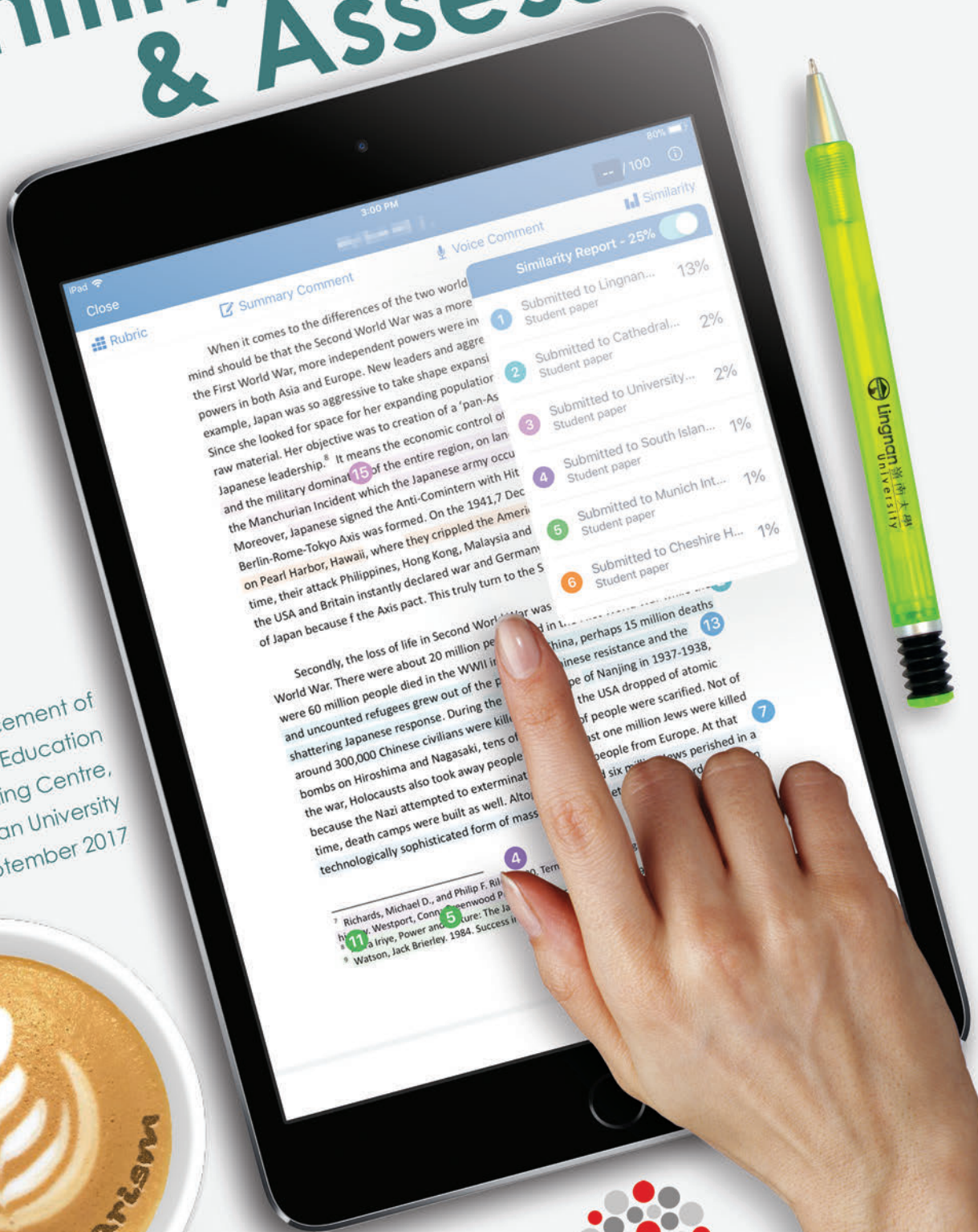




Hands-on Guide for Academics #1 Turnitin, Plagiarism & Assessment



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Plagiarism - the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work.

Lingnan University (2017b) Regulations Governing University Examinations 5.2 (c)

A soft copy of this guide is available at:

<http://tlc.ln.edu.hk/caobe/resources#guidebooks>

You may also like to refer to "Focus on Learning#1: Plagiarism: A Guide For Educators", published by the CAOBE and available on the CAOBE website at:

https://tlc.ln.edu.hk/caobe/sites/default/files/2017_Plag_Guide_web_link.pdf

Introduction

From semester 2, 2016-17, the use of Turnitin for written assignments has become mandatory in Lingnan University. This Quick Guide has been written to help teachers:

- Appreciate the strengths and weaknesses of Turnitin.
- Employ strategies to minimize plagiarism at all stages of assessment.
- Be able to set up Turnitin assignments and interpret Turnitin Originality Reports.

1 Turnitin

- 1.1 An overview

Turnitin is increasingly widely being used in education to deal with the problem of plagiarism. The common perception of Turnitin is captured in Wikipedia's words (Turnitin, 2017), which describes it as an 'internet-based, plagiarism prevention service.' Turnitin enables educational institutes to set up assignments in such a way so that all student submissions are routed through the Turnitin website and checked against its ever-growing database of sources.

The feature often focused on is the Originality Report. For every submission, Turnitin generates an Originality Report, which compares every paper submitted with Turnitin's repository. This includes internet sources, online books and journals and other sources, as well as every paper previously submitted via Turnitin anywhere in the world (TLC 2017). This Originality Report highlights the portions of the students' text that match or are highly similar to other sources in Turnitin's repository, and the Similarity Index reflects what percentage of the student's work has been found to match other sources.

- 1.2 Not a plagiarism detector

It can be easy to interpret the Similarity Index as measuring the degree of plagiarism in a students' work. However, the first thing to realize is that while Turnitin can help teachers in various ways, **it is not actually a plagiarism detector; it is basically a text-matching machine** (TLC, 2017). Turnitin themselves lists this as the top misconception that educators hold about Turnitin. The reality is that **Turnitin does not detect plagiarism**. In their own words (Turnitin, 2013, "Misconception 1"), "Turnitin matches to text in our databases and leaves the judgment up to the instructor ... Instructors **must** look at the Originality Reports to determine if there is a problem."

- 1.3 Strengths and weaknesses of Turnitin

Then what can Turnitin actually do and what are the advantages in using it? Firstly, let's look in more detail at what Turnitin can or can't do when it comes to detecting plagiarism.

Advantages – what Turnitin can pick up (from TLC, 2017):

- Blatant cases of copy-and-paste plagiarism.
- When one student in a course copies from another (every time a paper is submitted it is added to the Turnitin database).
- Self-plagiarism (auto-plagiarism) – if one student submits an assignment that is essentially the same as a previous assignment submitted for another course.

Apart from its use in highlighting text matches, the use of Turnitin in itself heightens the awareness of both teachers and students of the importance of avoiding plagiarism. It also has other very useful functions, such as the following.

