Understanding Turnitin:

A Comprehensive Guide for Students and Educators

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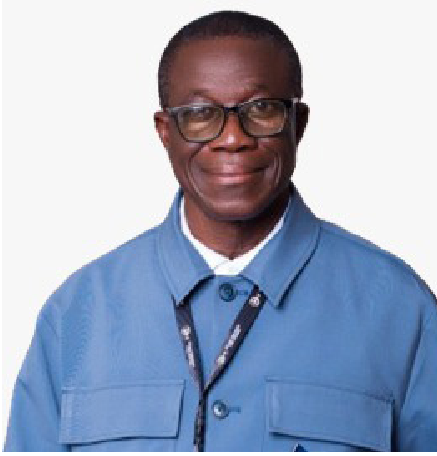

Daniels Kwabena OBENG-OFORI is a Professor of Applied Biology and Agricultural Entomology and a distinguished University Administrator. Professor Obeng-Ofori had his BSc. honours degree in Agriculture (Crop Science) in 1982 from the University of Ghana; MPhil and PhD degrees in Applied Biology and Agricultural Entomology, respectively from the University of Cambridge, UK (1986 to 1990). Prof. Obeng-Ofori did 3 year postdoctoral fellowship at ICIPE, Nairobi, Kenya and won the prestigious Alexander von Humboldt Research Fellowship at the Federal Biological Research Centre for Agriculture and Forestry and Humboldt University, Berlin, Germany. He returned to Ghana and joined the Department of Crop Science, University of Ghana, Legon in 1996 as a lecturer, was promoted Senior lecturer in 1997, Associate Professor in 2001 and Professor in 2004. During his career at Legon from 1996-2012, he held several administrative positions including Head of Department of Crop Science, Vice-Dean of the School of Agriculture, Acting Dean, Deputy Provost of College of Agriculture & Consumer Sciences. Professor Obeng-Ofori was the Foundation Pro Vice-Chancellor of the University of Energy and Natural Resources (UENR), Sunyani, Ghana from 2012-2016. He has been the Vice-Chancellor of the Catholic University of Ghana (CUG) since 2016. He led the then Catholic University College of Ghana to obtain Presidential Charter to become an autonomous University effective 3rd March, 2022. As an astute academic, he has travelled extensively as visiting scholar and conducted research and participated in numerous national and international scientific conferences in Africa, Europe, USA and China. As a distinguished Researcher, Professor Obeng-Ofori has published widely and has successfully supervised several undergraduate dissertations, Masters and PhD theses. He reviews scientific manuscripts for publication in 53 scholarly journals and is a member of many scientific and professional bodies as well as a Team Leader in many funded research projects at UG, Legon, UENR and CUG. He was among the top World Scientists' 2021 and 2022 rankings and ranked 19th in Ghana. He is a recipient of ICIPE's 50th Anniversary Achievement Award in Nairobi, Kenya, 2020; College of Basic & Applied Sciences, University of Ghana Meritorious Award, July 2021; Distinguished Achievement Award by the Berekum Traditional Council and Team Branding in 2022; Ghana's Most Respected CEO 2023 (Private University). He served as the Humboldt Ambassador Scientist for Ghana from 2016-2019. He was the Chairman of the Council of Independent Universities in Ghana from 2019 to 2021.

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Chukwuma Chinaza Adaobi is a trailblazing researcher, healthcare professional, and innovator with an impressive academic foundation in public health, general nursing, and midwifery. Currently serving as the General Manager of Metascholar Consult Limited, Adaobi has established herself as a leader in the intersection of healthcare and emerging technologies. With a career spanning numerous disciplines, Adaobi has made significant contributions to research areas such as clinical decision-making, public health informatics, and the application of deep learning in healthcare systems. Her collaborative efforts have played a pivotal role in groundbreaking studies, as well as the publication of authoritative textbooks addressing critical issues in allied health sciences and modern medicine. Adaobi's influence extends beyond research and academia. She is a sought-after speaker, having delivered compelling presentations at prominent international conferences and workshops worldwide. Her work not only showcases her intellectual prowess but also her unwavering dedication to advancing global healthcare standards. A testament to her exceptional contributions, Adaobi has been the recipient of numerous prestigious accolades, including the **Best Research Award** at the **International Research Awards for New Science Inventions (NESIN)**. Her recognition underscores a career defined by academic excellence, innovative thinking, and a steadfast commitment to improving health outcomes through cutting-edge research and practical application. Outside her professional endeavors, Adaobi is a passionate advocate for interdisciplinary collaboration, believing in the power of diverse perspectives to drive meaningful change in healthcare. She continues to inspire and mentor the next generation of professionals, solidifying her legacy as a visionary leader in her field.

Miracle A. Atianashie

Miracle A. Atianashie Exemplifies a rare blend of academic excellence and technological expertise. As a PhD candidate, he leverages an impressive academic foundation that includes a Master's degree and dual bachelor's degrees in Information Technology and Computer Science from Pentecost University, Ghana, and the Catholic University of Ghana, respectively. His academic journey is further enriched by a Postgraduate Diploma in Education from the University of Cape Coast, Ghana, and a Diploma in Computer Science from Bakor Polytechnic, Nigeria. Certified as an Information Systems Auditor (CISA), Ethical Hacker, Cisco Certified Network Associate (CCNA), and Information Systems Security Professional (CISSP) through Master of Project Academy in New York, Miracle has cultivated expertise across diverse domains, including artificial intelligence, public health technology, agricultural technology, informatics, computational journalism, and machine learning. As a Data Scientist and Machine Learning Engineer, Miracle's technical repertoire includes a professional license as a certified Turnitin Instructor with advanced proficiency in the Turnitin Management System. He managed this platform adeptly in his role as a Graduate Research and Technical Assistant at the Catholic University of Ghana's School of Graduate Studies. His career encompasses influential positions such as Research Fellow and Journal Manager at Sunyani Technical University, Ghana, where he facilitated groundbreaking initiatives in academia and technology. Miracle has spearheaded key projects for organizations such as the Council of Independent Universities, Turnitin Academics, ProQuest, and the Scholar Indexing Society. He played a pivotal role in the development and launch of the *Walailak Journal of Science and Technology (now Trends in Sciences) at Walailak University, Thailand, and the Health Technology Assessment (HTA)* in Action Journal, the first journal dedicated to health technology assessment in developing countries, in collaboration with Tehran University of Medical Sciences and the National Institute for Health Research in Iran. Miracle's influence extends to academic indexing, where he has successfully integrated numerous journals into globally recognized databases, including Scopus, Directory of Open access Journals and the Scholar Indexing Society. With over a decade of experience in software development, he has designed and implemented more than 39 web applications, establishing himself as a trailblazer in the field. His research contributions have been widely published in peer-reviewed journals, and he is a sought-after speaker at conferences, workshops, and hackathons, where his innovative insights inspire audiences globally. A staunch advocate for leveraging technology to advance education and societal well-being, Miracle's work continues to shape the academic and technological landscapes.

Acknowledgements

The authors wish to express their heartfelt gratitude to all individuals and institutions that contributed to the creation of this book, *"Understanding Turnitin: A Comprehensive Guide for Students and Educators."* We also extend our appreciation to the dedicated educators, students, and colleagues who shared their insights and experiences with us, enriching the content and focus of this book. Your valuable contributions and feedback have been instrumental in ensuring the material's relevance and practicality.

Finally, we acknowledge the tireless efforts of the editorial and production teams at The MIT Press for their professional guidance and meticulous attention to detail, which brought this work to life. This book is a testament to the collaborative spirit and shared commitment to upholding the principles of academic integrity and fostering a culture of originality in scholarship.

Dedication

This pioneering work, the first of its kind globally to provide a comprehensive exploration of Turnitin, is dedicated to students, educators, and scholars committed to pursuing academic excellence and integrity.

To the Catholic University of Ghana, whose visionary support and steadfast commitment to promoting ethical scholarship and innovative learning made this endeavour possible.

To our families, friends, and mentors, whose unwavering encouragement and belief in the transformative power of education have inspired and sustained us throughout this journey.

May this book serve as a landmark resource, advancing the principles of originality, ethical scholarship, and academic excellence for future generations.

Foreward

In the digital era, where information is abundant and accessibility is unparalleled, the academic milieu faces unique challenges and opportunities. The sanctity of intellectual property, the integrity of scholarly work, and the authenticity of academic contributions are the cornerstone of educational institutions worldwide. Within this context, "Understanding Turnitin: A Comprehensive Guide for Students and Educators" emerges as an indispensable resource, meticulously crafted to navigate the complex landscape of academic integrity. The authors embark on a journey that transcends the mechanics of a plagiarism detection tool. Turnitin, a name synonymous with academic integrity, is the focal point around which the dialogue on ethical scholarship unfolds. This book, however, is not just about understanding a software application; it is about embracing a culture of honesty, respect, and responsibility in academic endeavours.

The genesis of this guide was motivated by the recognition that academic integrity is not inherent but cultivated. Educators and students grapple with the challenges of distinguishing between inspiration and imitation, understanding the nuances of citation, and developing original thought. "Understanding Turnitin" addresses these challenges head-on, providing clarity, guidance, and insight into the principles that underpin scholarly work. This guide demonstrates the collaborative effort between educators and students to uphold the values that define academic excellence. It offers a comprehensive exploration of Turnitin's features not as punitive measures but as educational tools designed to enhance understanding, foster learning, and promote originality. Through step-by-step tutorials, insightful case studies, and practical advice, the guide equips readers with the knowledge to navigate the complexities of academic writing in the digital age. "Understanding Turnitin" also critically reflects on the evolving landscape of education technology. It prompts us to consider how digital tools can be harnessed to strengthen the foundation of academic work. In an age where information is readily available, this guide emphasizes the importance of critical thinking, diligent research, and ethical scholarship.

