



Teaching with Turnitin

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2007/8

- How effective is Turnitin in helping students understand the difference between acceptable/unacceptable use of source material?
- To what extent does Turnitin save staff time in identifying misuse of sources in written coursework?

Acquired licence

Summative use only (suspicion triggered) EXCEPT on EFL modules. (Data from our Conduct and Appeals Unit showed that non-EU students were four times more likely than home/EU students to be reported for academic misconduct).

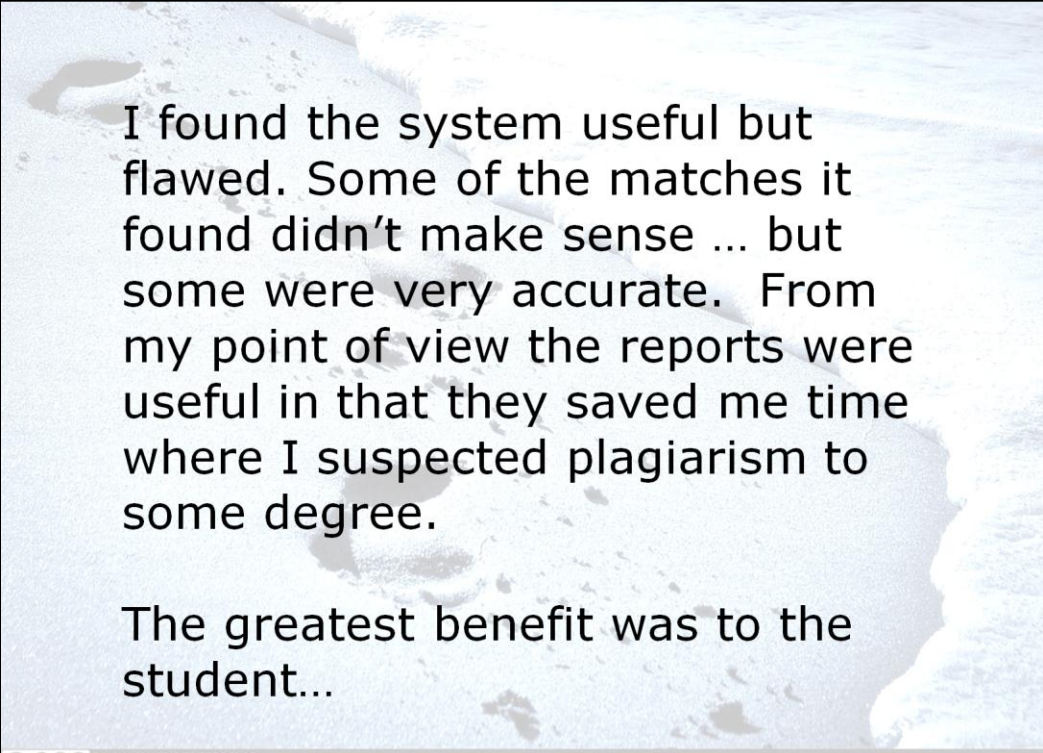
The use of Turnitin as a teaching aid was trialled with two cohorts on the English Plus Preparatory Award in 2007/8. The students (32 in semester 1 and 41 in semester 2) came from Cyprus, China, India, Poland, Saudi Arabia and Algeria, and had an English level equivalent to IELTS 5.5. On two core modules, students completed a 1,200 – 2,000 word essay, submitting the first draft in week 9/10 and the second in week 12/13. Feedback on the first draft was given in oral and written form by means of individual tutorials.

In this trial, Turnitin Originality Reports (ORs) were used as a visual aid in giving feedback on unacceptable use of source material. In semester 1, I collected and uploaded students' assignments then forwarded the ORs to their tutors for dissemination. In semester 2, Turnitin accounts were created

for the students so they could upload their first drafts themselves and check their second drafts prior to submission.

We gathered feedback on the pilot in three ways:

- email/oral comments from staff
- written comments from students as part of their academic portfolio assignment
- survey using TurningPoint voting handsets at start of exam (62 students were present)



I found the system useful but flawed. Some of the matches it found didn't make sense ... but some were very accurate. From my point of view the reports were useful in that they saved me time where I suspected plagiarism to some degree.

