

Academic Honesty Policy

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I. Preamble

Today, we must be aware of more information being at our fingertips – literally – than at any time in history, and increasingly so by the minute. This entails: We should humbly acknowledge that probably the vast majority of ideas have already been in some other person's mind. So how can we help students to build academic honesty – here understood as originality and authenticity in their work? They surely cannot all invent the world anew.

Academic honesty can only be found in the approach to inquire all sorts of available information in order to turn it into personal knowledge (however obsolete it may soon become). Therefore, we teach our students already in Middle Grade classes how to use sources of information – be they text or picture, be they oral, print, or online, or in other forms like video, graphics, music or art. Media use has always been part of the curriculum in all subjects at DSI, not only in order to technically use them effectively, but also to gain orientation towards their evaluation. For example, in homework or presentations in all grades. In Grade 9 and 10 students also have to write an "Essay". In so far IB requirements correspond very much with our practice. In doing so we aim to make our students critically aware of the worth and reliability of sources, of crosschecking, and comparing sources, to have them differentiate between firsthand sources and epigones.

Only then the intellectual achievement of analysing, deliberating, and making a judgement on any findings becomes possible. The academic honesty of students lies in this approach, in the method, not foremost in the results. And this is why real thinkers have to strictly distinguish between their own reasoning and their sources that, as a consequence, have to be openly and clearly declared.

Our vision of our students as principled persons pictures them as academically honest. Honesty is very much what we associate with character in the first place, it is about fairness, probity, and integrity. This includes the respect paid to others' achievements and acknowledging them. Not to adorn oneself with borrowed plumes is also a way of caring for the self-respect of fellow students and of fellow inquirers. It means as well students should not be trying to seem grander than they are, a particularly demanding request on adolescents.

Academic honesty is about attitudes, here especially the willingness to make efforts as opposed to looking for the easiest way out, like in cheating (which generations of students used to make a sport of). Such attitudes, once built, will then result in behaviour including not to claim merits that are not well-earned. This means to receive acclaim for achievements graciously, but also to take the blame for errors and failure – the latter being considered as what constitutes

responsible persons. Responsible students do not try to gain unfair advantages over their fellow students or to receive unmerited assessments.

Rules and regulations are only then instruments to help students in acquiring sincere academic techniques and actively live them when doing debates, papers, exams, presentations, works of art, or whichever form of intellectual achievement they are expected or wanting to deliver. It will lay the basis for developing further sensibility to the rights of others where a great part of the public claims not only free access to any type of information, especially on the internet and also AI generated, but also considers the free use of achievements of others as just and equitable.

II. Subject matter and persons concerned

Students will have to get a clear idea of the rules, of the right or wrong in their handling of materials supplied by others. They will have to learn about the right of a person to be identified as the originator of a work, about copyright, about what protected works basically are and what types of exploitation rights are granted. As a consequence, students will have to understand the possibilities and the limits of their citation right and discern between common knowledge e.g. of long standing findings, and individually protected content. They can then with the help of regulations and rules get to work. It is also crucial for students to take into account for which audience their work is meant, not only as to the interest in the subject at hand and the knowledge level that can be assumed, but also in terms of the audience addressed being public or non-public which makes a big difference in exploitation rights.

What teachers at DSI are aiming their efforts at is of course the students' abilities to sail in safe waters in the tricky sea of intellectual property issues. This is why we have our students get used to good academic practice and giving them practical support e.g. by setting up a set of citation rules. At the same time, we are reciprocally part of academically honest attitudes and practices in our capacity of assessing students' works equitably. In addition, ours is not only teaching the principles of academic honesty but to be active role models. It is the duty of the teachers to live, demonstrate and exemplify what they teach.

At the same time, teachers, parents, governing body, supporting entities like sponsors, guests of the school, in one word: the whole school community, constitute an audience for various types of presentations. Such an audience is also expected to acknowledge actively and thus pay their respects to student accomplishments – this is also part of lived academic honesty. Understanding of academic honesty is expected of parents in order to encourage their children

to comply with the rules and to understand sanctions for misdemeanour should these become necessary.

