Vilnius International School
Academic Integrity Policy
UPDATE 2023

Introduction

At VIS, we believe that promoting academic integrity is the responsibility of all members of the community. The purpose of this document is to define the different categories of academic misconduct; summarize roles and responsibilities of teachers, parents, and students; and outline the progression of skills that support students in understanding and maintaining academic integrity.

All members of the school community have a responsibility to promote academic integrity through modelling the attributes of the Learner Profile, particularly being principled. As an IB school, we strive to embed the learner profile in students' everyday experiences both inside and outside of the classroom. It is expected that all students will receive regular instruction and be given clear, age appropriate examples of habits and practices that maintain academic integrity as they work to develop competency in the areas of self management, research, and communication.

There has to be a clear distinction, in any document, or other work produced, between what has been created by a student, and what is the work of someone else (which must be identified). Using other people's work is acceptable, but integrity requires you to explicitly give credit to the original author.

In developing and enforcing this policy, VIS encourages its students to be:

- Inquirers who have the skills necessary to conduct inquiry and research;
- Knowledgeable by demonstrating an understanding of concepts, ideas, and issues related to the term "academic integrity";
- Principled and act with integrity and honesty, taking responsibility for their own actions;
- Open-minded in order to regularly seek out and evaluate a range of points of view;
- Risk takers who are brave and articulate in defending their beliefs;
- Communicators who are able to clearly explain which parts of their work are from other sources

Students who use outside resources must acknowledge the sources in a standard way. Examples of academic dishonesty include the following:

- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words, or work of another person or AI tool, without proper, clear, and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion** means students using the work of other students as their own. Students are expected to work independently, and while collaboration is encouraged, collusion is not;
- **Misconduct** during an examination includes taking unauthorized material into an examination room, disruptive behaviour, and communicating with others during the examination.
- **Communication** during examinations, in class and summative assessments where it has been specifically indicated by the teacher that work must be conducted in silence and independently.

- **Duplication of work** is defined as the presentation of the same work for different assessments.

Teachers are expected to support and act on the school's policy and provide students with advice and guidance whenever necessary.

Academic Integrity in the PYP

The teaching and modelling of the importance of academic integrity not only gives us the opportunity to meet Standard C3, item 4 "Teaching and learning promotes the understanding and practice of academic integrity", but also allows us to explicitly teach and reinforce some of the PYP Learner Profile attributes and attitudes including being principled and acting with integrity.

Classroom teachers should explain what academic integrity means in specific terms. Clear criteria, examples, and guidance should be provided throughout the teaching process and for all work, including homework that students are being asked to produce.

Specific examples from the IB documentation of how academic integrity can be supported through the approaches to learning can be found in **Appendix A**.

Teachers will work with students to understand the difference between collaborative work and what constitutes a violation of academic integrity, as well as nurture a respect for the need to demonstrate independent contributions to assignments and classwork. Additionally, there are times when teachers need to assess the learning of individual students.

It is our intention to foster an atmosphere within our school and classrooms in which students are willing to make mistakes in their learning without the fear of retribution. In fact, making mistakes is part of the learning process. However, the desire to have the "correct" answer, or to expedite the process may lead a student to seek advantage by copying from another student or other source.

On such occasions, students who do not abide by the academic integrity expectations in primary grade may be asked to repeat the work with an explanation from the teacher as to why this is necessary. In Grades 4 and 5, depending on the frequency or the seriousness of the incident, teachers may need to inform parents and the PYP Coordinator may be requested to discuss the concerns with the student. Students will be required to sign an academic integrity pledge prior to beginning the Exhibition.

Academic Integrity in Upper School
The general expectations for each grade level in the Upper School can be found in **Appendix B**. Teachers may differentiate these expectations to meet the needs of individual learners as appropriate.

Roles and Responsibilities

The Leadership Team
The Leadership team promotes academic integrity by working to provide a positive school culture and resources to support academic integrity throughout the school. In instances in

which academic integrity is compromised, specific members of the leadership team will be called upon to consult or enforce consequences in line with the Behavior Policy.

The Teachers
We recognize that all teachers provide support for academic integrity across our school's three programmes by reinforcing best practice and teaching proper research skills. Teachers are expected to give specific requirements as well as written examples of proper citation of a variety of sources in all subject areas. The need to acknowledge the source of data, works of art, computer programmes, photographs, diagrams, illustrations, maps, etc. also must be made clear to students by their subject teachers.