The greatest benefit was to the student...

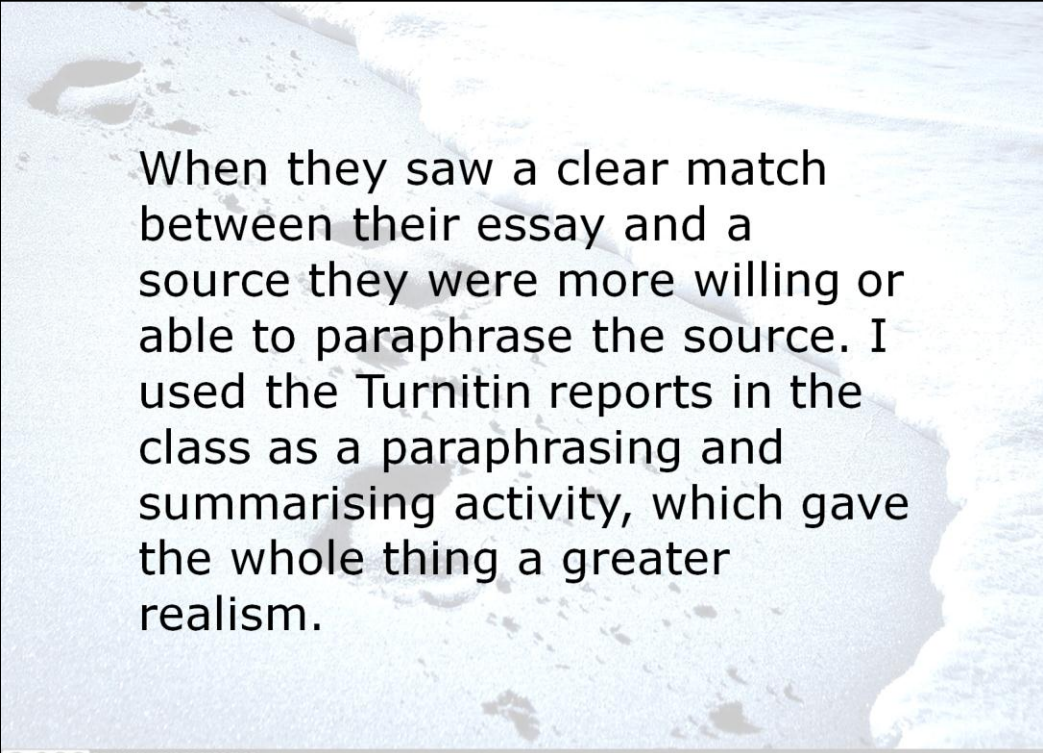
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No increase in plagiarism detection