This guide offers strategies for educators to effectively integrate Turnitin into teaching and assessment practices. It highlights the role of educators as gatekeepers of academic integrity and mentors guiding students through scholarly development. The guide provides insights into creating a positive learning environment where students are encouraged to explore, question, and create with integrity. On the other hand, students will find this guide a valuable ally in their academic journey. It demystifies the concept of plagiarism, elucidates the importance of proper citation, and encourages a proactive approach to learning. By understanding the functionalities and purposes of Turnitin, students are better positioned to appreciate the value of their voice and the significance of contributing original ideas to the academic discourse. As you navigate through the chapters of this guide, you will discover that “Understanding Turnitin” is more than a manual; it reflects the essence of academic life. It challenges us to think deeply about our principles and the legacy we wish to leave in the scholarly world. This guide is a call to action for all stakeholders in the academic community to engage in continuous dialogue, reflection, and improvement. Understanding Turnitin: A Comprehensive Guide for Students and Educators is an invaluable resource for anyone committed to pursuing excellence in academic writing and research. I hope this guide will inspire a renewed commitment to academic integrity, catalyze meaningful conversations, and contribute to cultivating a vibrant, ethical academic community.

Preface

In a world where the value of ideas and the pursuit of knowledge are cornerstones of progress, academic integrity holds a unique and indispensable place. The originality of thought and the ethical presentation of ideas are not just expectations but necessities for fostering trust, credibility, and innovation in education and beyond. At the heart of this commitment lies Turnitin a platform that has redefined how educators and students engage with the principles of academic honesty. Initially introduced as a tool to detect plagiarism, Turnitin has grown into much more than a technological solution. It is now a vital companion in the educational process, promoting a culture of integrity, originality, and respect for intellectual property. Far from being merely a mechanism for enforcement, Turnitin encourages the development of critical skills in writing, research, and proper attribution skills that are essential for success in academia and professional life.

This book, *"Understanding Turnitin*: *A Comprehensive Guide for Students and Educators,"* is designed to shed light on the multifaceted nature of Turnitin. Its purpose is twofold: to demystify the technology for those who use it and to elevate its role from a plagiarism checker to a tool for enhancing academic excellence. By exploring its capabilities, readers will discover how Turnitin can support their journey toward better writing, clearer thinking, and stronger ethical practices. For students, this guide provides a roadmap to navigating the often complex terrain of academic writing. It explains how to interpret Turnitin's similarity reports, identify areas for improvement, and refine their work to meet the highest standards of originality. For educators, it offers insights into how Turnitin can be leveraged to not only assess but also teach, guiding learners toward a deeper understanding of intellectual honesty and proper citation. For administrators, the book outlines strategies to integrate Turnitin into institutional policies, helping to uphold the reputation and integrity of their academic communities.

Throughout the chapters, readers will encounter detailed explanations of Turnitin's features, practical tips for effective use, and real-world examples that illustrate its impact. From decoding the meaning of similarity percentages to understanding the nuances of acceptable overlap versus potential misconduct, this guide ensures clarity at every step. Additionally, it addresses broader questions about academic ethics in the digital age, offering thoughtful perspectives on how technology can be a force for good in education. The journey this book offers is more than a technical exploration; it is a call to action. It invites readers to see Turnitin not as a policing tool but as an enabler of learning, growth, and intellectual honesty. By embracing its potential, students, educators, and institutions can collectively contribute to a culture that celebrates originality and ethical scholarship.

As you turn the pages of this guide, my hope is that you will find the knowledge and inspiration needed to make Turnitin an integral part of your academic journey. Together, let us commit to fostering a world where ideas are respected, creativity is celebrated, and the principles of integrity are upheld in every pursuit. Welcome to *"Understanding Turnitin: A Comprehensive Guide for Students and Educators,"* your essential companion in mastering the art of academic writing and integrity.

Marissa Farrar
Chief People Officer (Turnitin)

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CHAPTER 1

Turnitin

This chapter introduces Turnitin, tracing its development from a simple plagiarism detection software to a comprehensive academic tool. It explores Turnitin's evolution, highlighting its role in supporting academic integrity and promoting original writing. The chapter lays the foundation for understanding Turnitin's impact on education and its utility for students and educators.

1. Introduction to Turnitin

At the turn of the 21st century, the digital revolution began to impact educational institutions significantly, and with it came new challenges in maintaining academic integrity. Turnitin was born out of this need, a technological advancement poised to safeguard the sanctity of scholarly work. This section traces the inception of Turnitin, from its humble beginnings as a rudimentary plagiarism detection software to its evolution into a comprehensive suite of tools aiding in the assessment of originality and the development of writing skills. Turnitin's services have expanded over the years, encompassing far more than plagiarism detection. Here, we delve into Turnitin's features, such as similarity checking, feedback and grading tools, and how they work together to support students and educators. We'll explore Turnitin's integration into various Learning Management Systems

(LMS), developing originality reports and peer review functionalities that encourage collaborative learning and self-assessment. As we dissect the multiple features of Turnitin, readers will gain an understanding of each tool's purpose and functionality. From the Originality Report to the GradeMark and PeerMark tools, this section explains how these features contribute to the educational process, helping to shape better writers and more critically engaged students. See figure 1 below.

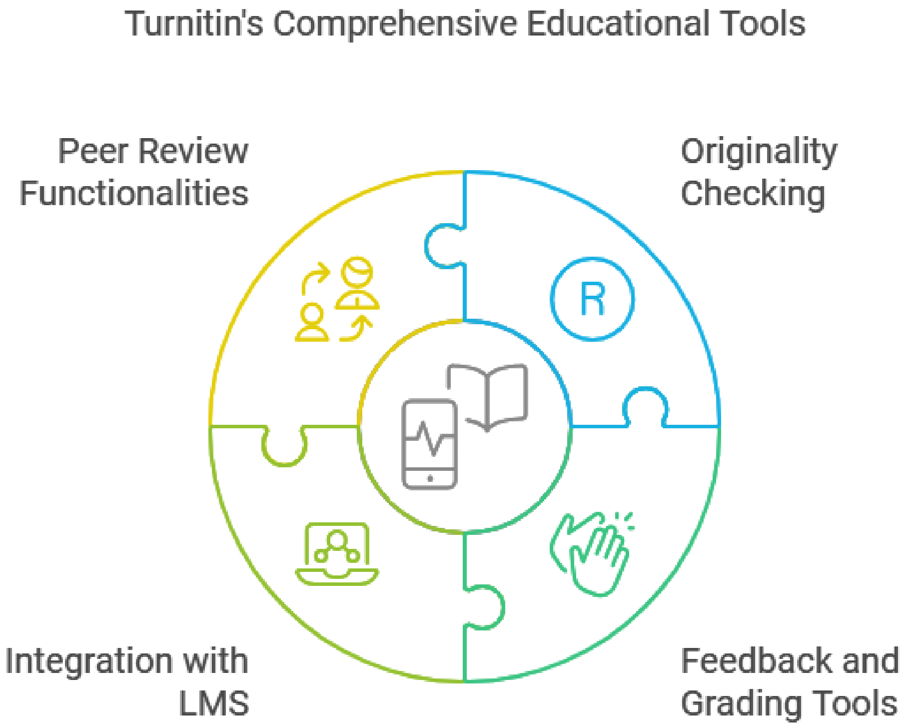

Figure 1.

Turnitin is more than just a plagiarism checker. It's a pedagogical tool that aids in teaching proper research methods, writing practices, and the ethical use of information. This section discusses Turnitin's impact on educational institutions, examining its role in upholding academic integrity policies, facilitating honest scholarship, and providing educators with a means to detect potential academic dishonesty. Additionally, we'll consider the implications of Turnitin for administrators and the way it influences policy-making and institutional reputation. The value of Turnitin extends to its ability to serve as a learning aid. This final section addresses how Turnitin's feedback loop can be leveraged to enhance students' understanding of academic writing, encourage original thought, and ultimately foster an environment where integrity is the norm. By providing detailed insights into students' writing, Turnitin does not deter plagiarism but actively contributes to developing scholarly research skills and critical thinking.

A further step towards work is the introduction to the Turnitin section. Throughout the section, readers are informed of what to expect in the first chapter of the comprehensive guide. To initiate, Turnitin is introduced as a solution to digital-age writing issues and a valuable teaching and learning tool for instructors and academic institutions. The focus of the digital age has contributed to the increase of plagiarism, and the need to develop a site has been found to swiftly determine the originality of a student's work. In 1998, "plagiarism.org" was created in response to the overwhelming concern with student plagiarism and to encourage greater awareness and understanding of academic integrity within education, business, and public policy (Shah et al., 2021) (Johnson, 2023) (Echanique, 2020). This site was an essential step and laid the groundwork for plagiarism prevention services and educating people about the proper use of intellectual property. In 2000, iParadigms was formed by a group of researchers and entrepreneurs to create innovative technologies for detecting unoriginal content in student writing, including a unique search engine that would crawl the web, indexing not only the current content but also a vast number of archived pages back to 1996.