III. Regulations for written documents, presentations, videos, works of art or music

Academic honesty of students and teachers alike is a basic principle of learning and teaching at Deutsche Schule Izmir. It is demanded and expected that students and teachers identify clearly those parts of work that originate from others and do so in lectures, presentations, lessons as well as in any written or other works.

There is no exception to the rule of respecting the moral right of an author or originator of being identified as such. Teachers at DSI are not only role models for this behaviour, convey the concept to the students but, if necessary, enforce it in case of misdemeanour (see below).

3.1 How to ascertain consistency

Teachers and the library staff have been involved in bringing about our academic honesty policy and will be kept informed and invited to actively further develop the policy. Every teacher at DSI is responsible not only to convey the attitudes and behaviour but to actively insist on implementing the general rules of academic honesty, in line with the specific rules of their subject. Of course, this has to take place in accordance with the level of academic progress of the students – keeping it simple, but preparing correctly for the use in later more scientific activities at university or in working life. Students are systematically invited to further inquiring on the issue either asking teachers for help with a specific problem and to diving into materials at their disposal in the school library or, of course, online. Teachers and the librarian will give them orientation to which documents are essential for DSI. Regarding the special case of the IB Extended Essay there will be an entire day dedicated to convey the requirements and rules to all students concerned, not only, but explicitly under the aspects of academic honesty. Additionally, the software „Turnitin“ is being used and students and teachers can see any problems of academic integrity.

3.2 Consistent citation rules at DS Izmir for the IB Diploma Programme

There exist many ways of citing, which are all acceptable in scientific working. The following techniques of citation for the written assignments at DS Izmir in

the IB Diploma Programme are prescribed for all students to ensure consistency.

3.3 General rules

Whoever writes a scientific investigation is not compelled to constitute every part of his own investigation independently and anew. Science is a collaborative effort, that always revert to existing knowledge. However, the source and author of this knowledge is clearly to be stated.

The topmost dictate is the distinction between someone else`s and one`s own work.

The distinction between **citation techniques** and **citation form** is essential for citation rules.

The combination of both form a citation.

There is to be distinguished between ways of citing in a **text** and in the **bibliography** at the end of a written assignment.

3.4 When to cite?

It makes sense to cite, if:

- using own words to give information is not an improvement of understanding.
- it emphasizes or proves facts or arguments.
- a comparison of different definitions is made.
- central statements are given to be analysed. □ intellectual knowledge is to be protected.

It makes no sense to cite, if:

- used only to show that a certain text was read. □ whole paragraphs are cited.

Citations are prohibited, if:

- the citations are misplaced, e.g. without context and cannot be understood anymore no sources are mentioned.

3.5 Citation techniques with footnotes

At DS Izmir, it was decided to use the footnotes as way of citing. In doing so footnotes only contain the following indications of sources, which identify the full reference in the bibliography:

- a) author (in CAPITALS)
- b) date
- c) page (divided by comma with the short form p.)

Note on spelling:

Information given in the footnotes underlies rules of spelling and always end with a full stop. Should an information in the footnote end with a full stop, e.g. in short forms, no second full stop will be used.

Note on pages:

If a summarized passage in a text extends over two pages, the range of pages will be note with an “f” (following). If it extends over three pages, it will be noted with an “ff”. Whenever more than three pages are summarized, the whole page range will be given (p.1-6).

Example for citation in footnotes:

¹**EXAMPLENAME 2015, p.23.**

Note on repeated sources:

If there are any sequent repetitions of the exact same source, in the footnote *ibid.*, p. will be noted.

Example for repeated sources in footnotes:

²***ibid.*, p. 24.**

3.6 Citation techniques for internet sources

Internet sources often miss information on author and/or dates. Especially in this case it must be questioned if these sources can be cited at all. If a source is worth to be cited without these data, it can be referenced as in 3. or using the following techniques:

- a) title of the website in CAPITALS
- b) title of the article in quotation marks after a colon
- c) n.d. (no date), if the date is missing

Example of a footnote citing an internet source:

³**CHEMGA: “Chemical properties”, n.d.**

3.7 Rules for footnotes

The following rules are applicable for the use of footnotes:

- If the footnote refers only to one word or a group of words the superscript number is written after the last word, before any punctuation mark.