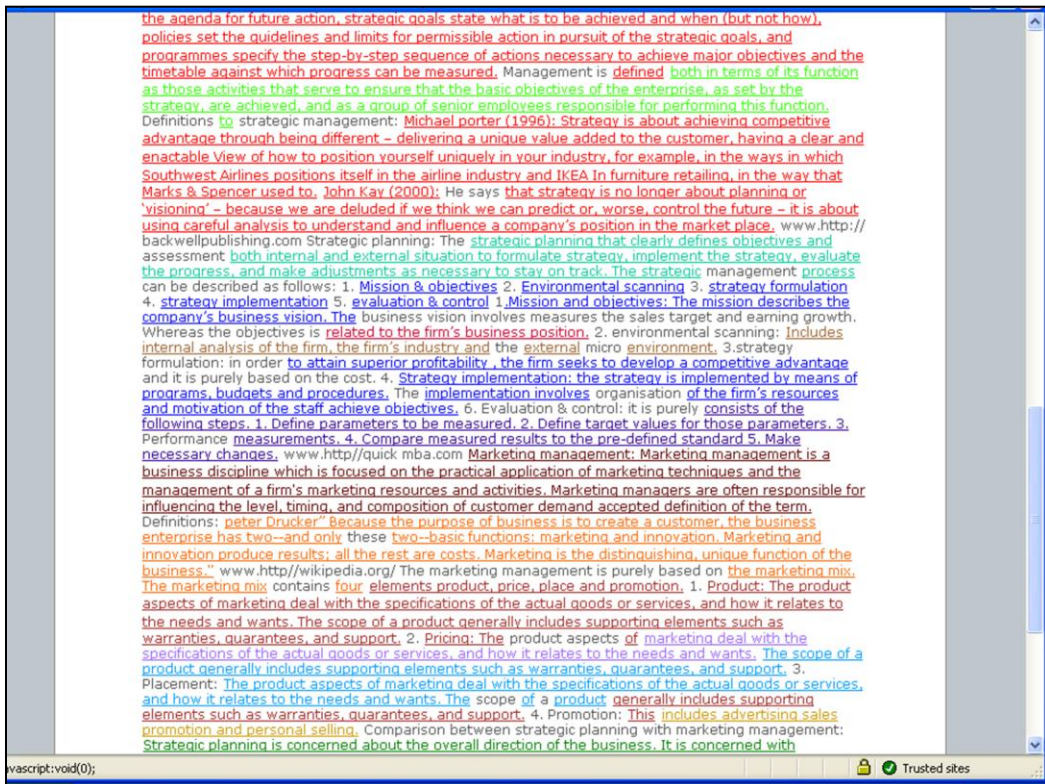
Increase in detection of collusion

Saved staff time (50%) but we still had to check

Google/library as Tii database was more limited than it is now



When they saw a clear match between their essay and a source they were more willing or able to paraphrase the source. I used the Turnitin reports in the class as a paraphrasing and summarising activity, which gave the whole thing a greater realism.



This student was not trying to cheat – has attempted to cite sources – achieved success on undergraduate AND postgraduate degrees in India by using copy-paste; it takes time to change this habit.

(This is the 'classic view' option in the text-only Originality Report. The newer 'document viewer' looks different.)

Conflicting statements

- **71%** of students agreed that "I found it helpful to access Turnitin for myself."
- BUT only **52%** uploaded a 2nd draft
- **89%** agreed that "all students should have the opportunity to check their work through Turnitin."

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Why?

Trying to please the teacher?

Didn't upload 2nd draft because first was OK?

Wanted to have the opportunity to use it in future 'just in case'?

Similar results with home students in 2012 pilot. See also Arlene Hunter's research at OU.

<http://plagiarismconference.org/documents/conference2012/powerpoints/Hunter.ppt>

A note on paraphrase:

Excellent customer services are the bread and the grease of every company and especially in a hotel company. Every manager has a numerous business success secrets that helped them to make the best and the most suitable company for their customers.

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Churning/spinning?

Up to three upload opportunities on one module and unlimited overwrites on the other.

52% of students uploaded a second draft

14% uploaded a third draft

3% (two students) uploaded a fourth draft

Not so much evidence of malpractice as of a desire to 'get it right.'

This (final) version of the essay scored 0% on the Turnitin OR.
But could we understand it?

Version 1

Good customer service is the brad
and the butter of every business.
The mangers have several business
success secrets that helped them to
make the best company.

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The first version received an OR of 48%. (Second draft 36%.)

2008/9



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Portfolio assessment

Students leave straight after exams; don't collect feedback

Discouraging to teachers (all that effort for nothing)

Minimal resit takeup

Clutter

=> Trial of online feedback & why I chose TII/GradeMark

The screenshot shows a Turnitin Document Viewer interface. The document title is "anorexia essay" by C.K. The Turnitin score is 90% (SIMILAR). The document content includes the following text:

Anorexia nervosa is a distorted body image that overestimates personal body fatness and an eating disorder. Although boys or men can also suffer from it, it is estimated that about one out of every 100 Asians are more often affected than people. Anorexia is more common in middle and upper income societies. An overwhelming desire to become thin drives people to extreme dieting, even when they are hungry. Although adults are often hospitalized, their personal lives are usually unaffected. Anorexia nervosa is a "model student" of mental illness. It causes social isolation and We can characterise the person with anorexia because their weight is maintained at least 15 per cent below their normal weight. It is self-induced weight loss caused by excessive exercise, using laxatives, and vomiting. There is a strong, almost overwhelming fear of putting on weight, with sufferers preoccupied