A small business innovative research grant from the National Science Foundation initially funded this effort. Turnitin was only available to seven institutions in its infancy between 2000 and 2002. However, today, Turnitin is widely used in over 10,000 institutions in 126 countries and marks the company's expansion from not just a solution in higher education but also in secondary schooling as well as providing new and improved services for the digital age (Butar Butar) (Siregar, 2023). One notable improvement to Turnitin is adding features allowing students to cite their work properly. Students can search for and select citations online, such as from Google Scholar, and then compile a bibliography from their choices (Tang et al., 2023) (Gusenbauer & Haddaway, 2020). This new feature encourages students to cite responsibly, promoting original academic writing. All in all, throughout this section, there is the exploration of how Turnitin came to be a market leader for plagiarism prevention as well as a commentary on its services, which is expected to be further unpacked by the rest of the comprehensive guide (Magwebu-Mrali, 2021).

1.1 History of Turnitin and its evolution

Turnitin is a widely-used plagiarism detection service and has become a standard application in most universities. The company was founded in 1998 by four graduate students as a peer review application. Peer review applications allow students to review each other's work and give feedback. 2000 Turnitin was launched, which checked documents for unoriginal content using a database of web pages, articles, and other submitted work (Belli et al., 2020) (Magwebu-Mrali, 2021). Over the years, Turnitin has grown to include many software applications to help students and educators. In 2014, Turnitin's principal software products and services were Feedback Studio, Grade Mark, Revision Assistant, and Originality Check (Araújo et al., 2020). These services were focused on improving the student and educator experience by making grading quicker, providing coaching to improve writing, and providing feedback that required action. (Wang & Li, 2022) (Laflen, 2023) However, these older services are now all part of the Feedback Studio service. Turnitin has grown further by now offering a service called 'Authorship Investigate', designed to address the issue of contract cheating. These service checks work against each other and Turnitin's worldwide student paper database. See figure 2.

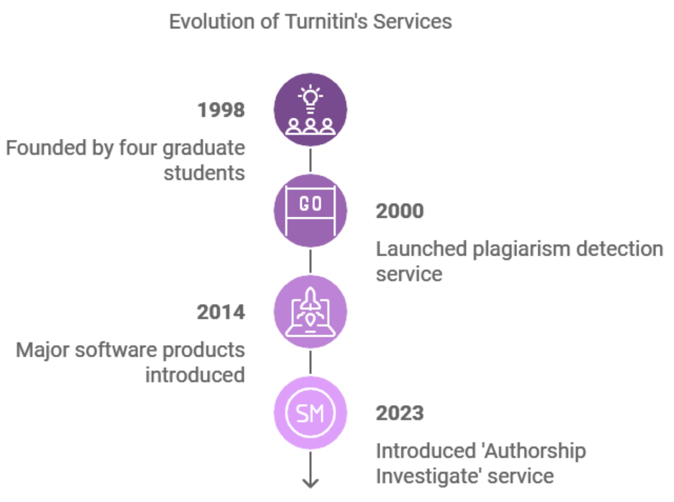

Figure 2.

This suite of applications reflects Turnitin's commitment to evolving to support students and educators to the best of its ability, and the introduction of newer services shows that Turnitin does not seem to be slowing down. Later that year, Turnitin was acquired by a company called 'Advance' and became part of their global education technology portfolio (Komljenovic et al., 2023). Advanced recognized that Turnitin was a valuable company and made the acquisition to improve their education technology service further. One of Advanced's other companies is 'Canvas' (used by the University of Derby as their virtual learning environment). As of July 2019, all of Advance's education technology companies started marketing Turnitin as a premium integration (Paris et al.2022) (Komljenovic et al.2023). The fact that other technology companies are now offering Turnitin services further demonstrates that Turnitin has become an industry standard and is leading the way in supporting students and educators. This is reinforced by the claim that over 15,000 institutions worldwide have used Turnitin to evaluate 200 million papers. The company continues to grow, and it is clear that Turnitin has an established place in the technology available to students and educators. This is reflected in the news that in August 2019, Turnitin was ranked as one of the top 100 national products for the sixth consecutive year (Condurache & Bolboacă, 2022) (Ahiauzu, 2022).

1.2 Overview of Turnitin services and features

Authentication is specially designed for non-educational users such as publishers and researchers. By allowing a much greater degree of customization and offering additional features such as choosing the type of search repository, iThenticate provides the user with a more in-depth and professional originality check and content verification service.

Turnitin Originality Check is a service tailored for students who want to check the originality of their work before submitting it to their instructors. By connecting to a vast repository of academic writings such as the ProQuest Central, the General Content and the Web Content that are indexed by Turnitin's web crawlers, Turnitin can generate an Originality Report that assists a student in identifying text matches against the currently crawled sources (Zheng, 2021) (Nketsiah et al., 2023).

In Turnitin Feedback Studio, instructors can leave comments on a student's paper using tools such as the QuickMark, the Bubble Comment, or the Highlighter. The instructor can also employ rubrics, which score assignments based on predefined criteria. The instructor may use the Text Comment for a more personal, free-form comment (Komarzyńska-Świeściak et al., 2021). On the left of the screen, a list of all students in the class is easily accessible, and the instructor may switch to another student's paper at any time by clicking on the student's name.

Turnitin offers three services to cater to different user needs: Turnitin Feedback Studio, Turnitin Originality Check, and iThenticate. These services and Turnitin's various features and functionalities are designed to provide students and educators with a seamless and comprehensive experience in managing academic submissions and promoting original writing and creativity (Condurache & Bolboacă, 2022).

1.3 The role of Turnitin in educational institutions

The main aim of Turnitin is to prevent students from committing plagiarism, a serious academic offence. It also encourages students to develop original thinking and writing habits while providing instructors and teachers with a tool to detect and discourage plagiarism. In addition to that, Angie Smajstrla from Texas A&M University and John Barrie, Turnitin's co-founder and the company's president, provided a comprehensive list of best practices to promote academic integrity in educational institutions (Alua et al.2023) (Ismail & Jabri, 2023). These best practices not only include faculty and instructor recommendations on how to utilize Turnitin as a form of assignment and assessment effectively but also detailed points to further educate students on why promoting originality is important (Alharbi and Al-Hoorie2020) (Alua et al.2023). For instance, instructors can explain and demonstrate the capabilities of Turnitin to interpret originality reports that can help students critique and evaluate their work concerning academic standards (Mtshali, 2021) (Chaudhry et al., 2023). Also, faculty members are encouraged to develop clear academic honesty policies for their institutions and ensure students know the penalties for committing academic offences. This allows the role of Turnitin to extend beyond assignment and assessment - it can form part of a more comprehensive educational approach to help students develop the understanding and the skills needed to promote academic integrity (Luck et al., 2022). See figure 3.

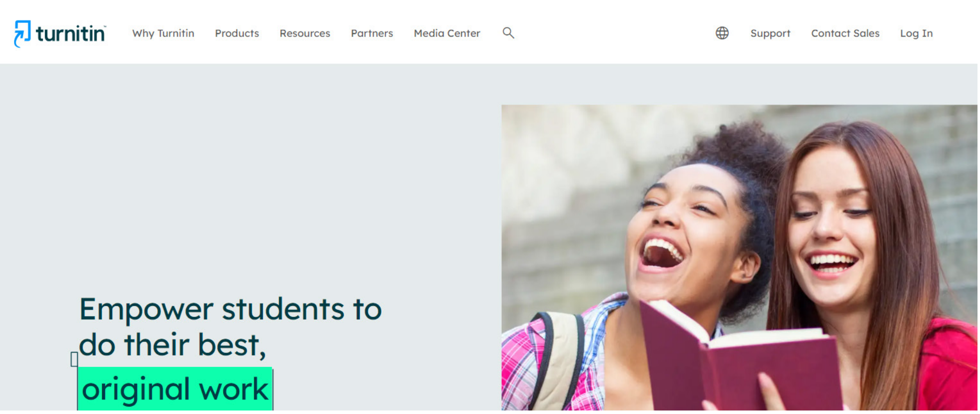

Figure 3: Turnitin Landing Page

By integrating best practice recommendations with Turnitin's services, educational institutions can effectively utilize such tools to deter and detect plagiarism objectively and consistently. Such constructive measures promote a positive environment for developing original and high-standard academic work in the interests of students and educators (El-Muwalla and Badran2020) (Kolhar & Alameen, 2021). Throughout the guidance section of the expert paper, there is a continuous emphasis on the need for supportive and active attention by educators towards developing and maintaining a culture of academic integrity as well as safeguards what is produced and designed for post-secondary education (Irizarry, 2021) (Scott, 2020). This paper serves as the code of federal regulations prescribed by the US Department of Health and Human Services. Taskstream is a comprehensive, web-based portfolio assessment and tracking system that focuses on student learning and continuous improvement in academic programs; colleges and schools use it—Jamie Lo p.5 (Williams, 2021) (Miller and Chung2023).

Also, this is the perfect time to focus on the future of Turnitin. James M. Lang and A.T. Miller have been considering the writing they ask students to complete... does that reflect the writing most commonly done outside of academia? According to the Cengage article I have previously cited, Lang sees no reason to do so. He and A.T. Miller further argue for using modern digital tools, such as Turnitin, to measure the impact of writing rhetorics on our everyday lives (Zhang & Zhang, 2023) (Zhang & Zhang, 2021). Coupled with the data in the Miller and Pernek article and the quality of everyday writing, which approaches 'the kinds of writing one encounters most frequently outside of academia,' the reasons for not requiring Turnitin from Lang's 'professionalization' standpoint are lacking (Magwebu-Mrali, 2021) (Manan & Fadhilah, 2020). Lang and A.T. Miller continue by addressing that, while challenging, changing the type of writing done in academia can produce graduates with beneficial writing knowledge that can help them not just during academic studies but also for future employment. Such continuous debates and potential adoption of Turnitin's services reflect the need for innovative and practical solutions to promoting academic integrity (Guerrero-Dib et al.2020). In the present and the future, Turnitin's role is crucial in assisting the development of new standards regarding originality and academic quality in educational institutions.

