Using text matching software to support academic integrity

David Green

Overview

- Academic Integrity Management Strategy
  - Student education
  - Minimising opportunities
  - Policy
  - Text matching
- Protocols in using the text matching software
- Adding the activity and managing assignments
- Interpreting results
- Support (staff and student)

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Academic Integrity Management Strategy

- Visit http://www.flinders.edu.au/aims
  - Student education (FLO site)
  - Minimising opportunities for plagiarism
  - Policy (in particular 3.2)
  - Text matching

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Protocols

- Staff MUST
  - Attend this workshop
  - Identify in the SAM that text matching software may be used
  - Explain in writing to students how the text matching software is to be used in the topic (ie Identifying which assignments and which students)
  - Advise students of the availability of the FLO site on Academic Integrity
  - Allow drafts to be submitted
  - Allow access to results
  - Help students interpret the results

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Text matching software (Turnitin)

- Database of web sources
- Many electronic journals/ databases
- Other student assignments across the world

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Adding the activity and managing assignments

- Add the activity
- Settings: Important settings
- Viewing from a teacher perspective (change due dates!)

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Receiving and interpreting results

- www.turnitin.com/static/training/instructor_about_originalitycheck.php
- Matching can occur for valid reasons such as in bibliographies, including the questions, in quotes etc
- It does NOT identify who wrote the text first; just who submitted it first

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Interpreting results

It is a text matching tool. It does not identify plagiarism. That is an academic decision.

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Student support

- Students can get support from
  - FLO Student Help Desk for technical/access issues
  - Student Learning Centre for Academic Integrity issues
  - Teaching staff and SLC for interpretation of results

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Staff support

- FLO faculty support staff
- flo.help@flinders.edu.au

Flinders UNIVERSITY

inspiring achievement

Flinders University
>
Policies and procedures
>
Student-related policies and procedures

Academic Integrity

Establishment:	Council, 8 December 2005
Last Amended:	Deputy Vice-Chancellor (Academic), 1 October 2012
Nature of Amendment:	Interim transfer of Authority previously held by Director, Academic and Student Services
Date Last Reviewed:	November 2011
Responsible Officer:	Deputy Vice-Chancellor (Academic)

1. Preamble

All students and staff have an obligation to understand and respect the rules and practice of academic integrity. It is therefore expected that students and staff will adhere to high standards of academic integrity. The University will provide resources to assist students and staff to be aware of their responsibilities. It is expected that academic staff will provide appropriate guidance, support and feedback to assist students to become familiar with the normal academic conventions relevant to their discipline.

This policy is consistent with the *Policy on Research Practice* and the *Research Higher Degrees Policies.*

2. Academic Integrity

2.1 Academic integrity means that all work which is presented is produced by the student alone, with all sources and collaboration fully acknowledged.

2.2 Any failure to meet the requirements of academic integrity in any form of academic work will be regarded as a breach of the requirements of academic integrity and, depending on the circumstances and the nature of the breach, consequences including penalties may be expected to follow. Breaches of academic integrity may include plagiarism, collusion, fabrication, falsification, double submission of work, misconduct in examinations and making or providing a false declaration or statement.

2.2.1 Plagiarism

Plagiarism is the use of another person's words or ideas as if they were one's own. It may occur as a result of lack of understanding and/or inexperience about the correct way to acknowledge and reference sources. It may result from poor academic practice, which may include poor note taking, careless downloading of material or failure to take sufficient care in meeting the required standards. It may also occur as a deliberate misuse of the work of others with the intent to deceive. It may include, but is not restricted to:

- presenting extracts, without quotation marks and/or without appropriate referencing, from books, articles, theses, other published or unpublished works, films, music, choreography, working papers, seminar or conference papers, internal reports, computer software codes, lecture notes or tapes, numerical calculations, data or work from another student. In such cases, it is not adequate merely to acknowledge the source. This applies to material accessed in hard copy, electronically or in any other medium;
- close paraphrasing of sentences or whole paragraphs with or without acknowledgement by referencing of the original work;
- adopting ideas or structures from a source without acknowledgment;

- using source codes and data from other's work without acknowledgement;
- acquiring or commissioning a piece of work from someone else or a commercial service, including internet sites, whether pre-written or specifically prepared, and presenting that work as one's own.
- submitting another student's work whether or not it has been previously submitted by that student.

2.2.2 Collusion

Collusion occurs when a student submits work as if it has been done individually when it has been done jointly with one or more other person unless the topic coordinator has indicated that this is acceptable for the specific piece of work in question.

2.2.3 Other breaches of the requirements of academic integrity

Other breaches of the requirements of academic integrity may include:

- fabrication or falsification of data or results of laboratory, field or other work;
- submission of the same piece of work for more than one topic unless the topic coordinator(s) have indicated that this procedure is acceptable for the specific piece of work in question;
- providing another student with the means of copying an essay or assignment, including posting on a website or through other electronic means;
- making or providing a false declaration or statement (e.g. providing a forged medical certificate or making a false declaration in relation to the word count for an assignment).

2.2.4 Breaches of the requirements of academic integrity in examinations

Breaches of the requirements of academic integrity may occur in the examination process and may include, but is not restricted to:

- being in possession of any material or device which contains or conveys, or is capable of conveying, information concerning the subject matter under examination, other than where this is permitted under the University's Assessment Policy or by an examiner;
- directly or indirectly giving assistance to any other student;
- directly or indirectly accepting assistance from any other student;
- permitting a student to copy from or otherwise use another student's papers;
- obtaining or endeavouring to obtain, directly or indirectly, assistance during the examination or giving or endeavouring to give, directly or indirectly, assistance to any other student.

3. Responsibilities

3.1 The University

The University is responsible for:

- providing information about this policy to all students and staff, including those staff employed by partner institutions to deliver Flinders University topics;
- taking steps to ensure consistent and equitable application of this policy;
- taking steps to ensure timely investigation of allegations of breaches of academic integrity;
- providing access to an appeal process;
- maintaining the Academic Integrity Management component of the University website.

3.2 Staff

Staff are responsible for:

- being aware of the policies and procedures in relation to academic integrity; providing examples of good academic practice by appropriately acknowledging the work of others in their teaching and research;

- familiarising themselves with the information provided on the Academic Integrity Management component of the University web site;
- providing clear instructions to ensure students are aware of common conventions in relation to expectations of academic integrity, as well as the specific requirements of the disciplines;
- determining whether electronic text matching software is to be used, and if so, complying with the Protocols for the Use of Electronic Text Matching Software (Appendix A);
- providing students with appropriate guidance, learning activities and feedback on academic integrity;
- communicating to students the assessment methods and expectations relating to academic integrity;
- communicating to students the acceptable level of working together and how their work will be individually or jointly assessed;
- designing assessment tasks that minimise the potential for breaches of academic integrity.

3.3 Executive Deans

Executive Deans are responsible for:

- ensuring that School Deans or nominees understand their responsibilities under this policy;
- taking steps to ensure that the policy is implemented.

3.4 Students

Students are responsible for:

- submitting original work for assessment which meets the requirements of academic integrity;
- informing themselves about the expectations of the University and relevant discipline by utilising the information provided by the University and staff. The University has made available the Academic Integrity Management component of the University web site and electronic text matching software for this purpose;
- taking advantage of the education opportunities provided for education on academic integrity, and seeking additional assistance if required;
- adhering to any instructions given by staff about the acceptable level of working together and how their work will be individually or jointly assessed;
- acknowledging that they are aware of, and have met the requirements of academic integrity, by signing an appropriate statement with all assessed work.

4. Procedures to be followed when a breach of the requirements of academic integrity is alleged to have occurred

4.1 Plagiarism, collusion and other breaches of the requirements of academic integrity

4.1.1 When an assessor believes that a student has breached the requirements of academic integrity, the assessor will ensure that a check is made of the confidential register (refer to clause 6) to determine if the student has been reported as having previously breached the requirements of academic integrity.

4.1.2 Where an assessor believes that the breach has resulted from a misunderstanding of academic conventions or poor academic practice, the assessor, taking into account any information in the confidential register, must:

- counsel the student about appropriate academic practice;
  and, either:
- mark the piece of work concerned, taking full account of deficiencies in achieving intended learning outcomes; or
- require that the student resubmit the work, in whole or in part, with or without imposing a maximum mark achievable.

A record of the nature of the breach, the action taken and the fact that the student has been advised of

appropriate academic practice will be made in the confidential register using the specified form.

4.1.3 Where an assessor, after discussing the matter with the student, believes that there has been a breach, which is not the result of a misunderstanding of academic conventions or poor academic practice, or where the information in the confidential register makes it appropriate to refer the matter further, the assessor will supply the Dean of the School (or nominee) with the piece of work and a written statement of reasons for the belief that a breach has occurred. If the Dean of the School (or nominee) is the assessor concerned, he or she will refer the matter to the Executive Dean of the Faculty (or nominee).

4.1.4 When receiving a report of an alleged breach, the Dean of the School (or nominee) will inform the student in writing of the allegation and will contact the student by the most appropriate means to conduct an interview. If the student is unable to attend an interview, an alternative process will be put in place. The student may be accompanied at the interview by a staff or student member of the University or an employee of the student associations. Should the student refuse to attend the interview or participate in an alternative process, the Dean of the School (or nominee) will determine, on the evidence available, what action to take in accordance with sub-clause 4.1.5 below.

4.1.5 If the Dean of the School (or nominee) determines that the student has breached the requirements of academic integrity, one of the following courses of action will be chosen, taking into account the extent of the breach, any information in the confidential register and whether or not there are significant extenuating circumstances:

- direct the assessor to mark the piece of work concerned, taking full account of deficiencies in achieving intended learning outcomes; or
- following consultation with the assessor, provide the student with the opportunity to resubmit the work, in whole or in part, with or without imposing a maximum mark achievable; or
- award zero marks for the piece of work in which the breach has occurred; or
- award a Fail grade for the whole topic of which the piece of work concerned is a part, and, recommend to the Examinations Board if special/supplementary assessment is to be awarded; or
- refer the matter to the Deputy Vice-Chancellor (Academic) to be dealt with under *Statute 6.4 Student Conduct* (refer to Clause 4 Lodgement of a Complaint in the *Policy and Procedures for handling a matter under Statute 6.4: Student Conduct*).

A record of the nature of the breach and the action taken will be made in the confidential register using the specified form.

4.1.6 The Dean of the School (or nominee) will provide in writing to the student:

- a summary of the interview or alternative process;
- the decision;
- the reasons for the decision;
- advice that the student's name has been included in the confidential register;
- a copy of any information placed in the confidential register; and
- advice of the right to lodge an appeal if the student believes there are grounds for appeal, including information on the procedures, specified in Clause 5 below, to be followed in lodging an appeal to the Student Appeals Committee.

4.2 Breaches of the requirements of academic integrity with respect to a thesis - allegations made by a supervisor or other member of the University.

(For the purposes of this policy a thesis includes the research component of a postgraduate coursework award and a research higher degree thesis.)

4.2.1 When a supervisor believes that a student has breached the requirements of academic integrity, the supervisor will ensure that a check is made of the confidential register to determine if the student has been reported as having previously breached the requirements of academic integrity.

4.2.2 Where a supervisor believes that the breach has resulted from a misunderstanding of academic conventions or accepted research practices or from poor academic practice, the supervisor, taking into account any information in the confidential register, will: counsel the student about appropriate academic and

research practices. A record of the nature of the breach and the fact that the student has been advised of appropriate academic and research practices will be made in the confidential register using the specified form.

4.2.3 Where a supervisor, after discussing the matter with a student, believes that there is a breach, which is not the result of a misunderstanding of academic conventions or research practices, or from poor academic practice, or where the information in the confidential register makes it appropriate to refer the matter further, the supervisor will supply the Dean of the School (or nominee) with a written statement of reasons for the belief that a breach has occurred. If the Dean of the School (or nominee) is the supervisor concerned, the matter will be referred to the Executive Dean of the Faculty (or nominee).

4.2.4 When receiving a report of an alleged breach the Dean of the School (or nominee) will inform the student in writing of the allegation and seek written comments on the allegation from the student within 21 days. The Dean of the School (or nominee) will contact the student by the most appropriate means to conduct an interview. If the student is unable to attend an interview, an alternative process will be put in place. The student may be accompanied at the interview by a staff or student member of the University or an employee of the student associations. If the student refuses to attend the interview or participate in an alternative process, the Dean of the School (or nominee) will determine, on the evidence available, what action to take in accordance with sub-clause 4.2.5 below.

4.2.5 The Dean of the School (or nominee) will determine whether the student has breached the requirements of academic integrity, and the extent of the breach. The Dean of the School (or nominee) will determine either:

- that the student has not breached the requirements of academic integrity; or
- that the student has breached the requirements of academic integrity, but that it is not in respect of a substantial component of the thesis; or
- that the student has breached the requirements of academic integrity, and that it is in respect of a substantial component of the thesis.

4.2.6 The relevant Faculty committee will consider the determination of the Dean of the School (or nominee), any information in the confidential register, any written comments on the allegation from the student and whether or not there are significant extenuating circumstances, in selecting one of the following courses of action:

- that the student's candidature be permitted to continue unconditionally;
- that the student's candidature be permitted to continue subject to such conditions as the committee may impose;
- that the student's candidature be transferred to another appropriate degree (for example, a PhD or MD student be transferred to a masters degree);
- that the student's candidature be terminated, with a recommendation as to whether the student should be permitted to reapply within a specified period of time;
- refer the matter to the Deputy Vice-Chancellor (Academic) to be dealt with under *Statute 6.4 Student Conduct* (refer to Clause 4 Lodgement of a Complaint in the *Policy and Procedures for handling a matter under Statute 6.4: Student Conduct*).

A record of the nature of any breach and the action taken will be made in the confidential register using the specified form.

4.2.7 The Secretary of the relevant Faculty committee will provide in writing to the student:

- a summary of the interview or alternative process;
- the decision;
- the reasons for the decision;
- advice that the student's name has been included in the confidential register;
- a copy of any information placed in the confidential register; and
- advice of the right to lodge an appeal if the student believes there are grounds for appeal, including information on the procedures, specified in Clause 5 below, to be followed in lodging an appeal to the Student Appeals Committee.

4.3 Breaches of the requirements of academic integrity with respect to a thesis - allegations by examiners of theses.

(For the purposes of this policy a thesis includes the research component of a postgraduate coursework award and a research higher degree thesis.) The following procedures will apply when one or both examiners of a thesis allege that a student has breached the requirements of academic integrity.

4.3.1 After receiving a report of an alleged breach of the requirements of academic integrity, the relevant Faculty committee will inform the student in writing of the allegation and provide the supervisor and student with copies of the examiners' report(s). In this process the examiners' identities shall not be revealed to the student.