- It makes it much easier to give personalized feedback; you can also utilize recurring comments.
- On the other hand, if you don't want to mark online, you can print out the paper and mark the hard copy.
- It can be set to send the grades and feedback to all students in a class at the same time.
- Rubrics can be uploaded and completed online for each submission.
- Students can use 'Peer Mark' to do Peer Reviews.

To find out how to use Turnitin's other useful functions, see the official Turnitin guides (Turnitin, 2016) at:

https://guides.turnitin.com/01_Manuals_and_Guides/Instructor_Guides/Turnitin_Classic_for_Instructors

However, Turnitin has some obvious **limitations** in identifying genuine plagiarism. The list below gives some of these.

What Turnitin cannot distinguish (from TLC, 2017):

- The use of ghost-writers – when a student submits someone else's work as their own.
- Essays written by some cheap 'essay mill' sites which sell essays to students and keep their products out of searchable databases.
- Cleverly masked intentional plagiarism, where a text is copied and scattered words are substituted with synonyms in order to avoid plagiarism detection.
- Translated texts.
- Incorrectly referenced quotes.
- Whether footnotes have been simply copied and not read – which is a form of plagiarism specifically noted in Lingnan University's definition of plagiarism.
- Plagiarism of ideas (as mentioned above), whether intentional or unintentional.
- Common expressions or knowledge, discipline-related terms, titles, citations, references, etc., some of which writers may not be able to avoid using but which Turnitin would highlight as plagiarized.

What this means is that we cannot simply rely on Turnitin to catch offenders for us. When it comes to plagiarism, **Turnitin may help in finding word plagiarism, but it cannot detect plagiarism of ideas if a student has paraphrased or summarized but not cited.** No technology can replace an educator's professional judgement or the need to individually investigate suspicious cases further.

- 1.4 The Similarity Index and plagiarism

One hotly-debated question is whether **we should allow the students to see the Similarity Index (SI)**. A related question is: Should we allow them to resubmit assignments before the due date? One problem with both of these ideas, pointed out by Hampton (TLC, 2017) is that if students are determined to plagiarize, this will help them to do it. They can find the phrases that are showing as copied, then change some of the words and resubmit, repeating the process if necessary until the SI is low enough to avoid suspicion.

If you are not convinced of this, watch this Youtube video clip, 'Copy everything without plagiarism' (Sharma, 2014). In 3 minutes, it shows how anyone can get away with blatant plagiarism using technology such as Turnitin, without doing any original work at all!

https://www.youtube.com/watch?v=TftG_54jYDo

On the other hand, if students genuinely want to avoid plagiarizing, seeing the report can help them identify copied phrases so they can better paraphrase them (TLC, 2017). At lower level writing classes, this helps them learn how not to commit plagiarism of words.

However, the SI can be confusing and even misleading. The word-matches found may or may not be significant and in this sense, For instance, a well-written and original paper may still gain a relatively high score, e.g. 20%-30%, while Hampton (TLC, 2017) tells of a paper that was 100% plagiarized, with all the ideas taken, uncited, from Wikipedia, but it only had a 3% SI.

Therefore, in itself, Hampton (2016) argues that the SI is a largely meaningless score; any suspicious assignments must be taken on a case-by-case basis. The teacher must look at the Originality Report, do some background checking, perhaps interview the student – in short, use their own professional judgement to find out whether plagiarism has in fact occurred.

“The faculty member cannot rely on the report that comes out of Turnitin alone and say, oh, well, this is plagiarized, this is not plagiarized. The person who is grading this examination, the faculty member, has to do his or her job and investigate to really discover whether plagiarism has taken place or not.” (Prof. James Pounder, in TLC, 2017)

Pounder (TLC, 2017) states 3 important points to be aware of:

1. Neither the use of technology nor the Online Plagiarism Awareness Tutorial (now compulsory for all entering students) replace the teacher's responsibility to discuss with their students the issue of plagiarism and how to avoid it.
2. Remember that the faculty member is always the decision-maker, not Turnitin. The use of Turnitin is simply one part of an overall strategy to minimize plagiarism.
3. The Similarity Index is just a guide, and sometimes can be a misleading one.

‘The take-home message is that the Similarity Index does not show you whether the student has plagiarized at all.’ (James Chong, in TLC, 2017)

¹ As pointed out by Mark Hampton (personal correspondence, 20 December 2016), if a student really did this, they would most likely get a low grade because the content may not be an exact match to the assignment topic, while the synonyms chosen may not lead to well-written language either.

2 Assessment Design and Practices

It must be stressed that Turnitin cannot highlight plagiarism of ideas. It only picks up word matches, which may or may not be significant. Therefore the use of Turnitin is just one part of an overall holistic way of dealing with plagiarism.

There are many ways that the institution, teacher and student can minimize plagiarism other than using Turnitin. This section of the Quick Guide will focus on strategies that can be used by teachers immediately before, during and after assessment. For further information about a holistic, educative approach to tackling the problem of plagiarism, the CAOBE Guidebook 'Focus on Learning #1: Plagiarism - A Guide for Educators' (Groves, 2017) is recommended reading².

- 2.1 Before Assessment

Minimize the number of assessment tasks during the semester in order to reduce pressure on students and therefore the temptation to plagiarize. It is also recommended to try to coordinate due dates for major assignments 'horizontally' across courses within a program (Devlin, 2003).

Counter student procrastination, which often leads to greater temptation to plagiarize. Evans (2000, "Prevention", para 4) concludes, 'the time between an assignment being made and an assignment being completed is inversely proportional to the degree of panic in a student.' Carroll (2009, p. 127) points out that 'students who delay work until the last minute often see little alternative to plagiarism.' You can help with students' time management and 'time on task' by strategies such as incorporating early peer review of drafts, requiring them to log their progress on an online forum, or chunking and monitoring tasks – this can be as simple as asking for an outline or verifying student drafts by signing and dating (not necessarily marking) them.

Make sure the students have the skills required to complete the task you have assigned them – generic as well as discipline-specific skills (Carroll 2009). This is similar to the preceding point. 'Include in assessment regimes mini-assignments that require students to demonstrate skills in summarizing, paraphrasing, critical analysis, building an argument, referencing and/or citation.' (Devlin 2002, p. 9) Also consider whether they know where and how to find appropriate sources.

