

## **Academic Integrity Policy** **- Deutsche Schule Izmir -**

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## I. Preamble

Today, we must be aware that more information is available at our fingertips than at any other time in history—and the amount is increasing by the minute. This requires humility: most ideas have already existed in someone else’s mind. Therefore, our aim is to help students develop **academic integrity**—understood as originality, authenticity, and responsible use of knowledge in their work.

Students cannot reinvent the world, but they can learn to transform information into personal understanding. Academic integrity is therefore not only a matter of outcomes, but of *method*: of how students inquire, evaluate sources, and give proper credit to others. At DSI, we teach students from the middle grades onward how to use information sources—text, images, oral or digital media, music, or art—critically and ethically.

By encouraging reflection and evaluation, students learn to distinguish between reliable and unreliable sources, between primary and secondary materials, and to separate their own reasoning from that of others. Their intellectual achievement lies in this honest process of inquiry and judgment.

Our vision of the DSI learner is that of a **principled person** who acts with fairness, integrity, and respect for others’ achievements. Acknowledging others’ contributions and refraining from “borrowing plumes” is an expression of respect and self-respect alike.

Academic integrity is therefore not limited to rules; it is about attitude—the willingness to make genuine effort rather than seek shortcuts. Such attitudes lead to behaviours of accountability: accepting praise with humility and taking responsibility for errors.

Rules and regulations exist only to guide students toward these sincere academic practices—in debates, written work, presentations, or creative performances. This foundation prepares them to respect intellectual property in a world where digital and AI-generated content is easily accessible and often misused.

## II. Subject matter and persons concerned

Students must gain a clear understanding of what constitutes right and wrong in handling material created by others. They need to understand a person’s moral and legal right to be recognized as the author of a work, the concept of copyright, what kinds of works are protected, and what types of usage rights exist.

As a result, students must learn the possibilities and limits of proper citation and differentiate between **common knowledge** and **individually protected intellectual content**. With the help of clear regulations and examples, they can learn to apply these distinctions confidently in their own work.

Students must also consider their *audience*: not only the level of prior knowledge or interest in the topic, but also whether the audience is public or non-public—an important difference for copyright and distribution rights.

At DSI, teachers guide students to navigate safely through the complex field of intellectual property. They help students develop **good academic practice** through consistent modelling, explicit teaching, and clear rules of citation. Teachers themselves are role models of academic integrity; they demonstrate and embody what they expect from their students.

The entire **school community**—teachers, students, parents, governing bodies, sponsors, and guests—shares responsibility for upholding this principle. Every presentation, publication, or exhibition should be received with awareness and respect for authentic student achievement.

Parents are also expected to understand and support the principles of **academic integrity**, encouraging their children to follow the rules and to accept fair consequences when violations occur.

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

Academic integrity of both students and teachers is a fundamental principle of learning and teaching at the **Deutsche Schule Izmir**.

It is expected that all members of the school community clearly identify which parts of their work originate from others, whether in lectures, presentations, written assignments, creative projects, or examinations.

There is no exception to the rule that the **moral right of the author or originator** to be acknowledged must always be respected. Teachers serve as role models for this behaviour, communicate the concept to students, and, if necessary, enforce it in cases of **student academic misconduct**.

#### 3.1 How to ascertain consistency

Teachers and the library staff have been actively involved in developing this **Academic Integrity Policy** and will continue to contribute to its further improvement. Every teacher at DSI is responsible for modelling academic integrity and ensuring that all students implement the general and subject-specific rules of citation and authenticity.

This must always correspond to the students' level of academic progress—simple in early stages, but preparing them for proper scientific work at university level or in professional life.

Students are encouraged to inquire further into citation issues, to seek help from

teachers, or to consult materials available in the school library and online.  
Teachers and the librarian guide them to the essential reference documents for DSI.

For the **IB Extended Essay**, an entire day is dedicated to introducing the requirements and rules, explicitly under the aspect of academic integrity.  
In addition, the school uses the software **Turnitin**, which allows students and teachers to detect and discuss potential issues of authenticity and citation.

