

# Connecting policy to practice: How do literature, standards and guidelines inform our understanding of the role of school library professionals in cultivating an academic integrity culture?

*By Zakir Hossain*

## Snapshot

Zakir Hossain explores the important function standards and guidelines can play in supporting the role of school library professionals in creating a culture of academic integrity within their school communities. Hossain reviews current recommendations and gives excellent suggestions as to how practitioners can play a leading role in this area to further the learning of their students.

## Introduction

The coronavirus (COVID-19) pandemic is reshaping the world education system forcing more teaching and learning into technology-supported online environments. This 'new normal' makes the legal and ethical use of information resources more important than ever before. Libraries and librarians are often considered to be the guardians of information, traditionally involved in coaching and promoting the legal and ethical considerations, such as copyright and academic integrity or the ethical use of information. However, the latter issue - ethical use of information - is less emphasized and often ignored, particularly in the K-12 arena, in developing and developed countries alike.

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Academic integrity literacy is one of the required information literacy skills for university/college readiness and success. Studies have shown that many students arrive at university/college without this valuable skill (Peters et al., 2019). The purpose of this article is twofold: first, to explore to what extent the role of school librarians as the authority in creating an academic integrity culture is discussed in the literature, standards, and guidelines from renowned K-12 curricula and school library associations; and, second, to share some examples of past personal action research projects about academic integrity designed and implemented by the author in three different schools in Vietnam, Saudi Arabia and Switzerland.

The research has found almost all standards, practices and guidelines put great emphasis on academic integrity and the ethical use of information. The involvement of school libraries/ library professionals is mentioned but, in some cases, there is a lack of clarity around how to implement and teach this essential skill. Primarily library professionals are involved in coaching academic

integrity in schools typically focusing on citation and referencing as part of building research and writing skills of students transitioning to post-secondary scholarship. The author believes, however, that everyone has a role to play in developing a culture of academic integrity literacy including students, teachers, librarians, school administration, parents and higher education authorities.

This article refers to school libraries and librarians, but the emphasis is given to the professionals who run the library, while still taking into consideration these entities function together and are interconnected. According to Hossain (2017), school library professionals' job titles have some dissimilarities such as School Library Media Specialist in the USA, Teacher Librarian in Australia, Canada, New Zealand and in most of the IB World Schools, and School Librarian in the UK, and most European, Asian and African states. For this paper, 'School Library Professionals' is used to cover all recognized titles mentioned above.

## Academic integrity literacy and related terms

**...'Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals'.**

Academic integrity is an integral part of information literacy and digital information literacy. At a first glance, it seems a relatively easy topic to address (Bretag, 2016) particularly if one focuses solely on citation and referencing. However, in-depth, it is a very complex, interdisciplinary and transdisciplinary set of skills requiring input from all educational stakeholders.

The International Center for Academic Integrity (ICAI)

defines academic integrity as a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility (Fishman, 2014). According to James Cook University (n.d.), 'Academic integrity is the commitment to act ethically, with honesty, respect and fairness in creating and communicating information in an academic environment.' The International Baccalaureate Organization (IBO) commonly known as the IB goes beyond this definition and states 'Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals' (IBO, 2019, p. 3). Finally, the Association of College and Research Libraries (ACRL) defines it as 'Integrity in academic settings ... prepares students for personal and professional challenges as well as providing a blueprint for future fulfillment and success' (cited in Hendrix, 2016). All these statements literally emphasize being honest and fair with regard to all scholarly activities — from completing and submitting assignments to sitting exams and beyond.

So from the aforementioned definitions and statements, it can be said that 'Academic Integrity Literacy' is understanding, gaining and exhibiting the connected knowledge, skills and actions towards ethical and responsible use of information in academia and everyday life. The person who can demonstrate

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these characteristics may be considered to be an academic integrity literate citizen. Very often, the concept of academic integrity is aligned with copyright literacy. Although both have fundamental similarities such as encouraging creativity, development and implementation of new ideas and research, technically they are different - one is 'legal' granted and implemented by national, regional and international laws and treaties, and the other is 'ethical' mostly connected to academia. Whether a text or object is copyrighted or not, in either case acknowledgement or attribution means citing and referencing of the source is required and considered to be an ethical academic procedure. In terms of consequences, if someone infringes upon copyright law, they most likely face legal action. However, breaching academic integrity, they normally encounter ethical action (may face legal action, too) such as losing the degree, failing an exam, expulsion, etc. depending upon institutional or organisational policy and procedure.