A "Rest" QuickMark template is highlighted over the text "Although boys or men can also suffer from it. It is estimated that about one out of every 100 Asians are more often affected than people". The error message reads:

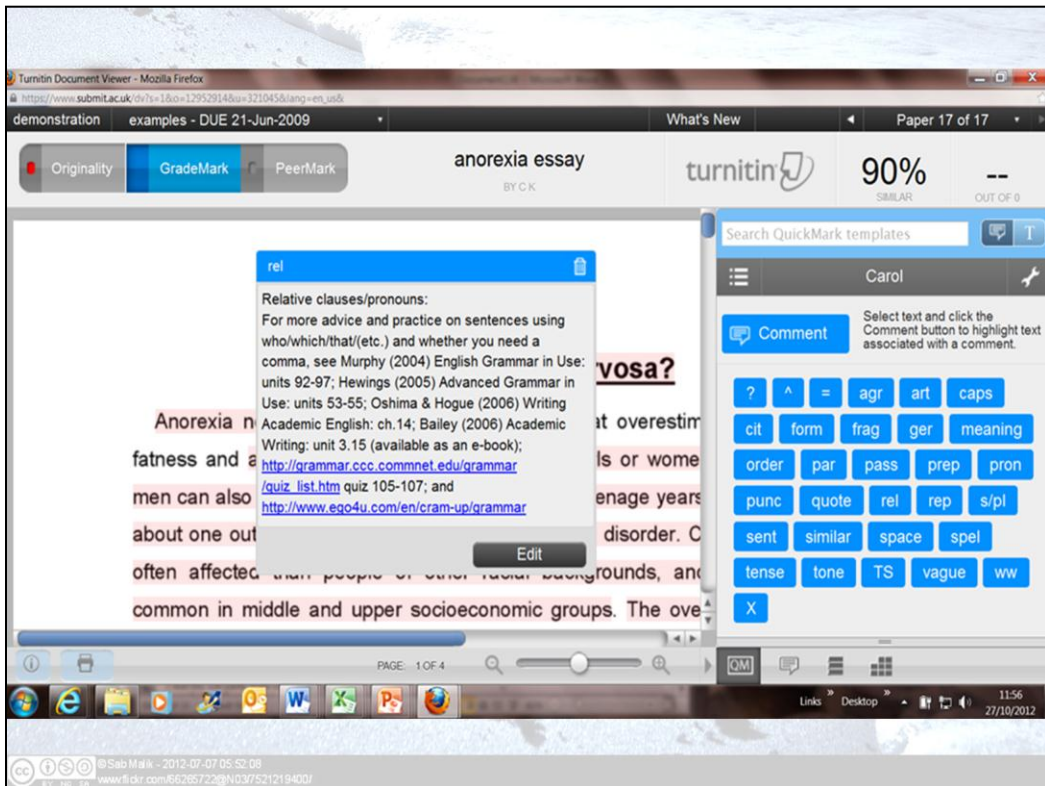
Restrictive vs. non-restrictive error:
 A noun phrase or clause that explains another noun phrase is called an appositive. Appositives that clarify but do not give essential information—which is to say, information not necessary in order to make grammatical sense—are marked off by commas. On the other hand, commas cannot set off phrases and clauses that are essential to the understanding of a noun. In the sentence "People who live in glass houses shouldn't throw stones," the clause "who live in glass houses" is restrictive. This clause modifies "people" and tells us essential information about specific people, not people in general. If the clause were treated as non-restrictive and placed in commas ("People, who live in glass houses, shouldn't throw stones"), then you're saying that all people live in glass houses, which is certainly not true. In short, a non-restrictive appositive is placed within commas because it can be taken out without any change to the meaning of the sentence.