- If the footnote refers to a group of words or a sentence, that is enclosed by a punctuation mark, the footnote is written after the last punctuation mark.
- Footnotes always appear at the end of the page, that contains the citation.
- Font size of footnotes is 10pt (12pt in text).
- Line spacing for footnotes is 1,0 (instead 2,0 in text). ¶ Footnotes are numbered in sequence.

3.8 Forms of citation

Forms of citation are differed in two forms:

- a) direct quotation (literal quotation) and
- b) indirect quotation.

3.8.1 Direct quotation

A direct citation is the repetition of a part of a text to the letter and the punctuation mark. A part of the text is included in the written assignment and is stated as an external source.

Modifications of original text parts underlie strict rules.

The following rules are to be applied, if direct citations are used:

- For direct quotations quotation marks are used (“quotation”).
- Extended direct quotations can be indented or set off.
- At the beginning of a direct quotation three dots are NOT used “(---)”.

In direct quotations content, punctuation and accentuation must be equal to the original. From this rule can be derived, that any change made to the original must be stated. This can occur:

a) Omissions

With extended quotations, it can make sense to shorten them to the essential information. Besides endings can be omitted to adjust the grammar. All omissions must be stated in the quotation by three points in square brackets: e.g. “**I am skipping an [...] adjective here.**”⁴

b) **Additions**

If additions, adjustments or comments have been made in the quotation (e.g. insert the quotation with correct grammar), they must be stated in square brackets: e.g. **“the text [is included] in the written assignment”⁵**

e.g. **“the principle [of correct citation, note from the author], must be used.”⁶**

c) **Mistakes** in the original

To show that spelling or grammar mistakes are made in the original and not the author's, the mistake in the original text can be marked with [sic] in the quotation: e.g.

“There is a misspeling [sic].”⁷

d) **Quotation marks** in the original

If quotation marks have been used in the original text, they must be interchanged with single quotation marks:

e.g. **“This ‘wonder’ is exceptional.”⁸**

3.8.2 Indirect quotation

An indirect quotation is the logical repetition of a part of a text in own words. Indirect quotations in texts are NOT identified with quotation marks, but are identified in the footnote with “cf.” and differ therefore from direct quotations. Footnotes of indirect quotations are similar to the footnotes of direct quotations: e.g. **⁹cf. EXAMPLENAME 2015, p. 23.**

2.7 References in the bibliography

In the following overview, the most important rules for references in the bibliography are summarized. Each reference ends with a full stop. If the last word of the references is an abbreviation, and a full stop is therefore already set, no extra full stop will be set. The references must be listed alphabetically.

a) **Books:**

Surname_comma_name_colon_title of the book

(italic)_place of publication_comma_issue/edition (if known) date (year) of publication_full stop *Example:*

CITIZEN, ADAM: *How students develop academic honesty*, Izmir, 2. Auflage 2015.

Example for two/three authors:

CITIZEN, ADAM / BUTTERFLY, CECILIA / DONALD, EMILY: *How students develop academic honesty*, Izmir, 2. Auflage 2015.

Example for more than three authors:

CITIZEN, ADAM et al.: *How students develop academic honesty*, Izmir, 2. Auflage 2015.

b) Newspapers, magazines, online documents:

Surname in capitals_comma_name in capitals_colon_title of article in quotation marks_comma_title of publication media (italic)_comma_number of volume if applicable_comma_number of edition_comma_page_comma_date of publication_full stop Example:

CITIZEN, ADAM: „How a bibliography should look like“, in *magazine of essay writing*, volume 12, nr. 48, p. 12-14, 11.09.2017. or:

Surname in capitals _comma_name in capitals _colon_ title of article in quotation marks_comma_in_ title of publication media (italic)_kind of source (e.g. weblog, onlineappearance or similar) in square brackets_comma_ date of first publication if known_ comma_seen on_full internet adress (italic)_comma _last visited on_date of visit.

Example:

CITIZEN, ADAM: „how to learn to cite“, in *New York daily news* [online-appearance],

23.02.1999, seen on

<http://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academichone sty.-principles-into-practice---celina-garza.pdf>, last visited on 28. 9. 2015.