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

There are many acceptable citation systems in academic work.  
To ensure **consistency**, the following citation technique is prescribed for all written assignments in the IB Diploma Programme at DSI.

### 3.3 General rules

When writing a scientific paper, it is not expected that every part is created independently and anew.

Academic work builds upon existing knowledge—however, the **source and author** must always be properly acknowledged.

The key principle is the **clear distinction between one's own work and the work of others**.

Citation rules depend on two aspects:

1. **The technique of citation** (how to cite in the text or footnotes)
2. **The form of citation** (how to format the reference itself).

Both together form a correct citation.

There is a distinction between citations **within the text** and **in the bibliography** at the end of the paper.

### 3.4 When to cite?

It makes sense to cite when:

- Using your own words would not improve understanding.
- You want to emphasise or prove a fact or argument.
- Comparing different definitions or perspectives.
- Presenting central statements to be analysed.
- Protecting intellectual work that is not your own.

It does **not** make sense to cite when:

- It merely shows that you have read a text without relevance.
- Whole paragraphs are copied without critical purpose.

Citations are **prohibited** when:

- They are placed out of context or cannot be understood.
- Sources are not mentioned at all.

### 3.5 Citation techniques with footnotes

At Deutsche Schule Izmir, it has been decided to use **footnotes** as the standard form of citation. Each footnote must include the following information, which allows the source to be identified 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 follows standard spelling conventions and always ends with a full stop. If the last element in the footnote already ends with a full stop (for example in abbreviations), no second full stop is added.

#### Note on pages:

If a summarized passage in a text extends over two pages, the range of pages will be noted 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:

<sup>1</sup>**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: <sup>2</sup>*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:

<sup>3</sup>**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.”**<sup>4</sup>

### 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”<sup>5</sup>**

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

### 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].”<sup>7</sup>**

### 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.”<sup>8</sup>**

## 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. **°cf. 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* [onlineappearance], 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

Students must learn not only how to cite AI-generated content correctly, but also how to use it ethically and responsibly. Knowing citation rules alone is not enough—academic integrity is fostered through reflection, discussion, and role modelling in the classroom.

A central space for these discussions is Theory of Knowledge (TOK), where students engage with ethical questions such as authorship, originality, bias, and the nature of knowledge in the age of AI.

In line with current IB guidelines (Appendix 6, updated February 2025), the Deutsche Schule Izmir does not prohibit the use of AI tools. A ban would be neither realistic nor educationally meaningful given technological developments.

Instead, students are encouraged to engage with AI critically, transparently, and responsibly.

AI does not undermine the core values of the IB; rather, it shifts the focus toward new competencies — particularly digital literacy, source evaluation, and critical thinking.

Students often begin their research with an internet search; in the same way, AI tools may function as an initial input or idea generator.

However, AI output is never a finished product. Students must understand how and why they need to revise, evaluate, and refine AI-generated material to develop their own meaning and communicative intent.

The challenge is not the use of AI itself but using it thoughtfully and ethically.

The goal is not to contrast AI with human authorship, but to create a dialogue about learning. Students must be aware of AI limitations, such as formulaic structure, inaccuracies, fabricated facts (“hallucinations”), and a lack of nuanced academic judgement. Such outputs are not sufficient to achieve high marks.

### Key Principles for Working with AI:

- Any work that is fully or partially generated by AI is **not considered the student’s own** unless it is clearly acknowledged.
- All AI-generated content — text, images, graphs, data — must be transparently identified and cited in both the text and the bibliography.
- Failing to identify AI-generated content constitutes **student academic misconduct**.
- AI tools are **not academic sources**. Students are responsible for verifying all content for accuracy, credibility, and relevance.
- AI can support idea generation or structure, but it **cannot** replace independent thinking or analysis.

