

ACADEMIC HONESTY IN K-12 EDUCATION: THE CASE OF THE INTERNATIONAL BACCALAUREATE

HONESTIDAD ACADÉMICA DESDE LA EDUCACIÓN INFANTIL AL BACHILLERATO: EL CASO DEL BACHILLERATO INTERNACIONAL

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ABSTRACT

We are disconcerted at reports and news regarding misconduct at all levels in society. Academic honesty is no longer the sole property of academicians but a value of all societies in the world and a magnifying mirror of work ethics. Educational systems have the responsibility to embed academic honesty principles at the core of their curriculum design so future generations understand the authentic construction of meaning and learning and how to advance and create knowledge. The International Baccalaureate is an example of an educational system that has embedded academic honesty through its standards and practices and through the IB learner profile which are shared by IB World Schools all around the world. Adapting a history and documentary research approach, this paper aims to study how the International Baccalaureate promotes academic honesty at K-12 education.

Key Words: Honesty, International Baccalaureate, learner, ethic, dishonesty, misconduct

RESUMEN

Estamos desconcertados con los informes y las noticias relacionadas con malas conductas en todos los niveles de la sociedad. La honestidad académica ya no es sólo propiedad de los académicos sino un valor de todas las sociedades del mundo y un espejo amplificador de la ética en el trabajo. Los sistemas educativos tienen la responsabilidad de integrar principios de honestidad académica en el centro de sus diseños curriculares; así las futuras generaciones entenderán la auténtica construcción del significado y del aprendizaje y cómo avanzar y crear conocimiento. El Bachillerato Internacional (en adelante, IB) es un ejemplo de un sistema educativo que ha integrado la honestidad académica a través de sus normas y sus prácticas y a través del perfil de su comunidad de aprendizaje que son compartidos por sus colegios IB de todo el mundo. Adoptando un método de investigación histórico-documental, este artículo pretende estudiar cómo el Bachillerato Internacional promueve la honestidad académica desde la educación infantil al bachillerato.

Palabras clave: Honestidad, Bachillerato Internacional, alumno, ética, deshonestidad, mala conducta

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1. INTRODUCTION

As we live the highest levels of uncertainty regarding future jobs, students are perceiving the need of further and better training. The all-time historical records in university enrollments reflect reluctance of high school graduates to take chances in the uncertain job market, focusing instead on improving employment opportunities by acquiring competitive skills, and business schools are leading the trend (Yen, 2010). As we reaching records in university enrollments worldwide unfortunately new milestones are being shattered every year in academic dishonesty where records are also being shattered every year (Voelker, Love & Pentina, 2012). In the other side of the balance employers are giving a greater importance to work ethic as a specific skill that their future recruits should excel on. Employers are very clear in their ranking of the relative importance of various skills in their future employees. Work ethics and teamwork emerge as the most important skills in almost every country in the Education to Employment report (McKinsey & Company, 2012).

Although research has shown that there is a link between academic honesty and future ethical behaviors in the work place (Elias & Kim, 2005; Lawson, 2004; Nonis & Swift, 2003; Sims, 1993), there is a need of more clarity on how individual factors influence this relationship. Sims, in 1993, conducted one of the first studies and found that students who participated in unethical behavior in an academic setting were also likely to participate in unethical workplace activities (Sims, 1993). In recent years, attempts have been made to understand the motivating factors for ethical behavior. From the actions of Enron in the early 2000s to the demise of the housing market and ultimate economic recession beginning in 2007, business ethics has been at the forefront of not only the news but the academic literature. Business schools have revamped their ethics curricula in hopes of sending more ethical students into the workplace (Bratton & Strittmatter, 2013).

The fact that students cheating in schools are more likely to engage in unethical behavior in the work place (Sims, 1993) makes us to think when educational systems should embed academic honesty within their curriculums.

Understanding academic honesty is part of the learning process and it has become increasingly important as access to information through rapid technology advancements has change the ideas of how knowledge is constructed. The reasons for this explosion of plagiarism and other forms of cheating emphasize three major themes: Internet that makes plagiarism more likely and more acceptable, the confusion regarding what is and what is not plagiarism in today's high-technology environment, and the expectation that universities are responsible for the problem (Kidwell & Kent, 2008; Molnar, Kletke, & Chongwatpol, 2008). We are appalled at reports of rampant cheating among high school and college students, primarily by cutting and pasting from the internet without providing citations (Scanlon & Neumann, 2002). Many schools incorporate such scenarios in character education programs. The lessons encourage students to examine the actions of those who claimed someone else's work as their own, as well as the actions of those who reported the incidents. The message for children and adolescents is that plagiarism is unacceptable, and knowing about but not reporting forms of cheating is just as wrong (Reed, 2011).