The opposite of academic integrity is academic dishonesty, also described as academic misconduct, malpractice, cheating or fraud, and collectively termed as plagiarism. The IB (2009) defined academic dishonesty or malpractice as behavior that results in, or may result in, the candidate or any other candidates gaining an unfair advantage in one or more assessment components. Academic dishonesty or malpractice can include, but is not limited to, the following:

- Plagiarism including self or auto-plagiarism – ‘... the representation of the ideas and work of another person as the candidate’s own.’ (p. 3)
- Collusion – ‘... supporting malpractice by another candidate’ (p. 3)
- Duplication of work – ‘... the presentation of the same piece of work for different assessment components’ (p. 3)
- Falsifying a document
- Failure to cite and reference a work
- Ask another person to complete your work
- Submitting work that has not done by a candidate/examinee
- Claiming group works as individual work
- Data fabrication and/or falsifying research results

## What do standards and guidelines tell us?

This article considered the following school library/librarian professional standards, practices and guidelines developed by national and international school library/librarian associations and organisations. The primary reason for considering these associations and organisations is their rigorous standards, popularity and reputation.

- American Association of School Librarians (AASL): *National School Library Standards for Learners, School Librarians, and School Libraries* (2018)
- Australian School Library Association (ASLA): *Statement on Information Literacy* (2016)

- Canadian Library Association (CLA): *Standards of Practice for School Library Learning Commons in Canada* (2015)
- School Library Association (SLA) UK: *Primary School Library Guidelines* (n.d.) and *Standards for Secondary School Libraries* (2015)
- *IFLA School Library Guidelines* (2015)
- International Baccalaureate Organization (IB): *Ideal libraries: A Guide for Schools* (2018)

## AASL National School Library (NSL) Standards

In the AASL's standards framework for learners, under the 'Shared Foundations and Key Commitments', various domains and subdomains, clear and detailed guidelines about ethical construction, usage and sharing of information is included. Such as:

Domain IV. (CURATE) Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

Subdomains:

IV.C. Learners exchange information resources within and beyond their learning community by: IV.C.2. *Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.*

Domain VI. (ENGAGE) Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Subdomains:

VI.A. Learners follow ethical and legal guidelines for gathering and using information by: VI.A.2. *Understanding the ethical use of information, technology, and media.*

VI.B. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

VI.B.1. *Ethically using and reproducing others' work.*

VI.B.2. *Acknowledging authorship and demonstrating respect for the intellectual property of others.*

VI.B.3. *Including elements in personal-knowledge products that allow others to credit content appropriately*

VI.C. Learners responsibly, ethically, and legally share new information with a global community by:

VI.C.1.1. *Sharing information resources in accordance with modification, reuse, and remix policies.*

VI.D. Learners engage with information to extend personal learning by:

VI.D.2. *Reflecting on the process of ethical generation of knowledge.*

VI.D.3. *Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.*

In addition to the above, in the *Program Report for Preparation of School Librarians* prepared by the AASL and ALA (2012), Standard 3 'Information and Knowledge' explicitly mentions that 'Candidates [school library professionals] model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources.' However, there is a lack of clear guidelines for school library professionals on how they can implement these learner standards across the school.

## ASLA Statement on Information Literacy

In the *Statement on Information Literacy* developed by the Australian Library and Information Association (ALIA) and ASLA, it is mentioned that 'The outcome of the information literacy program is to develop students who are able to: ethically use information for a given purpose in a variety of formats.'

The *Evidence Guide for Teacher Librarians in the Highly Accomplished Career Stage* developed by ASLA (2014) and based on the *Australian Professional Standards for Teachers* explicitly includes the role of teacher-librarian in teaching, engaging and promoting the ethical use of information. For instance:

Standard 4: Create and maintain supportive and safe learning environments.

4.5 Use ICT safely, responsibly and ethically: Highly accomplished teacher librarians promote and demonstrate safe, responsible and ethical use of ICT that are evidenced by the:

- *implementation of safe, responsible and ethical practices in relation to ICT during collaborative planning and teaching*
- *support of copyright legislation and the teaching of ethical and legal use of information*
- *support provided to colleagues to work collaboratively to incorporate strategies that promote the safe, responsible and ethical use of ICT in teaching and learning*
- *planning and implementation of lessons in which students demonstrate an awareness of ethical use of ICT and the Internet, addressing such issues as plagiarism*

Standard 7: Engage professionally with colleagues, parents/carers and the community.

7.1 Meet professional ethics and responsibilities: Highly accomplished teacher librarians model ethical provision of materials, making information available to teaching colleagues and guiding students in referencing their work for research tasks. These can be evident by the:

- *cooperative teaching and learning programs that incorporate ethical use of information*
- *compilation and provision of appropriate resources to support online safety and ethical use of information, either print or online*
- *assistance provided to colleagues to interpret the code of ethics and high ethical standards*

The ASLA's *Statement on Information Literacy* is directive and specifically guides school library professionals (Teacher Librarians) as to what the requirements and the expectations are, to whom they are delivered and with whom they should work to build an academically ethical community within their milieus.