On the right side, a list of QuickMark templates is visible:

- 2xN
- A/E
- C/M
- Coll.
- Commonly Confused
- Excess "to be"
- I/E
- IT(S)
- MM
- Prep.
- Repetitive
- Rest.
- Run-on
- T/W
- T4H
- There/Their/They're
- TN
- TT2
- WC
- YR

Standard QuickMark sets may be helpful for native English speakers with a certain grounding in grammar/terminology

Not so accessible for students with IELTS 5.5 or 6



I selected most common points from previous years' feedback

Short, simplified

Links to recommended sources (coursebooks, library books, tried & tested websites)

The screenshot shows a web browser window with the URL <http://humbox.ac.uk/2921/>. The page title is "Feedback shortcuts for assessing writing". The main content is a table with three rows:

order	Order: For more advice and practice on sentence structure and word order, see Murphy (2004) <i>English Grammar in Use</i> : units 109, 110; Hewings (2005) <i>Advanced Grammar in Use</i> : units 95-100; Oshima & Hogue (2006) <i>Writing Academic English</i> : ch.10; http://www.bbc.co.uk/5/1/learn/words/grammar/interestsentences/compoundsentences/ ; http://www.uefp.com/accuracy/sccfrom.htm → Proofreading → WO (word order) and http://www.egofu.com/en/cram-up/grammar/
par	Your writing should be divided into paragraphs, each with a clear topic. For more advice and practice on this, see Oshima & Hogue (2006) <i>Writing Academic English</i> : ch.142; http://www.uefp.com/writing/wrtfrom.htm → paragraphs; and Cottrell (2008) <i>Study Skills Handbook</i> : pp.192-5.
pass	For more advice and practice on the difference between active and passive voice, and how to use passives, see Murphy (2004) <i>English Grammar in Use</i> : units 42-45; Hewings (2005) <i>Advanced Grammar in Use</i> : units 22-25; Bailey (2006) <i>Academic Writing</i> : unit 3.20 (available as an e-book); http://grammar.ccc.commnet.edu/grammar/quiz_list.htm quiz 51.

Below the table, it says "Carol Bailey University of Wolverhampton, UK". To the right, there is a "Description" section with a detailed explanation of the resource's purpose and usage. Below that is a "Resource details" section with the following information:

- Added By: Carol Bailey
- Added On: 20 Jul 2011 18:01
- Creators: Carol Bailey/University of Wolverhampton
- Tags: ukoe, academic writing, eap, feedback, english language

At the bottom of the page, there is a "Download" button for a file named "Feedback_shortcuts.doc" (Microsoft Word). The browser's taskbar at the bottom shows various application icons and the system clock indicating 11:21 on 27/10/2012.

You can access my feedback shortcuts as an Open Education Resource from

<http://humbox.ac.uk/>

<http://loro.open.ac.uk/>

<http://www.jorum.ac.uk/> (use this link to download the QuickMark set)

Do you prefer to submit your work on paper or online?

Question	Response count	%
On paper	2	6.25
online	24	75
both	4	12.5
No answer	2	6.25

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i prefer online because i just can do it home and i dont have to go to university to give my paper and also there maybe be a lot of students who want to submit their papers so you have to wait

if you submit your assignments online you you know where there are and you can take them any time you want. also is better for me because i am not good with papers

[NB no opportunity with online submission for students to 'lose' pieces of work which had received negative feedback]

I can submit my task eny time like; at night and it is also helpful for improve my computing.

you can do your tasks everywhere where are a computers for example home , university , in rooms of your friends and when you are abroad you can finish it at your family home and submit it

it is more easier that u do it on paper also you dont waste any paper

Have you looked at the books and webpages recommended in your feedback?

Question	Response count	%
I've looked at the books and webpages	12	37.5
I've looked at some of the books	2	6.25
I've looked at some of the webpages	7	21.875
No, I haven't	10	31.25
No answer	1	3.125

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NB This survey took place in the last teaching week of each semester, when students had assignments due for other modules. Only half the class attended (i.e. the more studious half!) Some free text comments:

the websites were very helpful about grammar

good explanation of some topics, which I don't understand before

i found them helpful, because before i didn't read especially from the books or sometimes from the websites, but now I do it

actually it's not very helpful, because when I checked something about grammar I found they were hard to understand, so I have to find a Chinese version