Changes of student behavior are strongly influenced by factors of education. In this case, the character education is one of the conscious efforts to embody the virtues and qualities of humanity objectively, not just for individuals, but also for the overall. Character education contains the value of honesty. It can affect changes in the students' behaviors either individuals or groups. It is because the institutions of formal education are one of the institutions that forms the character education an instills the values of honesty for students at school (Zubaedi, 2011). Are we expecting to arrive to university to work on academic honesty skills or it is necessarily to start at early stages of education through the value of honesty as character education?

The International Baccalaureate has emerged as an educational system which has embedded the concept of academic honesty and has made of it a school mandatory commitment among its

growing community of IB World Schools in the world. This paper aims to review how academic honesty is understood and implemented at schools offering IB programmes, how is embedded in its student learner profile and how IB examinations create a positive washback to embody students' future ethical behavior at university and the workplace.

2. METHOD

Historical research has been defined as the systematic and objective location, evaluation and synthesis of evidence in order to establish facts and draw conclusions about past events (Borg, 1963). Historical research in education may concern itself with an individual, a group, an idea, or an institution like the International Baccalaureate Organization.

Adopting a history and documentary research approach to the International Baccalaureate is consistent to the values of historical research that have been categorized by Hill and Kerber in 1967 (Hill & Kerber, 1967). One category enables solutions to contemporary problems to be sought in the past. Especially when dealing with younger students, it is important to remember that plagiarism is a concept with which newcomers are not likely to be familiar, and that they may lack the knowledge to avoid plagiarism. Getting studies to understand the seriousness of academic honesty is an intrinsic part of the process of academic socialization (Ledwith & Risquez, 2008). 'This uncertainty about students' views of what is plagiarism and what it entails is strongly supported in a study by Ashworth, Bannister and Thorne (1997) some decades ago.

A group of talented, forward-thinking teachers at the International School of Geneva, with assistance from several other international schools, created the International Baccalaureate® (IB) in 1968. The IB was founded in Geneva, Switzerland, as a non-profit educational foundation. Another value of historical research highlighted by Hill and Kerber (1967) related to the appropriateness of the research methodology to throw light on present and future trends. What started life as an offering of a single offering, at baccalaureate level, for internationally mobile students preparing for university, has today grown into four programmes for students aged 3 to 19 offered by state, state-subsidized and private schools in more than 153 countries. Nowadays more than 4600 schools in the world share this practice.

As a third value of historical research stress the relative importance and the effects of the various interactions that are to be found within all cultures. IB learner profile, IB Standard and practices and IB assessment policies are shared by all IB Schools in the world and have gone beyond different countries and cultures. Across all IB programmes, at all levels, students must comply with their schools' academic honesty policies at all times and in every place in the world.

The International Baccalaureate has embedded academic honesty at the core of an IB education. In this research paper academic honesty is analyzed within three dimensions:

1. **Students** through the IB learner profile
2. **Curriculum** through each programmes' standards and practices
3. **Assessment** through the IB Diploma external assessment practices

This study revised Academic Honesty Policies at 7 IB World Schools to perform the qualitative analysis. Schools have been chosen to represent different cultures and geographic areas but are not representative of any definable population. The primary data in form of policies was collected from the following schools:

- Atlanta International School (AIS)¹, an IB School located in the United States of America

¹Atlanta International School. (n.d). Academic honesty policy. Atlanta, USA: AIS. https://www.aischool.org/uploaded/Curriculum/Documents/Academic_Integrity/Programme_Academic_Honesty_Policies.pdf.