## CLA Standards of Practice for School Library Learning Commons in Canada

In the CLA's 'Standard of Practice for School Library Learning Commons', under the standard 'Fostering Literacies to Empower Life-Long Learners' and theme 'Digital Literacy and Citizenship' the teaching responsibility of Teacher-Librarians is included as:

'Teacher-librarian/LLC teacher teaches students to use information ethically and responsibly.' The CLA mandates Teacher-Librarians/LLC teachers to teach ethical use of information. It might be sensible if it could include some action plan or guidance for the Teacher-Librarians as to how to connect ethical issues across the school as an interdisciplinary approach, as well as strategies and best practices to work with the classroom teachers, school administrations and parents.

## SLA Primary School Library Guidelines and Standards for Secondary School Libraries

The SLA's *Information Literacy & Digital Fluency for Primary School Libraries* (SLA, 2020) mentions that 'Pupils need time and opportunity to learn how to make full use of the library and to handle information efficiently and effectively'. It also emphasizes Michael Marland's Nine Questions (cited in SLA, 2020) research model which ('question 3' e.g. How do I get the information? - Tracing and locating individual resources) might be related to the concept of the ethical use of information, notwithstanding there are no specific guidelines about academic integrity or the ethical use of information and the role of librarians in this regard. Furthermore, the disappointing truth is, while the *SLA Standards for Secondary School Libraries* (SLA, 2015) provides some guidelines about what the school librarians can do, there are no guidelines around academic integrity and copyright literacy.

## IFLA School Library Guidelines

In its school library guidelines, IFLA, The International Federation of Library Associations and Institutions, states, 'The goal of all school libraries is to develop information literate students who are responsible and ethical participants in society' (p. 7). Under section 1.3, 'Definition of a school library', IFLA remarks that,

A school library operates as a: centre for digital citizenship where the learning community learns to use digital tools appropriately, ethically, and safely, and learns strategies to protect identity and personal information (p. 17).

**A school library operates as a: centre for digital citizenship where the learning community learns to use digital tools appropriately, ethically, and safely...**

Further on under the sections '2.3: Ethical bases and issues', '5.4 Media and information literacy instruction' and '5.5 Inquiry-based learning models', IFLA indicates the role of school libraries and to some extent the instructional role of school library professionals respectively noting that:



A school library develops the skills and understandings required of responsible citizenship through programs that educate students and the learning community on ethical issues such as freedom of information, intellectual property, and plagiarism. (p. 22)

... a school library is developing students who can locate and use information responsibly and ethically for their lives as learners and citizens in an ever-changing world. (p. 40)

Student uses information and information technology responsibly and ethically. (p. 41)

Applying criteria such as authoritativeness, completeness, timeliness, accuracy, and point of view helps the student to make informed and ethical decisions about the information found. (p. 42)

The *IFLA school library guidelines* emphasize only the school library - an inanimate entity. A library is just a room full of books without the people (qualified librarians) that run it. It is the people (school library professionals) and interpersonal connections that create a library (not the other way around) they give it life, encompassing community outreach, and the teaching of various literacies, including ethical use of information and technology.

## **International Baccalaureate (IB)**

The International Baccalaureate (IB) is well known for its rigorous and inquiry-based curriculum. The IB learner profile represents 10 attributes of which one is 'Principled' defined as

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences' (IB, 2014).

In its programme standards and practices (IB, 2014 & 2016), the IB embedded academic integrity under the term 'Academic Honesty'. For example, Standard B1.5 for the Middle Years Programme (MYP), Diploma Programme (DP) and IB Career-related Certificate (IBCC) instructed, 'The school has developed and implements an academic honesty policy that is consistent with IB expectations.' Standard C3.4 in all four programmes (PYP, MYP, DP & CP) states, 'Teaching and learning promotes the understanding and practice of academic honesty' (p. 5).

The role of school librarian in teaching and supporting academic integrity and research was initially included in the 'Diploma Programme Academic honesty' policy as:

The role and expertise of the school librarian must not be neglected. Trained librarians are usually fully aware of issues associated with plagiarism and copyright through their familiarity with traditional library skills. The school librarian may be able to provide research guidelines that emphasize reading and writing skills, good academic practice and the need to provide well-written work that does not rely heavily on material downloaded from the internet. Librarians traditionally maintain rigour in the field of academic research. Locating, evaluating and using information effectively are skills characteristic of a librarian's profession in addition to those offered by teachers. (IB, 2009, p. 9, 4.9)

Additionally, the IB (2014 & 2016) also emphasizes that the principle of academic honesty should be viewed positively by students and become a natural part of their academic study. This is not a study skill that is confined to the completion of the IB Diploma Programme; it should remain with IB students throughout higher education and beyond.