'By designing in teaching and apprenticeship-type practice of academic skills and by designing out easy chances to copy and find answers, teachers encourage learning.'
(Carroll, 2009, p. 129)

² This section on 'Assessment Design and Practice' (with the exception of the short passage on 'Dealing with confirmed plagiarism cases') is taken from the corresponding section (2.3) in the Guidebook 'Focus on Learning #1: Plagiarism - A Guide for Educators' (Groves, 2017), available at: http://tlc.ln.edu.hk/caobe/sites/default/files/Lingnan_TLC_Plagiarism_Guide.pdf

- 2.2 When designing assessment tasks

Design assessment tasks that cannot easily be plagiarized:

- For writing tasks, 'use prompts that can't be Googled, require multiple drafts and include in-class portions when possible.' (Bailey, 2011, in section "What Teachers Can Do")
- Give in-class assignments but with preparation allowed beforehand.
- Set tasks that test learning outcomes related to creation, analysis or evaluation, for which answers cannot readily be found – they are less easy to plagiarize than those requiring collection, description and presentation of information. These are more appropriately tested in an examination setting rather than through coursework.
- Use essay or assignment tasks that combine theory and examples or use personal experience, such as a field trip report, a personal reflection or a task that has multiple possible answers.
- Require that students integrate several different types of specific input, e.g. assigned readings, lecture content, field learning, etc.
- As already suggested above, stage the tasks so that process is assessed as well as product; this way the students are walked through the process of developing skills related to using source material at the same time.
- Don't just rely on the standard essay format. Experiment with different types of tasks which encourage originality, such as case studies, timed open book essays, debates, portfolios, information leaflets, youtube video clips, poster presentations, reflective logs, student-led conferences, etc.
- Where group-work is utilized, have students submit individual assignments.

Set topics shrewdly:

- 'Assessment tasks need to be set on different topics to the exemplars from the previous year, so as not to tempt students into plagiarism. Setting different assignment topics each year is in any case best practice for supporting students' development of academic honesty' (James et al., 2002, as cited in Hendry, 2003, p. 139).
- Rather than setting assignments on general topics, design tightly bounded assignments which are directly related to the content and focus of the subject being taught as well as being relevant to the students.
- Where a well-known figure or event is under discussion, individualize the task by asking students to make some kind of comparison with a recent figure or event.
- Local, unique or relevant current events can be utilized, as there is unlikely to be relevant material freely available.
- Use a 'meta-essay' or 'meta-assignment' where students are asked to discuss what they learned from their assignment or what problems they encountered and how they overcame them. These kinds of topics have the added benefit of forcing the students to think more deeply about their own learning processes (Evans, 2000).

'The problem of plagiarism can be turned around into positive learning experiences.'
(Badge et al., 2011, p. 58)

- 2.3 Assessment submission

Ask for evidence for the use of sources where references/citations are involved, such as:

- submitting annotated bibliographies.
- noting the CALL number of each paper source they cite.
- noting the access date for every site they use.
- including an appendix with photocopies of any references they have used, or at least a copy of the first page of each source.
- allowing the use of only very recent sources, e.g. within 2 or 5 years.

Require that students sign and affix a cover sheet defining plagiarism when writing tasks are submitted. A sample of a *Students' Declaration Against Academic Dishonest Practice* is available linked off this Lingnan webpage (Lingnan University 2017c):

<https://www.ln.edu.hk/info-for/students/orientation/academic-integrity>

Familiarize yourself with the available resources related to the assignment topic. In particular, check the content and footnotes for any Wikipedia site related to your topic. Hampton (2016) points out that if all or most of a student's footnotes are all listed on the one Wikipedia page, it is possible they may have paraphrased portions of the content on that page and not actually read the sources themselves. In this case, the student may be guilty of plagiarizing in two areas: the main text of Wikipedia (by paraphrasing and failing to cite Wikipedia, which is the source actually used) and the footnotes (by copying and pasting them). Investigate further online and talk candidly with the student if necessary.

- 2.4 After Assessment

Check important written assignments:

- Watch out for in-text cues - suspicious phrases, odd synonyms, changes in discourse style, font or spelling conventions (such as voice, tone or emphasis, Park, 2004), lack of flow between paragraphs or ideas, patches of expert writing or slightly off-topic responses.
- Be suspicious of changes in or unusual formatting, unusual or outdated references, references to works not locally available or unpublished sources, or references in unusual formats.
- Orally assess random portions of your classes through a viva to check they are familiar with their own content, or assign brief oral presentations. These can include information about the process of working through the task as well as the finished product.

One special note needs to be made about the use of Wikipedia, as a Turnitin (2011a) study found that Wikipedia was the most commonly copied site by students. Hampton (TLC, 2017) warns that students often rely on paraphrasing Wikipedia pages for factual assignments, without citing the source. He therefore recommends that **if you see any percentage of a student's work coming from Wikipedia without a citation, you should check the paper very carefully, including the footnotes as these may also have been plagiarized (i.e. copied without being read or used in the paper). It is important to tell students that if they got their information from Wikipedia, they must cite Wikipedia.**

If plagiarism is suspected, the usual next step would be to talk with the student personally.

Other ideas are:

- Make up a short cloze test from the student's own writing to see if they have understanding of what they have written. Or give an in-class or supervised task.
- Require students to show evidence of how their coursework was created, for instance by asking for drafts or workings, or by asking for reasons why they chose a particular approach.

- 2.5 Dealing with confirmed plagiarism cases

Current Lingnan University policy regarding Academic Integrity and Honesty is very straightforward (Lingnan University, 2017a, point 5). For the case of fairness to all students, it is very important to be consistent when following the policy and procedures.

If plagiarism is confirmed this is regarded as a case of cheating and treated as such.

1. The student who has cheated must be given a 0 for that assignment.
2. Each case must then be sent to the Student Disciplinary Committee.
3. The Board of Examiners will then decide whether or not to impose a further penalty, e.g. the student fails the course, is given a demerit point, etc.

- Key points

- Consider students' overall workload, not just within courses but across programs.
- Counter student procrastination by staging assignments in steps.
- Make sure students have the skills required to complete the assigned tasks.
- Design assessment tasks with prompts and formats that cannot easily be plagiarized.
- Set topics that are different to past years, relevant and interesting to the students, with content unique to the topic that cannot easily be googled.
- Ask for evidence for the use of sources.
- With all assignments, require students to include a signed cover sheet with a declaration against plagiarism.
- Utilize Turnitin as a deterrent but realise it cannot catch every case.
- Familiarize yourself with common resources related to your assignment topic.
- Check assignments for suspicious in-text cues, unusual formatting or referencing.
- If plagiarism is suspected, talk to the student or use other means to check if your apprehensions are founded.
- If plagiarism is confirmed, the student is given a 0 mark for the paper and referred on to the Student Disciplinary Committee.