Teachers can support students in maintaining academic integrity by:

- Nurturing the ten attributes of the IB learner profile. They are the foundation for your teaching and learning and can help individuals and groups become responsible members of local, national and global communities. This includes the individual's responsibility towards academic integrity. The ten attributes are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.
- Supporting students to become actively responsible for their own learning.
- Taking time to talk about academic integrity—encourage students to develop personal integrity.
- Ensuring that students receive guidance on how to produce genuine and authentic work.
- Explicitly teaching effective citing and referencing.
- Giving students regular feedback and encouraging them to respond to the feedback in order to move their learning forward.
- Leading by example.
- Encouraging students to accept their strengths and weaknesses and encourage them to do the best they can.
- Helping parents understand your academic integrity policies. (11 Tips for Teachers, The IB Community Blog, accessed on Aug 15, 2018)

What can a teacher do to confirm that work is the student's own?

- The teacher has seen the student develop the work over a period of time. (Most summative assessments are not designed to be completed in a single evening after school.) This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.
- The student can explain their work sufficiently—to give confidence that it has been created by them.
- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce based on evidence from other assignments and classroom contributions.

Teachers are best placed to know what a student is capable of and when a piece of work appears not to have been written by that student. This is another opportunity for leverage the connection between students and teachers. Teachers may require the use of Google docs so that editing history is visible and clear. Additionally, we should not underestimate the

importance of informal conversations with students in supporting your understanding of their academic potential as well as verification of performance.

The Parents
Provide support by reinforcing the importance of the school's academic integrity policy with their children, encouraging ethical behaviour and monitoring students' work in the home such as: computer use, homework, or written assignments, and encouraging children to ask their teachers for advice if they are having difficulties with their work. Parents should establish a good level of communication with the school so that they understand the requirements of their child's programme and what is expected.

The Students
All students receive instruction to support them in making good choices around academic integrity. When engaging in research, collaboration, or communicating ideas in any format; all students are expected to act with integrity, and make ethical decisions that respect the dignity of the work of individuals, groups, and communities. Students will be expected to take responsibility for their own actions and the consequences that accompany them.

Levels of Academic Misconduct

Students who fail to meet the above guidelines and expectations will face consequences up to expulsion from the school depending on the level of severity and the age/experience of the child. Level one infringements will be dealt with by the teacher in collaboration with the MYP Coordinator and by informing the Upper School Principal. Below is an outline of the different levels of academic dishonesty.

Level One: Level one infringements include but are not limited to:
- copying homework
- giving other students your homework for copying
- looking at another's classwork or assessment
- letting another student look at classwork or assessments
- using other secretive methods of receiving or giving answers to an assessment
- using information from another source that is not properly attributed / cited
- working with others on an assignment that was meant to be done by individuals

Level Two: Level two infringements are severe and will be dealt with by the teacher after consultation with MYP Coordinator and the Upper School Principal. A level two violation may need to be further discussed in a Child Welfare Meeting in the event there is a pattern of infringement that constitutes a violation of the Behavior Policy.
Level two violations include but are not limited to:
- cheating in a formal examination
- taking papers from the Internet, other publications, or other students
- taking any part of a test to use or give to others
- submitting a computer program that has been developed by another
- submitting a plagiarised Personal Project report
- submitting a Personal Project product that is not their own work

Level Three: Level three violations are extreme and will be investigated by the Child Welfare team and Director of the school. These violations may constitute legal intervention. The final decision will be made by the Director. A level three violation constitutes a material breach of School Services Agreement and will result in expulsion.

Level three infringements would include but are not limited to:
- stealing examinations
- entering a teacher's computer without permission
- altering grades on a computer database
- falsifying school reports or transcripts

Acknowledgements

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We also acknowledge the following IB documents: Academic Integrity in the IB educational context, Academic Integrity in the Middle Years Programme, IB Academic Integrity document, From Principles to Practice, Effective Citing and Referencing document, The IB's Academic integrity policy and The IB Community Blog.

Appendix A: Primary School Referencing Expectations

The following represents the general expectations for each grade level in the PYP. Teachers may differentiate these expectations to meet the needs of individual learners.