As the IB moves forward to integrate the library and librarian at the center of inquiry and research, it has created a number of documents and attempted to explain the role of libraries and librarians in cultivating and promoting academic integrity across IB programmes. For example, in its *'Ideal libraries: A guide for schools'* (IB, 2018) IB suggests the member schools may improve their 'approaches to inquiry' by exploring seven (7) questions. One of which is 'Who is responsible for the methodologies and processes of inquiry and research in the school (searching for and evaluating sources, citations, copyright and fair use, good practice in collecting data, ethical experimentation)?' (p. 9). Furthermore, academic integrity and the ethical use of information and the role of libraries and librarians is mentioned under the following sections and subsections of the same document:

**Link with the community** - How is the library/ian represented in key school or district policies (inclusion, access, or academic integrity)? (p. 6)

**Libraries and inquiry** - Schools may improve their approaches to inquiry through exploring the following questions one of which is 'How does the library/ian help to unteach inquiry habits that do not support academic integrity and deeper research?' (p. 9)

**Shaping the IB library/ian: 'Teacher Librarian'** - The following are key questions used in shaping the role of the teacher librarian. One of them is 'How is academic integrity being taught and reinforced in the school community?' (p. 15)

**'The school or district librarian'** - The following are key questions used in shaping the role of the school or district librarian. Of which one is 'How does professional development or in-school training promote academic integrity?' (p. 15)

**'The media specialist'** - 'How is academic integrity promoted in environments with multiple technologies and media options?' (p. 16)

**'The super librarian'** - 'Is the library/ian solely responsible for most aspects of academic integrity for each student or teacher?' (p. 18)

Additionally, the IB states in its recent *Academic Integrity* (2019) document that 'Maintaining academic integrity is a shared responsibility between the IB and IB World Schools' (p. 5) and 'all IB World School leadership teams, administrators and the wider community are responsible for creating and implementing the academic integrity policy' (p. 2). As a way forward, the IB instructs its authorized and candidate schools to do their 'utmost to promote academic integrity and ensure that all members of the community support the principle' (p. 5) and ensure that all internal and external professional development workshops for 'teachers, school administrators and programme coordinators cover the topic of academic integrity' (p. 6) so that everyone involved understands the expectations and uses the terminologies.



Although the IB clarifies several issues related to academic integrity and the role of program coordinators and the procedures and possible consequences, there is a lack of instruction provided for school library professionals as to how they can be involved and uphold academic integrity across all the programs. Moreover, there are no clear requirements for schools to have a qualified school library professional to lead research skills (Information & Media Literacy and Academic Honesty), one of the IB's required ATL (Approaches to Learning) skills across its all programmes.

## What does the literature tell us?

The ACRL Information Literacy Competency Standards for Higher Education (2000) and its Framework for Information Literacy for Higher Education (2015) noted that, 'Correctly identifying, using, and citing information sources are cornerstones of student success' (cited in Greer & McCann, 2018, p. 152). Greer and McCann (2018) argued that students must know how to use and cite information sources effectively and efficiently to succeed academically and to participate in scholarly communication. The literature confirms that traditionally library professionals offer training on plagiarism awareness, accurately citing and referencing, and how to use bibliographic management software such as EndNote, BibTeX, NoodleTools, RefMe, Zotero, etc. (Benjes-Small et al., 2008; Morrow, 2018). Drinan and Gallant (2008) reported that so often the role of librarians has been neglected in the academic integrity literature, particularly in K-12 where little research has been done in examining the role of school library professionals in promoting academic integrity to their students in the early stages of schooling.

**...high school graduates arrive at university unprepared for academic integrity literacy and struggle to avoid plagiarism...**

The literature also confirms that high school graduates arrive at university unprepared for academic integrity literacy and struggle to avoid plagiarism (Kings & Brigham, 2018). McCabe (2005) is of the opinion that the most important indicator of academic dishonesty in universities has been 'the culture of academic integrity to

which incoming students were exposed' (p. 26). According to Benjes-Small et al. (2008), in many schools, 'No one is designated to teach students how to avoid plagiarism, whether certain actions affect copyright, how to correctly cite sources, or how to use citation software' (p. 124). This is also evident in the research of Greer and McCann (2018), McCabe (2005), Morrow (2015) and Peters et al. (2019), wherein the authors contend students do not understand information sources when they conduct research online, demonstrate deficiencies of paraphrasing and using quotes, as well as the referencing and citation skills required to produce academically upstanding assignments. The Greer and McCann (2018) study claimed that the majority of students did not appear to be able to read URLs and relegated all online information as a website and viewed them as equally valid sources.