3

Working with Turnitin

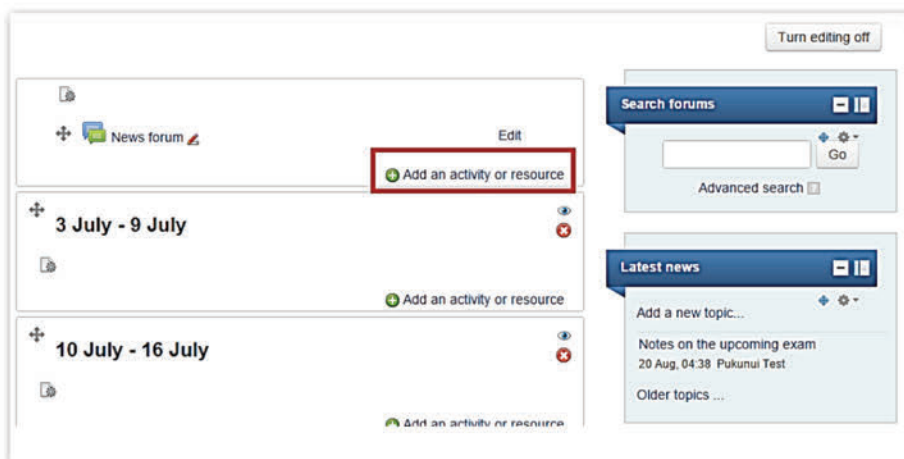
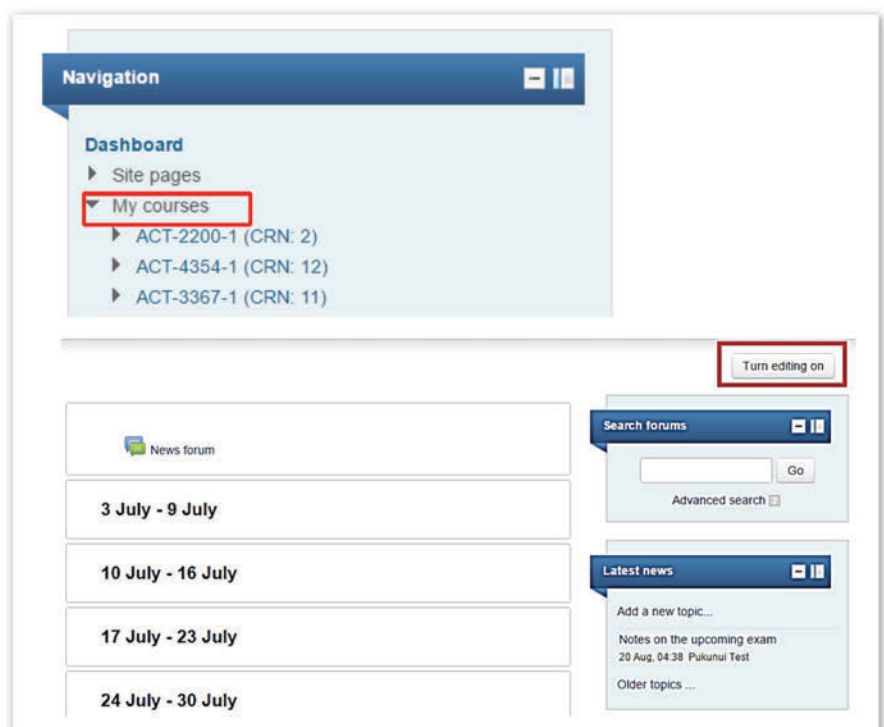
This section will not show how to use Turnitin features such as 'GradeMark' or 'PeerMark' to grade papers, but will focus more on aspects relating to plagiarism: how to set up an assignment using appropriate Turnitin settings, and how to find and interpret the Originality Report.

- 3.1 Adding a Turnitin Assignment in Moodle

NB: These materials are also available on the TLC site: See the first two links in the 'Moodle Training Materials' (TLC, 2015) on: <http://study.ln.edu.hk/tlc/moodle-training>

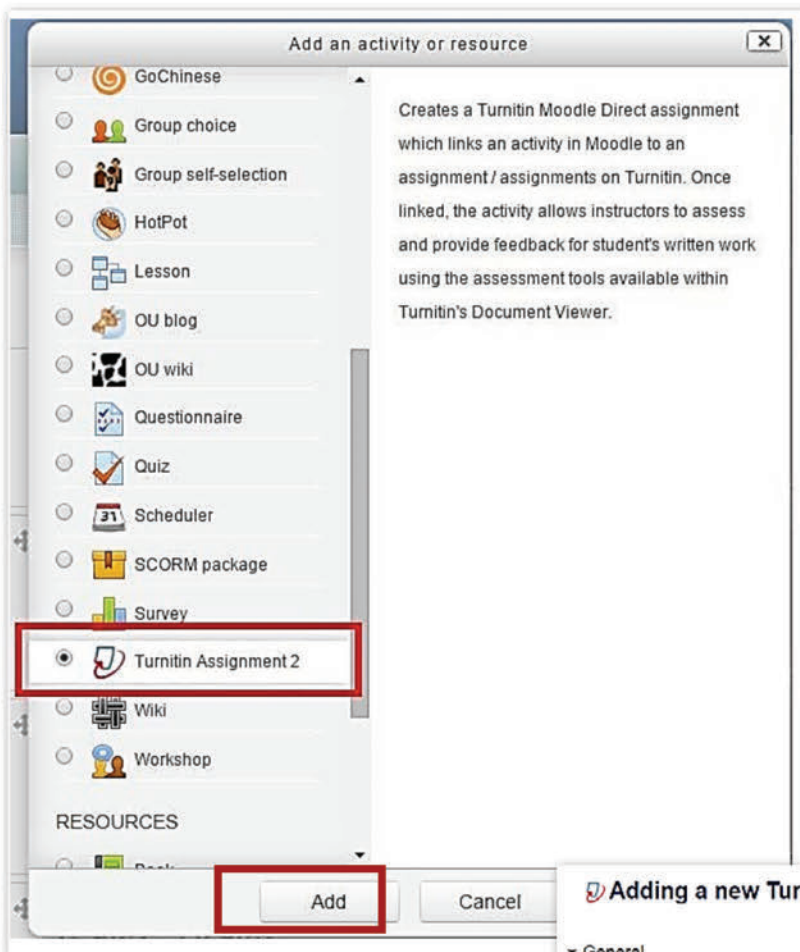
Step 1

Go to My courses, select your course and then click "turn editing on" (top right) to change the editing mode.



