



PRIVATE MAYA ANTALYA SCHOOLS

DP

ACADEMIC INTEGRITY POLICY

ANTALYA

2021-2022



IB MİSYONU

Kültürler arası anlayış ve saygı yoluyla daha iyi ve daha huzurlu bir dünya yaratmak isteyen, sorgulayan, bilgili ve duyarlı gençler yetiştirmeyi amaçlar.

Bu amaçla organizasyon, uluslararası geçerliliği olan üstün eğitim programları ve titiz ölçme-değerlendirme programları geliştirmek için okullar, hükümetler ve uluslararası kuruluşlarla işbirliği yapar.

Bu programlar, dünyanın her köşesinden öğrencileri, kendinden farklı olanların görüşlerinin de doğru olabileceğini anlayan, aktif, sevecen ve yaşam boyu öğrenen kişiler olmaya teşvik eder.

IB MISSION

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.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

MİSYONUMUZ - OUR MISSION

- TR** – Büyük Atatürk'ün manevi mirası olan bilimi temel kriter olarak alan, yaşam boyu öğrenen gençler yetiştirmek.
Reintegrating young people who are qualified, self-confident and create a balance between the community and themselves as individuals.
Kendinden farklı olana aynı iç duygularla saygı duyan, hoşgörülü ve seven gençlik yetiştirmek.
Kendisiyle ve çevreyle barışık, kendini tüm yönleriyle değerlendirebilen, hoşgörülü ve başkalarının düşüncelerine değer veren gençler yetiştirmek.
Başarı ve mutluluğun, değişime ayak uydurmak ve çaba sarf etmekle geldiğini bilen, araştırarak sorgulayarak öğrenmeyi bilen, bilgiye ulaşmada kendi öğrenme modelini oluşturabilen gençler yetiştirmek
Temel değerlerimizi evrensel değerlerle dengeli bir şekilde harmanlayan, kültürlerarası anlayışı gerçekleştirip barışçıl bir dünya hedefinde olan gençler yetiştirmek.
- EN** – To raise lifelong learners who take science, which is the spiritual heritage of Great Atatürk, as the basic criterion.
Reintegrating young people who are qualified, self-confident and create a balance between the community and themselves as individuals.
To raise tolerant and loving youth who respect the different with the same inner feelings.
To raise young people who are at peace with themselves and the environment, who can evaluate themselves in all aspects, are tolerant and value the opinions of others.
To raise young people who know that success and happiness come with adapting to change and making efforts, who know how to learn by inquiring, and who can create their own learning model for reaching information.
To raise young people who blend our core values with universal values in a balanced way, realize intercultural understanding and aim for a peaceful world.
- DE** – Lebenslange Lernende zu erziehen, die die Wissenschaft, das spirituelle Erbe des großen Atatürk, als Grundkriterium heranziehen.
Wiedereingliederung junger Menschen, die qualifiziert und selbstbewusst sind und ein Gleichgewicht zwischen der Gemeinschaft und sich selbst als Individuen schaffen.
Toleranzvolle und liebevolle Jugendliche zu erziehen, die die Anderen mit den gleichen inneren Gefühlen respektieren.
Junge Menschen zu erziehen, die in Frieden mit sich selbst und der Umwelt sind und sich in allen Aspekten bewerten können, tolerant sind und die Meinungen anderer schätzen.
Junge Menschen zu erziehen, die wissen, dass Erfolg und Glück durch Anpassung an Veränderungen und Anstrengungen entstehen, die wissen, wie man durch Nachfragen lernt, und die ihr eigenes Lernmodell für das Erreichen von Informationen erstellen können.
Junge Menschen zu erziehen, die unsere Grundwerte auf ausgewogene Weise mit universellen Werten verbinden, ein interkulturelles Verständnis verwirklichen und eine friedliche Welt anstreben.
- RU** – В качестве основного критерия -воспитывать учащихся на протяжении жизни принимать науку, как духовное наследие Великого Атаюрка.
Реинтеграция молодых людей, обладающих высокой квалификацией, уверенных в себе и создающих баланс между обществом и собой, как личностями. Воспитывать толерантную и любящую молодежь, уважающую мнение и чувства других.
Воспитывать молодых людей, которые могут оценивать и рецензировать себя во всех аспектах, быть в мире с окружающей средой, относиться терпимо и уважительно ко мнению других людей, ценить каждого, как личность.
Воспитывать молодых людей, знающих, что успех и счастье приходят через адаптацию к изменениям и прилагая усилия, это молодые люди, которые учатся, задавая вопросы, создавая свою собственную систематизированную модель обучения и развития. Воспитывать молодых людей, которые сбалансированным образом сочетают наши основные культурные ценности с универсальными ценностями, реализуют межкультурное понимание и стремятся к мирному миру.
- ES** – Formar aprendices de por vida que tomen la ciencia, que es la herencia espiritual del Gran Atatürk, como criterio básico.
Integrar a jóvenes calificados, seguros de sí mismos y que creen un equilibrio entre la comunidad y ellos mismos como individuos.
Promover jóvenes tolerantes y amorosos que respeten a los diferentes con los mismos sentimientos internos.
Educar a jóvenes que estén en paz consigo mismos y con el entorno, que se autoevalúen en todos los aspectos, sean tolerantes y valoren las opiniones de los demás.
Formar jóvenes que sepan que el éxito y la felicidad vienen con la adaptación al cambio y el esfuerzo, que sepan aprender investigando, que puedan crear su propio modelo de aprendizaje para llegar a la información.
Educar a los jóvenes para que combinen nuestros valores fundamentales con los valores universales de una manera equilibrada, que logren el entendimiento intercultural y aspiren a un mundo pacífico.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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PURPOSE of ACADEMIC INTEGRITY POLICY