Reviewing school library/librarian standards, practices and guidelines, it is apparent that there is a lack of direction insofar as to what legal (copyright) and ethical (academic integrity) information

literacy should K-12 students mastered each year, with little detail as to who should teach them, how to teach them and to what extent. Without a comprehensive scope and sequence document outlining the knowledge and skills required at each grade level, where they are embedded in the curriculum and who teaches them, it will be difficult to ensure that students will acquire the knowledge and skills they require. Neither higher education authorities nor K-12 curriculum standards clarify what academic integrity knowledge and skills are expected to graduate from high school or required for university/college admission. Overall, there is a gap between the supply (preparation at K-12) and demand (requirements of the universities/colleges) of academic integrity literacy.

As a result, K-12 school administrators and parents are more focused on students' grades, and not information literacy skills such as copyright and academic integrity. Consequently, there is an increase in the occurrence of academic dishonesty among post-secondary students (Morrow, 2018; McCabe et al., 2012). A 2011 survey conducted by the Pew Research Center and Chronicle of Higher Education found that

(most) college presidents (55%) say that plagiarism in students' papers has increased over the past 10 years. Among those who have seen an increase in plagiarism, 89% say computers and the internet have played a major role' (Tokar, 2019, para. 3).

Bretag (2016) stated that new technologies made it easier than ever for students to 'cut and paste' resulting plagiarism is 'on the rise'. As we transition more and more to online or remote learning, many practitioners and teachers are worried about an increase in academic dishonesty (Cullen, 2020) in K-12 and higher education alike.

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Samanta (2018) claimed that academic misconduct is a growing concern among youngsters in secondary schools globally. She further stated, 'It is a problem that starts in elementary school and goes on through college, master's and doctorate level programs' (Samanta, 2018, p. 1). This is alarming as academic misconduct is not only confined to academia, it also undermines social values and this affects the socio-economic and political development of a country (Eckstein, 2003). Studies further claimed those students who engaged in dishonest acts in school, college and university were more likely to engage in dishonest acts in the workplace (Nonis & Swift, 2001) and their professional life (Harding et al., 2004). As Yoannou (2014) reported in her literature review, minimal consequences for plagiarizing in high school directly impact students' decisions to act unethically.

**...minimal consequences for plagiarizing in high school directly impact students' decisions to act unethically.**

In many K-12 schools, it is a common phenomenon that academic integrity is confined within a policy and at most teaches students how to cite and reference a source or how to use plagiarism detection software. While all teachers and library professionals would

agree that duplication without attribution is plagiarism, there is little accord around this one example (Benjes-Small et al., 2008). To solve plagiarism related issues, these days schools, colleges, universities, libraries and teachers are exceedingly dependent on plagiarism detection software. The question is, do all teachers know how to interpret the results from the similarity index (Turnitin similarity index, for example)? Do they possess enough common knowledge, terms or how to exclude bibliographies and quotations from similarity indexes? Are plagiarism detection tools capable of storing or searching every piece of information out there? John Royce (n.d.) a veteran academic integrity advocate, once mentioned plagiarism detection tools are 'far from infallible, and some of them are downright dangerous' (para. 2).

It does not mean we should not take advantages of technology but to be fair to our students and our professions, teachers and librarians should not solely depend on machines to detect plagiarism. They should rather build on the capacity of their communities to avoid plagiarism and promote the ethical use of information as early as possible right from primary school. Based on their research, Atkins and Nelson (2001) and Bacha et al. (2012) recommend that high school students be taught ethical writing principles to support and raise awareness of effective ethical communication, also as this is a specific target of education.

In a similar fashion, Harding et al. (2004) suggested that academic integrity literacy skills or ethical use of information might be taught in the home, at earlier levels of the education system and in society at large. The fact is that academic integrity goes beyond a school academic integrity policy, traditional citation and referencing lessons, or a plagiarism detection tool. It is a lifelong transferable skill that should be part of an 'ethical culture' and thereby of any educational institution, be that a primary school or a university (IB, 2019, p. 3) and 'understanding the principle of academic integrity in any educational endeavour' (IB, 2019, p. 40) should come first. It is firmly believed that academic integrity literacy should be seen as an integral part of and a required skill in education, that can start early during primary education, be reinforced during middle school, and advanced later in high school. Students need to understand how knowledge is constructed, developed, used and reused including giving credit where credit is due regardless of their level of study.

