



**GATEWAY**  
INTERNATIONAL MONTESSORI SCHOOL

# Academic Honesty Policy

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## Contents

IB & Gateway Mission Statements .....	3
IB Mission Statement .....	3
Gateway International Montessori School Mission Statement .....	3
Philosophy .....	3
Purpose of Academic Honesty Policy .....	4
A Policy Statement .....	5
The Academically Honest Student.....	7
Does .....	7
Arrival .....	8
Temporary Absence.....	9
Academic Misconduct .....	9
Early Departures.....	9
End of the Examination .....	10
<b>Does Not</b> .....	10
Summing up Forms of Academic Dishonesty: Malpractice or Infringement .....	11
<b>Consequences</b> .....	12
<b>1. Consequences of an Academic Infringement</b> .....	12
<b>2. Consequences of Internal Assessment Malpractices</b> .....	13
<b>3. Consequences of External Assessment Malpractices</b> .....	13
Prevention of Academic Dishonesty.....	14
References.....	16

## IB & Gateway Mission Statements

### IB Mission Statement

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.

### Gateway International Montessori School Mission Statement

To provide students with a solid academic, social, emotional, and spiritual foundation preparing them to be inquisitive, self-reliant, problem solvers and peacemakers who collaborate to celebrate their national and global heritage and who are rooted in a strong set of core values and ethics.

## Philosophy

*Academic honesty must be seen as a set of values and skills that promote personal honesty and good practice in teaching, learning, and assessment.* At Gateway International Montessori School, **respect for learning** is one of the most important principles of behavior, in conjunction with the **attributes of the Learner Profile**. Both are cornerstones of Gateway International Montessori School's Academic Honesty policy.

The Learner Profile is an integral part of forming and developing this policy; thus, we encourage our school community to acquire and practice the IB Learner Profile attributes:

- **Inquirers** – we acquire the skills necessary to conduct inquiry and research and sustain our love of learning throughout life.
- **Knowledgeable** – we explore concepts, ideas, issues, and perspectives that have local and global importance.
- **Thinkers** – we contribute to discussions in a meaningful way, we do not shy away from challenging questions and we think creatively and critically to reach answers and take responsible actions on complex problems.
- **Communicators** – we regularly deliver stimulating presentations and drive excellence in group assignments by collaborating effectively and by expressing ourselves creatively and with self-awareness.

- **Principled** – we act with honesty and honesty; and take responsibility for our own actions, as well as respecting the dignity and rights of people everywhere. Open-minded – we are accustomed to seeking and evaluating a range of points of view besides critically appreciating our own history and culture.
- **Caring** – we work hard to make a difference in others' lives through our commitment to our school, local, and global communities throughout our lives.
- **Open-minded** – we are accustomed to seeking and evaluating a range of points of view besides critically appreciating our own history and culture.
- **Risk takers** – we are articulate in defending our beliefs, are open to exploring new ideas with determination, and face challenges and changes with resilience and perseverance.
- **Balanced** – our endeavors are directed towards creating active participants in a wide range of activities that balance the different capabilities we possess- intellectual, physical, emotional, and social, recognizing the importance of creating an independent citizen who can interact efficiently with the world in which we live.
- **Reflective** – we support our learning and personal development by critically reflecting on and evaluating our learning experiences, thus understanding our strengths and weaknesses.

### Purpose of Academic Honesty Policy

These qualities of the IB learner Profile when applied to teaching, learning, and student work will establish skills and behavior that support good practices to be found in the classrooms, used for homework, and continued to the examination level. The good practices are expected to be introduced, modeled, and used throughout the school community.

Thus, **the purpose of Gateway Academic Honesty Policy** is to ensure that our school 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.

At Gateway, we value originality of thought and creation and aim to raise our students to be truly principled thinkers and reflective communicators. Our academic honesty policy is directed towards promoting and encouraging these traits in our community and upholding them in all our practices; we promote academic honesty positively and practically across our school. This is carried out by applying the following:

1. Well-balanced, designed curriculums are formed and updated continually to develop and help students to learn the different approaches of learning through embedding in their self-management, social, communication, critical thinking, and research skills.
2. The IB Learner Profile is practiced through the learning process and students, as well as teachers, are asked to reflect on their learning and teaching practices, evaluating how these attributes have been practiced and applied.
3. Professionally developing our teachers' learning and teaching abilities to acquire the right skills needed to become real practitioners of the IB approaches to teaching. Thus, all our staff is working to support teachers to become inquiry-based, conceptually driven, contextualized, collaborative, differentiated, and informed by assessment.