Created to provide the IB's educational goal of making valid and reliable assessments and delivering fair results, the purpose of this policy is to ensure that the principles of academic integrity are understood by the school community's stakeholders.

Academic integrity is the responsibility of the entire IB community. The community is an indivisible whole. This policy outlines the roles and responsibilities of the school community, as well as defined ways of how to manage cases such as students' academic misconduct and school mismanagement. It is of great importance that all stakeholders are informed about this policy and know the process.

ACADEMIC INTEGRITY BOARD

Each teacher and administrative staff is responsible for the process and is expected to have a right to the policy in terms of Academic integrity. A separate committee is formed to evaluate and decide on possible situations, and a decision is taken together with this committee. It is important to have a committee that will come together to evaluate the situations experienced during the process.

ACADEMIC INTEGRITY AND STUDENT PROFILE CONNECTION

First of all, students are aware of the importance of a **balanced** physical and mental health in their lives. This balance is an element that also affects the course of each study. They know that it is the only way to produce valid products.

- ❖ Studies include both individual and group studies. They use their communication skills during all these studies in order to act together, carry out joint studies and to interact.
- ❖ All students freely share their thoughts with each other or with their teachers. They know how to argue on the same and opposite views, they listen and respect other opinions with **open-mindedness**.
- ❖ The students are aware that a research paper is a serious assignment during which they need to think long and hard on the subject they want to work on the most.
- ❖ Students who are aware of their own skills, interests, pros and cons, and think reflectively, are directed to the most convenient study area.

- ❖ The students know that the best work requires extensive research. They are aware that they must reach the correct information without considering all the information they encounter is correct.
- ❖ They are aware of the importance of the role of the library during their studies. They know that more knowledgeable he is, the more successful he will be.
- ❖ The chosen subject of study can sometimes be a difficult one. He knows the difficulties of the field he wants to work in, he is aware that he has to take risks in order to do what he wants.
- ❖ He is aware that cheating is stealing the work of others. Knows that as principled and moral students, they should not cheat.
- ❖ They know that it is unfair to show the work of others as their own work, they are sensitive students who act with their conscience. Knows to respect the rights of others.

WHAT IS ACADEMIC INTEGRITY?

Academic integrity is a guiding principle in education and the choice to act responsibly so that others can trust us as individuals. It provides a basis for ethical decision-making and behavior in the production of legitimate, authentic and honest scientific studies. (Academic integrity, 2019 p.3)

Thanks to the digitalized world, developing educational technologies and ever-increasing learning methods, it is possible to both access information and benefit from more effective learning styles. However, this situation also formed the basis of information theft and violation of honesty principles. Each education community has a role to prevent these conscious and unconscious violations. Thus, the IB Program takes the principles of academic integrity very seriously.

The guiding principle of academic integrity can be evaluated as being formed from a set of simpler concepts in education that can begin early during the PYP, are reinforced during the MYP, and then reinforced through DP and CP. Expectations should be clearly communicated and modeled at an age-appropriate level so that all IB students understand:

- responsibilities to produce original and unique individual and group work
- How can I properly cite resources, acknowledging the work and ideas of others?
- responsible use of information technology and social media
- how to observe and comply with ethical and honest practices during exams. (Academic integrity, 2019)

TYPES OF ACADEMIC FRAUD

Plagiarism occurs when all or part of a published work is shown and presented by the plagiarist as if it were his own work (İnci, 2009, p73). E.g. all or part of an assignment, exam paper, laboratory work, artistic work, report or project is taken from the work of others. It is necessary to follow the rules such as making references and writing the words of the person in quotation marks in order to avoid plagiarism.

Plagiarism can also take place in form of inspiration from any or more works/studies. In this case, the student should inform about this work or works and mention it in his study.