Early Childhood
- Claim only their own work
- Name their own work

Kindergarten
- Verbally acknowledge who helped them with their work

Grade 1
- Recall sources of information either verbally or by collecting/pointing to the source

Grade 2
For sources of information, cite as follows:
- Books: give the title
- Websites: title
- Videos: title
- Images/Pictures/Diagrams: title
- Interviews: person's name

Grade 3
For sources of information, cite as follows:
- Books: author and title
- Websites: title and url
- Videos: title and url
- Images/Pictures/Diagrams: title, url, (author if applicable)
- Interviews: Person's name

Grade 4
For sources of information, cite as follows:
- Books: author, title, date
- Websites: url (author if applicable)
- Magazine/Journal: author, title of article, magazine/journal name, date
- Videos: title, creator, url
- Images/Pictures/Diagrams: title, author, url
- Use assessment criteria to self-assess academic integrity

Grade 5
- Citations as for Grade 4
- Reference multiple sources for their tasks
- Create electronic bibliographies using MLA format
- Use assessment criteria to self-assess academic integrity

To support Academic integrity, PYP students will learn:

- How to use the library and internet to find information
- Note taking skills

- Appropriate paraphrasing and adaptation resource material
- Appropriate ways to acknowledge information gathered from a variety of sources, including electronic sources
- Writing a bibliography in MLA style
- How to use quotation marks to identify someone else's words
- The importance of being principled by appropriate sharing and collaboration during group work

Appendix B: Academic integrity in the MYP and Cambridge grades 11 and 12

In addition to the requirements in PYP, the following represent the general expectations for each grade level in the Upper School. Teachers may differentiate these expectations to meet the needs of individual learners as appropriate.

Grades 6-8: additional expectations:
- If in doubt, ask beforehand what kind of external help is permissible
- Cite the source of direct quotations
- Acknowledge information taken from all sources
- Acknowledge references in an MLA format bibliography and
- Begin to use in-text citation in Grade 6 and
- Use at least one style of in-text citation appropriately and consistently by Grade 8
- Know what defines plagiarism, and collusion vs legitimate collaboration,
- Know what defines cheating and abides by the rules
- Follow the rules for in-class assessments, unit tests and other assessments.
- Understand the consequences of malpractice regarding: school-based work, in class assessments, unit tests, end of year/programme examinations and the Personal Project

Grades 9-10: additional expectations:
- Acknowledge explicitly and appropriately help provided by another person using in-text citations
- Use a variety of forms of in-text citation to acknowledge information taken from each source of information
- Use annotated works cited or an annotated bibliography as appropriate
- Document source material in a formal and appropriate manner
- If in doubt, ask beforehand what kind of external help is permissible
- Use quotations appropriately (including citation of the source)
- Use paraphrasing appropriately (including citation of the source)
- Use quotation styles appropriately for sentences, sentence fragments and larger pieces of text.
- Understand the concepts of plagiarism and collusion
- Use footnotes and endnotes in the appropriate MLA format
- Understand the consequences of malpractice regarding; school-based work, in class assessments, unit tests, end of year/programme examinations and the Personal Project

Grades 11-12: in addition to previous requirements
- Keep and maintain accurate, personal course notes
- Acknowledge explicitly and appropriately help provided by another person
- Ask beforehand what kind of external help is permissible
- Acknowledge, in the most appropriate and specific manner, information taken from each source of information
- Document source material in a formal and appropriate manner
- Use direct quotations appropriately
- Understand the concept of plagiarism

- Understand the consequences of malpractice regarding both school-based work and external examinations and assessments
- Follow all exam rules (both internal and external)
-

To support Academic integrity, students in Upper School will learn:
- How to use the library and internet to find information
- Note taking skills
- Appropriate paraphrasing and adaptation of resource material
- Appropriate ways to acknowledge information gathered from a variety of sources, including electronic sources
- Writing a bibliography and works cited in MLA style
- Writing an annotated bibliography or works cited list
- The use of footnotes and endnotes
- How to use quotation marks in a wide variety of styles
- Group work and collaboration skills
- The importance of being principled by appropriate sharing and collaboration during group work

Appendix C: Artificial Intelligence

The following policy statement comes directly from the IB's recommendations on the use of Artificial Intelligence published in March 2023. In recognition of their guidance, VIS will not ban the use of AI software. We have included the policy statement in full as we navigate this new reality together.