- Busan International Foreign School (BIFS)², an IB School located in South Korea
- Children's World Academy (CWA)³, an IB School located in Canada
- International School Moshi (ISM)⁴, an IB School located in Tanzania
- International School of Utrecht (ISU)⁵, an IB School located in The Netherlands
- Merici School⁶, an IB World School, located in Mexico and
- Skinners' Kent Academy (SKA)⁷, an IB World School located in the United Kingdom

3. RESULTS

Honesty is one of people's attitudes where their actions and speech produced from the heart according to the facts. Honest is a character that should be imitated by any person who is the best example of a person and has a major in terms of personal honesty (Kadir, Eisenring, Johannis & Samad, 2015). Character education for values of honesty in life cannot occur if it is not supported by the example of social praxis and educators that is continuous and consistent from the social environment. Values of honesty in life are an integral part of the activities of an educational character. It is a planned and conscious effort. It should be the guide of human attitudes and behavior as a private in life who know manners, and have a taste for art, literature, and beauty. In addition, they can appreciate themselves, respect for human dignity, and have a moral taste and manners (Kadir et al., 2015).

The value of honesty is also interpreted as everything performed by someone in accordance with conscience and existing norms. Honest means keeping promises or ability, either in the forms of words or conscience. Creating the value of honesty at the school is usually conducted through existing activities at the school, either in a relationship between students and teachers, friends or who are involved in school education. Each teacher tries to instill the values of honesty of students through the learning process in expressing opinions in following the daily tests. It is a means to instill the values of honesty of students who do not do anything that does not cheat to complete the task (Gustiafif, 2012 in Kadir et al, 2015).

International Baccalaureate (IB) programmes *encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions.* How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent (International Baccalaureate, 2014 a).

Such transparency needs to be taught and supported throughout a child's education. In order to fully master the technical aspects of academic honesty, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in

² Busan International Foreign School (2012). Academic honesty policy. Busan, South Korea: BIFS. http://bifskorea.org/Elementary_Pages/elementary_docs/BIFS_PYP_Academic_Honesty_Policy.pdf.

³ Children's World Academy. (2014). Academic honesty policy. Quebec, Canada: CWA. <http://cwa.lbpsb.qc.ca/documents/AcademicHonestyIB.pdf>.

⁴ International School of Moshi. (n.d). International School Moshi Secondary School Academic Honesty Policy. Moshi, Tanzania: ISM. <http://www.ismoshi.org/documents/achonesty.pdf>.

⁵ International School of Utrecht. (2015). Academic honesty policy. Utrecht, Holland: ISU. http://www.isutrecht.nl/wp-content/uploads/2015/05/ISUtrecht_Academic_Honesty_Policy_2014-2019.pdf.

⁶ Colegio Merici. (2015). Política de honestidad académica. Mexico, CM. <http://www.merici.edu.mx/ib/politicasi/polihonestidad.pdf>

⁷ Skinners' Kent Academy. (2014). http://skinnerskentacademy.publishpath.com/Web/sites/skinnerskentacademy/images/About/14-04-25_-_Academic_Honesty_Policy.pdf.

furthering knowledge construction and building understanding. The technical skills are essential but the understanding of the concepts and values behind them comes first (International Baccalaureate, 2014 a).

A safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking will support academically honest behaviors and help to instill the values and principles that lie behind such behaviors. The attributes of the learner profile are important in nurturing such an environment. This guide will support schools, teachers and parents in providing such a learning environment and in helping students of all ages be academically honest in all their studies (International Baccalaureate, 2014 a).

Research literature on plagiarism and collusion in schools' settings does not, as yet, include ad-hoc studies to IB World School students but it is likely that reasons for plagiarism and collusion are similar to those identified in other schools. Learners frequently misunderstands what rules mean and how they should act to comply with them (Lathrop & Foss, 2005).

Carroll (2012) in an IB position paper states that the American-based Centre of Academic Integrity defines plagiarism as occurring when someone "uses words, ideas, or work products, attributable to another person or source without attributing the work to the source from which it was obtained in a situation in which there is a legitimate expectation of original authorship in order to obtain some benefit, credit or gain (Fishman, 2010)".

The International Baccalaureate has made academic honesty a school priority and mandatory commitment by embedding the concept at 3 different levels of what it is an IB education:

- In the IB learner profile
- In each programme's standards and practices
- In the IB Diploma external assessment

3.1 ACADEMIC HONESTY IN THE IB LEARNER PROFILE.

As the IB's mission in action, the learner profile, (see table 1), describes the aspirations of a global community that shares the values underlying the IB's educational philosophy. The IB learner profile represent 10 attributes valued by IB World Schools. The IB community believes that these values and others like them, can help individuals and groups responsible members of local, national and global communities (International Baccalaureate, 2013).

Table 1: The IB Learner Profile

Enquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

(IB, 2013)

One of the attributes, principle, fosters students to *"act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. Take responsibility for our actions and their consequences"* (International Baccalaureate, 2013).