- **Collusion** means supporting another candidate to copy, submit or misuse your study for assessment. For example;
 - Preparing an article or project for another student,
 - Allowing another student to cheat on their exam paper, homework or other projects.
 - Sharing information about the assessment content and questions with other students without the approval of the teacher or the administration
- **Copy of work** is presentation of the same study for different assessment components and/or IB diploma requirements.
- **Possession of unauthorized material** is submission of work using material (such as telephone, calculator, digital resources and etc.) that is not authorized for an exam, project or assignment.
- **Inform another candidate or receive information from another candidate** about the content of an exam paper within 24 hours after the exam.

ACADEMIC INTEGRITY PRINCIPLES AND SANCTIONS AT MAYA ANTALYA SCHOOLS

MAS Schools implements academic honesty elaborately. Studies are carried out for a clear understanding of the content by trainings that are prepared separately for both students and teachers.

First of all, trainings are provided by both the school librarian and the EE Coordinator under the leadership of the DP Coordinator so that each teacher can better understand the academic honesty

policies. It is ensured that these trainings are held during seminar periods or holidays or when teachers are not busy.

For students, information about academic honesty will be given during the 9th grade student orientation period. Our policy will then be explained to students and parents for review. Students and parents are requested to sign the Academic Honesty Agreement in Annex 1 and submit it to the school coordinator. Particularly, it is foreseen that the 9th grade students will be informed periodically by the library officer about the subjects such as resource scanning, reference, preparation of a homework work in order to ensure that each student has access to the information they need to work within the framework of academic honesty.

Simultaneously, the incorrect reference status of the students can be detected by checking the plagiarism by the librarian. The school continues its research on different plagiarism programs.

Sanctions:

In the event of violation within 9th graders, the student is interviewed about the situation and the reasons for the violation are examined. If the students' violation is due to lack of knowledge or wrong information, they are subject to a separate re-education. If violation occurs again, the students' applications to the Diploma Program will not be accepted.

The student and the related course teacher/supervisor, who violated the homework or studies during the DP process, have to fill in the Academic Integrity Malpractice Report in Annex: 2 and submit it to the DP coordinator. The report is discussed at the Academic Integrity Board and graded in accordance with the levels specified in the IB framework (See Appendix: 3 for an example). The implementation of the necessary procedures is communicated to the relevant teacher by the school coordinator. If necessary, the school coordinator informs the student's family. As a result, depending on the nature of the violation, the sanction may be invalidation of the assignment, requesting a new assignment, cancellation of the course, or banning from the IB Program.

In the event of a violation during the internal or external examination of the DP process, the rankings in the Flowchart specified by IB are followed. Depending on the nature of the violation, this could be an exam invalidation, cancellation of the course, or exclusion from the IB program.

STAKEHOLDER ROLES IN MAINTAINING ACADEMIC INTEGRITY

School administration / IBDP Coordinator:

- ✚ Ensures that the Academic Integrity Policy, prepared within the framework of IB expectations, is available to all members of the school community.
- ✚ Completes the required studies so that each stakeholder of the school has the necessary knowledge and equipment about the principles of academic honesty.
- ✚ Facilitates access to the Academic Integrity Policy for teachers, students and parents. Publishes it on the website.
- ✚ Informs the students and parents about the actions to be taken in case of policy violation by signing the Academic Honesty Agreement, a document prepared in parallel with the Academic Honesty Policy.
- ✚ The Academic Integrity Policy Committee follows the procedures and decides on the appropriate sanctions for policy violations.
- ✚ Prevents and restrains the use of pirated copies.
- ✚ Plan and observe all IB Exam sessions, following the instructions and regulations provided by the IB that govern the conduct of each exam session,
- ✚ Provides students and supervisors with relevant information about exam regulations,
- ✚ Enables teachers to have the ability to practice skills in their lessons together with plagiarism detection services and the librarian. the library officer in their lessons,
- ✚ Provides teachers with the necessary materials and training to guide students in maintaining academic integrity.
- ✚ Creates a supportive learning environment that allows students to gain knowledge while offering guidance to improve their academic writing and study skills.
- ✚ Demonstrates and models academic integrity in all presentations, unique assignments, and projects.
- ✚ Documents academic dishonesty and malpractice as needed and reports it to the IB.

Teachers:

- ✚ Teachers are familiar with the principles of Academic Integrity, internalizing and supporting the policy.
- ✚ Act in accordance with the Principles of Academic Integrity in every study and presentation they make.
- ✚ Inform students about the principles of Academic Integrity and encourage students to use it for each study they assign
- ✚ Take a clear stance about behaving each student equally. Carries out each study objectively.

- ✚ Know that students can make mistakes and create an environment where it is acceptable to make mistakes and correct them.
- ✚ Organize the exam environment according to the school's exam procedures and supervise the exam environment according to the Academic Honesty Policy.
- ✚ Use the school-determined citation system to cite resources they share with students. It is important for the perception of the student that everyone uses the same system.
- ✚ Prevent the use of pirated copies both in their and students' studies.

