6] Academic honesty in the IB educational context, © International Baccalaureate Organization (2014)

APPENDIX 1: Using the tools of artificial intelligence and chat bots in the learning process

Academic honesty is about making students' knowledge, understanding and thought processes visible. In the process, it is important to learn to use the technical components of academic honesty, which include correct referencing, information and the ethical use of artificial intelligence (AI) tools[7].

Miina Härma Gümnaasium is guided by the International Baccalaureate (IB) guidelines and the University of Tartu good practice for the use of textbots[8] in developing principles of academic integrity in the use of AI and language models. It is the responsibility of the student to properly refer to the use of artificial intelligence tools or text robots.

At Miina Härma Gümnaasium, the use of chatbots and artificial intelligence-based tools is allowed in the following ways and cases:

- For independent learning by asking the text robot to clarify concepts, find additional information, correct the text or ask control questions and get answers;
- To ask the robot to find additional information for research (with proper referencing);
- as a brainstorming tool to find new ideas, arguments and approaches;
- to find a good example for a particular type of writing;
- editing and translating a text;
- developing critical thinking by evaluating the content generated by a text robot and checking facts;
- for a first overview and summary of a large amount of learning material.

It is academically dishonest if a student...

- Submits content created by a chat robot or artificial intelligence tools under their own name;
- Uses the answers provided by the chat robot during a test, quiz or exam;

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[7] https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf (okt 2019; reviewed in March 2023)

[8] https://ut.ee/sites/default/files/2023-05/chatgpt_kasutamise_hea_tava_28_04_2023_pdf_1.pdf (02.05.2023)

- Uses information generated by a chat robot in research without proper reference to the source;

Referencing to an artificial intelligence tools and a chat robots

A chat robot or any other artificial intelligence tool cannot be considered as co-authors of a student's work, nor as published sources, but rather tools to be used in the preparation of the work. It is therefore the responsibility of the student to cite the original source when using content created by the AI and the chat robot. If these tools are used excessively (e.g. throughout the whole work) or without reference to them, this constitutes academic misconduct. The chat robot will be referred to as a communication partner. It is important to know that the chat robot is not a published source, but a text generation model that provides different answers based on the input it receives. Referencing should follow the agreed citation style (APA) guidelines.

Research and practical project, essay or scientific article

In the methodology section of the work, explain and describe how the chat robot was used: what questions were asked, what the answers were and how they were reflected in the work. The full texts obtained from the chat robot may be placed in an appendix to the work, but should not be used in full in the work itself. When citing, the following information should be included in the list of sources used:

- creator of the chat robot;
- the year of the version of the chat robot used;
- the year of the use of the chat robot
- type or description of the language model;
- web address of the chat robot

For example: OpenAI. (2022). ChatGPT (Dec 20 version), large language model, https://chat.openai.com/.

Additional reading:

[Tartu Ülikooli suunis tekstiroboti kasutamiseks õppetöös](#)

[Educator considerations for ChatGPT](#)

[How to cite ChatGPT in APA style](#)

[Haridus- ja Teadusministeeriumi suunised tekstiroboti kasutamiseks koolis](#)

[Ethical Guidelines on the use of AI and data in teaching and learning for Educators](#)