### **Policy Statement**

At Gateway International Montessori School, we place a high value on honesty and this extends to work submitted for assessment. Our expectations are set out below. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter.

### **The link between Academic Honesty Policy and Assessment Policy**

Academic honesty policy is linked with assessment policy as it mentions different forms of academic misconduct related to internal and external assessment. Additionally, the Academic Honesty Policy mentions the consequences of academic misconduct in various forms of assessment. Another relation is in the fact that students will sign an undertaking and a contract that the work uploaded is the final version and is their original work whether written/oral/video recorded and maintain honesty during all forms of assessments. Also, as mentioned in the assessment policy teachers will only give feedback on the first draft of internal assessments, which is aligned with IB academic honesty guidelines.

## The link between Academic Honesty Policy and Admission Policy

### MYP & DP

Academic honesty is perceived as the set of values and skills that endorse personal integrity and ethical practice in teaching, learning, and assessment. Students learn and apply academic honesty practices as part of their ATL skill development. The Modern Language Association (MLA) and the American Psychological Association (APA) are the adopted conventions for citing and acknowledging original authorship at Gateway. For further information about the APA and MLA conventions, please check Appendix A.

The academic honesty guidelines are applied in all subject groups to ensure a clear understanding of the significance of correct citation and referencing to acknowledge intellectual property and authenticity. Students need to acknowledge the source of data, photographs, illustrations, computer programs, artwork, maps, and other resources by using proper citation and referencing. Students and parents sign the academic honesty honor code to acknowledge the significance of submitting their authentic work while avoiding infringement and malpractice in the form of plagiarism, collusion, and duplication of work (Appendix B).

An authentic piece of work is based on the student's original expression of ideas. Subject teachers and librarians provide workshops and guidance to differentiate between authentic collaboration and unacceptable collusion. Collaboration is an open collaborative behavior that entails working together on a common aim. It shouldn't result in submitting one's work for assessment by another. Collusion happens when a student fails to give credit to other learners' input.

Additionally, while granting admissions at Gateway, students' previous academic records will be reviewed to ensure that he/she had not been involved in any form of academic dishonesty. Gateway may at its sole discretion decide not to grant admission to students who had indulged in such practices in their previous school/s. Students taking admission are expected not to indulge in any academic dishonest practices like copying, cheating, or using others' work without acknowledging the same.

## DP

At the beginning of the Admission process, a copy of “General Regulations: Diploma Programme” as published by IBO will be given to students and parents. In addition to the explanation and discussion of other articles as mentioned in the IB document - **General Regulations: Diploma Programme, clauses 3.3 and 3.4** (which refer to academic honesty and consequences of academic dishonesty) of Article 3 will be discussed and explained to parents.

## The Academically Honest Student

### Does

- Keep and maintain accurate, personal course content: notes, journals, assignments, and assessment tasks;
- Document source material formally and appropriately: widely accepted conventions used in our school are the Modern Language Association (MLA) and American Psychological Association (APA);
- Understand and abide by the school’s rules concerning cheating;
- Ask beforehand what kind of external help is permissible;
- Use direct quotation appropriately;
- Understand the concept of plagiarism and avoid it;
- Understand the consequences of misconduct regarding both school-based work and external examinations and assessments;
- Acknowledge, in a specific manner, information taken from books, magazines, CD-ROM, and the Internet; MLA and APA are the methods of citation widely used by our teachers;
- Acknowledge explicitly and appropriately help provided by another person;
- Follow all exam rules: According to the International Baccalaureate (IB)

### General

1. Candidates must know their registration category and session number.
2. When instructed to enter the examination room, candidates must do so in a quiet and orderly manner.
3. No form of refreshment may be taken into the examination room. (At the discretion of the Programme coordinator, drinking water is permitted.)
4. Candidates may take to their desk/table only the following items:

- General stationery (for example, pen, pencil, eraser, geometry instruments, ruler), but correcting fluid is not permitted
  - A translating dictionary for non-language examinations (the dictionary must not contain notes of any kind and is only permitted if the response language of the examination is not the best language of the candidate; an electronic dictionary is not permitted)
  - Other materials specified by the IB as required for a particular examination (for example, an electronic calculator).
  - If required by the coordinator/invigilator, any item brought into an examination must be available for inspection. This includes electronic calculators.
5. The following rules apply to the use of electronic calculators.
- Candidates must not use or store data, programs, or applications in their calculators that may assist them in an examination by removing the need to recall facts or formulae that are not provided in the examination materials.
  - Examination questions must not be stored or recorded in the memory of a calculator.
  - During an examination, no attempt must be made to conceal information or programs stored in a calculator.
  - If required by the coordinator/invigilator after an examination, a candidate must provide a list of information and programs stored on the calculator.
6. The coordinator/invigilator will decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator/ invigilator and remain seated until permission is given to leave the examination room.
7. The instructions of the coordinator/invigilator must be obeyed. The coordinator/invigilator has the right to expel from the examination room any candidate whose behavior is interfering with the proper conduct of the examination.
8. Five minutes of reading time is permitted for all examinations except multiple choice examinations. Reading only is permitted during this time.

### Arrival

9. Candidates must arrive in time for the start of an examination. Late arrivals may not be permitted.



### Temporary Absence

10. In cases of emergency, at the discretion of the coordinator/invigilator, a candidate may be allowed to leave the examination room and return. The temporary absence of a candidate will be recorded by the coordinator/ invigilator.
11. A candidate will be supervised during a temporary absence from the examination room. There must be no communication with any person other than the person who is supervising the candidate.
12. During a temporary absence, the candidate must not take any material out of the examination room, have access to the material during the absence, or return with any material.

### Academic Misconduct

13. During the examination, and at other times specified by the coordinator/ invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute academic misconduct, resulting in appropriate action by the IB.
14. All work completed during an examination and then submitted for assessment must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute academic misconduct, resulting in appropriate action by the IB. The impersonation of another candidate will be treated as a breach of regulations.
15. If a candidate finds that he/she has accidentally taken unauthorized material into an examination (for example, a cell/mobile phone), this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of academic misconduct against the candidate.
16. No candidate is permitted to borrow anything from another candidate during an examination.

### Early Departures

17. Candidates will not be allowed to leave the examination room during the first hour or the last 15 minutes of any examination. If the duration of the examination is less than one hour, candidates will not be allowed to leave during the examination.
18. If a candidate leaves the examination before the scheduled finishing time, the candidate will not be allowed to return.

## **End of the Examination**

19. It is the responsibility of the candidate to ensure that the front page of their coversheet is correctly completed before departure from the examination room.
20. Candidates must give all examination papers, answer booklets, and multiple-choice answer sheets to the coordinator/invigilator at the end of the examination.
21. Candidates must leave the examination room in a quiet and orderly manner.
22. Candidates must not disclose or discuss the content of any examination paper with any person outside their immediate school community within 24 hours of an examination ends. This includes any form of communication, whether verbal, written, or electronic.

## **The Academically Honest Student**

### **Does Not**

- Copy the internal assessment work of other students
- Give another student his/her work to copy
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Do the homework of another student
- Submit work done by another student, a parent, a friend, or a private tutor
- Present material oral or written by another student as his own
- Purchase and submit pieces written by someone else
- Write essays for another student
- Present artistic or creative work in any medium that has been reproduced except in a manner allowed by the teacher or permitted by the examination rules.

### **How does Gateway Encourage Academic Honesty?**

- Nominate a referencing system for formal citation, which is the MLA style.
- provide each student with detailed guidance on academic writing and referencing systems
- provide staff development and guidance on plagiarism and citation and the use of software to prevent academic dishonesty
- create procedures for managing cases of deliberate cheating, especially where it involves plagiarism and collusion, including what penalties will apply and how a penalty will be selected.

### **a. Gateway Teachers' Role in Encouraging Academic Honesty among Their Students by:**

- Agreeing upon topics and titles for students' extended essays that are harder to find copy or fake and are original by all means.
- Monitoring the writing process by authenticating the writing process through the use of drafts, peer review, and interactive supervision;
- Teaching academic writing skills: As IB writers create their understanding of a topic, they use others' work as supporting evidence; the focus is on scholarship, not plagiarism—citations can show the authority of the information; they can show its credibility or its accuracy through being able to trace it back to the source;
- Stressing developing efficient research skills and strategies to deter plagiarism;
- Using their discretion to determine the originality of a submission.

### **b. Gateway Parents' Role in promoting academic honesty**

- Be aware of the academic honesty policy.
- Motivate and support students at home to be original in their work by restricting adult involvement to as much as appropriate.
- Discourage procrastination.