Example for unknown author:

DAILY PRESS: „How to write about scandals“, in *DAILY PRESS-Online* [onlineappearance], 03.09.1999, seen on

<http://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academichone>

sty.-principles-into-practice---celina-garza.pdf, last visited on 28. 9. 2015.

IV. Guiding principles for the use of artificial intelligence at DS Izmir

Responsible Use of Artificial Intelligence at DS Izmir

Students must learn how to cite AI-generated content correctly and use it ethically. Simply knowing citation rules is not enough—academic integrity is fostered through discussion, reflection, and role models in the classroom. A key subject for addressing these topics is Theory of Knowledge (TOK), where ethical questions around AI can be explored.

In line with IBO guidelines, the German School Izmir will not ban the use of AI tools. A ban would not be an appropriate response to technological developments. Instead, students are encouraged to engage critically and responsibly with these tools. AI does not threaten the core values of the IB, but it does shift the focus toward new competencies in information literacy and critical thinking.

Students often begin their research with an internet search—AI can serve as a starting point. However, an AI-generated text is not a finished product: students must understand how and why to revise and refine content to achieve their own communicative intent and impact. The challenge lies not in using AI, but in doing so thoughtfully and ethically.

The goal is not to oppose AI to human authorship, but to maintain dialogue with students and support them in their learning. It is crucial they understand the limitations of AI, especially its tendency toward formulaic and repetitive content. Such outputs are not sufficient to earn high marks.

Key Principles for Working with AI:

- Any work partially or fully generated by AI is not considered the student's own.
- All AI-generated content—text, images, graphs—must be clearly marked and properly cited in the bibliography. Otherwise, it constitutes academic misconduct.
- AI tools are not academic sources. Students are responsible for verifying the accuracy and relevance of the content they use.

- While AI can assist with idea generation, it does not replace original thinking and argument development.

Educational Recommendations:

- Research using AI or search engines is permitted if sources are critically examined.
- Students may study AI-generated texts as models for structure and argumentation, but not to copy content.
- They should learn to ask targeted questions and consider potential bias in AI-generated outputs.

The Teacher's Role in Guiding the Work Process

Students need support in understanding how to incorporate AI-generated material meaningfully and in line with academic rules—for example, distinguishing between inspiration and direct use. Teachers can help by providing clear examples and analyzing texts together, without needing to review every individual case in detail.

The guidelines emphasize the importance of observing student progress over time. This can be integrated efficiently into normal classroom routines—through draft submissions, peer feedback, or short reflection sessions that also build students' self-awareness. Teachers are not expected to act as detectives, but as reliable learning guides.

While AI is evolving rapidly, this also presents a chance to promote digital literacy alongside students. Teachers do not need to master every new tool—they can focus on reinforcing core principles like transparency, source evaluation, and self-reflection.

Guidelines for Citing AI Use:

Any use of AI-generated products (texts, images, etc.) must be acknowledged in the text and cited in the bibliography. Direct quotations require quotation marks, a citation including the AI prompt, and the date accessed.

Examples (Chicago-Style):

Example 1: Direct quotation from text

In the text:

Geology can be defined as the science that “studies the upper layers of the Earth.”¹

Footnote:

¹ ChatGPT, “What is Geology?”, March 23, 2023, <https://chat.openai.com>.

Example 2: Paraphrase (Chicago Style)

In the text:

As a geologist, Martina Musterfrau studies not the entire interior of the planet but only its upper layers.²

Footnote:

² ChatGPT, “What is Geology?”, March 23, 2023, <https://chat.openai.com>.

Bibliography (Chicago Style)

ChatGPT. “What is Geology?” March 23, 2023. <https://chat.openai.com>. Used for assistance in structuring the text.

DeepL Translate. DeepL SE. <https://www.deepl.com/translator>. Used for translation of passages.

Use of Language and Grammar Tools:

AI tools can help improve language quality, from spellcheckers to more advanced rewriting tools. However, language and grammar are typically not assessed in most IB subjects, limiting the impact of such tools. An exception exists for Language Acquisition subjects, where language ability is assessed—AI support is not allowed in these courses. Moreover, students may not write texts in one language and submit translated versions to the IB in another. In other subjects, spellcheckers and bilingual dictionaries remain acceptable.