Questions and Answers

Q1: What is Turnitin primarily known for?

A1: Turnitin is primarily known as a plagiarism detection tool that aids in maintaining academic integrity by checking students' submissions against a vast database of sources.

Q2: In what year was Turnitin launched initially?

A2: Turnitin was launched in 1998.

Q3: How has Turnitin evolved beyond plagiarism detection?

A3: Turnitin has evolved to include features like similarity checking, feedback and grading tools, promoting original writing and helping educators in assessment.

Q4: What role does Turnitin play in educational institutions?

A4: Turnitin is essential in upholding academic standards by promoting originality, detecting plagiarism, and facilitating constructive feedback.

Q5: Can Turnitin be integrated into Learning Management Systems (LMS)?

A5: Turnitin can be integrated into various Learning Management Systems (LMS), enhancing its accessibility and usability for educators and students.

Q6: What makes Turnitin a pedagogical tool, according to the guide?

A6: Turnitin is considered a pedagogical tool because it aids in teaching proper research methods, writing practices, and the ethical use of information.

Q7: How does Turnitin encourage students to engage in ethical writing practices?

A7: Turnitin encourages ethical writing practices by highlighting similarities in texts and teaching students the importance of originality and proper citation.

Q8: What is the significance of the Originality Report in Turnitin?

A8: The Originality Report is significant as it provides detailed insights into the similarity of a student's work with existing sources, helping identify potential plagiarism.

Q9: Has Turnitin's functionality expanded over the years?

A9: Yes, Turnitin's functionality has significantly expanded to include feedback tools, grading features, and enhanced similarity checking.

Q10: What was a crucial step in Turnitin's development mentioned in the guide?

A10: An essential step was the creation of plagiarism.org in 1998, which laid the groundwork for Turnitin's plagiarism prevention services.

Q11: How does Turnitin foster a culture of integrity in academics?

A11: Turnitin fosters a culture of integrity by promoting diligence in research, writing, and attribution of ideas, which are crucial for scholarly honesty.

Q12: What are some modern features added to Turnitin to support academic writing?

A12: Modern features include the ability for students to search for and compile bibliographies from online citations and tools for feedback like GradeMark and PeerMark.

Q13: How widespread is Turnitin's use across educational institutions?

A13: Turnitin is used in over 10,000 institutions across 126 countries, highlighting its global reach and acceptance.

Q14: What was the original purpose of Turnitin when it was first developed?

A14: The original purpose of Turnitin was to detect unoriginal content in student writing by checking documents against an extensive database of sources.

Q15: How does Turnitin impact educators and administrators?

A15: Turnitin provides educators and administrators with a reliable tool to detect potential academic dishonesty and supports the development of policies promoting academic integrity.

Q16: Describe the integration capability of Turnitin with educational technologies.

A16: Turnitin integrates with educational technologies such as Canvas, enhancing its functionality as a comprehensive educational tool.

Q17: What is a fundamental aspect of Turnitin's service in promoting academic honesty?

A17: A fundamental aspect is its ability to highlight text similarities, which aids in detecting and deterring plagiarism.

Q18: How does Turnitin assist in the development of writing skills?

A18: Turnitin assists in developing writing skills by providing feedback and tools for revision, encouraging students to improve their originality and writing quality.

Q19: How did the digital revolution impact Turnitin's inception?

A19: The digital revolution highlighted the need for tools like Turnitin to safeguard the sanctity of academic work amid growing concerns about digital plagiarism.

Q20: How does Turnitin's feedback loop enhance student understanding?

A20: The feedback loop enhances understanding by allowing students to see where to improve their academic writing and research skills, fostering a learning environment that values originality and integrity.

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CHAPTER 2

Getting Started with Turnitin

This practical chapter guides readers through the initial setup of Turnitin accounts for students and instructors. It covers navigating the dashboard, understanding the user interface, and customizing settings and preferences. The chapter aims to familiarize users with the platform, ensuring they can effectively use Turnitin to submit and review assignments.

1. Account Setup

Once an instructor has created a Turnitin assignment and included a class roster, students may begin submitting papers to that assignment. The first time students do so, they will be taken through the steps to create their Turnitin account and add the class to that account as part of submitting their paper. It's important to note that students can't add classes themselves; the only way that a student can submit work to a class is if the student's class was added by the instructor when the instructor created the class. Also, each student class has a class ID; this unique identification number can be helpful when matching a student to the correct class in Turnitin. When a student adds a class during the paper submission process, the student will be asked to enter this number (Laflen, 2023) (AlAfnan et al., 2023). However, if a student was invited to join a class

- for example, if the instructor gave the student the class ID number - then when the student successfully joins the class, the class will appear in the student's class list. There is no need to enter the class ID number (Cho et al., 2021) (Kumar et al., 2020).

Also, it is possible to create a student account without making a paper submission, and students can create accounts and add multiple classes this way. Students can do this by selecting the "create account" link from the "log in" page and filling out the "student" form. Students do not need to provide a class ID number when adding classes in this way. Suppose a student account has already been created, and classes are subsequently added. In that case, the student should add the class by logging into their account and selecting the "enrol in a class" option once on the student homepage. Students must ensure that they choose the "enrol in a class" button and not the "add" button; if the wrong button is selected, the class ID will need to be entered, and the class will not be added to the student homepage.

1.1. Step-by-step setup for students

So, now that your instructor has registered a class with Turnitin, you are ready to create a new user profile. You cannot use your previous or personal Turnitin account, as it will not give you access to the class. The first thing to do is obtain your instructor's class ID and enrollment password. Log in to your instructor's website, and you should see the class ID and enrollment password under the class information section. If you cannot find it, try to find the information or user manual pages. If you still cannot find it, ask your instructor, as creating a new user profile without a class ID and enrollment password is impossible. After getting the class ID and enrollment ID, the second thing to do is access the website on turnitin.com. Then, choose the "new user" option in the upper right corner. Choose a "student" account to create a new Turnitin student user profile (Hadi, 2024) (Eaton et al., 2020) (El Mortaji, 2022). Remember to choose it because your instructor must have selected the "instructor" profile when your instructor is creating a user profile for themselves. Then, you will be asked to enter personal and new user profile information and select the user type before submission. The process of creating a new user profile may be slightly different from different operating systems (Lee et al., 2022) (Berbecaru et al., 2020) (Huaman et al., 2021). For example, there is a nationalistic personal identification number field required to create a new user profile, but most of the nationalities do not have such ID numbers. So, please leave it blank when you encounter that field. And remember, the class ID owned by the class you want to join is essential. Your user profile cannot be associated with the class without the correct class ID. See Figure 4.

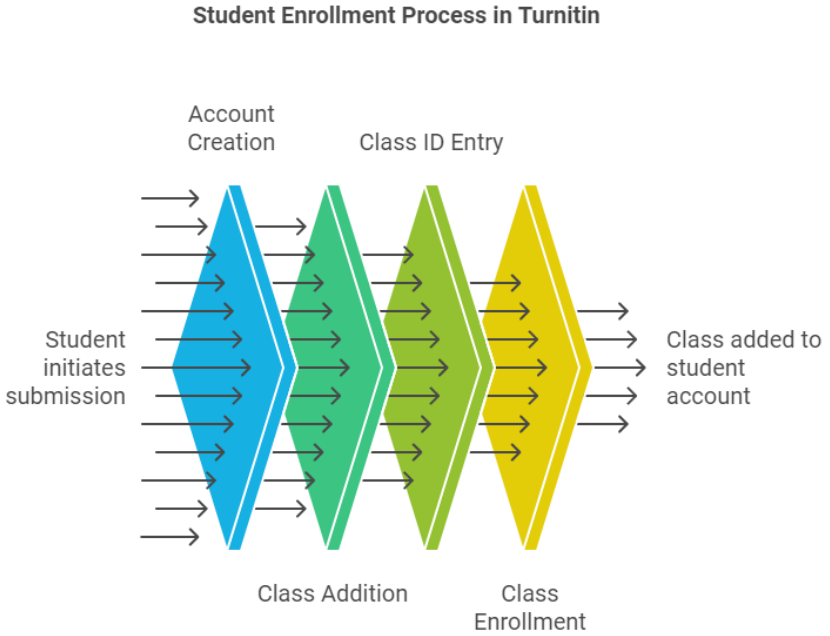

Figure 4.

1.2. Step-by-step setup for instructors

After creating your account, you must request instructor access to a class. Begin by navigating to the "homepage" and selecting the "base navigation" to access the "enrollment dashboard". Next, select the "base navigation" area to access the "enrollment dashboard". Here, you should see a list of all the classes you are linked to as an instructor. By selecting "class enrollment" you can find instructions on connecting your Turnitin class to your pre-existing Digital Receipt Service (e.g., VeriCite) enabled LMS and adding the Turnitin block to a Moodle account. Remember that any classes linked to a previous semester will still appear under "class overview". From "class enrollment", you can enrol in a new class using the class ID and enrollment key or link to a Moodle. When selected, your digital receipt preference settings can be altered by selecting "class settings" from the "base navigation" area. Always make sure to save and submit any changes. Finally, you can adjust the frequency with which the similarity report is generated for your class. Selecting "class settings" in the "base navigation" section allows you to create the report immediately as papers are submitted or select a regular report generation schedule. It is advisable to pick the date and time when the least amount of submissions is expected. Save and submit any changes (Chen et al.2021) (Zhang et al.2021).