4.3.2 The Chair of the relevant Faculty committee will ensure that a check is made of the confidential register to determine if the student has been reported as having previously breached the requirements of academic integrity. The relevant Faculty committee will seek written comments from the student and the supervisor on the examiners' report(s) and will contact the student by the most appropriate means to conduct an interview. If the student is unable to attend an interview, an alternative process will be put in place. The relevant Faculty committee may choose to delegate the responsibility to interview the student to a sub-committee. The student may be accompanied at the interview by a student or staff member of the University or an employee of the student associations. Should the student refuse to attend the interview or participate in an alternative process, the relevant Faculty committee will determine, on the evidence available, what recommendation to make in accordance with sub-clause 4.3.3 below. The relevant Faculty committee may seek from the examiners clarification of the examiners' comments.

4.3.3 The relevant Faculty committee will determine whether the student has breached the requirements of academic integrity, and the extent of the breach. The relevant Faculty committee will determine either: (a) that the student has not breached the requirements of academic integrity; or (b) that the student has breached the requirements of academic integrity, but that it is not in respect of a substantial component of the thesis; or (c) that the student has breached the requirements of academic integrity, and that it is in respect of a substantial component of the thesis.

4.3.4 If the relevant Faculty committee determines that the student has breached the requirements of academic integrity but not in respect of a substantial component of the thesis ((b) above), the relevant Faculty committee will determine the outcome of examination in accordance with the procedures of the relevant policies. However, the relevant Faculty committee may not recommend that the degree be awarded without requiring that thesis amendments be made. A record of the nature of the breach and the action taken will be made in the confidential register using the specified form.

4.3.5 If the relevant Faculty committee determines that the student has breached the requirements of academic integrity, and that it is in respect to a substantial component of the thesis ((c) above):

- the examination of the thesis will not proceed;
- the student's candidature will be terminated; and
- the student will not be allowed to present for the degree again.

The matter may also be referred to the Deputy Vice-Chancellor (Academic) to be dealt with under Statute 6.4 Student Conduct. A record of the nature of the breach and the action taken will be made in the confidential register using the specified form.

4.3.6 The Secretary of the relevant Faculty committee will provide in writing to the student:

- a summary of the interview or alternative process;
- the decision;
- the reasons for the decision;
- advice that the student's name has been included in the confidential register;
- a copy of any information placed in the confidential register; and
- advice of the right to lodge an appeal if the student believes there are grounds for appeal, including information on the procedures, specified in Clause 5 below, to be followed in lodging an appeal to the Student Appeals Committee.

4.3.7 The Secretary of the relevant Faculty committee will advise the examiners of the outcome.

4.4 Breaches of the requirements of academic integrity in examinations

When a student is alleged to have breached the requirements of academic integrity in an examination, the procedures to be followed will be:

4.4.1 At the discretion of the Chief Examination Supervisor, the student will be dismissed from the examination room.

4.4.2 A written report of the incident will be provided to the Dean of the relevant School by the Chief Examination Supervisor. The student will be provided with a copy of the report and advised of the possible action that may follow.

4.4.3 After receiving a report of an alleged breach of academic integrity in an examination, the Dean of the School (or nominee) will ensure that a check is made of the confidential register to determine if the student has been reported as having previously breached the requirements of academic integrity. The Dean of the School (or nominee) will contact the student by the most appropriate means to conduct an interview. If the student is unable to attend an interview, an alternative process will be put in place. The student may be accompanied at the interview by a staff or student member of the University or an employee of the student associations. Where the student is unable to attend the interview, an alternative means of support may be put in place. If the student refuses to attend the interview or participate in an alternative process, the Dean of the School (or nominee) will proceed to determine, on the evidence available, what action to take in accordance with sub-clause 4.4.4 below.

4.4.4 If the Dean of the School (or nominee) determines that the student has breached the requirements of academic integrity, one of the following courses of action may be selected, taking into account the extent of the breach, information in the confidential register and whether or not there are significant extenuating circumstances:

- award zero marks for the examination; or
- award a Fail grade for the whole topic of which the examination is a part, and, recommend to the Examinations Board if special/supplementary assessment is to be awarded; or
- refer the matter to the Deputy Vice-Chancellor (Academic) to be dealt with under *Statute 6.4 Student Conduct* (refer to Clause 4 Lodgement of a Complaint in the *Policy and Procedures for handling a matter under Statute 6.4: Student Conduct*).

A record of the nature of the breach and the action taken will be made in the confidential register using the specified form.

4.4.5 The Dean of the School (or nominee) will provide in writing to the student:

- a summary of the interview or alternative process;
- the decision;
- the reasons for the decision;
- advice that the student's name has been included in the confidential register;
- a copy of any information placed in the confidential register; and
- advice of the right to lodge an appeal if the student believes there are grounds for appeal, including information on the procedures, specified in Clause 5 below, to be followed in lodging an appeal to the Student Appeals Committee.

5. Appeals

5.1 A student who wishes to appeal against the action taken against them by a School Dean (or nominee) or a relevant Faculty committee, as the result of an allegation of a breach of the requirements of academic integrity, may appeal to the Student Appeals Committee unless the matter has been referred to the Vice-Chancellor under the terms of Statute 6.4 Student Conduct in which case the provisions of that statute apply.

5.2 An appeal to the Student Appeals Committee must be lodged with the Executive Officer, Academic and Student Services within 20 working days of the date of the notification of the decision. Such an appeal may only be made on one or more of the following grounds: the appropriate policy was not adhered to or correct procedures were not

followed in considering the matter; the decision was made without due regard to facts, evidence or circumstances; the action taken was too harsh.

The Executive Officer, Academic and Student Services will acknowledge receipt of the appeal within 5 working days.

5.3 The appeal must: be accompanied by a copy of the letter which the student has received from the Dean of the School (or nominee) or relevant Faculty committee about the decision made as a result of the allegation of a breach of the requirements of academic integrity; indicate the grounds for the appeal and provide evidence in support of the case for the appeal; and specify what outcome is being sought.

5.4 All other matters relevant to an appeal and its conduct will be governed by the provisions of the *Students Appeals and Complaints Policy and Procedures*.

6. Recording of breaches of this policy

6.1 A confidential register will be maintained by the Head, Student Systems and Enrolment.

6.2 Assessors, School Deans (or nominees), or relevant Faculty committees, must inform the Head, Student Systems and Enrolment, using the specified form, of all breaches of the requirements of academic integrity which are reported to them under the provisions of Clauses 4.1, 4.2, 4.3 and 4.4 above and which have been substantiated.

6.3 The Head, Student Systems and Enrolment will ensure that the information detailed in the form is recorded in the confidential register.

6.4 The secretary to the Student Appeals Committee or of any committee or board set up under the provisions of Statute 6.4 Student Conduct must ensure that the record in the confidential register of breaches of the requirements of academic integrity reflects the outcome of an appeal.

6.5 Where an allegation of a breach of the requirements of academic integrity is found to be substantiated this information will not be printed on student academic transcripts.

6.6 Requests from staff for information contained in the confidential register will be made in writing to the Head, Student Systems and Enrolment.

6.7 Students will be entitled to have access to any entries relating to them in the confidential register.

Appendix A:
Protocols for the use of electronic text matching software

1. The University encourages and expects its staff and students to make every effort to promote and ensure academic integrity in student assignments. Access to electronic text matching software is made available to staff and students to assist with this purpose.

2. Teaching staff who intend using electronic text matching software to assist with the monitoring of academic integrity and with the detection of breaches must be inducted into the use of the software and into academic integrity issues via workshops conducted by the Centre for Educational ICT or delegated authority.

3. The teaching staff member will be responsible for explaining to students how to use the software, including how to interpret the results.

4. (a) The Statement of Assessment Methods for the topic must clearly indicate that electronic text matching software will be used.

   (b) A written statement must be issued to students which describes how the software will be used. The written statement must inform students that their work may be stored in an electronic database that will allow comparison of their work with that of other Flinders University students.

5. Where the topic coordinator has indicated in the Statement of Assessment Methods that electronic text matching software will be used, students must be advised, prior to the due date for the first assignment, about the Flinders Learning Online Academic Integrity site.

6. Students must be able to access the electronic text matching software as an educational tool prior to submitting their work for marking. This access must also include access to the results of the matching process to assist with

revision of the work.

Please note that:

1. the University is unable to provide central support for teaching staff in relation to the administration of text matching software beyond the initial required workshop; and
2. any costs associated with the use of text matching software (beyond the software license fee paid by the University) will need to be borne by the relevant School.

NOTE: Printed versions of this are not controlled. For the latest version, please check the University's online policies and procedures manual.

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Turnitin Moodle® Integration Instructor User Manual

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Moodle Integration Instructor Manual

Welcome to the instructor portion of the Turnitin Moodle Integration Manual. Once the Turnitin Plugin is available, instructors can add Turnitin assignments to their course.

Creating a Turnitin Assignment

Turnitin assignments are added from the course's home page. To open the course home page, click on the course from the Moodle start page.

From the course home page, click on the *Turn editing on* link in the Administration menu to allow assignments to be added to the course.

To add a Turnitin assignment follow these steps:	
1. First click the *turn editing on* link. Then select *Turnitin* from the *Add an activity...* pull-down menu	Add an activity...
2. Select *Paper Assignment* by clicking on the radio button next to it and then click on the *Next Step* button	Paper Assignment
3. On the assignment creation page, enter the following: the assignment title and point value for the assignment	assignment title * point value
4. Select start and due dates for the assignment. Specific times are also selected. Students are only able to submit once the *start date* and time has passed. After the *due date* and time, students will be blocked unless late submissions are enabled. GradeMark and Peer Review users must select a *post date* for the assignment. The *post date* comes after the *due date* and determines when marked papers or grades will be available for student view	start * Apr 29 2008 at 9 : 16 AM due date * Apr 6 2008 at 11 : 59 PM post date * Apr 7 2008 at 12 : 00 AM

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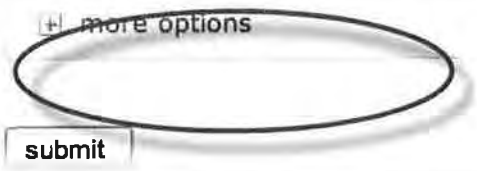
To add a Turnitin assignment follow these steps:	
5. If applicable, view and agree to the disclaimer set by the institution's Turnitin administrator. If no disclaimer is set click *Continue* to the Turnitin assignment options	
6. To see more options for the assignment click on the *more options* link	
7. Choose whether or not students are allowed to view Originality Reports for their submissions by selecting *yes* or *no* from the *Allow students to see Originality Reports* option	
8. Modify any other assignment options	
9. Click *submit* to add the Turnitin assignment to the course	

Advanced Assignment Options

When creating a paper assignment the user may select to view and change any of the advanced assignment options. Some of the advanced assignment options are automatically shown on the Turnitin assignment options page. To see more advanced assignment options click on the more options link from the new assignment page within Turnitin.

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Available Assignment Options

Generate Originality Reports for student submissions -

- **immediately (first report is final)** - Originality Reports for all submissions will be generated immediately. Students cannot resubmit papers. Submissions must be deleted by the instructor to enable resubmission.

- **immediately (can overwrite reports until due date)** - Originality Reports for the initial submission by each student user to this assignment will be generated immediately. Students may resubmit as often as the student wishes until the assignment due date. Originality Reports for the second or subsequent submission will require a 24 hour delay before the Originality Report begins processing. Only the latest submission is available to the instructor or student. Previous versions are removed. Student submissions will compare against one another within the assignment on the due date and time, which may result in a change in the Originality Report similarity index and results at the due date and time. This option is typically used when students are self-reviewing and revising their submissions and able to view the Originality Report. No resubmissions after the due date and time of the assignment.

- **on due date** - Originality Reports will not be generated for any submission until the due date and time of the assignment. Students may resubmit as many times as needed until the due date and time without receiving reports. Resubmissions may not be made after the due date and time of the assignment.

Exclude bibliographic material from Similarity Index for all papers in this assignment?

This feature of assignment creation provides instructors with the ability to control the option whether bibliographic material will automatically be excluded from Originality Reports. The default is *no*. Bibliographic materials can also be included and excluded when viewing the Originality Report. This setting cannot be modified after the first paper has been submitted.

Exclude bibliographic materials from Similarity Index for all papers in this assignment?

Bibliographic materials can also be included and excluded when viewing the Originality Report. This setting cannot be modified after the first paper has been submitted.

○ yes
◉ no

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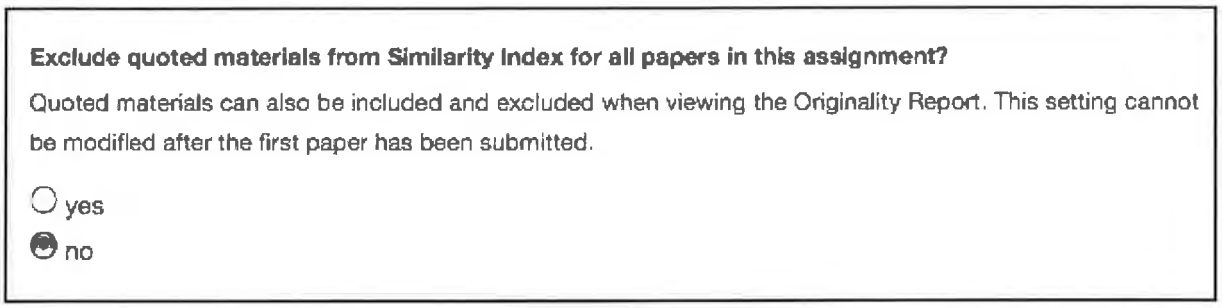
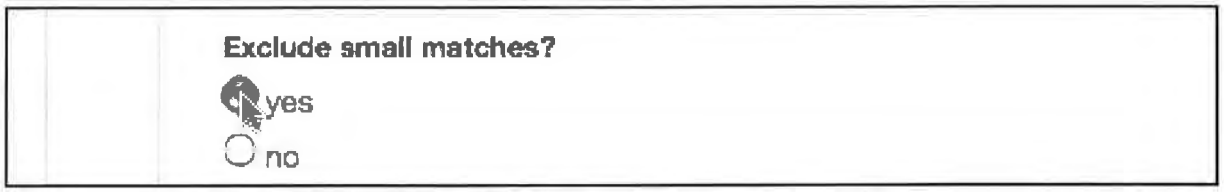
Exclude quoted material from Similarity Index for all papers in this assignment?

This feature of assignment creation provides instructors with the ability to control the option whether quoted material will automatically be excluded from Originality Reports. The default is *no*. Quoted materials can also be included and excluded when viewing the Originality Report. This setting cannot be modified after the first paper has been submitted.

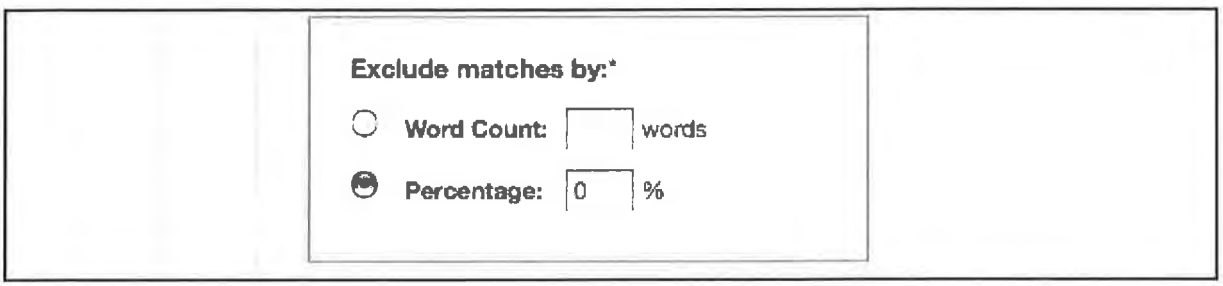


Exclude small matches?