they are really helpful, but some of the websites are no longer available

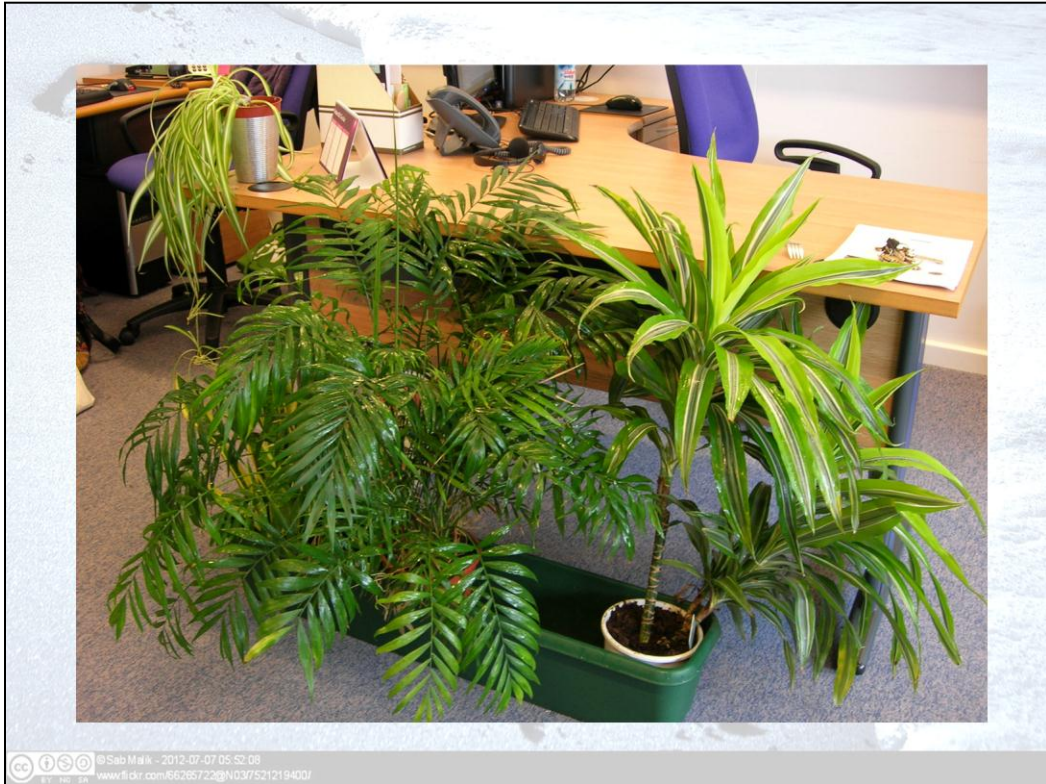
Email received 8 August

Madam I am writing to you because I am really grateful to you. I went to my country during the vacation. I received my result there online and my parents were very happy to see my result...

Resit takeup

Summer 2008: 1/14 students

Summer 2009: 4/12 students



Easy and fun to use; very positive student feedback; facilitated resits/progression

Strong indication that students were engaging more actively with feedback and following up recommendations

BUT

Challenging for less IT-literate students

Inconvenient for internal moderation and external examiner (don't they have these in the USA?)

Didn't save time marking:

I gave more feedback (because it was easier and because sts were engaging with it e.g. by email)

Self-censored comments more rigorously – public domain

More resits!

Need to think how to manage my time and students' expectations



The postgraduate curriculum had just been revalidated and we embarked upon a new model of EAP delivery – non-credit-bearing, and contextualised (as far as possible) within the postgraduate courses of each of our eight Schools.

At the same time, the University modified its policy regarding Turnitin to encourage facilitated access by students as a learning activity.

So I started training staff across the University in use of Turnitin as a learning tool. Facilitated pilots on core postgraduate modules in six of our eight Schools. Worked with subject lecturers to provide joint formative feedback on draft assignments. (NB This was only ONE aspect of our EAP provision!)

Draft assignment feedback

The screenshot shows a document titled "Draft assignment feedback" with a "READ ONLY" lock icon. The document text discusses Customer Relationship Management (CRM) and includes several references. A blue tooltip box is open over the word "tone", providing academic writing advice and links. On the right, a "General Comments" sidebar contains a "Voice Comment" section (0:00 / 3:00) and a "Text Comment" section with the following text: "I've looked at your first page and found it clear and readable. However I think you can improve your writing by focusing on punctuation, singular/plural, and agreement. For more help with your academic writing please book a tutorial with Cecilia Jones (c.b.jones@wlv.ac.uk)". The Windows taskbar at the bottom shows the date as 27/10/2012 and the time as 12:10. A footer at the bottom left contains the text: "© Sab Malik - 2012-07-07 05:52:08 www.flickr.com/662657226/N37521219400/".