2. Navigating the Dashboard

As a result, when you log into Turnitin, you will be taken to the tool's homepage, the "dashboard". The dashboard is the main screen to move around the tool and access its functions. It contains the "global navigation bar" at the top. This dark grey horizontal bar has a few key buttons that are accessible from anywhere within Turnitin, regardless of which page you are looking at, and allows you to access the core functions of the system. These include the "home" button, which will take you back to the main dashboard page, and the "quick submit" button, which allows you to submit work to a particular class quickly. Below the global navigation bar, the rest of the dashboard is split into two main areas - the "master class list" and the "feed". The master class list is a collapsible menu listing all the modules and assignments for which you are an instructor. By clicking on a module, you can expand it to see a list of all of the assignments associated with that module, and then clicking on an assignment will take you straight to that assignment's inbox (Reimer et al.2022) (Ghelani and Hua2022) (Young & Kitchin, 2020). The feed is a live updates section that chronologically shows the latest submissions and all your classes' feedback. You can also use this space to quickly access the work by clicking on the submission title. Finally, if you step through to a particular class, you will be taken to the "inbox" page for that class, which is split into three areas. On the left, the "control panel" is another collapsible list of all the classes you are an instructor for. In the middle, the "inbox" displays all the assignment classes and work you have submitted. On the right, the "feedback" area can be used to show all of the feedback and grade/mark updates for assignments (Messer et al., 2024) (Tanis, 2020). These will be useful when you come to start marking work and want to see what feedback you have already given. So, the dashboard isn't the only page you will use, but it is the best place to start and find your way to the feedback, submissions or assignment inbox pages. Therefore, quickly viewing the work and input across multiple classes is essential. See Figure 5.

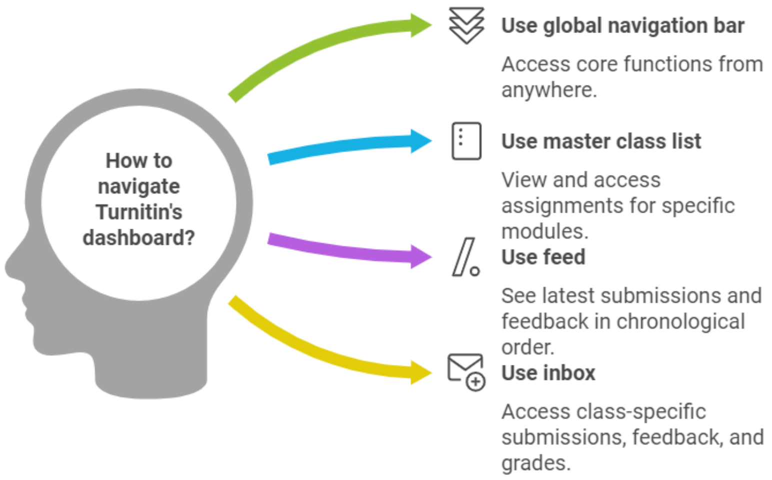

Figure 5.

2.1. Overview of the user interface

When you first log in to Turnitin, you'll be taken to the "homepage" for the account that you're using. This displays a list of all the classes attached to the account and shows different forms of content submitted to those classes. The class homepage overviews all submitted files for a particular class, including submission details, similarity, and feedback. When viewing the homepage, you can see how many students have submitted to the class and the average similarity of the submissions. You can access the Class Portfolio, the Digital Receipt for a submission, or the Similarity Report for a student's submission from the class homepage. You can also navigate to the Class Information area for a class. In the different sections of the class where submissions for assignments are made, the content and reports relevant to that section are displayed on the page (Basilaia et al., 2020) (AlAfnan et al., 2023). For example, on the homepage for a class, all submitted files, including initial and resubmitted files, are visible. In the class portfolio area, all content added to the class in the form of files, text, website URLs, or media by students and instructors is displayed. The submit button and assignment settings icon are found on the left-hand side of the class navigation bar. All functions and features are accessible on the class homepage for instructors, allowing them to grade and mark work or change and customise the class. Students can submit work through the submit button or by clicking on a specific assignment within the content section of the class. Students can also navigate to the digital receipt, the similarity report, or previous submissions.

In addition, students can access and view any feedback or comments provided by the instructor specifically for their submissions. This feature is precious as it allows students to gain insights and a deeper understanding of their work. By reviewing the feedback and comments, students can identify areas for improvement and make necessary changes to enhance their future performance. It also provides a valuable opportunity for students to learn from their mistakes and grow academically. With this access to instructor feedback, students can truly take ownership of their learning journey and strive for excellence in their academic pursuits. See Figure 6.

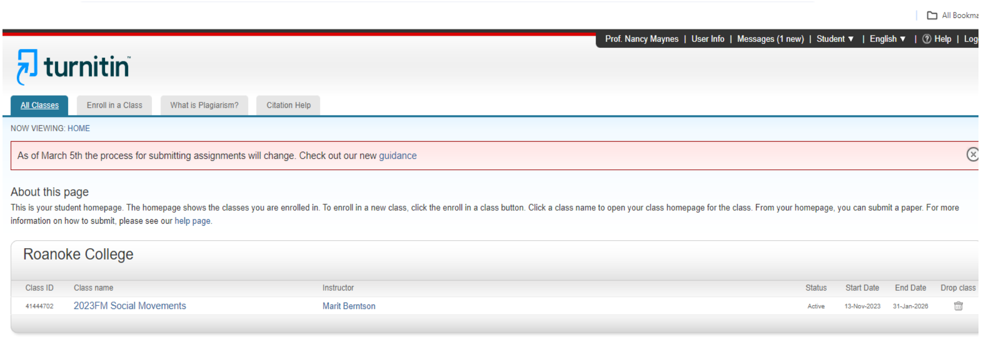

Figure 6: User interface

By actively engaging with the feedback they receive, students can cultivate and refine their critical thinking and analytical skills, which are integral to their personal and professional development. Actively engaging with feedback allows students to delve deeper into the subject matter, exploring various perspectives and applying their unique insights. Through this process, they learn to assess and evaluate information critically, enhancing their ability to make informed decisions and solve complex problems. Moreover, by actively engaging with feedback, students gain valuable experience in effective communication and collaboration as they seek to understand and integrate the perspectives of others. These skills are highly sought after in their personal and professional lives, enabling individuals to articulate their thoughts effectively, engage in meaningful dialogue, and work effectively in teams. Thus, by embracing and actively engaging with feedback, students enhance their growth and development and position themselves for success in a rapidly evolving and interconnected world.

2.2. Accessing different sections

Parents who have linked their students to their class can access their class by clicking on the name of their student listed in the class. They will then be brought to the student's class portfolio, where they can select the class to enter on their student's behalf. By clicking on the class name on the student portfolio page, they can enter the class and use the class tools. To access the class portfolio of a student linked to their account, they should follow these steps. First, they need to click on the student's name within the student column to be brought to the student's class portfolio. Then, selecting the relevant class from the class list will take them into the class as the student. Alternatively, by clicking on the class name in the class column, they can enter the class as a class member (Brock, 2020) (Ilina et al., 2021) (Fitria, 2021). See Figure 7

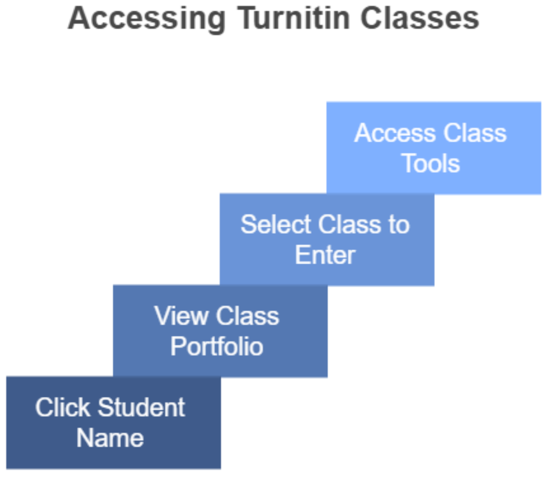

Figure 7

Overall, accessing different Turnitin classes and parts of a class is simple when you know where to click based on what you want to do. Whether you are trying to access a class, the digital receipt for a paper or auxiliary services such as the Turnitin blog or help site, the user interface has been designed to provide several means of accessing different parts of Turnitin or associated websites. Ergonomics experts agree that the best user interfaces will provide visible links and buttons that react predictably to user input (Laflen, 2023) (Alua et al., 2023). Creative use of colour, contrast, and response to selection can provide intuitive visual cues that help users interact with an interface. It is a good idea to experiment with different ways of interacting with the Turnitin interface elements and think critically about how you expect the interface to respond to your input. Remember that tooltips may provide helpful suggestions if you are unsure what a particular button or link will do. Finally, always ensure that if you are planning to submit papers or view digital receipts of submitted documents, you have allowed Turnitin to create pop-ups in your browser - modern browsers such as Chrome or Firefox will prompt you about this.

