

THE DEVELOPMENT OF ACADEMIC INTEGRITY IN NAZARBAYEV INTELLECTUAL SCHOOL IN SEMEY

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academic honesty, academic honesty policy

The mission of our school is to provide high-quality education and some of our key values are honesty, lifelong learning, and the development of global thinking. Our school has existed for 10 years and we are now at the stage of establishing the school's culture. Reflection of school experience shows that the school has a number of problems, one of which is the development of an honest academic environment. For example, in 2012, the school adopted the Academic Honesty Policy, and in 2015, the NIS AEO developed the "Rules for Academic Honesty for NIS students" dated 02/11/2015. However, the implementation of the existing policy showed that it had a "punitive" character, which does not fundamentally change the culture of the school. There are cases of violation of academic honesty that happen occasionally at school on the part of both teachers, curators, and students. In the 2017-2018 academic year, there was detection of theft concerning term assessment materials on the NIS network in which students were involved. In the same year, the participation of our students in cheating on the international SAT exam was revealed. As a result, the school closed the SAT center. These systematic violations of academic honesty exist in the classroom (cheating, failure to meet deadlines, plagiarism).

The issue of academic integrity development is relevant globally in all countries, especially in high schools and universities. In Kazakhstan, the problem of developing academic honesty in recent years has become openly discussed at the national level, in particular, at Nazarbayev University together with

KazGUU, where a series of conferences on academic honesty were held.

In this regard, a large-scale study was launched examining the culture of academic integrity in the school as part of Action Research, which will last at least three years, from 2018 to 2021. The main goal of the study was to reform the school's policy and develop a culture of academic honesty with the involvement of the entire school community. The main research questions were:

1. What are the causes of Academic Dishonesty at school?
2. How to develop a culture of Academic Integrity at school?

The research process includes a case study and several cycles of Action Research.

When planning the study, the principle of triangulation was applied in the context of the methods used and presence of different perspectives (school employees, parents, and students). The study was focused on a number of areas: understanding, acceptance, manifestation, and personal attitude to the concept of "honesty", in general, and, in particular, "academic honesty"; the relevance of this problem in the context of our school; and recommendations on the Academic Honesty Policy inclusion. In the framework of this study, the following methods were used:

1. Focus group, in the format of a "Socratic seminar" with various subject teachers, curators, and psychologists.
2. The questionnaire, which was conducted anonymously, from February 5 to 8, 2019 using Google

Forms. In total, 805 respondents took part in the survey, including 89 teachers, 273 parents, and 443 students.

3. Interviews with 4 teachers, 4 parents, and 11 students. The interviews with students were conducted by 11-12 grade students.
4. Analysis of documents (in the research group and in the extended group with the participation of teachers, parents, curators, psychologists, educators, administration, and students).

In developing questions for the survey and interview, the typology of academic misconduct developed by Perry (2010) was used. Perry's typology is a two-dimensional model of academic misconduct, in which one dimension measures the degree of understanding of the rules, and the other one dimension measures how accurately these rules are followed (Ireland, 2011). According to the typology, only those students who understand the rules, but do not follow them, are classified as "violators".

Most of the school community has a theoretical understanding of the concept of "honesty". However, there is no correlation between understanding the concept of "academic honesty" and behavior demonstrating the adoption of this concept, the gap among parents is 43%, teachers 32%, and students 26%. It should be noted that the lowest percentage of understanding of the concept itself was demonstrated by students (76%).

The study showed that all participants in the study faced violations of academic integrity in the school. The most relevant are cheating on homework,

plagiarism, and the uneven distribution of workload between students during group tasks.

An analysis of the causes of academic honesty violations showed that the most significant for students is the fear of failure (the priority of assessment over a person, a result-oriented society, an unreasoned assessment system), and pressure from parents and teachers. The provoking factors are the fear of expulsion from school and insufficient scaffolding on the part of teachers and the school administration.

At the same time, the majority of the school community is aware of the academic integrity problem and the need to develop an honest academic environment, and the need to be proactive. The school community is ready to make a certain contribution to the development of academic honesty.

In accordance with the conclusions, regarding the school policy, it is recommended to focus on creating conditions for the development of a culture of academic honesty, which will determine the specific steps and responsibilities of all participants in the school community. The emphasis should be put on the adult's responsibility as a role model of behavior for students and teachers' quality support (teaching citation standards, using references, meeting deadlines, determining the reliability of sources, regulating the student's workload, etc. in the system). The research team has developed a draft of the academic integrity policy. During the next academic year, it is planned to test, further monitor, and revise the policy through research of the development of academic integrity among students, teachers, and parents.

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