Changes of students' behavior are strongly influenced by factors of education. In this case, the character education is one of the conscious efforts to embody the virtues and qualities of humanity objectively, not just for individuals, but also for the overall. Character education contains the values of honesty. It can affect changes in the students' behavior either individuals or groups. It is because the institutions of formal education are one of the institutions that forms the character education and instills the values of honesty for students at the school (Zubaedi, 2011 in Kadir, Eisenring, Johanis & Sulaiman, 2015).

Some research suggests that, once an individual forms the attitude that cheating is an acceptable behavior, she or he will be more likely to engage in cheating behavior in other contexts (Nonis & Swift, 2001). This further highlights the importance of cultivating in academic settings, its implications for future ethical behavior and decisions in business Bratton & Strittmatter (2013).

IB learner profile's attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them (IB, 2013). By working on the acquisition of non-scholastic attributes, the IB guides and supports IB learners to show respect for other's work and fosters to exemplify the values of honesty and integrity, both which underpin the IB curriculum.

3.2 IN EACH PROGRAMMES' STANDARDS AND PRACTICES

Academic honesty is embedded in the Programme standards and practices (International Baccalaureate, 2014 a). Standard C3 in all four programmes states: 4. *Teaching and learning promotes the understanding and practice of academic honesty* (International Baccalaureate, 2014 b).

In addition, Standard B1 for the Middle Years Programme (MYP), Diploma Programme (DP) and IB Career Programme (CP), schools include the following requirement. 5. *The school develops and implements policies and procedures that support the programme(s). The school has developed and implements an academic honesty policy that is consistent with IB expectations* (International Baccalaureate, 2014 b).

An academic honesty policy ensures that a school's procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. The policy should be dynamic and ensure that students are taught good practice in all aspects of their work (International Baccalaureate, 2014 a).

3.2.1. Academic Honesty in the IB Primary Years Programme

The IB recommends that schools employ the attributes of the IB learner profile and the PYP attitudes when providing examples and models of academic honesty for students that support approaches to learning, classroom and homework practices, group work and other activities. These practices should be clearly communicated to all members of the school community and modelled at a level appropriate for the age of the student. Some areas that schools may wish to address include:

- students' responsibility for their own work
- guidelines for individual and group work

- age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing
- agreements related to the responsible use of information technology and media resources.

Schools should ensure that cultural and language differences do not affect understandings of students, parents or other members of the school community. Cross-cultural understandings of academic honesty are essential in tempering some of the pressures that can arise from academic competition, which emphasizes excellence in grades and test scores (International Baccalaureate, 2014 a).

To assist students in developing personal responsibility for learning, the school should employ the use of the approaches to learning (self-management skills, social skills, communication skills, thinking skills and research skills) across the curriculum to further develop the tools necessary to maintain academic honesty. All teachers should regularly engage with students during learning activities to provide opportunities for student/teacher interactions that are collaborative as well as evaluative. All educators who support students in their learning should collaborate to develop the approaches to learning and to reinforce the concept of academic activity through all teaching, learning and assessment practices (International Baccalaureate, 2014 a).

Teachers at Children's World Academy (CWA), an IB School located in Canada, states that as Elementary school educators, they role consists primarily on *"raising students' awareness of what is academic honesty and the importance of related concepts (by teaching them about the ethical issues related to academic honesty)."* The school academic honesty policy also includes the definition of cheating and plagiarism. Regarding potential consequences, although the school expects students to choose, act and reflect in an ethical manner, students must also understand that there are consequences for unethical behavior (CWA, 2014). The school academic policy has adapted the IB philosophy, has highlighted the IB learner profile and the recommendations from the Calgary Board of Education. At Busan International Foreign School (BIFS), an IB School located in South Korea, elementary school academic honesty is *"making sure we show off our own strengths in our work. It is listening carefully to other people's ideas and choosing when it is appropriate to use them, making sure we give them credit. At BIFS, academic honesty is respecting each other's intellectual property; here we practice original thinking!"* (BIFS, 2012). The school academic policy has adapted the IB philosophy and highlights the following attributes from the IB learner profiles: principled, risk-takers and knowledgeable. It should be noted that the school policy stands out in first place the consequences of being academically honest and then those consequences of academic dishonesty; trying for the school community to acknowledge the outcomes of being an honest, responsible and principled student.