This feature of assignment creation provides instructors with the ability to automatically exclude small matches from all Originality Reports generated within this assignment. To exclude small matches click *yes*.



Once *yes* has been clicked the *Exclude matches by:* option window will open. Enter into either the *Word Count:* or *Percentage:* fields the numerical value for small matches that will be excluded from Originality Reports in this assignment.



Instructors can adjust the exclude small matches assignment setting at any time by clicking on the *edit* icon to the right of the assignment name. The excluding small matches feature can be adjusted within each Originality Report as well.

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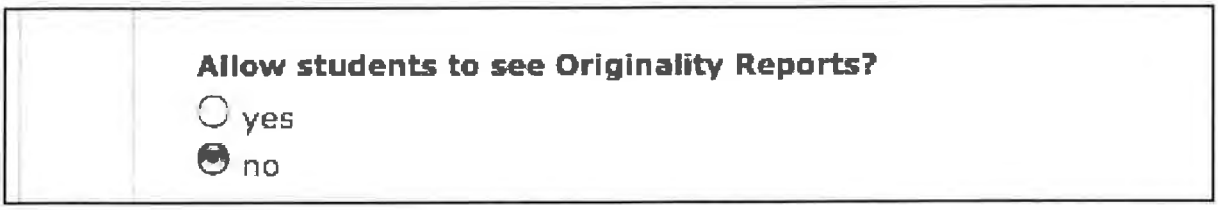
Allow Students to see Originality Reports

This feature of assignment creation provides instructors with the ability to control the option to allow students to see Originality Reports within each created assignment. This option gives instructors more flexibility and control when creating assignments. Select *yes* to allow students to see the Originality Report for the assignment. The default setting is *no.*



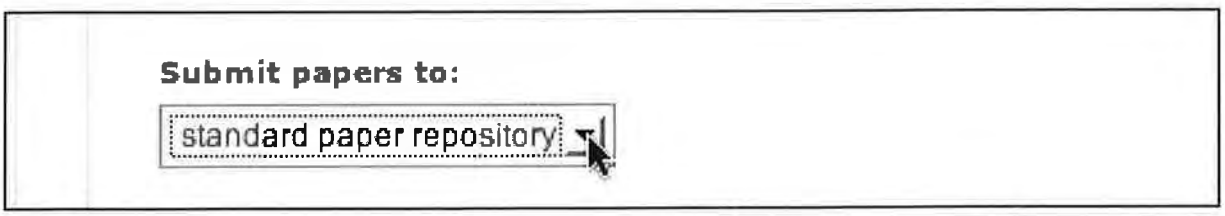
Late Submission

An instructor can disable submissions after the due date and time. The default is to allow late submissions. To prevent late submissions use the drop down menu next to *prevent late submissions* and select *yes*. The default setting is *no*. When enabled, students will be able to submit papers after the due date and time has passed as long as that student has not already submitted a paper to the assignment.

Student submissions after the due date and time will be marked with red text in the date column of the submission in the assignment inbox. A student cannot overwrite a submission past the assignment due date and time, even if the late submission option is enabled.

Repository Options

If the repository options are enabled for an instructor 2 or 4 options will appear within the *Submit papers to:* pull-down menu. Instructors will be able to set the *Submit papers to* assignment option to store student papers in the standard paper repository, in the institution paper repository, no repository, or to allow students to choose between the standard paper repository or the institution paper repository.



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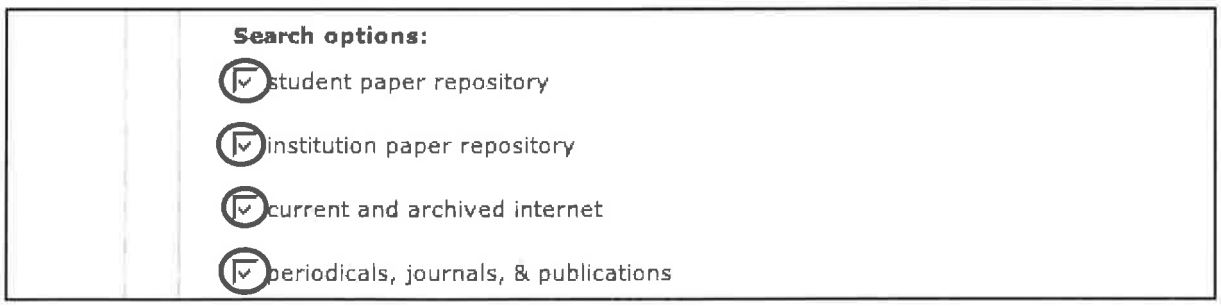
Repository Sources for Similarity Reports

The instructor is able to select the available repository sources to compare submissions in the assignment against. This allows an instructor to disregard a source type if the comparison against this type of source is not needed.

The available search targets are listed under *Search options.* The targets with a check mark are those that will be searched. To remove a search target repository, click on the check box to remove the mark. Clicking on an empty selection box next to the repository will re-add the repository as a search target. This selection will not alter any currently generated Originality Reports or Overall Similarity Index scores.



Search Targets

Currently available search targets are:

- **student paper repository** - works previously submitted in classes and assignments on Turnitin
- **institution paper repository -** works previously submitted to the institution's repository
- **current and archived internet** - a repository of archived and live publicly available internet pages containing billions of pages of existing content and tens of thousands of new pages added daily
- **periodicals, journals, & publications** - third party periodical, journal, and publication content including many major professional journals, periodicals, and business publications

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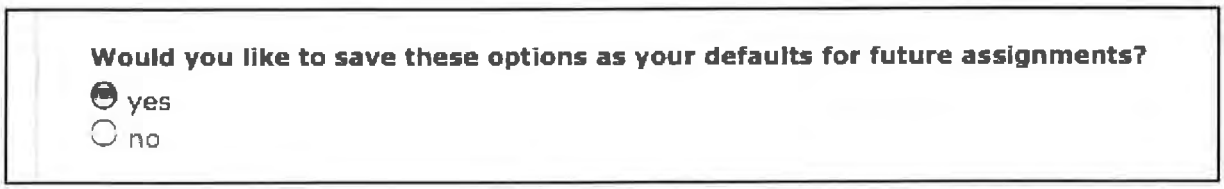
Changing Advanced Assignment Option Defaults

If any changes have been made to the advanced assignment options, an additional option will be available at the bottom of the options panel. The instructor is asked *Would you like to save these options as your defaults for future assignments?* Select *yes* to save these advanced assignment options as the default for all future assignments created within this course. These default advanced assignment options will not apply to new assignments created in any other course on the Moodle System, but will be applied to all assignments created in the current course by any instructor.

The default settings can be changed at any time when creating a new assignment or updating an existing assignment.



Revision Assignments

Student users can only submit one paper per assignment. If the instructor wishes students to submit multiple drafts without overwriting the previous drafts, the instructor can create additional assignments using the revision assignment type. Revision assignments are duplicates of the 'parent' assignment's advanced options and standard settings, but may have new start, due, and post dates. The revision assignment may have a different Generate Originality Reports for student submissions setting. The instructor may also select a different set of optional special instructions, or assign a different point value.

To create a Turnitin revision assignment, follow these steps:	
1. Once editing is turned on, select the Turnitin type of assignment from the *Add an activity...* pull-down menu	
2. Select *Revision Assignment* by clicking in the radio button next to the Revision Assignment type and then click on the *Next Step* button	

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To create a Turnitin revision assignment, follow these steps:	
3. From the pull-down menu labeled *based on paper assignment* select the assignment this revision should be based on	
4. Although this screen shows start date, due date and post date, entering new dates will not alter the previously entered dates from the assignment creation page	
5. Modify any other assignment options	
6. Click *submit* to add the Turnitin revision assignment to the course	

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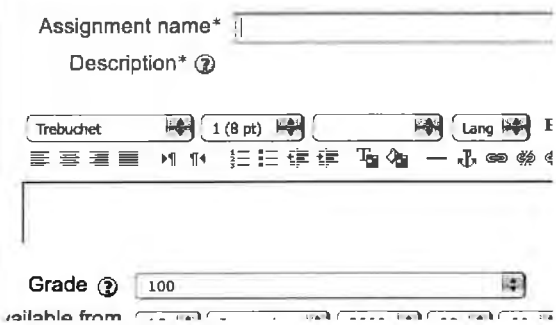
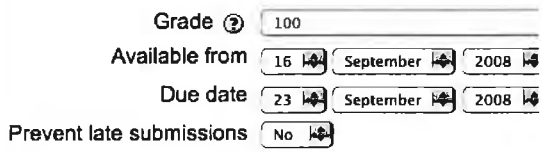
Creating a PeerMark Assignment

PeerMark assignments can only be created once a class has at least one standard paper assignment. A PeerMark assignment requires an assignment to be 'based on', which allows the PeerMark assignment to have a pool of papers to use as the basis for the peer review.

The assignment the PeerMark assignment is based on should meet the following criteria:

- The due date of the parent assignment comes before the start date and time of the PeerMark assignment
- Student submissions should not contain the name of the student in the paper to preserve anonymity in the peer review process (optional)

Step One - PeerMark Settings

Creating a PeerMark Assignment Step 1	
1. Once editing is turned on, select the Turnitin type of assignment from the *Add an activity...* pull-down menu	
2. On the assignment creation page, enter the following: • the revision assignment name • (optional) the description of the assignment • a point value for the assignment from the Grade pull-down menu	
3. Select the *Available from* (start) date and *due* dates for the assignment. Specific times are also selected. Students are only able to submit once the *start date* and time has passed. After the *due date* and time, students will be blocked unless late submissions are enabled	
4. Click on the *Save and display* button	

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Creating a PeerMark Assignment Step 1	
5. Select PeerMark Assignment and click on the *Next Step* button to begin creating a PeerMark Assignment	PeerMark Assignment Next Step
6. Select the paper assignment the peer review is based on	PeerMark Settings Select an assignment to base this peer review on. Select an assignment
7. Select a Point value for the assignment. Select whether to award full points if review is written by placing a check mark in the *Award full points if review is written* option	Point value Award full points if review is written Show more options
8. Next, select the dates for the PeerMark Assignment. The dates the instructor must select are: the start date, the due date, and the post date. The start date is the date students can begin reading papers and writing reviews. The due date prevents students from writing reviews after this date. The post date is the date students will have access to reviews written by their classmates	Assignment Dates Start mm/dd/yy at hh:mm am/ Due mm/dd/yy at hh:mm am/ Post mm/dd/yy at hh:mm am/ Show more options
9. Click the Save & Continue button to continue PeerMark assignment creation	Save & Continue or Cancel

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Step Two - Distribution

In step 2 the instructor determines how many papers will be distributed to the students in the course.

Selecting the number of papers each student will review:	
1. Click on the *Edit* link to adjust the number of papers each student will have to review. The default is to have each student review 1 paper automatically distributed by PeerMark	Edit
2. Place the number of *paper(s) automatically distributed by PeerMark* or *papers selected by the student* to review within the appropriate fields	Each student will review 1 paper(s) automatically distributed by PeerMark 0 paper(s) selected by the student
3. Select whether you would like the student to write a self-review by clicking in the *require self-review* check box. A self review uses the same free response and scale questions the student used to write reviews of their classmates' papers but the review is for their own paper	0 paper(s) selected by the s ☐ require self-review
4. Click on the *Save* button to save any changes or *Cancel* link to cancel any changes	1 total review Save Cancel
5. Click Save & Continue to move on to Step 3 of PeerMark assignment creation or to view the advanced distribution options click on the *Show more distribution options* link	Show more distribution options Save & Continue or Return t

The advanced distribution options allow instructors to choose to exclude student papers from distribution or specify which student papers a student(s) will have to review. PeerMark will automatically distribute papers to students but an instructor may choose specific student pairings which will then add an exception to the PeerMark distribution which will adjust its logic according to the instructor's rules.

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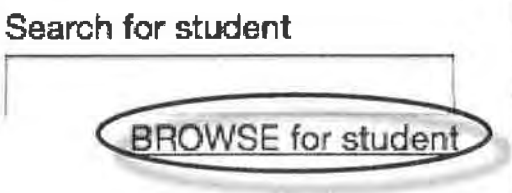
Pairing students for review:	
1. To assign a student(s) to review a specific student's paper, click on the *Pair Students* button	
2. Clicking the Pair Students button opens up the pairing field. Click on the *BROWSE for student* link to select a student you would like to be the reviewer. Then click on the *BROWSE for student* to the right of WILL REVIEW to select the student whose paper will be reviewed	
3. An instructor can select multiple students to be a reviewer of another student. Once one reviewer has been selected an instructor may click on the plus icon to the left of the first reviewer to open up another search box which the instructor can then use to select another student to be a reviewer	
4. Once the pairing of students is complete, click on the Save pair button to save this pairing	

Students may also be excluded from review by clicking on the Exclude Students button. Students who are excluded from review will not be able to write or receive reviews.

Excluding students from review	
1. Instructors can exclude students from review by clicking on the Exclude Students button	
2. Click on the *BROWSE for student* link to select a student who will be excluded from review papers and will not have a paper distributed for review	

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Excluding students from review	
3. Select a student from the drop down list	Search for student Jamie Posey Natalie Bovonavic Antoinette Parker Gibson Rickia Alex Thompson Friedrich Weissenborn • is excluded from reviewing • will not have a paper distrib WILL REVIEW Natalie
4. Once a student is selected, click on *Save exclusion* to exclude the student from the review	Save exclusion or Cancel

Step Three - Adding Questions to the Review

Step three allows an instructor to choose scale and free response questions for the PeerMark assignment.

A free response question example would be:

> *"What is the thesis of the paper?"*

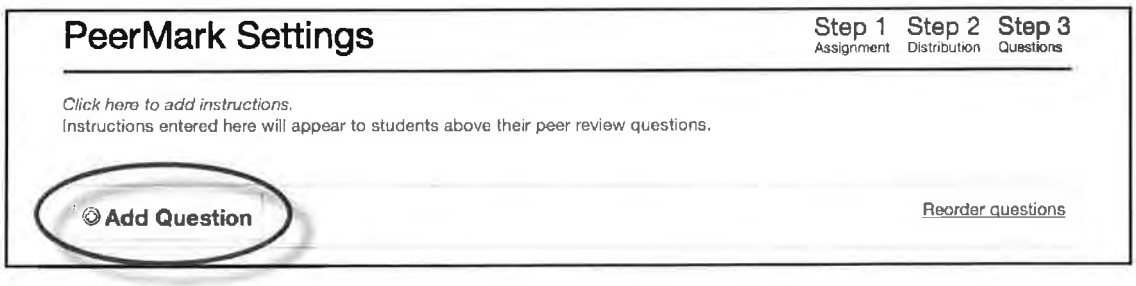
Free response questions allow an instructor to pose these questions for students to answer in their peer review and can include minimum length requirements.