V. Compliance – Consequences of misconduct regarding academic honesty

It is not only the teacher's duty to convey the attitudes, principles and rules to be respected, but also to inform students of what behaviour is considered as misdemeanour with regard to proper academic honesty and will, if necessary, sanctioned by appropriate measures. Additionally all incidents will be documented.

5.1 Forms of misconduct

Garza [4, p. 6] is explicit in stating what IBO will consider a breach of regulations: "Plagiarism, collusion" – which applies mainly for works prepared at home –, "taking unauthorized material into an examination room, stealing examination materials, disruptive behaviour during examination, disclosure of information about the content of an examination paper within 24 hours after a written examination" – which applies mainly to tests and exams.

At DSI it will as well be regarded as cheating to place unauthorized material at accessible places (such as the bathroom) for use during written tests or exams.

In situations where works are required to be done independently, e.g. homework or essays, it is regarded as misconduct to have other persons do parts or the entire work in the name of the student assigned the task, this applies of course also e.g. to students' parents. It is academic dishonesty if other students consent to their works being copied, and also if works done in another subject or at another moment in time is being reused.

It is regarded as plagiarism if students use ideas, words or works of others without citing, such as e.g. resort to copy/pasting from any work or document, even if remixed, or translating a document in a foreign language and pretend to have it originated themselves or emulate e.g. graphics or pictures. It is against academic honesty if students work together with another person and claim the merits only for themselves.

5.2 Guideline for Handling Plagiarism Cases at DSI

5.2.1 Suspicion of Plagiarism

- If there is suspicion of plagiarism, a meeting with the student about the written work will be held promptly.
- The meeting is not announced in advance.

- Participants: the subject teacher and the IB Coordinator or a representative of the school management.
- Procedure:
 - The subject teacher asks targeted questions about the content and methodology of the work.
 - The second teacher records the minutes.
- After the meeting (without the student present), the teachers decide:
 - a) The work is approved** → no further steps; the work will be submitted to IBIS.
 - b) Plagiarism is confirmed or there are concrete indications**
 - The student receives a one-time opportunity to write a new paper.
 - A new topic must be chosen.
 - A new 14-day deadline is set.
 - A note is entered in the student file, and the parents/guardians are informed.

5.2.2 Repeated Plagiarism

- If a second suspicion of plagiarism arises and option **b)** applies, no work for the subject concerned will be uploaded to IBIS.
- It does not matter whether it is the same subject as the first case.
- A note is entered in the student file, and the parents/guardians are informed.

5.3 Sanctions according to DSI School regulations [6]

5.3.1 Missing or incomplete citation

If a student cites a reference incorrectly, incompletely or not at all and if there is positive prove that a work has not been originated by themselves, the teacher in charge decides on the appropriate measure to be taken. Measures taken into consideration can be:

Reprimand and threat of penalties such as

- non-acceptance of the work, the student having to repeat the work or test with a new setting of the task,
- assessment of the work as “failed”.

5.3.2 Cheating during written tests / exams

“If a student cheats or attempts to cheat or assists to cheating the supervising teacher or the subject teacher decides on the measure to be taken observing the principle of proportionality. For reasons of consistency the Common Conference is developing pedagogical principles and regulations that will be applied in cases of cheating and attempted cheating.” [5, p. 10f]

5.4 Complementary sanctions according to IBO regulations

As the IBO states [6, p. 17f] there are mostly three goals to be achieved by enforcement of academic honesty by penalties: not permitting candidates to gain an unfair advantage, maintaining the integrity of examination sessions, and deterring other candidates to commit malpractice.

As a consequence, students must be aware of:

- special regulations for assessment, e.g. no grade awarded, recognition of results, and the limited possibility of retakes of exams,
- the possible exclusion from exams if malpractice can be proven, up to the worst case of being denied the diploma or even withdrawal in the case of malpractice being proven subsequently.

This is why students are informed, before the start of any IB course on what is considered plagiarism, collusion, cheating in examinations, or other forms of academic misconduct for the student, like e.g. falsifying a CAS record, and what are the consequence a student might have to face.

Composed by the IB implementation team of DS Izmir, October 2015, revised February 2021 and August 2025.

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