Step 2

Note: You will see a number of icons – hover your mouse pointer over an icon to see what a particular icon is for. You will see **'Add an activity or resource'**

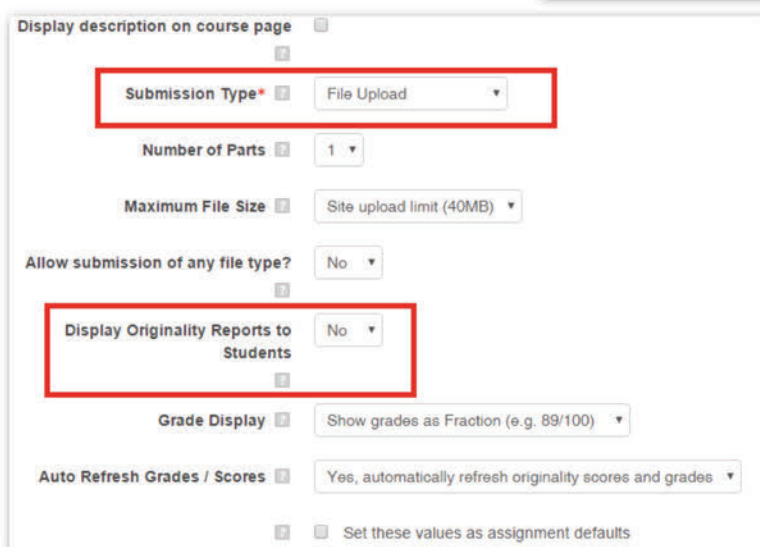
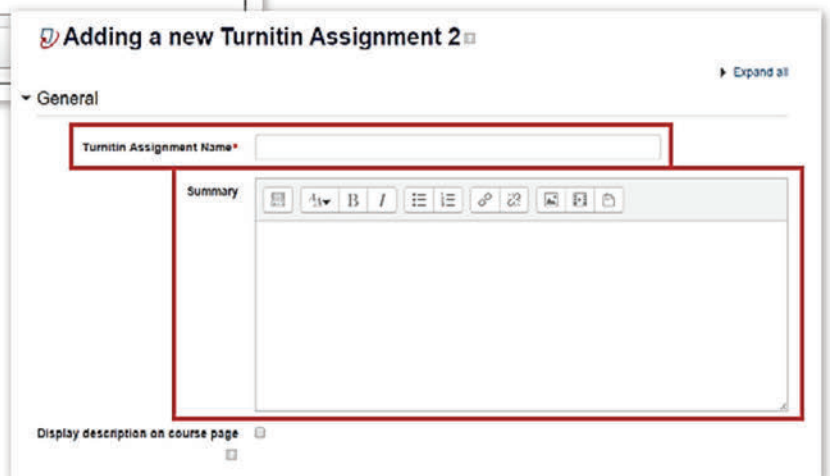


Step 3

Choose **“Turnitin Assignment 2”** from the menu and click **“Add”**

Step 4

Enter a **“Turnitin Assignment name”** and a **“Summary”**, i.e. your assignment instructions.



Step 5

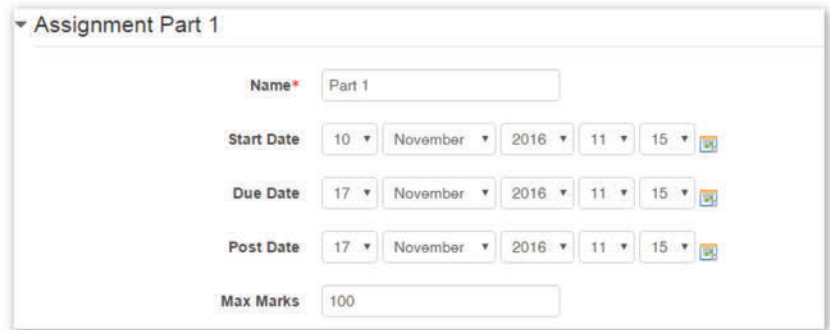
Set the **“Submission Type”** to File Upload

It is recommended to leave the **“Display Originality Reports to Students”** to the default **“No”**

Step 6

An assignment must have at least 1 Part (e.g. a single file upload).
Setting the Start, Due and Post dates:

- Start date: the earliest time that a student can submit the paper to the Turnitin assignment.
- Due date: the due date of the Turnitin assignment.
- Post date: the date when the grade/comments will be released to students.



Assignment Part 1

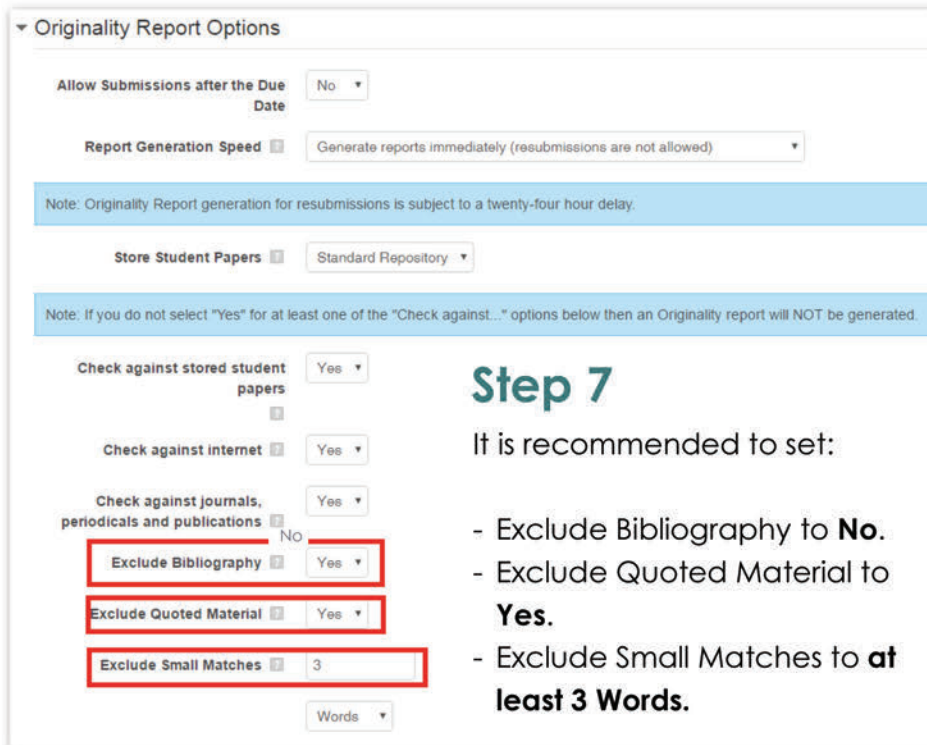
Name* Part 1

Start Date 10 November 2016 11:15

Due Date 17 November 2016 11:15

Post Date 17 November 2016 11:15

Max Marks 100



Originality Report Options

Allow Submissions after the Due Date No

Report Generation Speed Generate reports immediately (resubmissions are not allowed)

Note: Originality Report generation for resubmissions is subject to a twenty-four hour delay.

Store Student Papers Standard Repository

Note: If you do not select "Yes" for at least one of the "Check against..." options below then an Originality report will NOT be generated.