If you have not already enabled pop-ups on your device, you may encounter specific difficulties when accessing these convenient and essential features. You are advised to allow pop-ups to ensure a seamless and hassle-free experience promptly. Failing to do so may impede your ability to fully utilize and enjoy the range of functions provided to you. Take the necessary steps now and enable pop-ups to avoid potential obstacles in your online endeavours. See Figure 8.

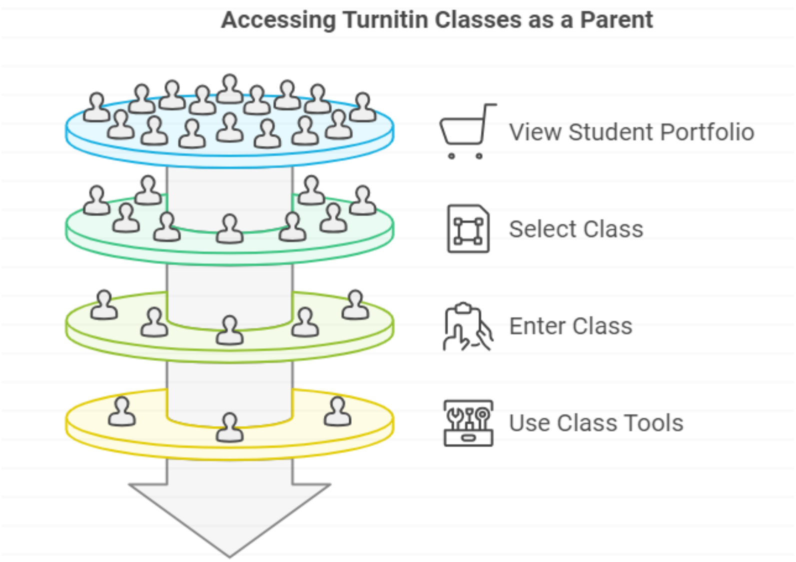

Figure 8.

3.0 Understanding the User Interface

When you first start using Turnitin, you will be given access to a user account home page. From the home page, navigational links to user information and Turnitin, web-based training, and help are available on the top blue bar. The help link lists all the pages explaining each Turnitin feature. These pages will be an excellent guide for you in the future. Also, from the home page, you can navigate to Turnitin. Once the link to Turnitin is selected, you will see the user start page, which will guide you on how to use the system. You can create a new assignment from the user start page by selecting the first button. I will explain the key areas and features you need to know: owned assignment inbox, feedback inbox, digital receipt, and red and green icons. But before I continue, look at the Turnitin screen's anatomy found on the last column on the left-hand side. This will also help you understand these areas (Ananda et al., 2023) (Dawson et al., 2020).

However, it is of utmost importance to thoroughly consider and give due regard to the fact that the user interface for Turnitin might exhibit slight variations, contingent upon the particular version or academic institution one avails oneself of for the explicit intention of employing this platform. Rest assured, the interface may differ in certain aspects, but rest assured that Turnitin diligently caters to the specific requirements and expectations of diverse academic settings. Therefore, It is crucial to consider the vast array of possibilities that may arise when engaging with the Turnitin user interface. By doing so, users can fully comprehend and navigate the intricacies that may emerge from using this powerful platform. Considering academic institutions' diverse nature and unique needs, Turnitin has designed its interface to adapt and accommodate these variations (Tayan et al., 2023) (Chaudhry et al., 2023).

This adaptability is a testament to Turnitin's commitment to serving the academic community. As users navigate different versions and institutions, they will encounter minor variances that reflect the context in which Turnitin is utilized. These variances should be embraced as opportunities for learning and growth, as they allow users to gain insights into the diverse academic environments in which Turnitin operates. With this understanding, users can confidently approach the platform, knowing that Turnitin's diligent attention to detail ensures that it effectively meets the expectations and requirements of each academic setting. So, when engaging with the user interface, users should be prepared to encounter subtle differences. Still, they should also rest assured that these differences exist to enhance the user experience and tailor the platform to the unique needs of every academic institution (Fudge et al.2022) (Chaudhry et al.2023). By embracing these variations and embracing the adaptability of Turnitin, users can maximize their full potential and harness the power of this invaluable tool for academic success.

By taking this approach, students and educators can actively participate in the user interface of Turnitin, thus effectively using its various features and functionalities to enrich their writing process further and guarantee the originality and legitimacy of their academic endeavours. With this in mind, it becomes evident that engaging with Turnitin's intuitive interface and utilizing its vast range of tools and capabilities can substantially contribute to the improvement and success of one's writing journey.

As a user of Turnitin, I find it of utmost importance to understand the diverse elements of Turnitin's user interface comprehensively. This understanding will enable you to effortlessly navigate its features and empower you to fully exploit and unlock its vast potential for your benefit. Embracing this knowledge will undoubtedly pave the way for an enhanced user experience, allowing you to delve into Turnitin's multifaceted capabilities and leverage them to their fullest extent. Grasping the intricacies of Turnitin's user interface is a gateway to unleashing this remarkable tool's true power and efficiency for academic integrity and plagiarism detection. See Figure 9.

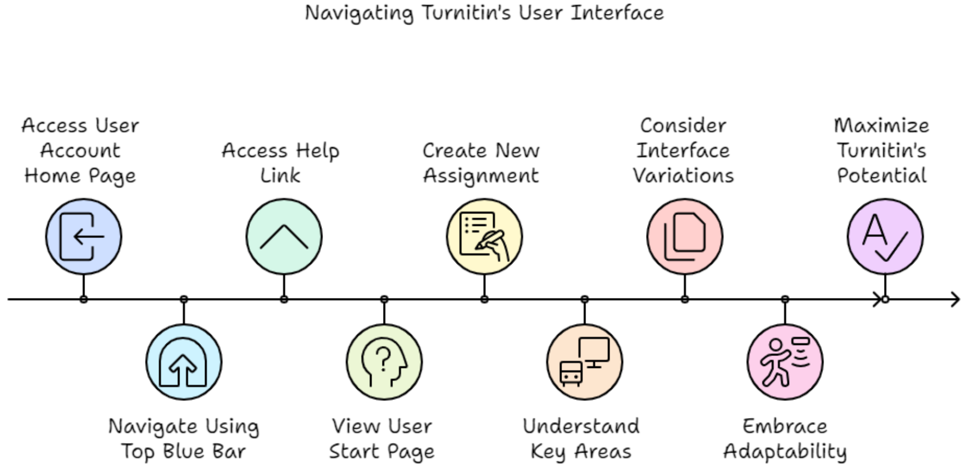

Figure 9.

3.1. Dashboard layout and features

Users are taken to the Turnitin dashboard when they first access the Turnitin platform. The dashboard displays students' classes and assignments, which can be categorized and filtered in several ways. Both classes and assignments can be searched, and access to each assignment's digital receipt and rubric is just a click away. First, students can filter the classes by class name or class ID number. This could be useful if a student is enrolled in many classes or wishes to focus on a specific class. This also means that if a class ID number is known, users can filter classes even quicker by typing the class ID and clicking the search icon. Similarly, assignments can be filtered by assignment name.

Once the assignment name is entered into the search bar, the highly efficient and remarkably user-friendly dashboard will seamlessly and effortlessly display all the assignments with impeccable accuracy that precisely match the entered assignment names, enabling users to conveniently access and navigate through the vast realm of assignments without any hassle, inconvenience, or delays whatsoever. With its intuitive interface and advanced algorithms, this cutting-edge dashboard provides a flawless experience, allowing users to explore and manage their assignments like never before effortlessly. The intricately designed search functionality ensures that every assignment is effortlessly located, saving valuable time and effort. Whether a small project or a complex task, this remarkable dashboard guarantees a smooth and efficient workflow, empowering users with unprecedented control and convenience. Say goodbye to the tedious and frustrating search process and embrace the seamless efficiency of this state-of-the-art assignment management solution. Get ready to unlock a world of possibilities and effortlessly conquer any assignment that comes your way with this exceptional dashboard. See Figure 10.

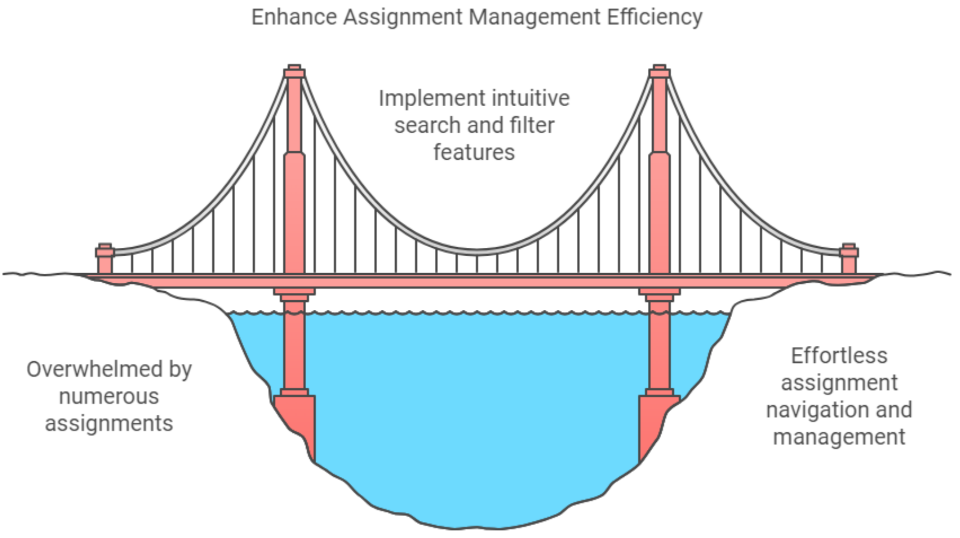

Figure 10.