3.2.2. Academic Honesty in the IB Middle Years Programme

The early- and mid-adolescence years are crucial to self-development, especially in the information age. MYP students need to develop strategies to create and consume information in the context of building more adult-like personal and social identities. In early- and mid-adolescence, many students also experience increasing personal, family and peer pressure to achieve and perform. In this context, academic honesty must be seen as a larger set of values and skills that promote personal honesty and good practice in teaching and learning, including assessment. As with younger students, the well-being of MYP students is heavily influenced by school personnel and environments. The relationship between the teacher, student achievement and the learning process is a critical part of the MYP, so it is natural to develop academic honesty in positive ways that stress respecting the honesty of all student work and recognizing the shared benefits of properly conducted academic research (International Baccalaureate, 2014 c).

In the MYP, approaches to learning skills are particularly relevant to academic honesty given the clear links to students' developing competencies in self-management, research and communication. In some MYP subject groups (as well as MYP projects), students are introduced to the importance

of the process journal as a tool that promotes academic honesty. Both the personal project and the community project require students and supervisors to note their meeting dates and the main points discussed, and to declare the academic honesty of their work. MYP teachers are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study. As students gain experience in the MYP, they can develop the understanding and behaviors necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects (International Baccalaureate, 2014 a). In the MYP, teachers do not work in isolation. Collaborative planning is one of the programme requirements and ensures common understandings and common approaches to teaching (International Baccalaureate, 2014 c). In order to promote academic honesty, teachers need to make a collaborative planning and make an agreement on their expectations and teaching strategies within and across subject groups.

At the International School of Utrecht (ISU), an IB School located in Holland, academic honesty is taken seriously in secondary school. *"At the start of each school year, students and parents will be asked to read, ask questions and sign a document to show they have understood the school's academic honesty policy"*.

The school policy gives as an example of academic honesty to give full credit to others. *"When you write an essay, it is important to separate your ideas from those of others. After you think of your idea, question, or topic you should then search for relevant material in place such as books, magazines, the internet, visual art, films, etc. that can help you support your answer"*. ISU's academic honesty policy makes a differentiation on consequences depending on student's age. *"In grades 6,7 and 8, if students are caught taking part in academic misconduct, they will be given a chance to submit the assessment later...parents will be contacted... and if students continue to take part in academic misconduct, then student's scores will be adversely affected"*. In the case of grades 9 and 10, the school's policy leaves it *"up to the teacher's discretion, whether or not the students will be allowed to correct the misconduct...either way, the student's scores will be adversely affected"* (ISU, 2015). The school policy displays the IB learner profile and highlights as the four main attributes reflecting academic honesty: Principled, caring, risk-takers and thinkers.

At Atlanta International School (AIS), an IB School located in the United States of America, academic honesty in the MYP *"strives to create principled and balanced students (two of the IB learner profile attributes) through a focus on intercultural awareness, communication, and holistic learning"* (AIS, n.d). The policy highlights the collaborative and enquire approach that promotes working with peers and looking for external sources. Then the policy explains what the school's expectations are regarding student's behavior.

3.2.3. Academic Honesty in the IB Diploma Programme

As young adults preparing for university studies or entry into the workforce, Diploma Programme students both enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance. DP students are, appropriately, less dependent than their PYP and MYP counterparts on the steady intervention of teachers and parents checking to make sure that lessons are understood and assignments are completed on time. On the other hand, DP students experience a set of emotional pressures—the pressure to perform on summative assessments, the stress of the university admission process and time pressures—exerted by a system that can be seen to reward the individual's end result over the work (individual or collective) required to get there. For academic honesty, this can mean that the idea of shared responsibility in the PYP and MYP for ensuring a piece of work is the student's own risks becoming the sole responsibility of the DP student, should a case of academic misconduct arise (Carroll, 2012). Thus, teaching and learning in the DP must develop the positive behaviors that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically.

In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of

younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigor can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty (International Baccalaureate, 2014 b). All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll, 2012).

At Merici School, an IB World School, located in Mexico, the academic honesty policy has been created by adapting the IB philosophy and their own educational model, the Merici Model. The academic honesty policy starts by highlighting 7 of the 10 attributes of the IB learner profiles: Principled, thinkers, caring, inquirers, reflective, risk-takers and knowledgeable. The policy highlights that *"academic honesty is a responsibility of each member of the Merici community."* It also pays attention to consequences and makes a scale of the degree of misconduct with each level's consequences (Colegio Merici, 2015).