A scale question example would be

> *"How well does the introduction pull you in as a reader? Scale, Not very well to Really well"*

Scale questions allow students to rate the paper on instructor chosen areas of writing.

To add questions to a PeerMark assignment click on the *Add Question* button.



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Creating a free response question in PeerMark creation:	
1. Click on the *Add Question* button and select *Free response*	Add Question Free response Scale Add que
2. Enter the question in the *Question* field and enter a value in the *Minimum answer length* field	Question Minimum answer length words
3. Once the question and minimum answer length have been entered, click on the *Add Question* button to add the free response question to the PeerMark assignment	Add Question or Cancel

Creating a scale question in PeerMark creation:	
1. Click on the *Add Question* button and select *Scale*	Add Question Free response Scale he author support thei 0 minimum word answe
2. Enter the question in the *Question* field	Question Scale Size select...
3. Select the scale size. The highest scale value is 5	Scale Size select... select... 2 3 4 5 Labels 1: #:
4. Enter in the labels for the scale in the appropriate fields. An example for labelling the scale question: "How well does the introduction set up the Thesis of the paper?" would be 1: Not very well to 5: Extremely well	Labels 1: #:

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Creating a scale question in PeerMark creation:	
5. Click on the *Add Question* button to add the scale question to the PeerMark assignment	Add Question or Cancel

Adding a question from a PeerMark library:	
1. Click on the *Add Question* button and select the library you would like to add a question from	Add Question Free response Scale LIBRARY:my library
2. Click on the *Add this question* link to the right of each question you would like to add to your PeerMark assignment	Add this question
3. Click on the *Add all questions* button to add all the questions to the PeerMark assignment	Add all questions or Finished
4. Click on the *Finished adding questions from library* link when you have added all the questions you want from this library	ear to Very Clear ns or Finished adding questions from library

Once the instructor has added all the questions they want to the PeerMark assignment click on the *Save & Finish* button to complete the PeerMark assignment creation.

Save & Finish or Return to previous step

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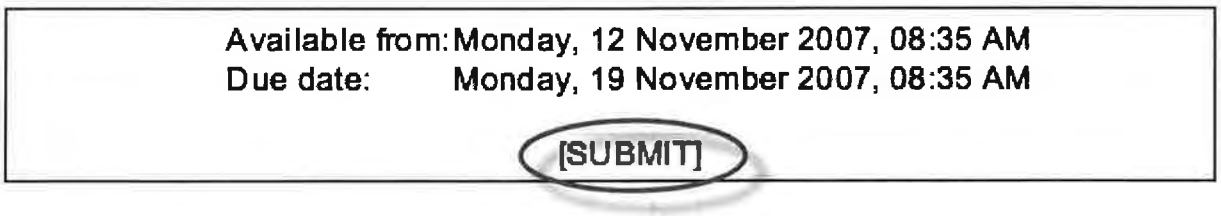
Submitting Papers

Instructors can submit papers to a Turnitin assignment by clicking on the assignment from the homepage or clicking first on the assignment link then clicking on the assignment within the assignments page. This action will open up a new screen, showing the start and due dates specified for the assignment and a *Submit* link underneath, click on the *Submit* link to open up the Turnitin submission page.



There are four ways for an instructor to submit papers to a Turnitin Assignment:

- **single file upload** - a single file submission selected by the instructor
- **cut and paste** - submission of text copied and pasted into a Turnitin submission box. May be used to submit from a file format that is not accepted. No images of non-text information can be copied and pasted - only plain text can be accepted
- **multiple file upload** - multiple files selected one by one. Similar to adding multiple attachments to an e-mail
- **zip file** - submit a standard zip file containing multiple papers. May contain up to 200MB or 1,000 files. Zip file uploads of significant size may require additional time to complete

File Types and Size

Turnitin currently accepts the following file types for upload into an assignment:

- Microsoft Word® (DOC and DOCX)
- Corel WordPerfect®
- HTML
- Adobe PostScript®
- Plain text (TXT)
- Rich Text Format (RTF)
- Portable Document Format (PDF)
- OpenOffice (ODT)

The file size may not exceed 20 MB. Files of larger size may be reduced in size by removal of non-text content. Files that are password protected, encrypted, hidden, system files, or read only files cannot be uploaded or submitted to Turnitin.

The zip file upload accepts up to 1000 files or 200MB of zipped information. A zip file to be uploaded may not exceed either limit. Zip files should be checked to ensure only usable file formats are included in the upload.

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Note: Text only files may not exceed 2 MB.

Note: PDF documents must contain text to be submitted. PDF files containing only images of text will be rejected during the upload attempt. To determine if a document contains actual text, copy and paste a section or all of the text into a plain-text editor such as Microsoft Notepad or Apple TextEdit. If no text is copied over, the selection is not actual text.

Tip: Users submitting scanned images of a document or an image saved as a PDF will need to use Optical Character Recognition (OCR) software to convert the image to a text document. Manual correction of the resulting document is highly recommended to fix any errors caused by the conversion software.

Note: Some document formats can contain multiple data types. This includes text, images, embedded information from another file, and formatting. Non-text information that is not saved directly within the document will not be included in a file upload. This includes references to a Microsoft Excel® spreadsheet included within a Microsoft Office Word document.

Note: Users whose files are saved in a file type that is not accepted by Turnitin will need to use a word processing program to save the file as one of the accepted types. Rich Text Format and Plain Text file types are nearly universally available in word processing software. Neither file type will support images or non-text data within the file. Plain text format does not support any formatting, and rich text format supports only limited formatting options.

Warning: Users who are converting to a new file format will need to save their file with a name different than the original. Any file should be saved with a new file name when converting to plain text or rich text formats to prevent permanent loss of the original formatting or image content of a file.

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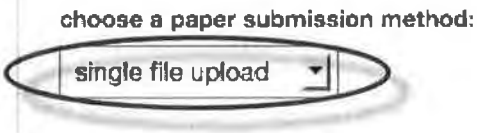
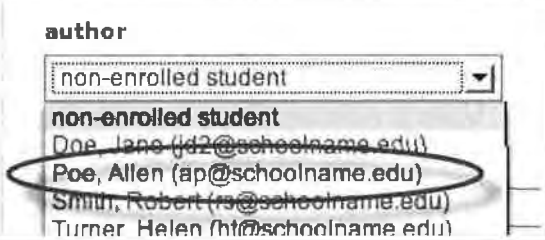
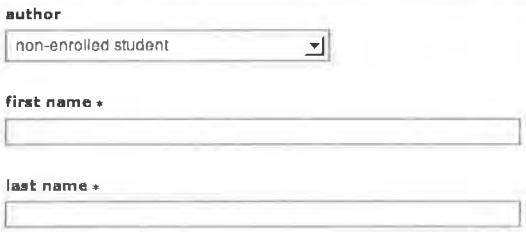
Single File Upload

Single file upload is the default option on the submission page and allows the instructors to submit a single paper at a time.

Submitting a paper by file upload:	
1. Click on an assignment from the homepage. This will open up a new window, click *Submit* to open up the Turnitin assignment submission page	
2.If needed, select *single file upload* from the *choose a paper submission method*: pull down menu. Single file upload is the default submission type for new users	
3a. Select an enrolled student name using the pull-down menu on the submission page. Papers submitted by an instructor on behalf of a student will appear in the student portfolio just as if the student made the submission	
3b. The instructor may enter the first and last name of a non-enrolled student **Warning:** Papers submitted for non-enrolled students cannot be graded or marked for paperless return to students	
4. Enter the title for the paper. This field is required	
5. Click the *Browse* button and locate the paper to submit	

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Submitting a paper by file upload:	
6. Click *upload* to upload this file. A status bar will appear and display the upload progress	upload cancel, go back
7. Once the paper has been uploaded, the following page asks for confirmation of the text of the paper. Review the text to confirm the correct file was selected	submit paper: Step 2 of 2 Author John Doe Title Great Expectations Preview Paper An important theme in Dickens novel, Great Expectations, is the heart. Many characters experience the all to real emotion of a b
8. To complete the file upload, click on the *submit* button. If the wrong file was loaded, click on *return to upload page* and re-submit with the correct file	submit return to upload page

Cut and Paste Submissions

The cut and paste submission option allows users to submit information from non-supported word processors or file types, or to only submit specific parts or areas of a document that may need an Originality Report generated.

Please note that only text can be submitted via the cut and paste method - any graphics, graphs, images, and formatting are lost when pasting into the text submission box.

Submitting by Cut and Paste	
1. Click on an assignment from the homepage. This will open up a new window, click *Submit* to open up the Turnitin assignment submission page	[SUBMIT]
2. Select *cut and paste* from the *choose a paper submission method*: pull down menu. Single file upload is the default submission type for new users	choose a paper submission method: single file upload single file upload multiple file upload cut & paste upload zip file upload

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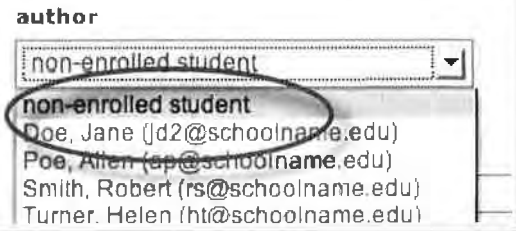
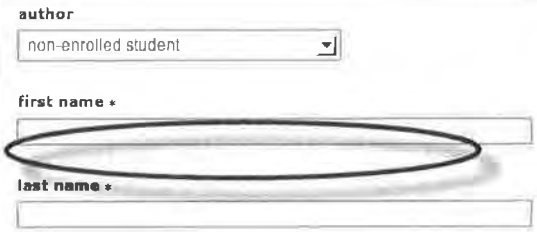
Submitting by Cut and Paste	
3a. Select an enrolled student name using the pull-down menu on the submission page. Papers submitted by an instructor on behalf of a student will appear in the student portfolio just as if the student made the submission	
3b. The instructor may enter the first and last name of a non-enrolled student **Warning:** Papers submitted for non-enrolled students cannot be graded or marked for paperless return to students	
4. Enter the title for the paper. This field is required	
5. Copy and paste the selected text into the text box **Tip:** To copy and paste text, highlight the text to submit in a word processing or text editing program and select *copy* from the *edit* menu. To transfer the text into the text box on Turnitin, click inside the text box of the submission page and select *paste* from the browser *edit* menu	
6. Click on *submit* to submit the text. This action will open up a page informing the user the submission was successful	

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Multiple File Upload

The multiple file upload submission option allows instructors to upload multiple files simultaneously.

Submitting multiple papers using multiple file upload:	
1. Click on the submit button	[SUBMIT]
2. Select *multiple file upload* from the *choose a paper submission method:* pull down menu. *Single file upload* is the default submission type for new users.	choose a paper submission method: multiple file upload
3. Click on *Browse* and select the first file to attach to the File Submission Preview list	File Submission Preview (editing field submit file accepted? Browse...
4a. Select an enrolled student name using the pull down menu on the submission page. Papers submitted by an instructor on behalf of a student will appear in the student portfolio	Preview (editing fields is not required) accepted? student .txt Yes non-enrolled student Browse...
4b. Enter the first and last name of a non-enrolled student. Not entering a first and last name results in an author name of anonymous	last name first name tit
5. Enter the title for the paper. If no paper title is entered, the title defaults to the file name for the submitted file	title
6. Repeat steps 3-5 for each paper being submitted as part of the upload	

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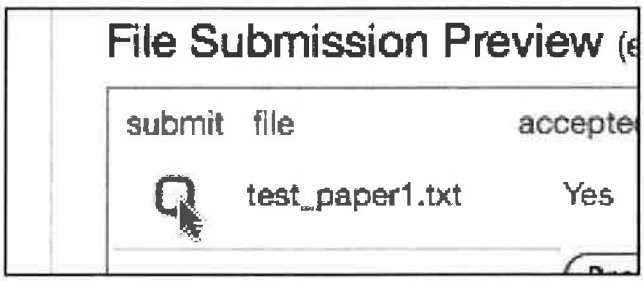
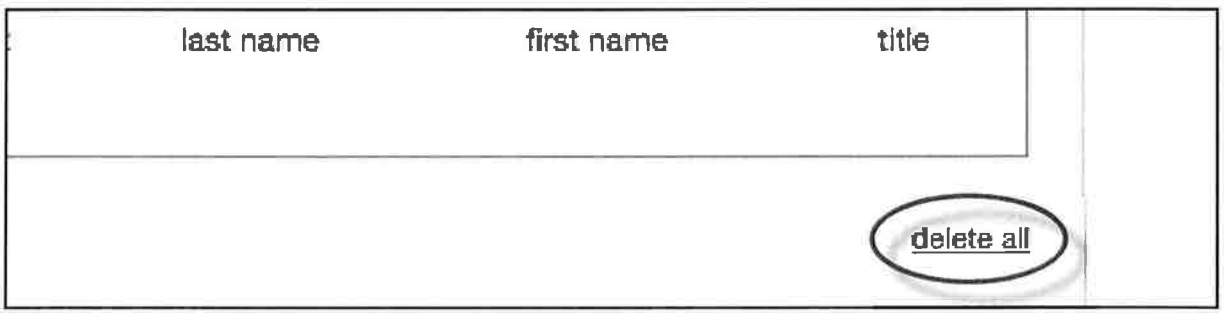
Submitting multiple papers using multiple file upload:	
7. When all the desired files are attached, click the *submit all* button to upload the batch of files	submit all
8. On the accepted files page please review the files to be uploaded and click *submit* to submit all uploaded files	submit go back

Files can be excluded from the upload by unchecking the check box to the left of the file name under the submit column.



An instructor may remove all uploaded files from the File Submission Preview list by clicking on the *delete all* link located below the list to the right.



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Zip File Uploads

Instructors are able to upload a zip file of papers to a Turnitin assignment. The zip file may be any size up to approximately 200MB and contain up to 1000 individual files. If the zip file exceeds either limit it will be rejected.

Instructors uploading zip files are advised to ensure that no unacceptable file types are contained within the zip file and to be careful of duplicate copies of the same file within the zip file. Turnitin will attempt to detect duplicate or invalid files and warn the user of any duplicate or unacceptable files.