However, the information displayed in the assignment, such as the due date and similarity report, means that assignments may also be ordered or filtered based on these criteria. The class in which each assignment is set and whether the digital receipt or rubric is available are also shown. Students must remember the digital receipt, the only valid proof of a successful submission, confirming when the work was submitted. Also, the classes and assignments the user has viewed can be exported by clicking on the export icon. However, before any data can be exported, a confirmation in the form of a pop-up box is required (Wang, 2021) (Gao et al., 2021) (Huang et al., 2021). The pop-up box will only close once the student has clicked the 'OK' button on the box. The class ID, class name and the total number of assignments can be viewed by exporting a class.

Similarly, by exporting an assignment, the class name, start date, due date, late submission cut-off date and post date for feedback will be recorded. So, next time you view my assignment in a specific class, you'll find my class and the assignment. Students can also easily download the exported information into a CSV file and make any alterations necessary for personal use. The CSV file can be opened and organized using Microsoft Excel or Open Office Calc. Hence, the management of classes and assignments is entirely flexible according to individual preferences. Students can use filtering, searching and exporting to help with locating a specific class or assignment and organize the displayed information more efficiently (Fraser et al.2021) (Perets et al.2020) (Harrison et al.2020).

3.2. Interpreting the information displayed

The third and last subpoint of the third main point. This subpoint is also the longest one. Maybe comments could be included. It has a lot of steps, and all these steps explain different parts of the Turnitin report—the number of characters in the result. The first step is to click on a submission to open the document viewer. This is important and that I want to highlight for students. The second step in the process is to click on a coloured bubble to reveal the instructor's feedback. Before explaining this step, the subpoint could say something like "once the submission is open" to clarify when the viewer will show the information. Also, with this step, the instructions do not say to click on the bubble (Dawson et al.2020) (Hapsari et al.2020). For accessibility, it is beneficial to include students using screen readers for visual disabilities. Screen readers are software that read the out loud text displayed on the screen. Visual literacies comments are due by Tuesday. Also, we are working in the computer lab tomorrow. Please come prepared to ask more questions and work on your visual literacy project during class (Chen et al., 2023) (Laflen, 2023). Try to model the process of visually interpreting digital data as much as possible. The third step is to click on a highlight to reveal the feedback for a specific part of the paper.

Last but not least, after studying the feedback, the fourth step is to close the feedback bar. This will allow students to explore their paper and the input without the feedback covering the work. I'll note that it is possible to open the document viewer a few different ways, but this set of instructions is written for when a student opens a paper directly from the assignment inbox. Students may be unable to determine what tool the feedback asks them to use.

For example, they might not understand that they must click on a highlight to reveal feedback. I am unsurprised that the written words do not reflect proper pedagogical uses of digital resources and visual literacies. Written as a web resource, five labelled screenshots could accompany the five steps to demonstrate to students the bubbles and highlights and where the feedback will appear on the screen. Also, the instructions could be formatted as a handout to be distributed during a library workshop on visual literacies and avoiding digital projects (Weaver et al., 2022) (Rinekso et al., 2021). Thank you! This new explanation of the feedback tools and where a student might find particular feedback was beneficial. I'm so glad this post helped me, Lori! It's great to see I can open the update report right here. Kept me from having to dig :) Thank you. These comments appeared in the Turnitin blog. Students, teachers, librarians - the entire academic community would read this. It is because it exists on the digital platform. Over time, multiple audiences can access and comment on this digital work. The feedback that I can open, the updated originality report, functions as feedback, guiding future readers to another tool that Turnitin offers. This supports my argument that we must educate students to be critical of genres - even those educators may not feel are complex or dynamic. Moreover, students may not know why we introduce visual literacy skills in library instruction sessions: we are not trying to add an extra administrative piece but instead training them visually so they can critically consider their reliance on, for example, a tool like Turnitin.

Visual literacy skills are unquestionably and undeniably paramount in the contemporary age of digitalization, as students invariably discover themselves continuously bombarded with an overpowering surplus of captivating visual content that unquestionably demands their deep-seated capability to examine meticulously and shrewdly interpret it in an exceptionally effective and expeditious manner.

3.3. Using the search function

The search feature in Turnitin provides users with an efficient way to find particular items or classes from the long list. Users can perform the search using keywords for various classes or assignments. The search feature can save you time and energy, especially when you have a long list of classes or assignments. Here is how to use the search function: first, click on the search box on the top right of the window. A drop-down list of all available classes in your account will be displayed, and you can select a particular class to search within, or you may click on all listed classes to show all classes so that you can have a global search. Then, enter your keyword, and a list of classes that match the keyword will be displayed (AlAfnan et al., 2023) (Laflen, 2023). You can click on the desired class to enter the main page of the class. A list of matches, including assignments and class, will be displayed. You can click on the assignment link to access the assignment and start your job as usual. Please be aware that when the search result finds a match in classes, you will be given a question window to ask whether you want to switch to the corresponding class. Selecting "yes" to the question will lead to the main page of the class in which the match is found (Wang & Li, 2022) (Laflen, 2023). On the main page of a particular class, the matches found both in the class and in different assignments will be displayed under a "search result" panel. You may click on any listed assignment link to access the assignment. But you may also click on the link "show class contents" to view the main contents of the class. It is important to emphasize that you cannot use the search function until you click the link "show class contents". Last but not least, when performing a search with assignments, only the matches found in the current class will be listed in the search result. On the other hand, when you are performing a search with classes, the matches found in all classes will be listed in the search result.

This can be incredibly helpful if you are interested in conducting an in-depth analysis of the usage patterns of specific keywords across various classes, allowing for deeper insights and more comprehensive comparisons. By exploring the frequency and distribution of these keywords, you can better understand their impact and significance within each class. This knowledge can prove invaluable in various fields, such as market research, content optimization, and academic studies. Consequently, this approach can enhance your ability to make informed decisions based on comprehensive data-driven insights, leading to more successful and strategic outcomes.

In the context of Turnitin, when it comes to utilizing the search function, there is no doubt that it can undeniably and unquestionably contribute immensely to this data-driven and evidence-based approach. By doing so, it effectively and proficiently enables the users to easily access and analyze the pertinent and germane sources of information. As a result, this leads to enhanced productivity and better comprehension, ensuring a more comprehensive understanding of the subject. With such a reliable and efficient search function, students and researchers can quickly delve deeper into their studies, ultimately facilitating a more thorough analysis of the resources provided by Turnitin's vast database. See Figure 11.

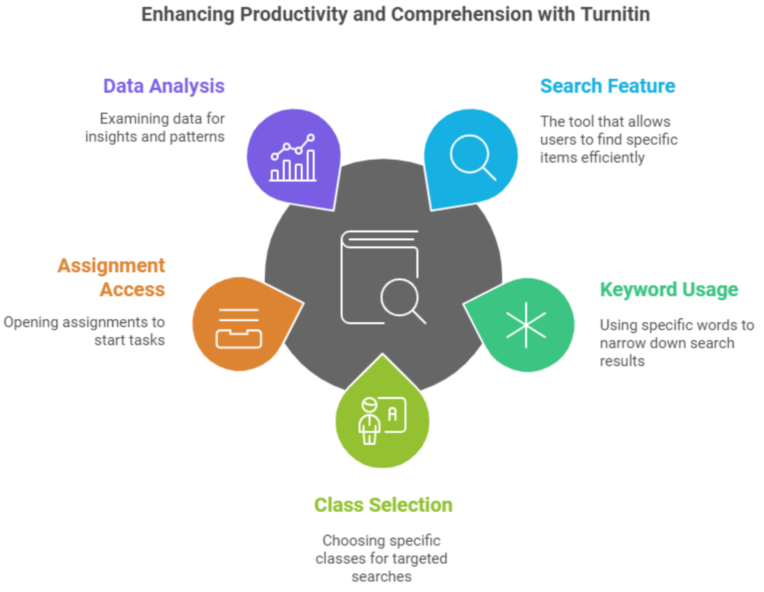

Figure 11.

4. Settings and Preferences

Once you are successfully logged in, you can customize your Turnitin experience. You can customize the similarity report preference if you are an instructor. Click on the “Customize your Turnitin experience” button. There are three tabs on the page: “Assignment Options,” “The Sources Tab,” and “The Submit Papers Tab.” On the “Assignment Options” tab, you can choose what to display on the assignment inbox. You can also allow submission of any file type or select a specific type you want your students to use to submit their work. On the “Sources” tab, you can decide which and how many sources the student’s work will be compared against. Turnitin has an inbuilt function to allow the students to exclude any quoted material or the bibliography from being matched as plagiarism (Stander, 2020) (Nketsiah et al., 2023). On the “Submit Papers” tab, you can enable PeerMark and allow students to submit their papers to the PeerMark assignment. With PeerMark, students can receive feedback from other students, which is a powerful tool for learning from each other. If you have a large class, it is strongly recommended to turn on the option “Papers will be immediately available.” Turning on this setting will allow Turnitin to start processing the students’ work and match it against the sources specified (Belli et al., 2020) (Guarda, 2020).