Customer Relationship Management (CRM) is widely Popular topic that studied by a lot of research. This paper introduces a critical review of three journal papers: Enabling Customer Relationship Management for Small and Medium-sized Enterprises by Löffler, Johannes Kröckel and Michael Hettich (2011) (hereafter referred to as A), Electronic Customer Relationship Management Performance: Its Impact on Loyal Customer's Perspectives by Mohd Noor (2011) (hereafter referred to as B), and CRM practice in an emerging market: The case of China Mobile (2011) by Lin Shengdong and Ke Xue (hereafter referred to as C). This paper introduces a comparison and a contrast of the three articles in terms of strengths and limitations, methods and models they used, data collection methods, ethical issues, limitations, and recommendations. In the first three paragraphs I will discuss the three articles and analyse each of them separately; and then I will introduce how they are similar and different.

Tone:
academic writing has a special, formal style. For more advice and practice on this, see <http://www.uefap.com/writing/writingram.htm> -> Features, <http://www.monash.edu.au/its/online/writing/general/academic/index.html> and Cottrell (2008) Study Skills Handbook: pp.202-4, 209

General Comments

Voice Comment 0:00 / 3:00

Text Comment

I've looked at your first page and found it clear and readable. However I think you can improve your writing by focusing on punctuation, singular/plural, and agreement.

For more help with your academic writing please book a tutorial with Cecilia Jones (c.b.jones@wlv.ac.uk)

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Useful or not?

The screenshot shows a Turnitin submission interface with a list of assignments. Each row represents an assignment with the following columns: Assignment Title, Completion Percentage, Feedback Status (Green/Yellow bar and Pencil icon), Student Access (Grey profile icon), Student ID, and Submission Date.

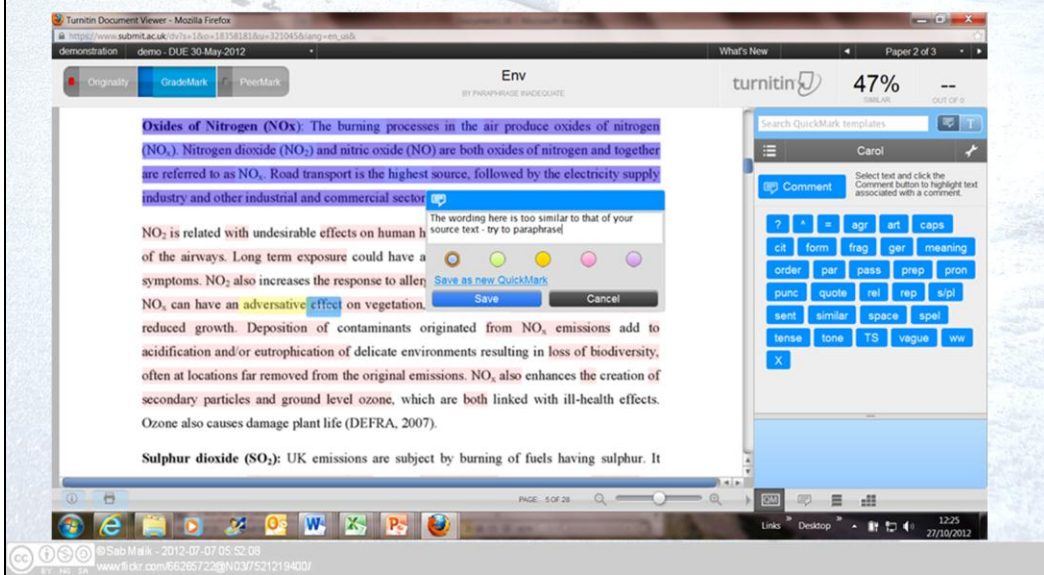
Assignment Title	Completion Percentage	Feedback Status	Student Access	Student ID	Submission Date
Building information modelling: benefits...	11%	Green bar, Pencil icon	None	13924130	03-Jan-2012
task 1	13%	Green bar, No Pencil icon	None	14138994	10-Jan-2012
A Critical review of the literature on t...	15%	Green bar, Pencil icon	Grey profile icon	13908925	29-Dec-2011
CRITICAL REVIEW OF EFFICIENCY OF IRRIGAT...	16%	Green bar, No Pencil icon	None	13379666	10-Jan-2012
CRITICAL REVIEW OF THE LITERATURE IN TRA...	17%	Green bar, No Pencil icon	None	14149232	11-Jan-2012
CRITICAL REVIEW OF LITERATURE ON THE USE...	18%	Green bar, Pencil icon	Grey profile icon	13904766	27-Dec-2011
ii check	22%	Green bar, Pencil icon	Grey profile icon	13887974	22-Dec-2011
Contractor insolvency and the JCT standa...	24%	Green bar, Pencil icon	None	13379288	07-Dec-2011
Shortage of skills in the UK constructio...	28%	Yellow bar, Pencil icon	None	13942111	04-Jan-2012
grace	44%	Yellow bar, No Pencil icon	None	15067367	29-Feb-2012

