

## **Academic Honesty Form:** **What's it all about?**



The Academic Honesty form is a 500 word reflection that highlights the student's progress through the inquiry cycle with the support of their supervisor. It must reference their supervisor because it must validate / prove that the supervisor has been aware of the process and that the supervisor can, honestly, declare that all the student's work is their own academic voice and writing.

### **Meeting 1:**

#### **Academic Honesty 1**

The supervisor must be aware of this process and attest that it belongs to their student.

This is approximately 150 words in length. In the first reflection, the student discusses how they came upon their topic, chose their global context, and did their initial research. They may write about seeking a supervisor's assistance in refining their research question.

The purpose of this reflection is to prove that the student came up with the idea on their own. If they download someone's Personal Project from the internet and present it to their supervisor, they won't be able to demonstrate the blood, sweat, and tears that comes with grappling with possible topics. They won't have the frustrations of word-smithing until the perfect research question emerges.

### **Meeting 2:**

#### **Academic Honesty 2**

Again, the supervisor must be aware of how the product was going throughout the process, and attest that the product was made (or the outcome was accomplished) by the student.

This is approximately 200 words in length. In the second reflection, the student is reflecting on how they created their product. They might write about coming up with their specifications, making their rubrics, figuring out their methodologies, etc. They could write about problems that arose in their creative process, the additional research required, and the decisions made. They could talk about the advice they sought (social skills) and the communications they used (e.g. emails, notes, etc.)

The purpose of this reflection is to prove that the student produced the product on their own. If a student is learning to sew and comes back with a beautiful, perfect hoodie, then there may be questions about whether a local tailor "helped." The supervisor should look through the student's process journal for pictures of the student cutting fabric, sewing, ironing, etc. As a beginner, the supervisor should be looking for sewing mistakes that arose and what the student learned from them.

### **Meeting 3:**

#### **Academic Honesty 3**

Again, the supervisor must be aware of how the report was written through the draft, to revising, to final submission phases.

This is approximately 150 words in length. In the third (last) reflection, the student reflects on how they gathered data for the evaluation of their product and how they put their report together. They might be discussing their survey samples, or the data gathered in their experiments. They might discuss their pride in their final product and whether they think they accomplished their goal. They could also discuss feedback given on their draft report, and any changes that were made.

The purpose of this reflection is to prove that the student wrote the report on their own. If they downloaded the report from the internet, they won't be able to discuss their first draft and the feedback from their supervisors. They won't be able to discuss the surveys they conducted on their classmates at school.

### **Signed Academic Honesty Form**

The students has filled out all sections of the Academic Honesty form, shared it with their supervisors, and now the supervisor will write their final comment and sign the form.

The four questions we think about that relate to the overarching purpose of the Personal Project:

*-How did the student consolidate learning to complete this project?*

*-Do you feel like they enhanced their passion or area of interest by completing this inquiry?*

*-How did they improve their ATL skills?*

*-How has doing this project helped to prepare them for the rigors of the Diploma Programme?*

The purpose of the supervisor comment is to give final feedback on the process as a whole. For students who have achieved well, this is a moment of celebration, when the supervisor congratulates them. For students who have struggled with self-management issues, this is a moment where the supervisor can advise them on how to better prepare for long-term projects like this in the future.