### **c. Gateway Admin Role in promoting academic honesty**

- Have an established progression of consequences when dishonesty occurs
- Establish a school culture that actively encourages academic honesty
- Academic Honesty Policy to be published on the school website and shared with the school community
- Ensuring academic honesty in students' work by subscribing in anti- plagiarism checkers such as Turnitin.

## **Summing up Forms of Academic Dishonesty: Malpractice or Infringement**

**Plagiarism:** taking work, words, ideas, pictures, information, or anything that has been produced by someone else and submitting it for assessment as one's own.

**Copying:** taking the work of another student, with or without his or her knowledge, and submitting it as one's own.

**Misconduct during an examination:** communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam to gain an unfair advantage.

**Duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

**Falsifying Data:** creating or altering data that have not been collected appropriately.

**Collusion:** helping another student to be academically dishonest, by giving or allowing your work to be assessed by another person.

**Infringement:** submitting work for assessment that violates the standard academic standards of acknowledging the work, and ideas of others but without being deliberately done to gain an unjust advantage over other candidates.

**Cohesively and comprehensively, students will receive instructions in the student handbook and regularly in:**

1. Techniques for acknowledging direct quotation with an in-text citation
2. Skills of paraphrasing
3. The rules for acknowledging source material based on standard practice (regarding such areas as footnotes and bibliographies)
4. Research writing techniques
5. Data gathering
6. The planning, preparation, and execution of research writing assignments
7. Considering bias in reference materials
8. Evaluation of sources, text, and internet sites
9. Techniques for using translated material
10. Formal skills for acknowledging source material

## **Consequences**

### **1. Consequences of an Academic Infringement**

- The case will not be recorded as malpractice and the candidate will not receive a zero; he/she will still be eligible for a grade in that subject; however, no mark will be given for the part of the components where detection of academic infringement has been established. Thus, the candidate's grade will be affected.

## 2. Consequences of Internal Assessment Malpractices

- **In the first instance**, work that is deemed to be academically dishonest will receive zero as a grade, (though the teacher may give some feedback to the student). This zero is likely to have a seriously deleterious effect on a semester's grade.
- They will be expected to re-do the work for an accurate score within the time frame specified by the teacher if the submission timeline permits.
- In addition, the concerned teacher will write a letter to the student's parents outlining the incident and how it has been dealt with. A copy of this letter will be forwarded to the IBDP Coordinator.
- If there is a **second instant of academic dishonesty**, again the piece of work will receive no mark.
- They will be expected to re-do the work for an accurate score within the time frame specified by the teacher if the submission timeline permits.
- In addition, parents will be asked to attend a meeting with a panel made up of the concerned teacher, the appropriate curriculum coordinator, and the IB Coordinator. This panel will try to discern whether there was a clear attempt to deceive on the part of the student. Based on the panel's findings, several sanctions may be employed, ranging from having the student put on a report recommending that the student not be put forward as a DP candidate.
- Subsequent instances of academic dishonesty will put at risk the student's place in the school.

## 3. Consequences of External Assessment Malpractices

- If the candidate submits his \her final work and has signed the cover sheet, meaning that it is his or her final version of that work then the Programme Coordinator must inform the IB organization.
- Also, if the examiner suspects misconduct during the exam, the school is required to carry out an investigation and send the relevant documents concerning the case to the IB organization.

## Prevention of Academic Dishonesty

1. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners, who in turn detect any academic misconduct through using these websites:
  - <https://www.turnitin.com/>
  - [https://www.paperrater.com/free\\_paper\\_grader](https://www.paperrater.com/free_paper_grader)
  - [www.plagtracker.com](http://www.plagtracker.com)
  - [www.grammarly.com](http://www.grammarly.com)
  - <https://smallseotools.com/plagiarism-checker/>
  - <https://www.duplichecker.com/>
  - [www.chegg.com/writing](http://www.chegg.com/writing)
  - <https://plagiarismdetector.net/>
2. Students should regularly discuss their work with teachers, reviewing draft copies during various stages of development of their produced work.
3. They should ask teachers for advice if they are at any time unsure of what they have done concerning referencing resources.

All IB students at Gateway International Montessori School are subject to the regulations contained in the official IBO documents entitled, *“Academic Honesty”*, *Academic Honesty*, *Academic Honesty in the IB Educational Context*, *Effective Citing and Referencing*, and *“General Regulations: Diploma Program”*.

## Policy Review

This policy will be reviewed every 5 years by a committee consisting of the pedagogical leadership team, IB Coordinators, and the school principal. The committee will review the implementation of the policy in classrooms and throughout the school regularly as part of the appraisal process.