## 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.”<sup>1</sup>

*Footnote:*

<sup>1</sup> 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.<sup>2</sup>

*Footnote:*

<sup>2</sup> 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 integrity

It is the responsibility of teachers not only to communicate the principles, attitudes, and rules that must be followed, but also to inform students clearly about which behaviours constitute a violation of academic integrity.

All incidents must be documented, and appropriate measures must be taken when necessary.

### 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 is also considered student academic misconduct to place unauthorized materials in accessible places (for example, in bathrooms) with the intention of using them during written tests or exams.

For assignments that must be completed independently—such as homework, essays, or other individual tasks—it constitutes misconduct if another person completes parts of the work or the entire work on behalf of the student. This applies equally to assistance from parents or other adults.

It is considered a violation of academic integrity if students allow their work to be copied by others, or if they reuse work previously submitted in another subject or at an earlier time.

It is regarded as plagiarism when students use the ideas, words, or creative work of others without proper citation. This includes copy-and-paste from any source (even if slightly modified), translating a text from another language and presenting it as their own, or imitating graphics, images, or designs without acknowledgement.

It is also a breach of academic integrity if students collaborate with another person on work that is meant to be completed individually and then claim full authorship for themselves.

## 5.2 Guidelines on How to Deal with Plagiarism at DSI

### 5.2.1 First suspicion of student academic misconduct (plagiarism)

If the suspicion of **student academic misconduct** (plagiarism) arises, the following procedure applies:

1. A **meeting with the student** will be held in which the submitted work is discussed.  
This meeting will **not be announced beforehand**.
2. **Present in the meeting** should be:
  - the subject teacher, and
  - the IB Coordinator or a teacher from the school leadership team.
3. 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** and the teachers conclude that the work is **authentic**, → no further steps; the work will be submitted to IBIS.
  - b) If the teachers conclude that there is a **strong indication of student academic misconduct**,

- 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 Second suspicion of student academic misconduct

In the case of a second suspicion of **student academic misconduct**:

- The work will **not be uploaded to IBIS**, regardless of whether the suspicion occurs in the same or another subject.
- The case will be **recorded in the student's file**, and the parents/guardians will be informed.

## 5.3 Measures According to the DSI School Regulations

### 5.3.1 Missing or incomplete citation

If a student cites incompletely or not at all, and it is clear that parts of the work are **not the student's own**, the following applies:

It is the teacher's pedagogical responsibility to decide if and how the academic integrity violation must be sanctioned.

In doing so, the teacher must always observe the **principle of proportionality**.

Possible measures include:

- a written reprimand and warning
- the non-acceptance of the work, requiring the student to **repeat the assignment with a new task**
- the assessment of the work as **"failed"**, if the case is severe and clearly demonstrates a violation of academic integrity

### 5.3.2 Cheating during written tests / exams

According to the school regulations of DSI:

"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."

To ensure clear and consistent handling of such cases, the **common conference of teachers** determines which pedagogical principles will be applied in all situations of suspected or attempted cheating (*student academic misconduct* in IB terminology).

## 5.4 Measures According to the Regulations of the International Baccalaureate

According to the International Baccalaureate, the measures applied in cases of student academic misconduct aim to ensure fairness and preserve the credibility of the IB assessment system. Students must therefore be fully aware of the possible consequences that may result from such behaviour.

According to the IB, the penalties serve three purposes:

- preventing candidates from gaining an unfair advantage
- maintaining the integrity of the assessment sessions
- deterring other candidates from committing student academic misconduct

Students must therefore be aware of the consequences that the IB applies. These may include:

- that the student may not receive a grade or that their work will not be recognized
- that the student may not be allowed to take an exam or that exam results may not be accepted
- that retake opportunities are limited
- that, in serious cases, a student's grades may be withdrawn
- that, in the most severe cases, the IB Diploma may be revoked

All students must be informed before beginning their IB courses what plagiarism is, what collusion is, what cheating in an examination includes, that falsifying CAS records is considered student academic misconduct, and what other forms of academic misconduct exist. They must also be informed about the consequences that may arise from such actions.

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

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