The updated IB Academic Integrity Policy (2023) states that, "*the simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically.*

AI tools do not threaten the underlying principles of what the IB values. Students are expected to research a topic, and with today's technology that likely means starting with an internet search. In assessment, the IB does not (generally) award marks for spelling, punctuation and grammar. Where communication is assessed, we will need to think carefully about what this means, but it is more than just having a well-written paragraph and requires considering the key messages for the audience. AI may provide a starting text, but the student will need to understand how and why to refine the text to improve its impact.

AI tools do not represent a crisis in education or assessment. However, in a world where everyone can use software to write newspaper articles, business reports and/or emails to friends, it is a game changer in terms of the skills students need. Instead of being able to produce complete essays, reports, and so on, students need to know how to get the best out of AI tools. For example, to edit text, to personalize it, and most importantly, to recognize the inherent bias in what is produced because of the bias in the programming and the material that the AI tool has been trained on from its creators.

The IB aims to avoid joining the "arms race" between AI tools that claim to be able to tell the difference between AI and human authors. It is better to ensure that students can speak about their work with their teachers rather than accusing them of misconduct based on increasing small differences in the predictability of their word choices. However, students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software.

The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them— which is a form of academic misconduct.
It is not realistic to prevent the use of these tools as they will rapidly become commonplace, but the IB believes that schools should explain ethical behaviour when using these tools, and why they often are not the most useful piece of software. Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks.

Some recommendations are as follows.

- *Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.*
- *Students benefit from having an example of a good essay to look at when drafting their own work.*

There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.

- *Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.*

Teachers may have experienced problems when a student has been given an example essay that too closely matches what they are being asked to do. Consciously or unconsciously, the student can start to copy the content of the essay rather than using it to create their own work. Therefore, during the writing or creative process of any piece of work, the IB expects teachers to use the same processes they would use whenever they suspect that the work submitted is not the student's own and is not identifiable by plagiarism detection software—for example, work written by a third party or paid service.

Note that language acquisition is an exception to the rule about marks not being awarded for spelling, punctuation and grammar. However, it is probably impacted more by developments in translation software.

Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student. If teachers are not convinced that the work is the student's own, it must not be submitted to the IB. If it has been written for them by their parents/guardians, sibling, tutor or obtained from an essay mill, the IB is less likely than the teacher to be able to identify this. The IB is very effective in spotting similar work used by students in different schools—for example, two students buying the same essay off the internet. While tools are being developed to detect essays written by AI tools, it is likely to be a while before they are reliable enough to be the sole evidence of academic misconduct that leads to a student losing their grade for the subject concerned.

It is a school's decision on how to deal with a student who submits work that is not their own, as per the school's academic integrity policy. For example, are students allowed to submit entirely new work, to rewrite it under supervision, or do they lose the opportunity to submit anything?

The IB's only requirement is that work that is not the student's own cannot be submitted for assessment; it does not accept a marking penalty for such work. Teachers must keep in mind that if a student does not submit coursework, then the IB will not award a grade in that subject.

How should teachers guide their students when using AI tools?
Students should be informed of the following rules:
- *If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.*

- *The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.*

The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

How do I cite generative AI?

The Modern Language Association of America suggests the following method to cite content generated by AI tools *("How do I cite generative AI in MLA style?", MLA Style Center, accessed on Aug.20th, 2023):*

You should cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it. Acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location. Also, take care to vet the secondary sources it cites.

Using the MLA Template:
- *Author: We do not recommend treating the AI tool as an author. This recommendation follows the policies developed by various publishers, including the MLA's journal PMLA.*
- *Title of Source: Describe what was generated by the AI tool. This may involve including information about the prompt in the Title of Source element if you have not done so in the text.*
- *Title of Container: Use the Title of Container element to name the AI tool (e.g., ChatGPT).*
- *Version: Name the version of the AI tool as specifically as possible. For example, the examples in this post were developed using ChatGPT 3.5, which assigns a specific date to the version, so the Version element shows this version date.*
- *Publisher: Name the company that made the tool.*
- *Date: Give the date the content was generated.*
- *Location: Give the general URL for the tool*

Appendix D: Glossary

<u>Works Cited</u>

A "Works Cited" list is an alphabetical list of works cited, or sources you specifically took information from while working on your essay or project. All works that you have quoted or paraphrased must be included. Works Cited is generally used when citing sources using MLA format (Modern Language Association) style, and sources should be listed in alphabetical order by author's last name.