Check against stored student papers Yes

Check against internet Yes

Check against journals, periodicals and publications Yes

Exclude Bibliography Yes

Exclude Quoted Material Yes

Exclude Small Matches 3 Words

Step 7

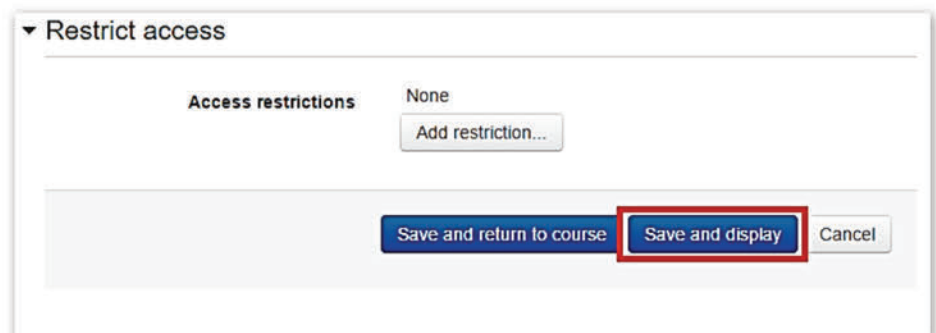
It is recommended to set:

- Exclude Bibliography to **No**.
- Exclude Quoted Material to **Yes**.
- Exclude Small Matches to **at least 3 Words**.

Step 8

Press **"Save and display"**.

The setup of the Turnitin assignment is completed.



Restrict access

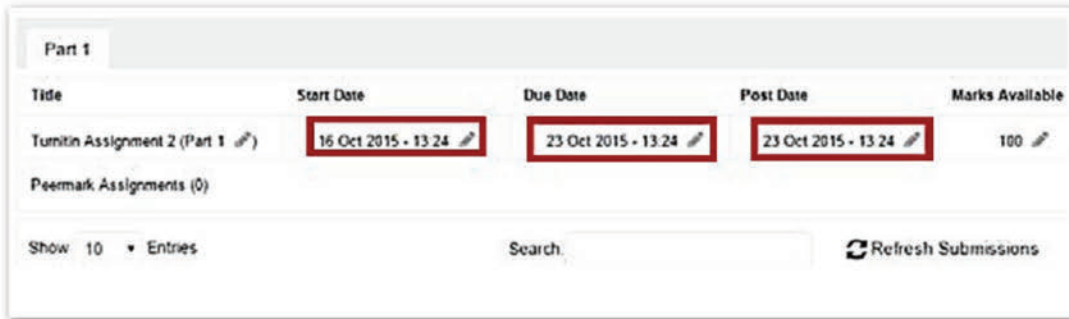
Access restrictions None

Add restriction...

Save and return to course Save and display Cancel

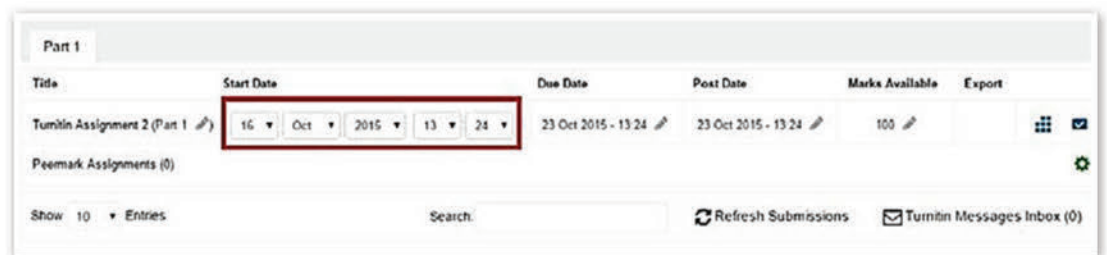
Step 9 (optional)

Click the pencil icon to edit start date, due date and post date (Same as **Step 7**)



Step 10 (optional)

Once the dates have been changed, click the sides. The page will automatically update. Note: The **“Post Date”** refers to when students can see their grades and comments.

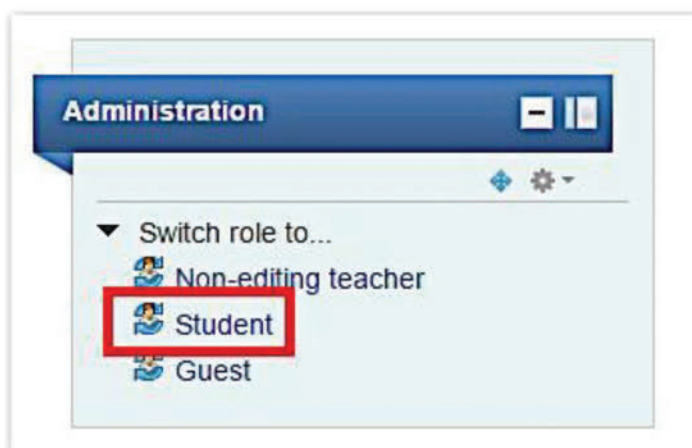


- 3.2 How students submit an assignment

Students simply need to click on the link for the assignment on their course page; they then just need to upload their file and click 'Add submission'.

- 3.3 Seeing the students' view

If you would like to see the students' view, follow the steps below. You will even be able to submit an assignment yourself and then receive your own Originality Report on it! (It takes about 10-15 minutes after submission before the report is ready; Turnitin, 2011b.)



Step 1

Switch your role to student at the lower left corner under **“Settings”**.

Step 2

Click on **“Submit Paper”** tab.

Input a **“Submission Title”**. “File to Submit” and tick the copyright box.

Press **“Add Submission”** when done.

The screenshot shows the 'Submit Paper' interface. At the top, there is a 'Submit Paper' tab. Below it, the 'Submission Type' is set to 'File Upload'. The 'Submission Title*' field is empty. The 'File to Submit' section contains a file upload area with a dashed border and a blue arrow pointing down, with the text 'You can drag and drop files here to add them.' Below the file upload area is an 'Add Submission' button.

Step 3

Switch back to teacher role by clicking on **“Return to my normal role”** at the lower left corner.

Click on the Turnitin assignment.

Click on the **“Submission Inbox”** to view the similarity percentage.

Finally, you may click the similarity percentage to view a more detailed analysis of your article.

The screenshot shows the Turnitin Submission Inbox interface. At the top, there are tabs for 'Submission Inbox', 'Turnitin Tutors', and 'Turnitin Students'. Below the tabs, there is a table of assignments. The table has columns for 'Title', 'Start Date', 'Due Date', 'Post Date', 'Marks Available', and 'Export'. The first row is 'Turnitin Assignment 2 (Part 1)'. Below the table, there is a section for 'Peermark Assignments (0)'. Below that, there is a search bar and a 'Refresh Submissions' button. Below the search bar, there is a table of submissions. The table has columns for 'Student', 'Submission Title', 'Turnitin Paper ID', 'Submitted', 'Similarity', and 'Grade'. The first row is 'Test, Pukunui (Non Enrolled Student)' with a submission title of 'Part 1 - Paper', a Turnitin Paper ID of 585635284, a submitted date of 16/10/15, 13:56, a similarity of 0%, and a grade of -/100. The 'Similarity' column is highlighted with a red box.