## References

Academic Honesty Policy (2023), International Baccalaureate Organization

American Psychological Association. (2023). APA Style and MLA style reference comparison guide.  
<https://apastyle.apa.org/instructional-aids/mla-reference-comparison.pdf>

IB General regulations: Diploma Programme(2022), International Baccalaureate Organization

IB publication Effective citing and referencing(2022), International Baccalaureate Organization

MYP: From Principles to Practice(2015),International Baccalaureate Organization

Programme standards and practices (2014), International Baccalaureate Organization



## Appendix A

### APA and MLA Styles Reference Comparison Guide

The references for four popular sources—journal articles, books, edited book chapters, and webpages—are compared between APA and MLA styles in this guide. The templates correspond to the examples and display variations for one, two, and three or more authors. The format changes based on the number of authors. The APA Style favors in-text citation over direct quotation (American Psychological Association, 2023).

Element	APA Style	MLA Style
Author	<ul style="list-style-type: none"> <li>• First names are abbreviated to initials</li> <li>• All author names are reversed (surname first, then initials)</li> <li>• Up to 20 authors included in the reference before names are omitted</li> <li>• Ampersand (&amp;) before the final author name rather than “and” in the reference</li> </ul>	<ul style="list-style-type: none"> <li>• First names are spelled out</li> <li>• If two authors, first author name is reversed, followed by “and” and the second author name not reversed</li> <li>• If three or more authors, first author name is reversed and other author names are abbreviated to “et al.”</li> </ul>
Date	<ul style="list-style-type: none"> <li>• Always appears in the in-text citations</li> <li>• If unknown, use “n.d.” (which stands for “no date”)</li> </ul>	<ul style="list-style-type: none"> <li>• Not typically included in the in-text citations</li> <li>• If unknown, omit from the reference</li> </ul>
Title	<ul style="list-style-type: none"> <li>• Capitalized in sentence case (most words lowercase)</li> <li>• Not in quotation marks</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalized in Title Case (Most Words Capitalized)</li> <li>• In quotation marks</li> </ul>
Source	<ul style="list-style-type: none"> <li>• For works part of a greater whole such as articles and edited book chapters, contains information about the “whole” plus a DOI or URL</li> <li>• For works that stand alone such as books and webpages, contains information about the publisher or website plus a DOI or URL</li> <li>• Copy and paste DOIs and URLs into reference list without changes</li> <li>• No period after DOI or URL</li> </ul>	<ul style="list-style-type: none"> <li>• Presented in containers as needed (e.g., a journal article is contained in a journal)</li> <li>• Omit URL protocol (“http://” and “https://”) for URLs other than DOIs</li> <li>• Period after DOI or URL</li> </ul>
Order of elements	<ul style="list-style-type: none"> <li>• Author, date, title, source</li> </ul>	<ul style="list-style-type: none"> <li>• Author, title, source, date</li> </ul>
Label on references page	<ul style="list-style-type: none"> <li>• References</li> </ul>	<ul style="list-style-type: none"> <li>• Works Cited</li> </ul>
In-text citation	<ul style="list-style-type: none"> <li>• Always includes author surname(s) and year of publication: (Surname, year) or Surname (year)</li> </ul>	<ul style="list-style-type: none"> <li>• Always includes author surname(s)</li> <li>• Does not include year of publication</li> </ul>

## Journal Article Reference

Component	APA Style	MLA Style
Template	Surname, Initials, Surname, Initials, & Surname, Initials. (year of publication). Title of article. <i>Journal Title</i> , Volume(Issue), xxx-xxx. DOI	Surname, First et al. "Title of Article." <i>Journal Title</i> , vol. X, no. X, year of publication, pp. xxx-xx, DOI.
Example reference	Fried, E. I., Papanikolaou, F., & Epskamp, S. (2022). Mental health and social contact during the COVID-19 pandemic: An ecological momentary assessment study. <i>Clinical Psychological Science</i> , 10(2), 340-354. <a href="https://doi.org/10.1177/21677026211017839">https://doi.org/10.1177/21677026211017839</a>	Fried, Eiko I., et al. "Mental Health and Social Contact During the COVID-19 Pandemic: An Ecological Momentary Assessment Study." <i>Clinical Psychological Science</i> , vol. 10, no. 2, 2022, pp. 340-54, <a href="https://doi.org/10.1177/21677026211017839">https://doi.org/10.1177/21677026211017839</a> .
Sentence with in-text citation	Lockdowns have been associated with increased symptoms of depression (Fried et al., 2022).	Lockdowns have been associated with increased symptoms of depression (Fried et al.).