Blue pencil symbol indicates that feedback has been given. Grey profile/tick icon indicates that student has accessed the feedback – but doesn't tell you how long they spent looking at it, whether they understood it and if they are going to act upon it...

Only half the students looked at their feedback, which is discouraging. However, these students had not accessed any other form of language support and some of them attended subsequent workshops/tutorials as a result of my comments. How can we improve takeup of support in future iterations?

Unfortunately I don't have the same level of data to evaluate this innovation as I have for the previous pilots. However, subject lecturers thought it was a great idea and have asked us to do the same (but on more modules!) in 2012/13.

Dual feedback in GradeMark



Pink highlight indicates matched text from the Originality Report.

Yellow highlight = comment by one assessor.

Purple highlight = comment by another assessor. The choice of highlight colours allows multiple assessors to post comments and the student to differentiate between them.

Dual feedback using VLE

The screenshot displays a VLE interface with a 'List Criteria' panel and a 'Current uploads' table. The 'List Criteria' panel includes an 'Optional Keywords' search box, dropdown menus for 'Annotated' (set to 'All') and 'Feedback' (set to 'All'), and an 'Order By' dropdown (set to 'Upload date'). Below these are buttons for 'Generate List' and 'Exception Report'. A text block explains that feedback can be given to students using either the feedback text box or the annotated file function, and that an indicative grade and steps for improvement can be included. The 'Current uploads' table lists a student named Bailey, Carol, with an upload of 98Kb on 06/09/2012 at 11:26:41, showing 0 previous uploads and a Turnitin OR of 56%. A 'Feedback' section is visible below the table with buttons for 'Save Feedback', 'Download All', and 'Hide Originality Reports from students (all)'. A 'View originality report' tooltip is shown over the Turnitin OR value.

Menu

- Exploring an Academic Discipl
- Course Café
- module information
- assignment sheets
- Study Log
- SL1: first impression**
- SL2: lecture observatio
- SL3: lecture observatio
- SL4: lecture observatio
- SL5: lecture observatio
- SL6: module evaluation
- Academic Portfolio
- Exercises
- presentation links
- choosing an essay title
- essay structure
- academic style
- Attendance Statement
- Email Guidance
- mid-module evaluation

List Criteria

Optional Keywords

Annotated All

Feedback All

Order By Upload date

[Generate List](#) [Exception Report](#)

Feedback can be given to students using either the feedback text box or the annotated file function. In addition to constructive narrative, you may want to include an indicative grade and the steps the student has to take in order to improve their summative performance.

Current uploads

Student	Uploaded	Previous Uploads	Size	View	Annotated	Turnitin OR
Bailey, Carol	06/09/2012 11:26:41	0	98Kb		-	56%

Feedback

[Save Feedback](#) [Download All](#) [Hide Originality Reports from students \(all\)](#)

View originality report

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For colleagues who don't want to use GradeMark, there are other options in our VLE (WOLF).



Thank you

<http://www.wlv.ac.uk/turnitin>

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