Library professionals can drive and support a variety of learning, teaching, and service opportunities across the school including academic integrity literacy utilizing the current information and digital literacy spectrum. Similarly, the IB (2009) pointed out that qualified school librarians are fully aware of issues associated with plagiarism and copyright through their familiarity with traditional library skills and are able to guide students in good academic practice. Hossain (2020) postulated librarians are bound to uphold the values and the ethics of our profession. Teaching, encouraging and cultivating a culture of academic integrity and copyright literacy in everyone's milieu is one way to uphold librarians' professional values.

Even though academic integrity covers a variety of activities, librarians tend to focus on those that are related to research. These circumstances make for a troublesome situation for librarians as most faculty and administrators do not specifically comprehend what is meant by academic integrity (Benjes-Small et al., 2008). Should they do so, they tend to refer to more general concepts

such as plagiarism, rather than a standard framework or policy. Many times, the teachers rely on their memories of APA, MLA or Chicago and may not know about new revisions to these conventions. *(The author often questions if we need so many citation and referencing conventions. Why don't we have one or two universally accepted convention(s)?).*

As a result, very few school library professionals are able to collaborate with their teaching colleagues to incorporate information literacy across curricula. Taylor-Bianco and Deeter-Schmelz (2007) stated, 'If academics are to influence student values positively and create a new class of ethical corporate citizens, we must understand how to instill in our students a strong sense of ethics' (p. 82). Creating this sense of ethics demands that not only library professionals but also teachers, administrators and parents clearly understand the root causes of academic misconduct (Strom and Strom, 2007).

We have to accept the reality that while school library professionals may lead academic integrity endeavors, it is equally important that they do not operate in isolation because the teachers are the ultimate judges (Benjes-Small et al., 2008). Similarly, the IB (2019) stated, 'Teachers are the main agents of academic integrity in the classroom' (p. 13). Benjes-Small et al. (2008) further pointed out that teachers are the ones who will grade the paper or project and decide whether plagiarism is an issue or if a citation is formatted accurately. Hence, for building an academic integrity culture, school library professionals require the active support of, and partnership with, teachers and other stakeholders.

School library professionals should, therefore, build a solid partnership with teachers and related stakeholders such as parents or caregivers to cultivate a culture of academic integrity practice within their communities. They should focus on working towards building an ethical culture – not just teaching techniques to avoid plagiarism or copyright infringement. Fishman (2014) rightly stated, librarians should act as school-wide advocates for academic integrity, connecting a variety of stakeholders, collaborating on projects and sharing their expertise. On top of that, as school library professionals, we have to support colleagues by modeling, demonstrating, mentoring or working cooperatively to develop and implement an appropriate academic integrity policy and the legal and ethical use of information and knowledge.

## **Connecting policy to practice: A teacher-librarian's proposals**

Based on literature and experience, it is pertinent to note that there is no 'one-size-fits-all' formula for establishing an academic integrity culture but there are steps that can be taken to maximize chances for success. Specific groups have been defined below and how library professionals can support them and what to pay particular attention to, including:

### **Whole school:**

- Create a school academic integrity policy that describes how academic integrity is taught and the responsibilities of related stakeholders e.g. teachers, students,

parents or caregivers, external tutors and school library professionals. [See a sample](#)

- Structure a school-wide citation and referencing continuum (see Table 1 for an example).
- Create an [ethical understanding learning continuum](#) (Australian Curriculum, n.d.).
- Form a school academic integrity committee. Members should be included from each program or department. At least one member from parents and student associations should also be included.
- Share real-life academic dishonesty cases and the consequences. [A sample presentation](#) (slides 15-18).
- To ensure easy access to related resources, build a LibGuide/Webpage with a 'Citation and Referencing How to Guide'. See a [sample MLA LibGuide](#)
- Create a print-friendly Style Guide for physical circulation. [An example](#)
- Make some posters for citation and referencing and display them on classroom walls. [Sample posters](#)
- Form a student volunteer team to promote academic integrity initiatives which can be linked to IB MYP Service as Action (SA) and DP Creativity, Activity, Service (CAS) projects.
- Build a grade-level academic integrity syllabus/module based on the Scope and Sequence document, embedding various aspects into different units. This would support to scaffold the skills by grade level as well. [A sample](#)
- Offer PD sessions to teachers and parents and ask for their feedback. [This sample presentation can be adapted for teachers' sessions.](#)
- Ensure that academic integrity policies and procedures are easily accessible to all related stakeholders such as teachers, students and their parents or caregivers. Finally, and most importantly, teach (coach and model) students citation and referencing in an age-appropriate manner and with gamification in mind. Some possible activities are:
  - [Citation games](#)
  - [Plagiarism games](#)
  - [Plagiarism chalk-talk](#)
  - ['Do I need to cite it'](#)
  - 'Primary group research project Plan> Do> Review' (see Appendix 4)
  - 'Choose your favorite book and share' for K-2 (see Appendix 5), etc.