## Book Reference

Component	APA Style	MLA Style
Template	Surname, Initials. (year of publication). <i>Title of book</i> . Publisher.	Surname, First. <i>Title of Book</i> . Publisher, year of publication.
Example reference	Borrell, B. (2021). <i>The first shots: The epic rivalries and heroic science behind the race to the coronavirus vaccine</i> . Mariner Books.	Borrell, Brendan. <i>The First Shots: The Epic Rivalries and Heroic Science Behind the Race to the Coronavirus Vaccine</i> . Mariner Books, 2021.
Sentence with in-text citation	Borrell (2021) described the development of the coronavirus vaccine.	Borrell described the development of the coronavirus vaccine.

## Edited Book Chapter Reference

Component	APA Style	MLA Style
Template	Surname, Initials, & Surname, Initials. (year of publication). Title of chapter. In E. Editor & F. Editor (Eds.), <i>Title of book</i> (pp. xxx-xxx). Publisher.	Surname, First, and First Surname. "Title of Chapter." <i>Title of Book</i> , edited by Erica Editor and Francis Editor, Publisher, year of publication, pp. xxx-xx.
Example reference	Burke, B. R., & Ločmele, L. (2021). A new era: Learning and living in difficult times. In L. Daniela & A. Visvizi (Eds.), <i>Remote learning in times of pandemic: Issues, Implications and best practice</i> (pp. 13-34). Routledge.	Burke, Barbara R., and Liene Ločmele. "A New Era: Learning and Living in Difficult Times." <i>Remote Learning in Times of Pandemic: Issues, Implications and Best Practice</i> , edited by Linda Daniela and Anna Visvizi, Routledge, 2021, pp. 13-34.
Sentence with in-text citation	Remote learning allowed students to collaborate while living in different countries (Burke & Ločmele, 2021).	Remote learning allowed students to collaborate while living in different countries (Burke and Ločmele).

## Webpage Reference

Component	APA Style	MLA Style
Template	Surname, Initials. (year of publication). <i>Title of webpage.</i> Website Title. URL	Surname, First. "Title of Webpage." <i>Website Title.</i> URL.
Example reference	Rappolt-Schlichtmann, G. (n.d.). <i>Distance learning: 6 UDL best practices for online learning.</i> Understood. <a href="https://www.understood.org/en/articles/video-distance-learning-udl-best-practices">https://www.understood.org/en/articles/video-distance-learning-udl-best-practices</a>	Rappolt-Schlichtmann, Gabrielle. "Distance Learning: 6 UDL Best Practices for Online Learning." <i>Understood.</i> <a href="http://www.understood.org/en/articles/video-distance-learning-udl-best-practices">www.understood.org/en/articles/video-distance-learning-udl-best-practices</a> .
Sentence with in-text citation	Best practices in online learning include allowing for asynchronous learning (Rappolt-Schlichtmann, n.d.).	Best practices in online learning include allowing for asynchronous learning (Rappolt-Schlichtmann).

American Psychological Association. (2023). APA Style and MLA style reference comparison guide. <https://apastyle.apa.org/instructional-aids/mla-reference-comparison.pdf>

Appendix B

Academic Honesty Honor Code Form

Student Name	
Grade	

**Please read carefully the Honesty Policy THEN read and sign the declaration below.**

**I confirm that this assignment is my own work and that I have:**

Read and understood the expectation of Academic Honesty Policy;

Clearly referenced, in both the text and the bibliography or references, **all sources** used in the work;

Fully referenced (including page numbers) and used inverted commas for **all text quoted** from books, journals, web, etc. (MLA/APA Referencing Style);

Provided the sources for all tables, figures, data, etc. that are not my own work;

Not made use of the work of any other student(s) past or present without acknowledgment. This includes any of my own work, that has been previously, or concurrently, submitted for assessment, either at this or any other educational institution, including school;

Not sought or used the services of any professional agencies to produce this work;

In addition, I understand that any false claim in respect of this work will result in disciplinary action following the school regulations.

**DECLARATION:**

I am aware of and understand the School's policy on plagiarism and I certify that this assignment is my own work, except where indicated by referencing, and that I have followed the good academic practices noted above.

Student Signature: \_\_\_\_\_

Class Teacher Signature: \_\_\_\_\_