Submitting papers in a zip file:	
1. Click on an assignment from the homepage. This will open up a new window, click *Submit* to open up the Turnitin assignment submission page	
2. Select *zip file upload* from the *choose a paper submission*: pull down menu. Single file upload is the default submission type for new users	
3. Click on *Browse* and select the zip file that will be uploaded	
4. Click *upload* to load the zip file and view the list of papers. A pop-up window indicating download progress should be shown	
5. Select the papers to submit by checking or unchecking the *submit* check box for the paper. For each paper being included, the user may: • select an enrolled student in the class or submit as non-enrolled, giving first name or last name; • submit without first and last name, which will default to anonymous • submit with a paper title; • submit without a paper title, which will default to the name of the file	

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Submitting papers in a zip file:	
6. Once the files to submit from the zip file have been selected and (if needed) assigned name and title information, the user must click on *submit* to continue the upload of papers into the assignment	submit return to upload page
7. A confirmation screen will be shown listing all file names, author names, e-mail user profiles, and submission titles. Any fields containing Anonymous or Not Entered are not required but may be set by using the *go back* link to return to the previous screen Click ***submit*** to finalize the zip file upload into the assignment. A progress bar will display the remaining upload time	accepted file(s) accepted file(s) author email/use testpaper.doc Poe, Allen ap@schoo test2.doc Turner, Helen ht@school submit go back

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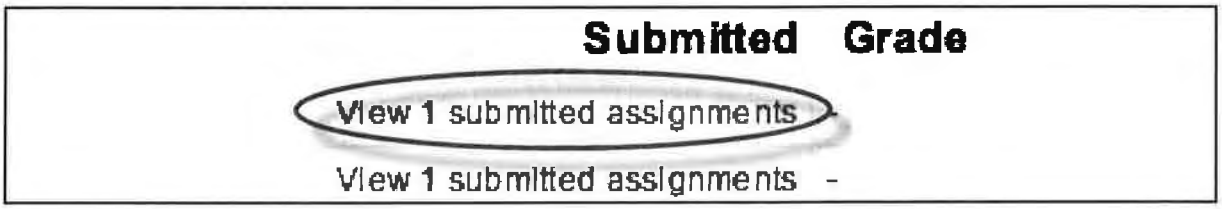
Viewing the Turnitin Assignment Inbox

Instructors can view the Originality Reports completed for submitted papers by accessing the Turnitin assignment inbox. Either click on the *Assignments* link in the Activities section on the homepage or click on the assignment title on the homepage.

Clicking on the *Assignments* link will open up the Assignments page. To view the Turnitin assignment inbox click on the *view # submitted assignments* link under the *Submitted* column to view the submissions for a specific assignment. If you clicked on the assignment name from the hompage click on the *View # submitted assignments* on the screen.



Elements of the Assignment Inbox

The assignment inbox is a sorted list of columns containing information regarding submissions in an assignment. The assignment inbox can be organized by any of the criteria listed with a downward pointing arrow to the right - for example, clicking on the column heading name of *author* will sort the contents of the assignment box by author last name from A to Z. Clicking the column heading again will sort it again by the reverse of the criteria, from Z to A.

The columns headings in the assignment inbox are:

- **author** - a column containing the names of any enrolled students and the names given for any non-enrolled instructor uploaded papers in the assignment. Clicking on the name of the author opens the class portfolio page for any enrolled students. Enrolled student names are underlined and lettered in blue

- **title** - the title given for any paper submitted. If there is no submission for a user, this field will list -- no submission --. Clicking on the title of a paper will open a text version of the paper with submission information, but no Originality Report data, to allow an instructor to view the student paper

- **similarity** - the report column contains the Originality Report icon. The icon contains a percentage indicating the overall similarity of the paper to information in the Turnitin repositories, 100% being 'fully similar', 0% indicating 'no similarity'. The icon is rectangular and contains the percentage number and the corresponding color. If only a grayed out icon is available, the report is not ready. A -- in the report column indicates no submission or that no Originality Report is generated

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based on assignment settings

- **grade** - the grade column indicates GradeMark image availability. A pencil icon shows what papers have not yet been graded in GradeMark. No icon indicates that no submission was made or that GradeMark digital assessment is not available for the class or account. If the icon is available, click on the pencil icon to open a GradeMark window. Once a paper is graded the point value given to the paper will replace the pencil icon in the grade column

- **response** - the response column provides instructors with insight on which students have viewed their graded papers. An icon of a person with a check mark notifies the instructor that the student has viewed their graded paper in GradeMark for over 30 seconds

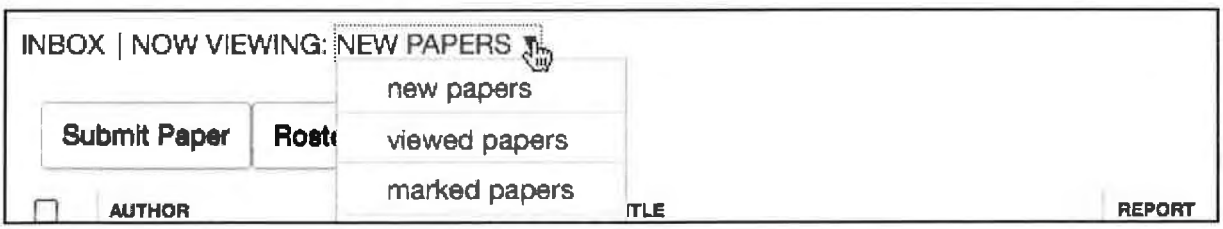
- **file** - a page icon and indicator of the file type of a submission that was uploaded to Turnitin, or -- in the event no submission was made. Click on the page icon to download a copy of the submission as originally uploaded by the student to the assignment

- **paper ID** - the unique numeric ID number assigned to every submission made to Turnitin. This column contains -- if no submission was made. The paper ID is also provided to students or instructors when submitting by file upload or copy and paste as part of the digital receipt

- **date** - the date of a submission. Any dates shown in red indicate a late submission made after the due date and time of an assignment. The format is month-day-year. If no submission was made after the due date/time for a student, this column shows *(late)* in red. If the due date has not passed, students in the class with no submissions have a -- in this column

The assignment inbox also contains a number of items in the assignment inbox panel at the top of the assignment inbox. See the *Organizing the Assignment Inbox* section for more information on these functions. The items are:

all papers, marked papers, viewed papers, new papers - allows an instructor to select which folder of an assignment inbox to view. By default, all papers are in the *new papers* folder. The available folders are *all papers, marked papers*, *viewed papers*, and *new papers*. Papers can be moved between folders in the assignment inbox by using the *move to* function. Papers only can be placed in a single folder. Selecting a folder vwill display only that folder unless *all papers* is selected, which shows every submission in an assignment



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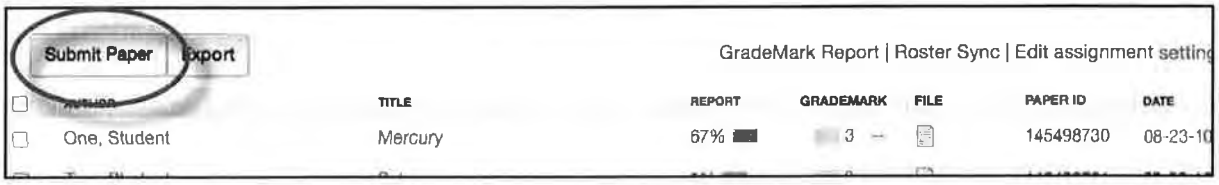
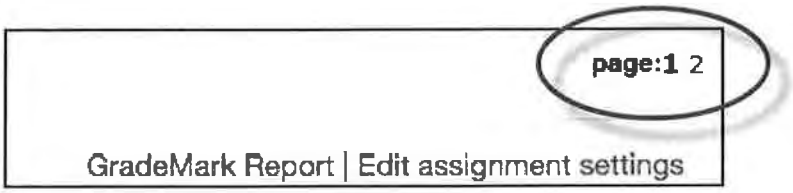
submit button - allows an instructor to begin submitting a paper or papers to this assignment



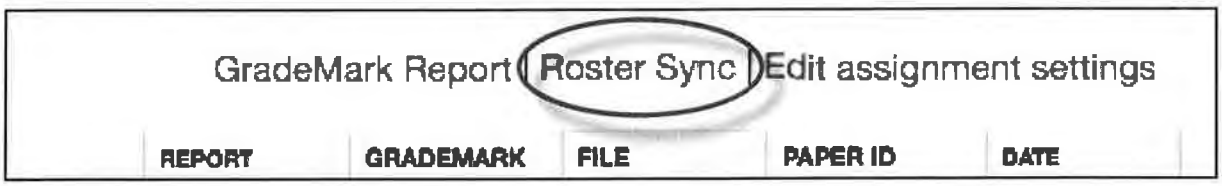
delete, download, and move to - these buttons perform the selected action on papers which have a check mark added in the box to the left of the author name

page - if there is more than one page to an assignment inbox, click on the page number to move between the pages of the assignment inbox and view the submissions on the pages



Syncing the Class Roster

Enrolled students will appear in the assignment inbox once they have accessed a Turnitin assignment in the course. To automatically import the student list into the inbox before the students access the assignments or submit papers, an instructor can synchronize the assignment roster. Click on the Roster Sync link in the assignment inbox, which will import a list of all students currently enrolled in the Moodle course for the assignment. This function can also be used later to remove student users who are no longer a part of the course. All submissions and data for students removed by a Roster Sync will disappear from all Turnitin assignments in the course.



▲ **Warning:** Students who are removed by the roster sync function must be re-added to the Moodle course and the Roster Sync function must be used again to regain access to any submissions, GradeMark commented papers, or other information in the Turnitin assignment for the student.

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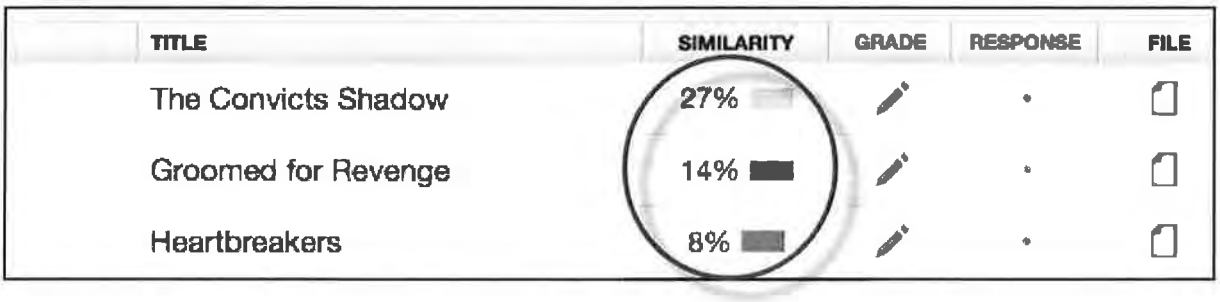
Viewing Papers

Every paper submitted to an assignment can be viewed online. To view a paper through the Turnitin web site without saving a copy to the computer, the instructor simply needs to click on the name of the paper under the *title* column of the assignment inbox. This will open the paper in a new window with the submission and student information as well as the text of the paper.

Opening the Originality Report

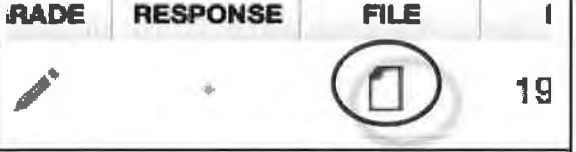
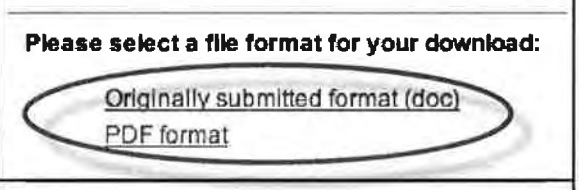
The Turnitin Originality Report can be accessed from the assignment inbox. Under the report column are the icons indicating the percentage of the Overall Similarity Index and the corresponding color on a blue to red scale.



For more information about Originality Reports, please **click here** to view the Originality Report chapter of the Turnitin Instructor Manual.

Downloading Papers

The instructor may also download and save papers submitted to an assignment. Instructors may download papers one by one, or in a zip file. Instructors on an account with the GradeMark or Peer Review products active may also select whether to download a PDF version of the submission or the original file format.

Downloading papers one at a time:	
1. Click on the icon under the *file* column for the paper to download	
2. (If available) For Peer Review and GradeMark accounts, a pop-up window prompts the user to select Originally Submitted format or PDF format	
3. The files will download to be saved on the user's computer	

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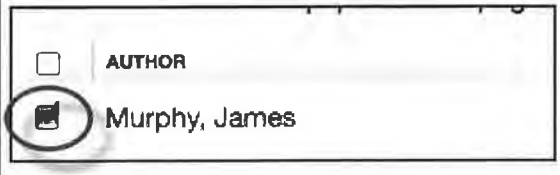
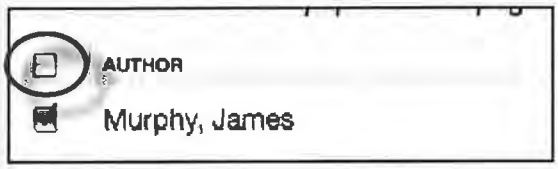
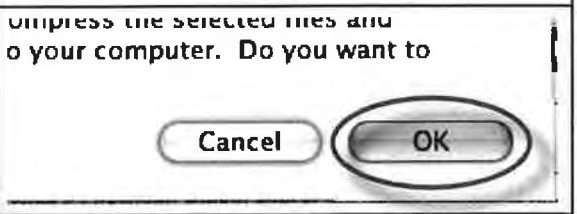
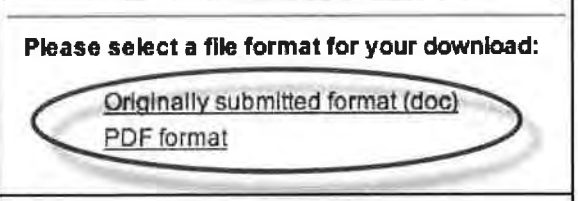
Bulk Download

Instructors can bulk download papers in either the original or GradeMark formats.