Student	Submission Title	Turnitin Paper ID	Submitted	Similarity	Grade
Test, Pukunui (Non Enrolled Student)	Part 1 - Paper	585635284	16/10/15, 13:56	0%	-/100

- 3.4 Viewing the Originality Report

Click on your assignment title in Moodle to view the list of students' submissions and the Similarity Index for each one. To view the Originality Report for any student, click on the student's Similarity Index (as shown in the chart below).

The screenshot shows a table of student submissions. A red box highlights the 'Similarity' column. Callouts point to the student name and the grade column.

Turnitin Paper ID	Submitted	Similarity	Grade
747831311	5/12/16, 21:40	11%	-/100
747838392	5/12/16, 21:59	20%	-/100
747834666	5/12/16, 21:49	65%	-/100
747836936	5/12/16, 21:55	20%	-/100

The diagram below shows the essential features of the report. On top right is the total Similarity Index (in this case, extremely high). On the left-hand side of the screen, each different portion of text similar to a particular source is colour-coded for easy reference, starting with red for the highest percentage match. In the 'Match Overview' on the right, the matching sources are listed in order of highest to lowest match (some matches may overlap). Click on an entry in the 'Match Overview' or on the similarly coloured text to view that part of the students' writing in the context of the other source(s) that this passage has been matched with. This will also give you the option of viewing the whole of each original source.

The screenshot shows a Turnitin Originality Report for a document about Martin Luther King Jr. The report includes a 'Match Overview' on the right side, listing sources and their similarity percentages. Callouts explain the Similarity Index, highlighted text, and the Match Overview.

Similarity Index – the percentage of text in the student's assignment that matches other sources in Turnitin's repository.

Highlighted text – the text portions are colour highlighted and numbered to correspond with the sources in the Match Overview column.

Match Overview – gives you a breakdown of the sources that are similar to the students' text and the percentages of each.

Rank	Source	Similarity
1	Submitted to Lingnan ... Student paper	9%
2	www.echeat.com Internet source	7%
3	biography.yourdictionary.com Internet source	4%
4	reference.com Internet source	4%
5	Submitted to South Sa ... Student paper	3%
6	www.collegenanniesan.com Internet source	3%
7	Submitted to Davenport ... Student paper	2%
8	Submitted to Chapman ... Student paper	2%
9	prezi.com Internet source	2%
10	Submitted to EDMC ... Student paper	2%
11	Submitted to Oclentang ... Student paper	2%
12	Submitted to Florida G ... Student paper	2%
13	Submitted to St Patrick ... Student paper	2%

- 3.5 Interpreting the Originality Report

It cannot be overemphasized that instructors must check the Originality Report carefully. The 'Match Overview' setting is the default view, but for further checking, click on the 'Match Overview/All Sources' logos to toggle between the two views, as in the example below. The 'All Sources' view enables the teacher to view all instances of text-matching with a particular source.

Example: The 'All Sources' View reveals more

This sometimes gives a different picture of the student's possible plagiarizing habits. For instance, the example below is in fact the same student's essay as above, but viewed in the 'All Sources' mode instead. What in the 'Match Overview' window originally appeared to be matches from many sources, in fact turns out to be over 20% from one source. There are also significant matches with several other sources (which may be overlapping). Click on the other entries under 'All Sources' to view the parts of the student's paper which match each source.

All Sources matches – Click on an entry on the right to view all the parts of the students' paper which match this source.

Source	Match Percentage
Submitted to K12 Incorpor... (19 papers)	21%
Submitted to K12 Incorpor...	6%
Submitted to K12 Incorpor...	5%
Submitted to K12 Incorpor...	5%
Submitted to K12 Incorpor...	5%
Submitted to K12 Incorpor...	5%
Submitted to K12 Incorpor...	4%
Submitted to K12 Incorpor...	3%
Submitted to K12 Incorpor...	2%
Submitted to K12 Incorpor...	2%
Submitted to K12 Incorpor...	2%
Submitted to K12 Incorpor...	1%
Submitted to K12 Incorpor...	1%
Submitted to K12 Incorpor...	1%
Submitted to K12 Incorpor...	1%
Submitted to K12 Incorpor...	1%
Submitted to K12 Incorpor...	1%
Submitted to K12 Incorpor...	1%
Submitted to K12 Incorpor...	1%
Submitted to K12 Incorpor...	1%
Submitted to Florida Virtu... (11 papers)	17%
Submitted to Alamo Com... (3 papers)	14%
Submitted to Concorde C... (3 papers)	13%

Example: Plagiarised versus non-plagiarised passages in the same paper

It is important to click on each 'Match Breakdown' entry to determine whether the matched portion is actually an instance of plagiarism. The next screenshot shows another Lingnan students' report. The Similarity Index for the student's paper was 25%. However, underneath the 'Match Breakdown' you can see that there are two passages of the students' assignment that matches another assignment from Lingnan University, and it is important to check both passages. Click on the arrows to switch between the two passages.

The screenshot displays the Turnitin interface for a student paper titled 'LCE2010 - Individual paper'. The top navigation bar includes 'Originality', 'GradeMark', and 'PeerMark' tabs. The Turnitin logo and a similarity score of 25% (SIMILAR) are visible in the top right corner. The main content area shows a student paper with a highlighted match: 'To determine what Lingnan University can do to improve the eating culture both in hostels and on campus.' A blue double-headed arrow points to this match. Below the match is a 'Match Breakdown' panel with a 'READ ONLY' lock icon. The breakdown shows two matches, both with a 25% similarity score, both from 'Submitted to Lingnan University'. The first match is expanded to show 'Match 1 of 2'. The student paper content includes a question about eating culture, a pie chart showing preferences for adding to improve eating culture on campus, and a bar chart showing what can be done to improve cooking culture in hostels.

What do you prefer to add in order to improve the eating culture on campus?

Option	Percentage
Supermarket/wet market/7-11	30%
New Canteen (with healthier choices)	45%
Add another healthier restaurant	25%

Generally, 58.3% respondents

What can the university do to improve the cooking culture in hostels? (you can choose more than one option)

Option	Male	Female
Make the kitchens bigger	8	15
Add more appliances	19	14
Cooking workshops/classes	9	8
Others	2	0

In this instance, the teacher of the course recognized this text match as being a portion of the task instructions, which does not constitute plagiarism. Other matches that may show up in students' work but which are not plagiarism could be common references or citations, quotes (if punctuated and cited correctly) or phrases or titles that are common to a particular discipline, to name just a few examples.

However, if we click over to 'Match 2 of 2' (in the screenshot below), a different story evolves. In the 'limitation' final section of the paper, the student has clearly duplicated practically the whole paragraph from another students' assignment. This is a clear case of plagiarism.