Library Officer:

- ✚ The library is an important resource for students to meet the required standards for academic integrity, and the librarian assists students to find the right resources. All students, especially preparatory class students, are encouraged to use the library and library tools during the academic year and orientation week.
- ✚ Organizes trainings, seminars or lectures for students and teachers to fully understand the principles of academic integrity.
- ✚ Creates a program for the orientation week.
- ✚ Encourages all teachers and students to use the library and its tools.
- ✚ Carries out studies that raise awareness within the scope of academic honesty principles.
- ✚ Prevents the use of pirated copies in the library.
- ✚ Creates awareness about the library system.
- ✚ Checks for plagiarism in students' work and supports students accordingly.
- ✚ Provides the students with correct information about plagiarism and guidance about the way of giving references.
- ✚ Provides the students with the information on how to use the library or digital information platforms.

- ✚ Students who have been found to be in violation are provided with additional information about the principles of academic honesty and assisted in correcting the mistakes.

Students,

- ✚ Comply with the rules of academic honesty and accuracy in all academic studies.
- ✚ Use as many resources as possible in his research.
- ✚ Know and apply the rules of citing references (preparing references, footnotes, quotation marks, etc.).

- ✚ Know what academic honesty is and which attitudes and behaviours are against academic honesty.
- ✚ Are aware of the sanctions to be applied in case of violation of academic honesty rules.
- ✚ Do not tolerate or assist attitudes and behaviours contrary to academic honesty.
- ✚ Respect the work of others.
- ✚ Respect the learning of others.
- ✚ Never attempt to change or obtain academic records or related documents (exam papers, office documents, e-mail, etc.).
- ✚ Report and present academic data and results (Example: statistics, laboratory results, etc.) fully and accurately

Parents:

- Read the Academic Integrity Policy and sign the agreement.
- Encourage their children to comply with policy guidelines.
- Are informed about academic honesty principles and procedures. They cooperate with the school throughout all processes.
- Know that the homework or work given to the student by the school is a part of their development and they are aware that the students must complete the process alone. They avoid carrying out a study on behalf of the student.
- Avoid and prevent the use of pirated copies in a student's work

RELATING ACADEMIC INTEGRITY POLICY WITH OTHER SCHOOL POLICIES

A) Admission Policy

Before enrolling in the Diploma Programme, both students and their parents are informed about the Academic Integrity Policy. The students also sign Academic Integrity Agreement so they become aware of their duties, responsibilities and possible sanctions in case of misconduct.

B) Language Policy

A number of homework, projects and article studies are conducted in MAS within the scope of the students' linguistic development. The students know the principles of academic honesty within all their

studies and are aware of the need to show sensitivity to academic honesty while improving his language skills.

C) Testing and Evaluation Policy

Students know that one of the criteria for the evaluations to be made as a result of all their work such as homework and projects will be within the scope of the principles of academic honesty.

D) Special Educational Needs Policy (SEN)

Our school adopts the principle of "everyone can learn" and prepares academic honesty practices such as referencing in a simplified form for students with special education needs and provides the support and guidance that the students will need during the process.

DIGITAL RESOURCES TO SUPPORT STUDENTS AND STAFF

Grammarly: This is a grammar check website specifically for English essays and written work. Currently, it is being tested by the school management.

Plagiarism Program: The school administration plans to purchase a plagiarism program to be used to check the accuracy of citations in our students' work and to detect any misuse. A clear agreement has not been made yet and negotiations have started with Turnitin and Intihal.net.

Digital Library: The school administration has started negotiations with Jstore in order to provide the students with rich library resources and to be supportive in their academic studies.

REFERENCES AND RESOURCES

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İnci, O. (2009, Kasım). Bilimsel yayın etiği ilkeleri, yanıltmalar, yanıltmaları önlemeye yönelik öneriler. Sağlık Bilimlerinde Süreli Yayıncılık 7. Ulusal Sempozyum'da verilen konferans.

ANNEX

STEERING COMMITTEES TABLE

HEAD OF SCHOOL
VICE-PRINCIPLE
IB DP COORDINATOR
LIBRARIAN
EE COORDINATOR
TOK COORDINATOR
HEAD OF TURKISH LANGUAGE AND LITERATURE DEPARTMENT
HEAD OF FOREIGN LANGUAGES DEPARTMENT
HEAD OF MATH DEPARTMENT
HEAD OF PHYSICS DEPARTMENT
HEAD OF BIOLOGY DEPARTMENT
HEAD OF CHEMISTRY DEPARTMENT
PSYCHOLOGICAL COUNSELLING AND GUIDANCE DEPARTMENT
A GROUP OF PARENTS
A GROUP OF STUDENTS