Downloading papers in a zip file:	
1. From the assignment inbox, click the check boxes to select the papers that will be downloaded	
1a. The user may also select the check box in the column heading to download all papers from all pages of an assignment inbox	
2. Click on the *download* button to begin the download	
3. Click on *ok* to accept the download	
4. Select the file format to download in if prompted to do so (GradeMark and Peer Review accounts only)	
5. The files will download to be saved on the user's computer	

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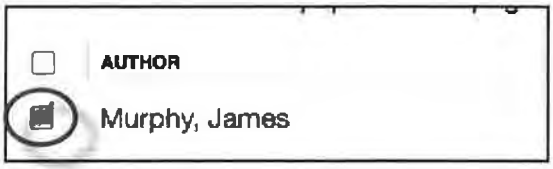
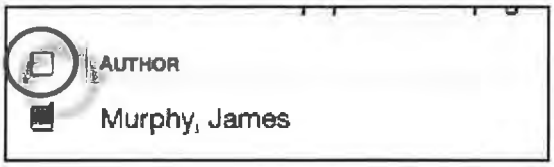
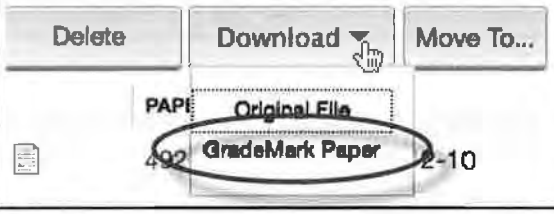
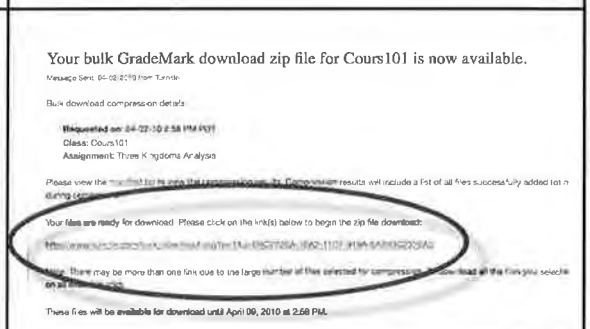
Downloading GradeMark papers in a zip file:	
1. From the assignment inbox, click the check boxes to select the papers that will be downloaded	
1a. The user may also select the check box in the column heading to download all papers from all pages of an assignment inbox. **Note**: If you select all papers within your class the papers that have not been graded with GradeMark will not be included in the bulk download	
2. Click on the *Download* button and select *GradeMark Paper*	
3. Click on *ok* to accept the download. A message will appear above your assignment inbox indicating that the selected files are being compressed into a zip file and once compression is complete the file will be available to download in the Turnitin messages inbox	
4. The messages inbox will indicate a new message when the file is available for download. Click on the *Messages* tab	
5. Click on the message link. All new messages are given the status *New*	
6. To download the zip file click on the available link(s) **Note**: There may be more than one link due to the large number of files selected for compression. To download all the files that you selected for compression please make sure to click on all available links	

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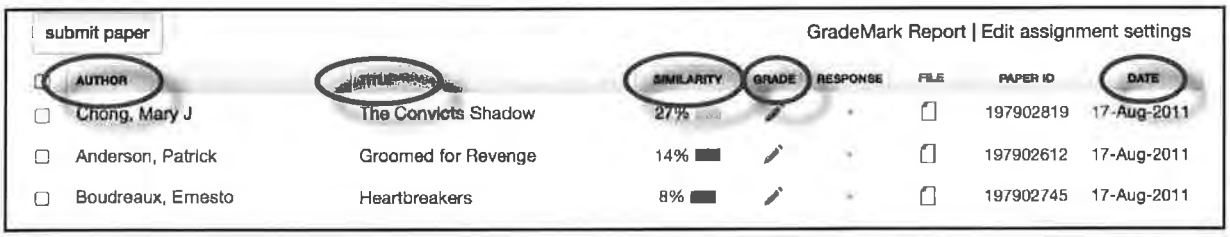
Organizing the Assignment Inbox

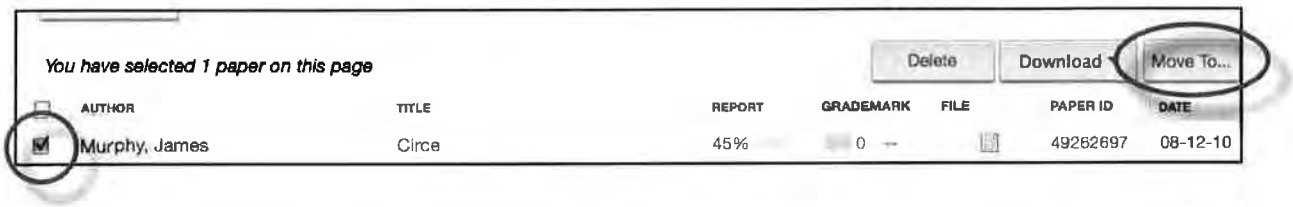
Turnitin offers the instructor user many methods to organize papers in the assignment inbox to assist with handling large classes or simply to quickly sort the submissions and Originality Reports in an inbox.

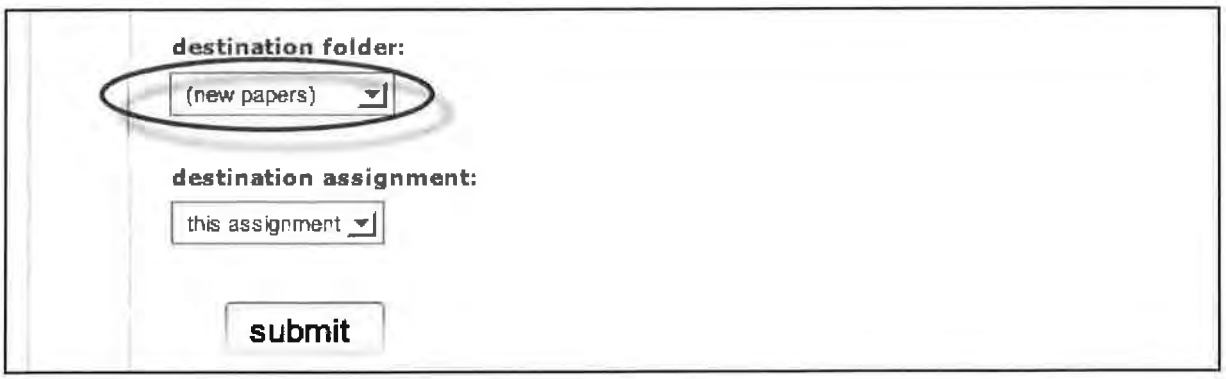
The following are the ways an instructor is able to organize the assignment inbox:

- **sorting by column header** - click any of the following column names to sort the inbox by that column: author, title, similarity, grade, and date, column headings. Click a second time to re-sort in the opposite direction, e.g. A-Z becomes Z-A



- **sorting by folder** - the instructor is able to select and move papers to the viewed or marked folders by checking the box to the left of the author name and clicking the *move to* button. Select the destination folder from the drop down menu and click on submit to move the paper to the selected folder





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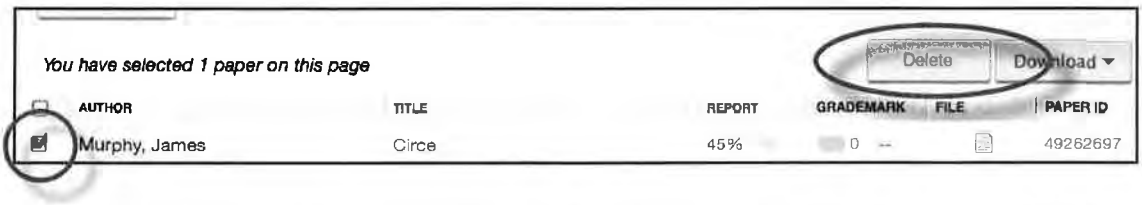
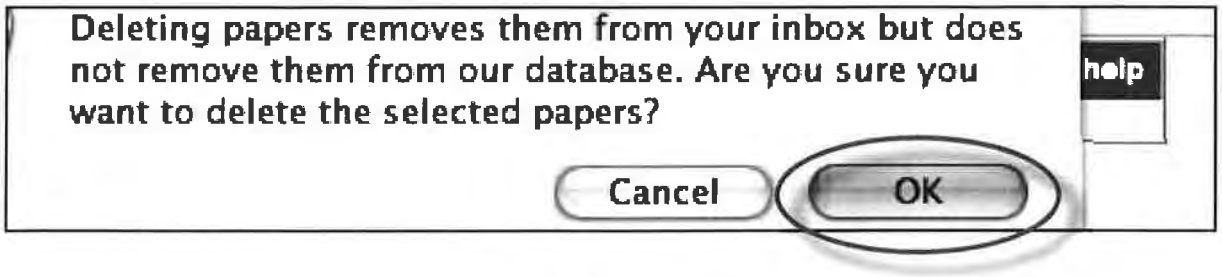
- **deleting unwanted papers -** an instructor can delete papers at any time by checking the box to the left of the paper and clicking the *delete* button. These papers are removed from the assignment inbox but not the submission repository





- **exporting assignment inbox information -** an instructor can export the Turnitin assignment inbox as an excel file at any time by clicking on the *Export* button

Viewing Late Submissions

If a student has not submitted a paper, --*no submission*-- will show up in place of a paper title. To quickly view which enrolled users have not submitted a paper, sort the inbox by paper title by clicking on the *title* column heading.

If a paper is submitted late to an assignment the submission date appears in red. If no submission has been received by the due date and time, *late* will show up in red in the date column.

GradeMark®

To access GradeMark to grade the student's paper, click on the pencil icon in the grademark column. For more in depth information on using GradeMark please **click here** to view the GradeMark chapter of the Turnitin Instructor manual.

Please note that not all accounts have purchased the GradeMark product, if GradeMark has not been purchased the grademark column will be blank where the GradeMark icon should appear.

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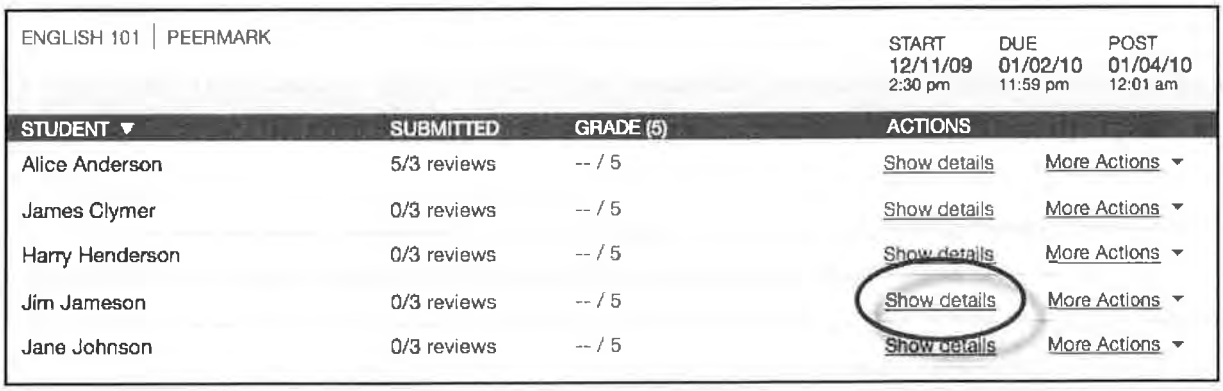
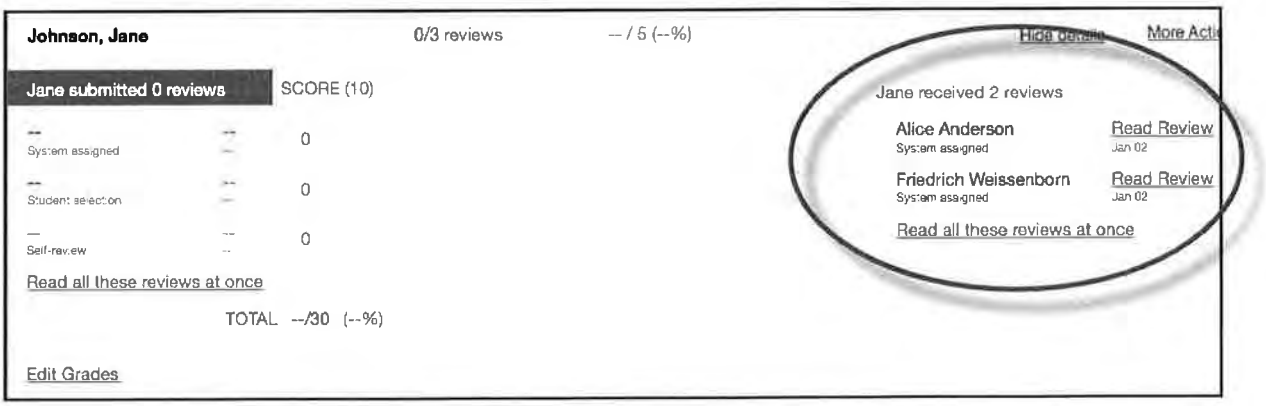
Viewing the PeerMark Assignment Inbox

Click on the *View* link below the PeerMark assignment to open the PeerMark assignment inbox. The PeerMark assignment inbox displays a list of your students, the number of reviews completed by each student, the students grade for the assignment, and the reviews that each student has written or received. To view the reviews written or received by a student click on the Show details link to the right of the student's name.



Within the more details of a single student the instructor can view the progress of the student's reviews or read the student's completed reviews. All the reviews written for this student's paper are visible to the right of the student's submitted reviews.



For more in depth information on using PeerMark please click **here** to view the PeerMark Chapter of the Instructor Manual.

Please note that not all accounts have purchased the PeerMark product, if PeerMark has not been purchased the grademark column will be blank where the PeerMark icon should appear.

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Assignment Inbox Navigation Bar

The navigation bar includes:

- **assignment inbox** - allows the instructor to quickly navigate back to the assignment inbox
- **edit assignment** - by clicking on this menu opens up the assignment options and the instructor has the ability to change features of the assignment at any time
- **libraries** - the libraries tab displays the Turnitin assignments created by the instructor. The libraries tab also contains all the PeerMark Question libraries. For more information on the PeerMark question libraries please view our help center article on **PeerMark libraries**.
- **class stats** - The statistics page will list information about the class in a table. The default view of the stats will show the cumulative statistics since the creation of the class. For more information about class stats view Chapter 12 of the Turnitin Instructor manual available at www.turnitin.com/training.html
- **preferences** - provides four options that the instructor can customize: *default submission type*, *items per page*, *file download format*, and *show page info*
- **help** - this pull-down menu provides links to the knowledge base, user guides, training videos, and the site key

Note: If any changes were made to the user profile, the instructor must click on *submit* in the top right corner to save the changes