At International School Moshi (ISM), an IB School located in Tanzania, the academic honesty policy for DP students starts with a disclosure of what practices are considered to be academically dishonest or a malpractice. It follows with a prevention of academic dishonesty. *"ISM, in line with the IB recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. whenever possible, students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum coordinator for such verification at any time"*. Every student at secondary school at ISM should sign a declaration of reading, understanding and abiding the school's academic honesty policy (ISM, n.d)

3.2.4. Academic Honesty in the IB Career Programme (IBCP)

IBCP students engage with IB Diploma Programme subjects, the four elements of the IBCP core and a career-related study. All elements of the IBCP are interlinked and connected to form an educational framework. Student work in the IBCP can be inspired and informed by the student's range of subjects. It is possible that data or information may be used in more than one area of a student's studies and that expertise can be transferred where students utilize the skills developed in one area of the IBCP in another area. However, all tasks and assessments must be distinct from, and may not be included or used in, other areas of the student's IBCP. IBCP teachers should support students to be fully aware of their responsibilities in respect of academic honesty (International Baccalaureate, 2014 b).

At Skinners' Kent Academy (SKA), an IB World School located in the United Kingdom, the IB Learner Profile is embedded in the SKA daily life and, therefore, is the cornerstone to the school's academic honesty policy. The attributes that are highlighted in the policy are: Inquirers, knowledgeable, principled, open-minded and risk-takers. *"These qualities, when applied to learning and student work, will establish skills and behavior which support good practices to be found in the classroom, used for Independent Learning and continued to examination level. The good practices are expected to be introduced, modelled and used throughout the Academy. These practices will also be clearly articulated – in the case of students in the MYP programme, via the MYP schemes of work and curriculum maps, and in the case of students in the IBCP programme, via the IBCP schemes of work and curriculum maps"* (SKA, 2014). The policy also states what an academically honest student does and does not and the consequences of being dishonest.

3.3. In the IB Diploma external assessment

The IBDP candidate is responsible for ensuring to the IB Organization that all her/his work submitted for assessment is authentic. In addition, the IB requires a full acknowledgement of the work and ideas of others and being those correctly cited.

Article 28 of the IB Diploma General Regulations clearly states the applicable procedure for malpractice which describes the obligation of the Diploma programme coordinator or examiner to report to the IB any suspicious of malpractice and an investigation will be opened.

"If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session. If the candidate has already been found guilty of malpractice in a previous session, this will normally lead to disqualification from participation in any future examination session. An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established" (International Baccalaureate, 2011).

4. DISCUSSION AND CONCLUSION

Academic honesty requires an understanding of the difference between academic honesty, intellectual property, plagiarism and authentic authorship. Students should recognize that they are personally responsible for academic honesty and be able to recognize what behaviors constitute academic misconduct (for example, plagiarism, copying another's work, using unpermitted notes or collaboration, and so on). Teachers can encourage this engagement by establishing clear and engaging learning objectives and assessment practices while also providing time for individual evaluations of progress to avoid social comparisons or performance differences (Stephens & Wangaard 2011).

The International Baccalaureate has made an attempt to help IB World Schools to structure, develop and implement a policy of academic honesty by enforcing it on its programmes' standards and practices. Even though each school has developed a unique policy, all schools share the common values underpinning an IB education. Either differences in cultural backgrounds are found, IB World schools around the world design academic honesty policies to meet international standards that may go beyond national ones in some cases. Schools consider that working on non-scholastic attributes, as those of the learner profile, may reinforce students' ethical behavior.

An ethical behavior may not be a process that happens suddenly and maybe a process that takes time and it is the role of educational systems to embed academic honesty policies. By starting at early stages, students may be more conscious of the value of honesty and educational systems will be preparing future generations to reach employment with work ethic skills. Bratton & Strittmatter (2013) found the importance of the role of educators in creating an environment that clearly states behavioral expectations in regards to academic honesty and consistently punishes instances of dishonesty.

The International Baccalaureate has been set as an example of how to embed academic honesty in K-12 education. It would be of great interest to research how many educational systems in the world are fostering these practices and if colleges and universities are able to detect an increase on academic honesty, and thus ethical behaviors, in those students entering the university system from educational pre-university qualifications fostering integrity at early stages.

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