Example Works Cited entry:
Middlekauff, Robert. The Glorious Cause: The American Revolution. Oxford UK, 2007.

<u>Bibliography</u>

Bibliographies, on the other hand, differ greatly from Works Cited. In Works Cited you only list items you have actually referred to and cited in your work. A Bibliography, meanwhile, lists all the source materials that you have consulted in preparing your work, whether you have actually referred to and/or cited it in your work or not. This includes all sources that you have used in order to do any research.

Example Bibliography entry:
Middlekauff, Robert. The Glorious Cause: The American Revolution. Oxford, UK: Oxford University Press, 2007.

Appendix E: IB Scenarios on Academic Integrity and the ATLs

Primary Years Programme

ATL	Self-management, social, communication, thinking and research skills		
Activity	Culminating project	Group work	Presentation
Scenario	As year 3 students prepare to present a culminating project to parents, the teacher takes a moment to discuss the importance of academic integrity. Special efforts are made to make sure that cultural and language differences do not impede understandings. The teacher engages in a discussion that allows for the sharing of crosscultural perspectives of academic honesty. The teacher provides an example of a student who copies another's work or allows someone else to complete a project for them as a way of not maintaining academic honesty. The teacher provides examples of academic honesty and encourages a conversation that allows parents to share ideas that can be used at home.	Kindergarten students are working together in small groups. The teacher notices that one student is not participating. The teacher has a one-to-one conversation with the student and encourages participation by asking questions and reminding the student of the importance of presenting his/her own ideas. A few moments later, the teacher gently reminds the class of the essential agreements for group work and that every student should have a chance to offer new or different ideas that reflect the creativity and collaboration of the team. The students are also reminded of the importance of practising social, communication and thinking skills.	A year 5 student is working on the exhibition. During the research process, a variety of sources, including books, blogs, internet videos and print articles were accessed. The student has used items from web searches as part of his visual presentation. Since the information is easily available, he is confused about whether or not all sources need to be documented. The student reviews the school guidelines for academic integrity. He also asks his classmates for guidance. The classroom teacher, media specialist and parents also model and provide regular reminders to all students about the importance and meaning of academic integrity.

ATL	Self-management, social, communication, thinking and research skills	
Activity	Creative work	Independent work
Scenario	While working on a project related to the transdisciplinary theme "How we	To further develop skills related to academic integrity, the school's

	express ourselves", a year 2 student creates a video that features different forms of art. He decides to use pictures, music and images that were found on the internet. While reviewing the rubric for the project, the student realizes that he has forgotten to cite the different musical and video sources that have been used. He talks with the classroom teacher who provides examples of an agreed way to reference the item.	library/media specialist has chosen the key concept of responsibility and the PYP attitude of respect as a central theme. The library/media specialist leads discussions across grade/year levels about how authors create work, and the importance of respecting intellectual property. Students learn that they have the responsibility to cite sources beginning in year 1. The library/media specialist explains that the sources are a "road map" for the students, and that it is important to acknowledge the author out of respect. Therefore, students are taught how to create a bibliography or a page of works cited.

Middle Years Programme

ATL	Self-management, social, communication, thinking and research skills		
Activity	Personal project	Group work	Presentation
Scenario	An MYP year 5 student is completing her personal project on sustainable transport. However, she changed her idea for the project very late in the learning process. As advised on the academic honesty form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction. The supervisor reminds the student about the importance of the process journal, and its purpose: to	An MYP year 3 student has been part of a three-person group working on a community project. The student has found it challenging working in a group. One member of his group has copied and pasted material from an unattributed source in material that she was supposed to have created herself. The teacher works with the group and especially with the student who copied and pasted the material and is not yet academically proficient in the school's teaching language. (In learning a new language, students are often able to recognize relevant content before they can generate their own.)	An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on Astérix et Cléopâtre and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its

| | document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/ or edited research notes; and to maintain a current bibliography. The teacher explains the relevance of the academic honesty form as a form of communication. As long as the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern. | The teacher provides the student with additional opportunities to practise paraphrasing skills, and may use peer-coaching strategies to empower students to work collaboratively when documenting sources. | creator.

The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed. The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing). |

ATL	**Self-management, social, communication, thinking and research skills**	
Activity	Creative work	Independent work
Scenario	An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea? The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.	As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis. Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experime