*A number of plagiarism, citation and referencing tutorial resources can be found at my [Evernote page](#).*



## For Students:

- Create a student academic honesty pledge/honor form (see Appendix 1).
- Create a visual plagiarism yes/no checklist or FAQ for students. [Sample](#)

## For Teachers:

- Create a teacher academic honesty declaration form (see Appendix 2).
- Create a visual academic integrity procedure for teachers (see Appendix 3).
- Create an academic integrity checklist and share it with teachers. [A sample from the International Center for Academic Integrity \(ICAI\)](#)
- Invite 'model teacher/department' as a representative to share their experience and success story of academic integrity implementation during a staff or academic integrity committee meeting.
- Develop a list of feedback symbols for teachers (library professionals may help to teach students) to save time and encourage teachers to use while giving feedback to their students. See Table 2 as a sample.

**Table 1**

K-12 Academic Integrity Literacy (citation and referencing) continuum

<b>Factors</b>	<b>K-Grade 2</b>	<b>Grade 3-5</b>	<b>Grade 6-7</b>	<b>Grade 8-9</b>	<b>Grade 10-12</b>
<b>Essential Questions</b>	What type of material did you use, what is the title, who created it/ who does it 'belong' to?	What type of material did you use, what is the title, who created it/who does it belong to and how current is it?	What type of material did you use, what is the title, who created it/who does it belong to and how current is it? (ABCDE source evaluation method, Hossain & Hoiseth, 2018).	What type of material did you use, who created it/ who does it belong to, wherein the material did your information come from and how current is it? (ABCDE method).	What type of material did you use, who created it/ who does it belong to, wherein the material did your information come from (can someone track back and find it?) and how current is it?
<b>Citation expectations</b>	Awareness of ownership - 'belongs to' / creator	Name of source, name of creator, publication date. Formatting flexible; title may be italicized or underlined.	Name of the creator, Name of source, Publication year. Title may be italicized or underlined. URL for online resources. Formatting flexible.	Name of creator, Name of source, Publication year, location of information in the source (e.g., page number). Formatting semi-flexible; title may be italicized or underlined. URL of online resources.	Name of source, name of creator, publication date, location of information in the source (e.g., page number), and publication date, URL of online resources with the date of access.
<b>What and When to cite?</b>	Anywhere students use others' ideas or information.	Anywhere students use others' ideas or information. e.g., individual/group inquiry projects (Units of Inquiry) / PYP exhibition.	Anywhere students research and use others' ideas or information e.g., individual/group assignments etc.	Anywhere students research and use others' ideas or information e.g., individual/group assignments, Service as Action project, etc.	All assignments where research and the use of others' ideas and information take places e.g., Personal Project, Extended Essay, IA, individual/group assignments, ToK and CAS.

<b>In-text citation</b>	N/A	Attempts to cite pictures, figures and direct quotations in the text.	Attempts to cite pictures, figures and graphs in the text. Use in-text citations for direct quote.	In-text pictures, graphs and tables, etc.  When using author voice and direct quotation or paraphrase, attempt to use in-text citation (minor error may be acceptable).	In-text citations incorporated into text.  When using the author voice directly e.g., quotation or paraphrase (error isn't acceptable).
<b>Suggested Tools</b>	Verbally get them to cite their sources. Handwriting or video recording can be used (See Appendix 5).	Handwriting or use referencing tools e.g. NoodleTools Express / OSLIS.	Use referencing tools e.g. NoodleTools Express / OSLIS.	Use referencing tools e.g. NoodleTools Express / <a href="#">OSLIS</a> .	Use referencing tools e.g. Using NoodleTools Express for note taking & essay planning are highly encouraged. Zotero may be used in lieu of My Bib. Browser Extension can be introduced
<b>IB Learner Profile</b>	Principled	Principled	Principled	Principled	Principled
<b>IB Attitudes</b>	Integrity, Respect & Appreciation	Integrity, Respect & Appreciation	Integrity, Respect & Appreciation	Integrity, Respect & Appreciation	Integrity, Respect & Appreciation
<b>IB ATL Skills</b>	Research skills (Information & Media literacy and Academic Honesty	Research skills (Information & Media literacy and Academic Honesty	Research skills (Information & Media literacy and Academic Honesty	Research skills (Information & Media literacy and Academic Honesty	Research skills (Information & Media literacy and Academic Honesty
<b>Role of Teacher / Supervisor/ Teacher-Librarian</b>	<p>1. When using a picture in the classroom, talk about where it came from.</p> <p>2. When reading books, talk about the author, title (and illustrator).</p> <p>3. Discuss that publications are created by someone and the work belongs to that person; making clear what will happen if submitted work is not the learner's own.</p>	<p>Reinforce 1-3, plus</p> <p>4. Discuss that publications are created by someone and the work belongs to that person.</p> <p>5. Discuss the publication date.</p> <p>6. Introduce academic honesty (basic plagiarism).</p>	<p>Reinforce 1-6, plus</p> <p>7. Teachers are expected to know and teach the difference between information resulting from search engines and where the information appears on an actual website.</p> <p>8. Discuss in-text citation, reference and bibliography, and model in-text citation.</p> <p>9. Introduce various types of plagiarism.</p>	<p>Reinforce 1-9, plus</p> <p>10. Discuss various sources of information e.g. Primary vs Secondary.</p> <p>11. Discuss ABCDE source evaluation method.</p>	<p>Reinforce 7-11, plus</p> <p>12. Ensure in-text citation, reference and bibliography with accurate order and punctuation. Errors are not acceptable!</p>

