

Turnitin® Guidelines for Instructors

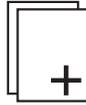
What is Turnitin®?

Turnitin® is a text matching tool that is commonly used to help detect plagiarism, but it can be integrated into course activities as an educational tool to help students practice proper scholarly writing skills.



Check

Turnitin® compares submitted document to its database and sources on the web.



Add

Submitted files are housed on the Turnitin® server, which is based in the U.S., and on our local LEARN server.



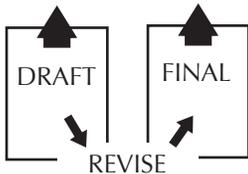
Report

For each submission, an originality report is generated which provides information about matched text.

Should I use Turnitin®?

I'm looking for a: **Scholarly writing tool**

Student and instructor sees originality report for student submission.



Draft submissions' originality report helps students implement proper scholarly writing skills for final submission.

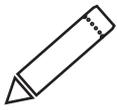
I'm looking for a: **Text-matching only tool**

Only the instructor sees originality report for student submission.



Single submission does not allow students to make revisions based on the originality report.

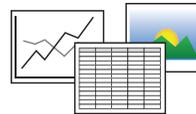
Considerations and Limitations:



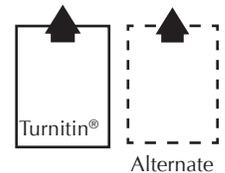
Does not verify authorship



May require extra marking time¹



May not work for graphs, images or tables²



For privacy and security reasons, must provide alternate assignment, e.g. scaffolded/annotated.



Recognize that the use of Turnitin® may control plagiarism through the threat of detection rather than by instilling academic values in students.³

Preparing Students for Turnitin®



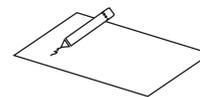
Provide rationale for Turnitin® use⁴



Discuss discipline-specific citation conventions⁵



Introduce the concept of original thought⁶



Clearly define plagiarism within the context of your discipline⁷



Discuss academic integrity and provide resources⁸



Remember that mastering the skill of scholarly writing takes time and that students are bound to make errors along the way.

Unsure if Turnitin® is right for your course? Contact the Centre for Teaching Excellence (CTE) or Centre for Extended Learning (CEL).

Implementing Turnitin®



Contact LEARN support.

Turnitin® dropboxes must be enabled by LEARN support.

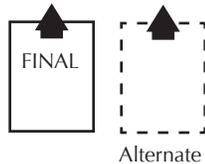
The following statement **must** appear in your course outline:

Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Scholarly writing tool

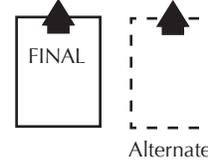


- Number of submissions set by instructor
- Ungraded
- Dropbox closes before final deadline



- Single submission
- Graded

Text-matching only tool



- Single submission
- Graded

Interpreting Turnitin® Reports



Check

Check Similarity Index for percentage of common phrases.



Review and Assess

Review and assess the highlighted text within the document for originality and proper citation.



Grade

Grade assignment as usual.

Similarity Index

A percentage representing the number of words found in common with database content, divided by the total number of words in the file.

Blue: ≥ 0 to $< 20\%$



Green: ≥ 20 to $< 40\%$



Yellow: ≥ 40 to $< 60\%$



Orange: ≥ 60 to $< 80\%$



Red: ≥ 80 to $\leq 100\%$



Note: There is no “safe” colour or percentage: no percentage or colour in the originality report can fully evaluate whether text has been plagiarized.

1. Sutherland-Smith, W., and R. Carr. “Turnitin®.com: Teachers’ Perspectives on Anti-plagiarism Software in Raising Issues of Educational Integrity.” *Journal of University Teaching and Learning Practice* 2, no. 3b (2005): 94-101.

2. Sutherland-Smith & Carr (2005); University of Waterloo Turnitin® School of Accounting and Finance Pilot Results (2008) unpublished.

3. Ledwith, A., and Risque, A. “Using anti-plagiarism software to promote academic honesty in the context of peer reviewed assignments”. *Studies in Higher Education* 33, no. 4 (2008): 371-84.

4. Ibid.

5. Sutherland-Smith, W., and R. Carr. “Turnitin®.com: Teachers’ Perspectives on Anti-plagiarism Software in Raising Issues of Educational Integrity.” *Journal of University Teaching and Learning Practice* 2, no. 3b (2005): 94-101.

6. Johnson, A., and Clerehan, R. “A rheme of one’s own: How ‘original’ do we expect students to be?” *Journal of University Teaching and Learning Practice*. 2 no. 3a (2005): 37-47.

7. Johnson & Clerehan (2005); Goddard, R., and Rudzki, R. “Using an electronic text-matching tool (Turnitin®) to detect plagiarism in a New Zealand university.” *Journal of University Teaching and Learning Practice*. 2 no. 3a (2005): 12-24.

8. Ledwith, A., and Risque, A. “Using anti-plagiarism software to promote academic honesty in the context of peer reviewed assignments”. *Studies in Higher Education* 33, no. 4 (2008): 371-84.

*Unsure if Turnitin® is right for your course?
Contact CTE or CEL.*