English for Communication III (Moo... DRAFT Individual Reports - EVERYONE... Roadmap Paper 57 of 58

Originality GradeMark PeerMark LCE2010 - Individual paper turnitin 25% SIMILAR OUT OF 100

IV. Discussion/Conclusion

The over restaurant in in our campu hostels. Mon hostels. Sinc our student t eat, if we can eating cultur

end of our survey to produce at least two recommendations, one for the hostels and one for the school campus. We have also combined two scale type questions as we realized the survey's lengthiness. Respondents were chose by simple sampling due to the time limitation. In order to have better understanding of students eating habit, face to face interviews were adopted around different hostel sets, New, South, and North. 60 students accepted the interview effectively, 20 for each hostel set, 10 female and 10 male. After collection, Excel was used to help make charts and analyze data.

Discussion: The findings of the question show that more than half of the students would cook in hostels (63.3%). From the respondent's who pre we have them a variety of answers!

V. Limitation.

There are limitations in our survey. Respond were choosing by simple sampling due to the time limitation. In order to have better understanding of students eating habit, face to face interviews were adopted around different hostel sets, New, South, and North. 60 students accepted the interview effectively, 20 for each hostel set, 10 females and 10 males. After collection, Excel was used to help make charts and analyze data.

Match Breakdown

1 Submitted to Lingnan... Student paper 25%

Match 2 of 2

Submitted to Lingnan Uni... Student paper 25%

Match 2 of 2

Example: Low Similarity Index but totally plagiarized paper

Here we come to quite a different case altogether. As this is a relatively long paper, we will just look at one screenshot near the beginning. On the right you can see that the top matching source is a professional website, which 5% of the students' paper matches with. Clicking on the link revealed that the site URL is: <https://www.famousscintists.org/francis-bacon/>

World History & Civilizations (Mood... Turn in longer essay on time Part 1 (Moo... Roadmap Paper 102 of 246

Originality GradeMark PeerMark longessay_4004030 turnitin 11% SIMILAR OUT OF 100

example or the reason why people snouia know the true or nature instead or only taking the phenomenon into their mind. However, in the past, people didn't attach importance to this kind of thinking. An ancient Greek philosopher called "Aristotle", he made b influences to human's understanding of the world, in Aristotelian thinking, it believed that everything on earth was composed of four elements namely earth, air, fire and water. It also believed that all natural laws were subordinate to unchanging, Divine principles. Although it helped human to understand the essence of objects in nature, but nobody would understand the mechanism of nature itself. Aristotle emphasized the idea of deductive thinking, which used general principles to explain particular events, and most of the principles were based on theological or philosophic thinking instead of practical facts. However, his logic dominated academic research for a very long time.

Aristotle's contribution to science is mostly theoretical, not digital. When scientists began to use mathematics to study physical science, Aristotle's work was found many errors. The absence of true understanding of nature made Aristotle's work "unfruitfulness". It leads to stagnation of cultural progress. This kind of thinking couldn't last forever, in the 17th century, there was a philosopher named Francis Bacon who brought out the idea of "inductive reasoning" which is the opposite of Aristotelian deductive logic.

Francis Bacon was born into a prominent wealthy family in London, in 1561. the son of Sir Nicholas Bacon by his second wife, he grew up in the highest circles of Elizabethan England. His father served as Queen Elizabeth's judge, his mother was an educated aristocratic woman of the Renaissance, she even had served as a tutor to

Match Overview

1 www.famousscintists... Internet source 5%

2 Submitted to Lingnan... Student paper 2%

3 answers.yahoo.com Internet source 2%

4 Submitted to University... Student paper 1%

5 Submitted to University... Student paper 1%

6 Submitted to Hong Kon... Student paper 1%

At first glance, it just seems like the student has copied a very small portion from this site. But remember that Turnitin can only catch plagiarism of words, not of ideas. So the professor went to the website and compared it with the students' paper. Judicious checking showed that large sections of the students' paper were paraphrased or rewritten from the website. The student had changed the words well enough most of the time so that Turnitin did not catch most of it as being plagiarized. However, the content was close to being 100% plagiarized. This could not have been found without closely checking the source listed by Turnitin.

Example: Sources quoted but not used/Source used but not quoted

On top of this, there is another problem with this paper. Looking at the Reference list on the last page (below) shows that the student has referenced four other sources, but has omitted to reference the main source s/he actually used for the paper. The professor checked all four sources and found that nothing in those sources related to the students' paper. This appears to be a case of blatant plagiarism, which the student thought would not be caught because of the relatively low Similarity Index. This case exemplifies the need to check out both the sources of the matches found by Turnitin, as well as the students' Reference lists.

The screenshot shows a Turnitin report for a student paper titled 'longessay_4004030'. The report indicates a 11% similarity index. The 'Match Breakdown' sidebar on the right lists several sources, with the top match being 'www.famousscientists.org' at 5%. The main document area shows a list of references. A large question mark and the text 'this reference is not cited!' are overlaid on the references. A blue arrow points from the 'Match Breakdown' sidebar to the first reference in the list.

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- Ken Wolf, *Personalities and Problems vol. II* (3rd edition)

Match Breakdown

Match	Source	Percentage
1	www.famousscientists.org Internet source	5%
Match 1 of 6		
	www.famousscientists.org Internet source	5%
	aphite.aspgouv.qc.ca Internet source	5%
	Submitted to Slippery Roc... Student paper	4%
	Submitted to Eastlake Hig... Student papers - 2 papers	2%
	Submitted to Huntington ... Student paper	2%
	Submitted to Castle View ... Student paper	2%
	Submitted to St. Mary's R... Student papers - 2 papers	2%
	Submitted to American Int... Student paper	1%
	Submitted to Cypress Fair... Student paper	1%
	prezi.com Internet source	1%
	Submitted to Georgia Peri... Student paper	1%

As already covered in the first section, a high Similarity Index may or may not be significant. It is important to emphasize that:

- Turnitin does not find plagiarism; it simply finds text matches.
- These text matches may or may not be significant. For instance, they may be directly copied portions or indirect quotes not paraphrased well enough; or they may be quotes appropriately used but incorrectly punctuated, references or citations (correctly used or plagiarized), common expressions, discipline-related terms or titles, even the name of the course and the assessment question, etc.
- The teacher must look more closely at the texts highlighted in the Originality Report and compare the student's writing with the sources indicated to determine whether a student has plagiarized. Each portion of highlighted text may need to be checked separately.
- If the SI is quite low, i.e. very few text matches are found, this does not necessarily mean that there is no plagiarism. You need to rely on your professional judgment and experience. As noted in the section on 'After assessment,' investigate further if you notice suspicious in-text cues such as suspicious or unusual phrases, formatting or references.
- If plagiarism is suspected or confirmed, follow the advice given in the sections on 'After Assessment' and 'Dealing with confirmed plagiarism cases.'

For more details on how to use the features available in Originality Reports, go to chapter 2 of the Turnitin Instructor User Manual (Turnitin, 2011b), available at:

https://turnitin.com/static/resources/documentation/turnitin/training/Instructor_Originality_Report_Chapter_2.pdf

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