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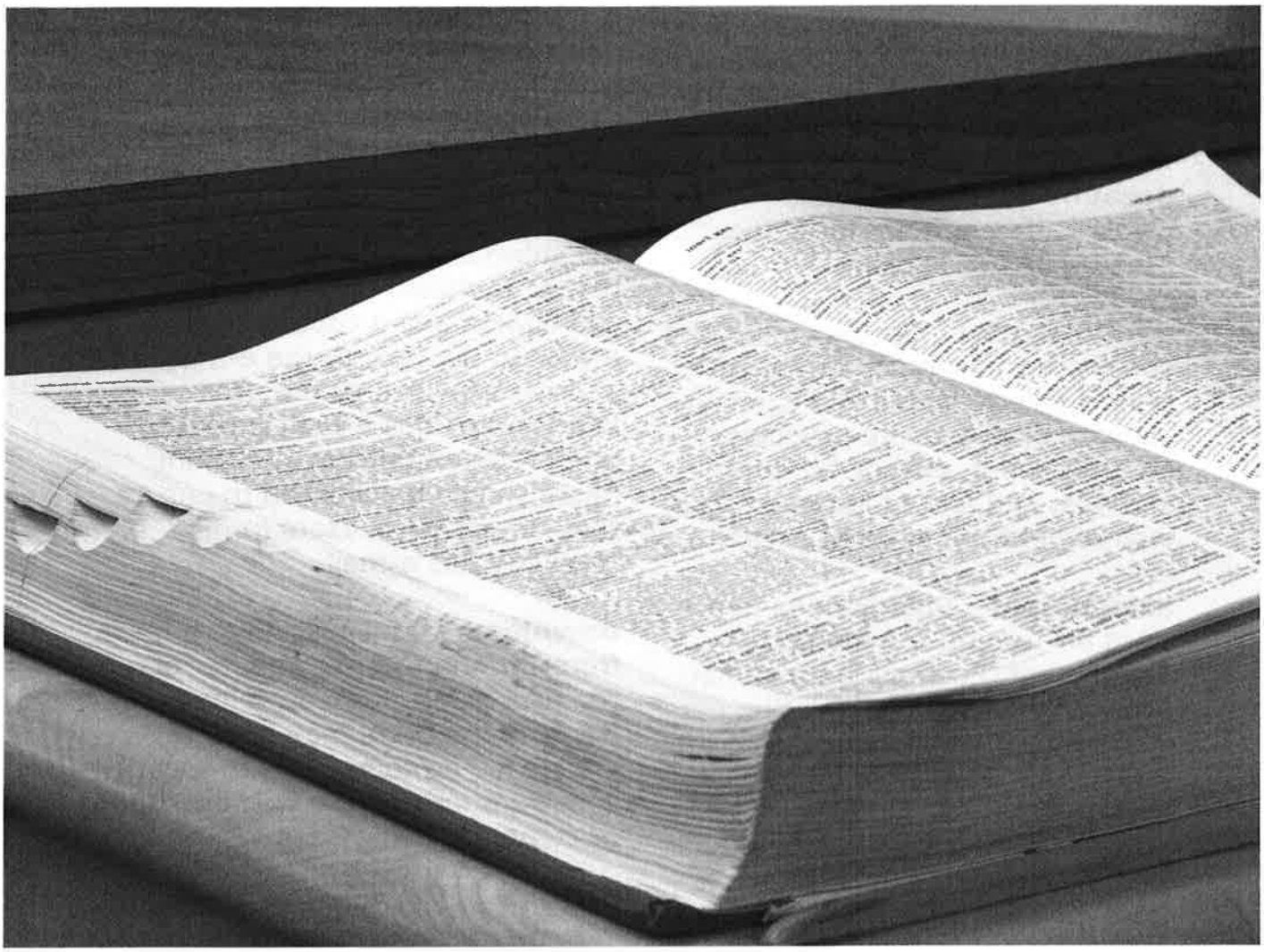

turnitin®

Glossary

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Definitions

account - a Turnitin account allows instructors to use products purchased from Turnitin

account ID - the numeric identification number for a specific account or sub-account

administrator - the controller of a specific Turnitin account. This user type is able to install and configure, activate or deactivate products on an account, change account settings, and add or remove instructors from account access

assignment - Submissions to a class on Turnitin are made to an assignment. Each assignment can allow only a single submission per student user who is enrolled in the class

class - to allow students to submit files, an instructor must create a class for their students. A class requires a name, a class ID, and a class enrollment password

class portfolio - the class portfolio page is the main view page of a student for a specific class

consortium account - an account type which is the parent for multiple institutional accounts. Consortium accounts do not allow instructors to directly join. Instructors must be added to an institutional or departmental account

default submission type - a user preference set by instructor or student users to define which file submission method should be displayed by default for submissions to an assignment in a Turnitin class

digital receipt - the digital receipt is a confirmation of a successful paper submission to a Turnitin assignment. The digital receipt contains the unique *paper ID* number, user name, submission date and time, class name, assignment title, and a copy of the submitted work. The digital receipt is shown on-screen after submission and a copy is sent by e-mail to the user at the e-mail address provided as the user login name. This e-mail is sent by noreply@turnitin.com and spam filters should be checked to ensure they do not block users from receiving this e-mail

download - transmission of a file from Turnitin to the computer of the user selecting to download files). Some users may need to enable file download due to security considerations on the web browser or computer being used

due date - the due date on a Turnitin assignment indicates the date and time of day at which an assignment is due. Submissions after the due date and time may no longer be allowed and will be automatically blocked by the Turnitin system. Only the instructor can enable late submissions on an assignment on Turnitin. The due date must come after the start date and before the post date during assignment creation. The due date and time may be changed by the instructor at their discretion to meet the needs of a class

export (stats) - downloading a copy of account statistics in a Microsoft Excel® format to a user's computer

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GradeMark - a digital grading product offered by Turnitin which allows instructors to place comments and QuickMark editing marks on a submission for students to review. This product also includes standardized rubric scorecards and the ability to share QuickMark[SM] standard editing marks and rubric scorecards between instructors on an account via export or via administrators using the libraries sharing feature of the GradeMark digital grading product

homepage - the default login page, which is different based on the selected default user type of the user profile being accessed

instructor - the term used for teachers, tutors, or other student-assisting users added or authorized to join as instructors on a specific Turnitin account. A single person may be joined to multiple Turnitin accounts or sub-accounts using one user profile or separate user profiles. Users may fill more than one user type role on Turnitin

internet archive - Turnitin's web repository includes inactive or no longer available web pages and copies of pages that have changed over time. This allows Turnitin to search against information that is no longer available or which has changed over time.

items per page - a user info page preference that allows users to determine the number of items from any list they wish to see per page on Turnitin

knowledge base - The knowledge base is an area we have created for our users to search for help or information on specific aspects of using Turnitin. Also available are frequently updated lists of the most common questions we receive

libraries - the libraries menu displays the rubrics created by Turnitin or the instructor. For more information about rubrics please view the GradeMark training video or the rubric section of the GradeMark manual available at www.turnitin.com/training.html

log in - the act of an authorized user entering the e-mail address and personal password created for a user profile to enter Turnitin as the user associated with the e-mail address entered

Optical Character Recognition (OCR) - Optical character recognition software converts a image of text information into an actual text document that can be read and altered by word processing software. Papers or documents transferred into a computer via a scanner require optical character recognition software conversion to be submitted to Turnitin. Turnitin only accepts documents containing actual text data rather than an imaged document or submission. Some scanners offer OCR conversion automatically, but most OCR conversion requires hand correction to resolve any inaccuracies which can cause major changes to the actual content of a document

Originality Report - the Originality Report is a flexible document that allows students and instructors to review matches between a submitted work and the repositories scanned by Turnitin. Citations, quotations, and bibliographic material are all scanned against Turnitin's repositories to determine an overall similarity percentage as

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well as specific matches to similar text

Overall Similarity Index - the overall similarity index is a percentage indicating the similarity of the text submitted to information contained in the Turnitin repositories used for comparison on the assignment the submission was made in. This percentage indicates a percentage based on the length of the paper compared to the length of the areas flagged as similar during the comparison

paper - a paper refers to the document or file submitted by a user to an assignment in a class on the Turnitin website

paper ID - the paper ID number is a unique identifier that can be used to refer to a specific paper. The paper ID number can be viewed by accessing the paper in the assignment inbox for instructors. The paper ID number is also available on the paper view page, Originality Report, and GradeMark digital assessment view of the submission

PeerMark - this product allows students to anonymously or with attribution review submissions made by other students within the course. Students reply to free response and scale questions selected or created by the instructor. Instructors may also comment on the paper using three different commenting tools: inline text tool, highlighter tool, and composition marks. A PeerMark assignment must be based on a normal Turnitin assignment where the student papers are initially submitted

Plagiarism Prevention - this product creates Originality Reports for submissions in assignments on Turnitin. The Originality Reports allow instructors and students to easily determine any problems in citation or referencing and assists instructors in determining the originality of a submitted work

post date - the post date of an assignment is set by the instructor during the assignment creation. When the post date and time has passed, students will be able to view GradeMark and GradeBook information on their submissions in this assignment. If the assignment is a Peer Review, students will be able to read the assessments written by their peers after the post date passes. The post date does not control Originality Reports. The post date must come after the start date and due date during assignment creation

product - a specific service, feature, or group of features offered by Turnitin as part of the purchase of a Turnitin license by an educational customer

proxy server - a proxy server is a server that stands between an institution's network and the internet. The proxy server passes requests from the institution's network to places on the internet and returns the responses from the internet to the institution's network

repository - a set of information of a specific type or types. In the specific context of the Originality Report provided by Turnitin, repository is used to refer to the type of information the submission was evaluated against for direct matching or high levels of similarity. Available repositories

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include internet, archived internet, periodical/journal/publication information, and previous submissions

resubmit - the act of submitting a new paper in place of an existing submitted paper. Resubmission can only be done if the instructor has set an assignment to allow students to overwrite until the due date and time of the paper, or if the instructor has manually deleted the student's existing submission in the assignment inbox. This option can only be enabled by the class instructor

revision (assignment type) - an assignment created by an instructor that is linked to an existing assignment. Revision assignments may have a different start, due, or post date than the primary assignment. Revision assignments allow instructors to easily enable students to submit multiple drafts of the same submission to different assignments. Revision assignments, like regular assignments, only allow one paper per student to be submitted

start date - a date and time selected by the instructor when creating an assignment. The start date and time must pass before students are able to begin submitting to an assignment. Instructors are not prevented from submitting before the start date. The start date for an assignment must be before the selected due date and post date during assignment creation. This may be updated only by the instructor to meet the needs of a class

student - a user type able to enroll in courses created by an instructor user. Student user profiles can only submit to assignments created by an instructor in a class they are joined to or have been authorized to join

sub-account - an account created beneath a parent account. The Turnitin account tree allows for multiple sub-accounts created under each parent account. Only individual accounts may not create sub accounts. The number of institutional accounts created beneath a consortium account is determined by license purchases

submission - a file or files uploaded by a student or instructor user into an assignment within a Turnitin class. Only a single file per student user can be submitted to an assignment by a student user

submission type - Turnitin offers multiple submission types for students and instructors. Students are able to submit a single file at a time by either file upload or cut-and-paste submission. Instructors are able to submit files by file upload, copy and paste, multiple file upload, or zip upload options. The default file type for a user to submit by can be viewed or changed in the preferences section of the user info page

upload (file) - the act of submitting or sending a file into a specific assignment within a Turnitin for use with the Turnitin products selected for the class

user profile - the user profile is a set of user preferences and information associated with a specific ID within Turnitin. Each user profile requires a unique e-mail address. A specific e-mail address can only be used once within the Turnitin repository. New attempts to

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create a profile associated with an e-mail address currently existing in Turnitin will not succeed

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STATEMENT OF ASSESSMENT METHODS – 2011

Detection of Breaches of Academic Integrity

Staff may use a range of methods (including electronic means) to assist in the detection of breaches of academic integrity. In addition, the University makes available for staff and student use the electronic text matching software application – *Turnitin*.

Will the electronic text matching software application *Turnitin* be used? Yes / No

If Yes, students will receive a written statement describing how the software will be used and be advised about the Flinders Learning Online Academic Integrity site.

Will scaling procedures be used in determining marks for each piece of work or for determining the final topic grade? Yes / No

Details of scaling procedures:

May assessment exercises be resubmitted after revision for re-marking? Yes / No

The circumstances under which assessment exercises may be resubmitted, the form this may take and the maximum mark obtainable are as follows:

Students who believe that their ability to satisfy the assessment requirements for this topic has been or will be affected by medical, compassionate or other special circumstances and who want these circumstances to be taken into consideration in determining the mark for an assessment exercise may apply to the Topic Coordinator of the topic for special consideration. The preferred method of application is: *specify*

Supplementary assessment for this topic may be approved on the following grounds:

- **Medical/Compassionate** – a student who is unable to sit or remain for the duration of the original examination due to medical or compassionate reasons may apply for supplementary assessment. If illness or special circumstance prevents the student from sitting or remaining for the duration of the scheduled supplementary examination, or from submitting by the agreed deadline a supplementary assessment exercise, the student will be either: awarded a result in the topic of Withdraw, Not Fail (WN); or be offered the opportunity to demonstrate competence through an alternative mechanism. If illness or special circumstance is demonstrated to persist up to the commencement of the next academic year, then the student will be awarded a result in the topic of WN.
- **Academic** – a student will be granted supplementary assessment if he/she: achieves an overall result in the topic of between 45 and 49%, (or between 40 and 49% where a student obtains a fail grade in the last 12 units required for completion of a course) or the equivalent where percentage marks are not awarded; has completed all required work for the topic; has met all attendance requirements; and obtains at least a pass level grade in any specific component of assessment (other than an examination) for the topic where this is explicitly stated to be a formal requirement for the successful completion of the course or topic. If illness or special circumstance prevents the student from sitting or remaining for the duration of the scheduled supplementary assessment, the student will be either: awarded a result in the topic of Withdraw, Not Fail (WN); or be offered the opportunity to demonstrate competence through an alternative mechanism. If illness or special circumstance is demonstrated to persist up to the commencement of the next academic year, then the student will be awarded a result in the topic of WN.

A student with a disability, impairment, or medical condition who seeks reasonable adjustments in the teaching or assessment methods of a topic on the basis of his/her disability may make a request to the Topic Coordinator or the Disability Advisor as soon as practicable after enrolment in the topic. Any such reasonable adjustments must be agreed in writing between the student and the Topic Coordinator and must be in accordance with related University policy. A student who is dissatisfied with the response from the Topic Coordinator or with provisions made for reasonable adjustments to teaching or assessment methods may appeal in writing to the Faculty Board.

....

Signature of Topic Coordinator Date

SPJ:rh 17.11.10

Flinders University

STATEMENT OF ASSESSMENT METHODS - 2012

Students' attention is drawn to the *Student Related Policies and Procedures Manual 2012* (http://www.flinders.edu.au/ppmanual/student.html), which outlines the University's Assessment Policy.

Topic number and title:

Date on which this statement was provided to students:

Duration of topic:

School(s) responsible for topic:

Topic Coordinator:

Telephone number of Topic Coordinator:

Expected student workload* (http://www.flinders.edu.au/ppmanual/student/SecC_expected.html): *number of hours per week or in total (specify).*

** Indicative only of the estimated minimum time commitment necessary to achieve an average grade in the topic. Expected student workload should be based on the standard student workload of approximately 30 hours of student time commitment per unit.*

Topic Learning Outcomes:

Details of assessable work in the topic. (Optional forms of assessment, where permitted, are also detailed):

Format of each form of assessable work	Proportion of total marks	Deadline for submission*	Penalties to be applied if deadline is not met	Date work is expected to be returned to students

** Extensions may be granted by a topic coordinator where the following criteria apply:*
• the student has made a written request for an extension prior to the due date for the assessment item;
• the student has justified the request on the basis of unforeseen individual circumstances that are reasonably likely to prevent completion of the assessment by the specified due date.

The criteria for successful completion of the topic (including, where appropriate, the achievement of a certain minimum level of competence in both the theoretical and practical components of the topic and details of special requirements concerning particular elements or aspects of the topic such as attendance/participation requirements, group activity) are as follows:

---

over/

Information letter concerning the use of Safe Assignment tool in FLO.