<b>Feedback on Plagiarism &amp; Referencing errors (see Table 2)</b>	N/A	N/A	Attempt to use plagiarism feedback symbols for written assignments (See Table 2).	Use plagiarism and referencing error feedback symbols for, individual/group assignments  (See Table 2).	Highly encouraged to use plagiarism and referencing error feedback symbols for any assignment e.g., Personal Project, Extended Essay, IA, individual/group assignments ToK and CAS report (See Table 2).
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## Table 2

### Plagiarism and Referencing errors and feedback symbols

Plagiarism Continuum			Common Bibliography and Referencing Errors		
Problem statement	Types of Plagiarism	Feedback symbols	Problem statement	Types of Bibliography & Referencing errors	Feedback symbols
Submitting other works, word-for-word, as one's own.	<b>Clone</b>	<b>CL</b>	Wrong alphabetical order in bibliography or works cited list	<b>Alphabetization</b>	<b>AL</b>
Information contains significant portions of text from a single source without alterations.	<b>Ctrl+C</b>	<b>CC</b>	Using different styles in one paper	<b>Broken style</b>	<b>BS</b>
Changing keywords and phrases from the original work but retaining the essential content of the source.	<b>Find+Replace (Idea Theft)</b>	<b>FR</b>	Work created without consulting other sources or least sources	<b>Minimal reference</b>	<b>MR</b>
Paraphrasing from different sources and making the content fit together seamlessly.	<b>Remix</b>	<b>RX</b>	Reference(s) mentioned in the work cited list but no in-text citation	<b>Spare references</b>	<b>SR</b>
Work that includes citations to non-existent or inaccurate information sources	<b>404 Error</b>	<b>4E</b>	Use in-text citation but no bibliography	<b>Uncited references</b>	<b>UR</b>
Borrowing generously from one's own previous work without citation	<b>Self-plagiarism (Recycling)</b>	<b>SP</b>			

\*Part of this table's information (types of plagiarism) was adapted from Turnitin.com

## Conclusion

The details of each institution's academic integrity program usually depend on the geographic location, the specific requirements of the curriculum and the characteristics of the community. In each case, however, the relationship between policies and procedures, community standards, and day-to-day conduct should be consistent and compatible with the agreed upon curriculum and institutional values. While reviewing the documentation, it became clear that a consistent weakness of the standards and guidelines has been the assumption that teachers,

**...where the world of information is within a fingertip and accessible around the clock, we need to empower a generation of youngsters who understand the opportunities and the risks associated with that.**

administrators, and librarians will decide amongst themselves who will be responsible for teaching which portion of the standards or guidelines (Benjes-Small et al., 2008) without much detail about individual responsibilities. Putting it all together, it is clear that some of the standards or guidelines are less clear and lend themselves to further discussion, consideration of common practice and knowledge.

To cultivate and sustain an academic integrity community, simply believing in the fundamental values (honesty, trust, fairness, respect, and responsibility) is not enough (Fishman, 2014). Considering the 'new normal' be it cultural, social, academic or technological changes that have once again transformed the world, the ability to construct legal and ethical knowledge throughout all stages of students' education will serve them well and are considerations they are likely to repeatedly encounter in the future. In the age of Google, where the world of information is within a fingertip and accessible around the clock, we need to empower a generation of youngsters who understand the opportunities and the risks associated with that. The point is, creating an academic integrity culture that incorporates all related stakeholders demands insightful expertise and conjoins practices with principles and actions with ideals. With this in mind, through learning, teaching and building partnerships with teaching colleagues, we, the school library professionals can create an academic integrity culture where our role will be well understood and valued. The possibilities are infinite but the risks are too high to disregard.

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