Dear Students,

I am writing to let you know that this semester, semester 1 2008 in the topic ESOL 8704 ESOL Pedagogy, we will be using a text matching software through Flinders Learning Online (FLO). This software is called "Safe Assignment". Safe Assignment is part of the Flinders University *Academic Integrity Management Strategy* that can be located at http://www.flinders.edu.au/teaching/quality/aims/ . I encourage you to familiarise yourself with this information. In addition, I encourage you to visit the Flinders University site for the *Policy on Academic Integrity* located at http://www.flinders.edu.au/ppmanual/student/assessment1.html . To better understand the information, I also encourage you to visit the Academic Integrity at Flinders site on FLO: ACINT001_h - Academic Integrity at Flinders. You will see this in the list when you first open FLO. Not only is there useful information here, there is also a test that will help you to check you understanding and interpretation of the material.

Safe Assignment will be available for both you and the lecturer to use on all the assignments in this topic, particularly Assignment 1 Task Activity and Design and Assignment 2 Essay. It can be accessed through the FLO site for ESOL 8704. You will notice that there are two folders in Safe Assignment. One is *Draft* and the other is *Final*. The *Draft* folder is available to you to use as a tool to improve and develop your written work. You can submit your work to it as often as you choose during the drafting process. The *Final* folder is only for the finished assignment and once submitted to it, there is no re-submission available. The Final submission is the one that will be marked and graded. The Draft submissions are to encourage you in your written learning and development in English.

If you have any questions concerning the use and interpretation of information generated by the Safe Assignment reports on your work, please come and discuss them with your lecturer. Or, you can take the information to the Student Learning Centre 8201 2518 and they will be happy to talk with you about interpreting results.. A matching text can mean different things, so don't panic too much at first. Come and talk about it and learn from the use of this tool.

All the best,

Robyn L. Najar
ESOL 8704 Lecturer

Important websites:
http://www.flinders.edu.au/ppmanual/student/assessment1.html Policy on Academic Integrity
http://www.flinders.edu.au/teaching/quality/aims/ Academic Integrity Management Strategy
Academic Integrity at Flinders site on FLO: ACINT001_h - Academic Integrity at Flinders.
http://www.flinders.edu.au/SLC/ Student Learning Centre 8201 2518

Student notes: Text Matching Software

Text matching software may be made available to you to raise awareness about and monitor academic integrity. It works by checking your assignment drafts for text matching against the Internet, electronic databases and other students work. It then a produces a Similarity Report which indicates the percentage amount of matching text in the assignment draft, with links to the matching text.

Such software can be very useful in highlighting issues about using other people's work. Please be aware that the software is merely text matching software. It is a tool which assists you and teaching staff in discussing what is appropriate matching and what is not. It is highly likely your assignment will show some text matching as many times it is unavoidable. Of course, what is inappropriate, is copying web sites or other peoples work and passing it off as your own. Your staff are aware of this and will be able to talk it through with you. Also, the Student Learning Centre will be able to help. See the Academic Integrity at Flinders site in your list of FLO topics for more information.

It is important to know that University policy exists such that you must be allowed to submit drafts of your assignments and get to view the report yourself. Staff can also see the reports and they must put in writing to you on how the software is going to be used in your class before they see the reports.

Submitting your assignment draft

To submit your assignment to text matching software, go to the place in your FLO topic page with this icon next to it. The link may be named a variety of things, depending on what your teaching staff have called it.

1. Click on the link.
2. You will see a summary screen which tells you the due date for you submitting your assignment for text matching. To submit your assignment, click on the "My submissions" tab.
3. Type in a meaningful name for your submission into the Submission title box.
4. Click choose file. Then browse your computer for the file*.
5. You MUST check the box which testifies that this is your own work.
6. Click Add submission.
7. You should see your submission in the Submission box above, with a "Pending" in the Similarity column. The Similarity column is where you can access your report (see below) when it is ready. The time for the report will generate depending on how busy the system is and the length of your document; generally you should expect a report in about 30 minutes but it may take longer.
8. Your teaching staff are required to make sure the report is visible to you, and that you have the opportunity to resubmit. (If they don't', contact them.) To resubmit, follow the instructions above. You do not have to use the same file or file name. **Important: While you may resubmit as many times as often as you like, you are limited to receive one Similarity Report every 24 hours for the same assignment.**

9. To view your report, you need to return to the link, and click on My Submissions.
10. When the report is ready the "Pending" in the Similarity column will change to a coloured box with a % next to it. To view the report click on this box. For information about how to read and interpret the Similarity Report see the next section below.
11. Make sure you are clear about whether this link is where the final version of your assignment goes. Some teaching staff may require you to put your final version into another area on your FLO site, and just use this as a draft area.

*Acceptable file formats for submission are • Microsoft Word® (DOC and DOCX)• Corel WordPerfect®• HTML• Adobe PostScript®• Plain text (TXT)• Rich Text Format (RTF)• Portable Document Format (PDF).

The file needs to be less than 2MB if a text only file, or 20MB if it contains graphics.

You will receive an e-mail from the company "Turnitin" confirming receipt of the assignment.

If there are any technical problems inusing the text matching software, contact the FLO Student Help Desk for support.

Reading and interpreting the Similarity Report

As mentioned in the introduction, this tool only matches text. It does not make any decisions about what is appropriate or not. Text matching can occur for many valid reasons, so a Similarity Report of 0 % matching is rare. There is also no real threshold percentage where one can say the level of text matching is acceptable or not. That is to say, we have seen 80% matching which was actually not plagiarism and one where 5% was. The determination of what is plagiarism and what is not, is an academic decision, not a numerical one. Please talk to your teaching staff or the Student Learning Centre for more information, or see the Academic Integrity at Flinders site in your list of FLO topics for more information.

After clicking on the rectangular box in the Similarity column, you are then presented with the report. On the left hand of the screen, you see your document with colour coding of text matching, and the right hand side, you see a list of the sources where the matches were found. You can click on the matched numbers on the Left hand side to get more information from the source where the match was found. For more information on how to use the report, please see the video at

https://www.turnitin.com/static/training/student_viewing_originality_reports.php

You need to ignore the first 20 seconds which deals with how to find your similarity report, as it refers to going directly to the company; not going through FLO at Flinders.

It is important for you to know that it does not match against other students work in the current class until **on** the due date. This may mean the similarity report percentage index may rise after this date if there is text matching with other students in your class (which could be for quite valid reasons, e.g. 2 or more people copying the assignment question into the document).

Designing In Opportunities for Academic Integrity

Much of the following information is sourced from the following publications:

- Carroll, J. (2002), *A Handbook for Deterring Plagiarism in Higher Education*, Oxford: Oxford Centre for Staff and Learning Development.
- Centre for the Study of Higher Education (CSHE) (2002a), *Minimising Plagiarism*, in http://www.cshe.unimelb.edu.au/assessinglearning/03/plagMain.html
- Centre for the Study of Higher Education (CSHE) (2002b), *Assessing Group Work*, in http://www.cshe.unimelb.edu.au/assessinglearning/03/group.html
- Quinn, P. & Ritter, L. (2003), 'Are Examinations Necessary as Part of Assessment Practice for Educational Integrity – A Plagiarism Focus', in Marsden, H. & Hicks, M., Eds., Educational Integrity: Plagiarism and Other Perplexities, Refereed Proceedings of the Inaugural Educational Integrity Conference, University of South Australia, Adelaide, November 2003.

Course design encompasses a three-pronged approach. As pointed out by Carroll, you can 'design **in**' and 'design **out**' aspects of your courses which may 'increase your students' chances of avoiding plagiarism' and help you to avoid providing 'opportunities for easy plagiarism' (Carroll, 2002, pp.23-24). In order to do this, it is necessary to:

1) Be clear about the rules for a piece of work
2) Be clear about the nature of the task
3) Be clear about assessment

Being clear about the rules for a piece of work

It is vital that precise instructions be given to students so that they are clear about what is required of them when completing a piece of work for assessment. Some suggestions which may help to promote academic integrity are outlined below:

- "Ask students to include the library site and call number of each paper source they use and to include the date they accessed each website" (CSHE, 2002a)
- "Ask students to supply photocopies of any references used as part of an appendix (or to have such an appendix available). This helps to ensure all their references are genuine" (Culwin and Lancaster, in CSHE, 2002a)
- "Collect an annotated bibliography before the submission is due. This can be hard to construct from a supplied paper and ensures that the students have done some work before the submission date" (Culwin and Lancaster, in CSHE, 2002a)
- "Insist on evidence for significant claims and let students know that the assignment will not be marked if this evidence is missing" (CSHE, 2002a)

Being clear about the nature of the task

It is also critical to be precise about what you are asking students to do, and how they are to achieve it. If students are clear about what they have to do, it is more likely that they will act with integrity. The following suggestions may help in promoting clarity for the student:

- What are you asking students to do, "'to show they know or to use what they know?' Students will need to make an effort to show they can use information in a specified context or even evaluate someone else's use of it, perhaps provided in a case study. The more analytical, specific and creative the task, the less likely the solution already exists and therefore, for the student, the task becomes 'create the solution' not 'find the solution'" (Carroll, 2002, pp.27-28)
- "Avoid assignments that ask students to collect, describe and present information as these are more prone to plagiarism than those that ask for analysis or evaluation" (Carroll, in CSHE, 2002a)
- "Evans (in CSHE, 2002a) suggests using a meta-essay or meta-assignment where students are asked to answer the question 'What did you learn from your assignment?'

and/or 'What problems did you encounter while undertaking this assignment and how did you overcome them?'" (CSHE, 2002a)

Being clear about assessment

Clear assessment guidelines help students to plan their own strategies for completing assessed tasks. Such clarity allows students to plan their schedule, and to understand the skills that are required to produce academic work. To enhance the development of such positive learning skills, the following suggestions may prove useful:

- "Include in assessment regimes mini-assignments that require students to demonstrate skills in summarising, paraphrasing, critical analysis, building an argument, referencing and/or citation" (CSHE, 2002a)
- "Ensure assessment tasks relate to the specific content and focus of the subject (and therefore the students), so students are less tempted to simply copy something from the web" (CSHE, 2002a)
- "Set the assignment specification on a unique or recent event on which there is unlikely to be much material available" (Culwin and Lancaster, in CSHE, 2002a)
- Use essay/assignment topics that integrate theory and examples, or use personal experience (Carroll, in CSHE, 2002a). For example, a field trip report, a task with no right answers, or a personal reflection on a task" (CSHE, 2002a)
- "Assess work produced in class, possibly with preparation allowed beforehand to reduce the opportunities to plagiarise" (Culwin and Lancaster, in CSHE, 2002a)
- "Minimise the number of assessment tasks – continuous assessment and overassessment contribute to plagiarism. While three pieces of assessment per subject might ease the emphasis on the exam, this number multiplied by four subjects means a student faces the equivalent task of completing a serious piece of work each week of each semester" (Langsam, in CSHE, 2002a)
- "Return assignments to students to redo if requirements for providing evidence of sources are not met. If they are never met, disallow students from using the assignment as part of their assessment for the subject" (CSHE, 2002a)

Group work

The success of group work depends to a large degree on clarity and distinction of assessed tasks. "You could specify how students should designate shared work as distinct from individual contributions. For example, you might ask them to:

- Write a preface describing who did what in a group report
- Cite each other in jointly written work just as they would library sources
- Use a device such as different colours to demarcate individual contributions in a shared artefact such as a poster, or
- Conduct their discussions online using a threaded discussion package which dates and times individual contributions" (Carroll, 2002, pp.31-32).

The following suggestions may also help in clarifying the requirements of group work:

- "Make a virtue of collaborative work in subjects with large student numbers and common assignments. Use group work or syndicates. Ensure that both the criteria for assessing group work and the difference between collaboration and copying are transparent and clearly understood" (CSHE, 2002a)
- "Ask students to work on a task in groups but to submit individual assignments. Ensure the division between collaboration and collusion is clear – give examples of each" (CSHE, 2002a)
- "Have a mechanism in place to account for students who do less than the required workload" (CSHE, 2002a). In fact, group members can protect themselves from such a situation by keeping a log-book containing accurate records of attendance at group meetings and the contributions made by each member

- "Provide explicit guidelines: 1) determine group membership; 2) establish the role(s) and responsibility of group members; 3) schedule group meetings; 4) define group processes and procedures" (CSHE, 2002b)
- Have in place "authentication exercises to ensure the student who gained the credit did the work" (Carroll, 2002, p.26). Such exercises could be in the form of oral presentations, reflective log-books, accurate records of meetings written in class, and so on

Other suggestions which assist in deterring academic dishonesty

"Students are far less able to gain credit for work that is not their own (ie, to plagiarise) in courses where there are:

- no chances to pass the course by submitting something that already exists
- no chances to use others' work as evidence for assessment, and
- no processes for choosing and agreeing assessment tasks that might make fraud easy" (Carroll, 2002, p.26)

"Students plagiarise less on courses that include:

- links between assessment tasks so each builds on and confirms the rest
- methods to track, observe and record student effort
- acknowledgement of online information and encouragement to use online resources
- ways for students to show individual effort and to create individual assessment artefacts
- opportunities for students to practice using academic writing skills, receive feedback and improve their practice" (Carroll, 2002, p.26)

What is Academic Integrity?

"Academic integrity is a commitment, ... to five fundamental values:

- Honesty
- Trust
- Fairness
- Respect
- Responsibility ..."

(The Center for Academic Integrity, 1999, p. 4)

Building Bridges

Learning outcome

As a result of [illegible] to:

- describe how to build long and short bridges
- list [illegible] climates; and,
- solve problems in build[illegible] countries

All of this information is easily found on the web or in a text – easily available

Find, compare & evaluate sites

Assessment

A 2000 word essay on the last day of the course on either [illegible] of the following topics or one chosen [illegible] al m[illegible]):

1. B[illegible]s in Ecuador:
2. [illegible]ry of bridge bu[illegible]en the river floods

Easily plagiarised

Integrate tasks
Test knowledge & skills

Easy to find essays

Integrate own experiences

A group project (45% [illegible] will require a group of [illegible] a model of a bridge [illegible] spanning a 50[illegible] chasm [illegible] fit on a phone [illegible]ok and must be with the materials provided. i.e. [illegible]chsticks, string and card. Each group will be [illegible]d with the same materials.

All members [illegible] group will receive the same mark.

All mark[illegible] roduct.

Ask for individual submissions, use peer assessments, assess the process

Collusion opportunity

Four case study reports of 55 words each (15% of the final mark): student will write up the weekly tutorial [illegible]ussion of cas[illegible] studies [illegible]sion, subm[illegible]ng them [illegible]k.

Use viva, in-class test, oral presentations, use observed mete-essays

Opportunity for plagiarism

Some information about the course:

The course has run for the last five years in this format. Student projects are handed back at the end of term. E[illegible]ays are [illegible]t returned after marking. C[illegible] study ma[illegible]al took considerab[illegible]ergy to deve[illegible] because it [illegible] at the lec[illegible] experienced; [illegible]nged [illegible]

Set new assessments tasks each time

Could submit work from previous years

Carroll J 2002 *A Handbook for Deter*[illegible]
Oxford Centre for Staff and Learning Development, Oxford, pp 24-25