Students can then make sure that they have made a successful submission. Also, make sure that the date restriction option is unticked. If the date restriction option is enabled and the due date expires, students cannot submit. This is a common issue reported by students who can resubmit for an existing assignment in Turnitin. Most of the time, the due date has passed, and the date restriction setting is turned on. Also, students should avoid the last-minute rush to submit the work. This ensures they have enough time to get used to the system and get help from the support team if needed (Moodley and Nhavoto2022) (Magwebu-Mrali, 2021). To do that, students should follow the instructor's guidelines on when to start the submission. It's not possible to submit it before the assignment start date. Students should know that the start and due dates will be visible once the assignment is on the student's home page. This is useful for the students to plan when to start the work, especially if students have two or more assignments with different start and due dates (Alsuwaida, 2022) (AlAfnan et al., 2023). This function lets students double-check whether the assignment starts and the due dates are issued correctly. As an instructor, you can select to reveal the grades and the feedback on a specific date after the post date. By default, the setting is turned off, and students cannot see any grades or the feedback given by the instructor when they review their work. As shown in the screenshot, you can specify a date for students to access the grades and feedback. So once you have customized everything here, do not forget to click the "Submit" button to confirm your selection. I hope this video has given you a clear view of how to customize the assignment inbox display. Goodbye.

4.1. Customizing Turnitin experience

By customising your Turnitin experience, you can make the service work how you want it to. It only takes a few moments to set up your preferred method of marking and commenting on papers. To do this, hover your mouse over the User Info tab and select Edit User Info from the dropdown menu. Once you have chosen to customise how you mark and comment on papers, you can change your preferences as often as you like. Then, you can decide how to see Originality Reports, whether to show or hide all layers of marks and comments by default, and your preferred QuickMark set. Your QuickMark set will determine which QuickMarks are available to you. This means you can tailor your experience only to see the QuickMarks you find the most helpful. The QuickMark set selector will show you a small preview of all available sets. When you change your preferences, you can test them immediately, using the links Turnitin provides on the same page (Moodley and Nhavoto2022) (Laflen, 2023). This will allow you to test access to papers, make a new annotation, or open an existing annotation to ensure that your settings suit your marking style. If you need further help with this process, you can find some help text on the right-hand side of the screen. The orange question mark symbols will display a relevant description of that feature or option.

The column containing the descriptions can be expanded or collapsed by clicking the 'Show information' and 'Hide information' buttons to see more or less at once. The descriptions can also be minimised, ensuring no screen space is wasted if you need a larger preview of the option lists. These tips can help you understand the settings you choose so you can be confident that your preferences are set exactly as you would like. Overall, with some simple customisation, you can utilise the feedback you give to students in a way that suits you. Every piece of writing is unique, and Turnitin Feedback Studio helps to find what makes it unique. It unlocks what a student has done regarding research and writing and allows them to think about their writing from a new perspective. By finding out what's inside the assignment, you can help guide the student on their journey as a writer. Customizing your Turnitin experience can help you find and mark the parts of the work you think are most important so that every student gets the most effective, tailored feedback (Laflen, 2023) (Hattie et al., 2021).

4.2. Adjusting notification settings

To customize the notification settings, access the "User Info" section on the dashboard and select "Edit User Info." You will see that you can choose your preferred email address from a list of the email addresses that you have provided to Turnitin and opt in or out of different types of email, including the receipt of the Originality Report. You might also want to customize which email alerts you receive under the class tab. Once you open a class and go to the class homepage, click "Class" to find the "Class Settings" area. Under the "Notifications" tab, you can check or uncheck the box for "Weekly Digest." Also, remember that you can only customize the notifications if you have a teaching assistant or a student enrolled in your class. If this is the case, you should make the student or teaching assistant aware of Turnitin's privacy policy, which states that any data of any individual using the software, including the email alert's settings, which contains personal data, must not be changed by a third party (Carranza Ko & Shochet, 2024) (Woodworth, 2022) (Ntalindwa, 2022). So they should be the ones who make the changes themselves, and you have to respect any choices that they make.

Failure to comply with this established policy and adhere to its guidelines and requirements could potentially lead to a serious violation of privacy regulations. It may consequently subject the responsible party to severe legal consequences, including civil penalties, criminal charges, and other forms of legal retribution. It is crucial to prioritize and ensure strict adherence to this policy to safeguard individuals' privacy rights and interests and maintain compliance with applicable laws and regulations. By doing so, we can mitigate any potential risks and maintain a secure and ethically responsible environment.

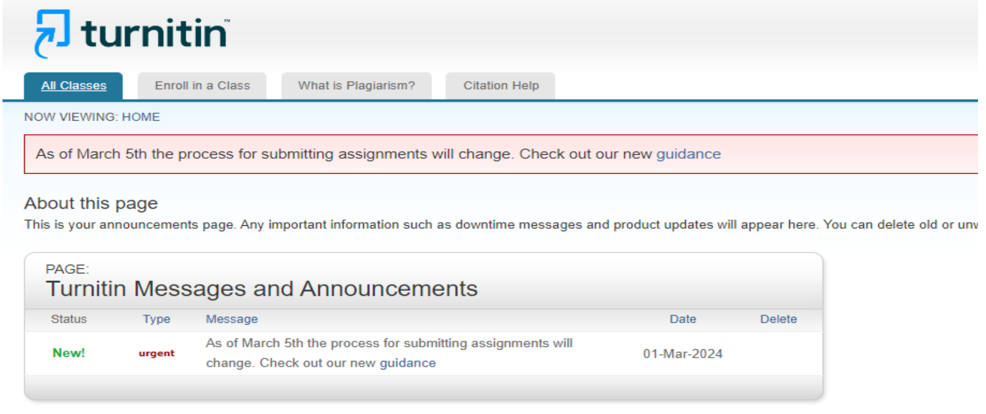

Figure 12: Notification Settings

One crucial aspect of successfully maintaining a conducive learning environment is effectively adjusting the notification settings within Turnitin. This essential step allows us to strike the perfect balance between ensuring instructors stay informed while respecting our valuable students' privacy. By meticulously managing these settings, we can create an atmosphere where the exchange of critical information is optimized and confidentiality is diligently upheld. This harmony between being well-informed and safeguarding the privacy of our students is paramount in fostering an ideal educational setting.

4.3. Managing account preferences

The key benefit is that we guide the students through setting their personal preferences in Turnitin. The lesson starts with explaining what can be achieved through those settings. I list various options for managing file types and languages for the tutor's investigation and correct data management. Then, I explained each setting on the list in detail and discussed with the students which option they would choose. It's good to familiarise students with the word 'pigeonhole' in the context of dates and emphasize the function that option delivers. I point to the moments on the screen that students should pay attention to when setting it - this practice is beneficial for students who are not very confident using technology. Then, I focus on data management and explain how file dates can be used in the investigation.

The following setting to be covered is choosing standard repository options. In most cases, the option "Submit papers to" should be set to "standard paper repository" for the standard investigation. I show where this option can be found on the screen and what it affects in the investigation. Then I explain the last option - "allow any file type" submission, which is helpful for users who may expect to receive various files for investigation. However, the correct management of file types is emphasized and discussed, powerfully highlighting the consequence of a particular choice. I link that choice with the tutor's responsibility for setting the right investigation area in light of possible file formats that the student uses. We finish the lesson by comparing each student's settings on the list to the best practices we have developed and selecting what would be the most effective choices. It's a very insightful exercise to compare the student's current opinions on their preferences to the benefits of each setting explained during the lesson. It's also a good practice to share opinions with peers and hear from others - which helps familiarise the student with the benefits of collaborative learning (Chung et al., 2021) (Boysen, 2021).

By actively engaging in valuable and thought-provoking discussions with their peers, students can acquire a profound and extensive comprehension of the numerous benefits of collaborative learning. This in-depth understanding enables them to fully grasp the tremendous ways in which cooperative learning can enrich and amplify their overall educational experience, leading to remarkable personal growth, enhanced critical thinking abilities, expanded knowledge base, increased self-confidence, improved communication skills, effective teamwork capabilities, and ultimately, unprecedented academic success. Through these meaningful exchanges, students develop a strong sense of community, establish lifelong connections with their peers, develop empathy, embrace diversity, cultivate creativity, foster mutual respect, enhance problem-solving skills, foster a growth mindset, build resilience, and gain a deeper appreciation for different perspectives. All these multifaceted advantages of collaborative learning contribute to the holistic development of learners, empowering them to navigate complexities, adapt to rapidly changing environments, embrace innovation, and become responsible, well-rounded individuals who are equipped to thrive in the fast-paced, interconnected world of the 21st century (Mora et al.2020) (Supena et al., 2021) (Marcos et al.2020).

5. Troubleshooting and FAQs

In the FAQ section, the expectation is to be able to discuss anything or everything. This guide's "Frequently Asked Questions" section contains the most frequently asked questions about the system. Using the index to jump to the relevant section, you can quickly filter the frequently asked questions. Some of the common frequently asked questions include, "How can I make an assignment active that is in draft state?", "How do I enable Turnitin for my assignment so students can submit work?" and "Why do submissions say pending instead of showing match or similarity results?"

Similarly, another common query from students and tutors was about inertia (Carless, 2022) (Watts et al., 2022). At the time, the intuition was that the work was removed from the student's list of submissions after the post date had passed or the student had obtained a grade. This point was a lack of clarification from the existing materials. However, it is vital to mention that the information provided in the frequently asked questions section may be general to all the academic users of Turnitin (Moodley and Nhavoto2022) (Chaudhry et al., 2023). There may be specific questions that a school may have tailored for the general frequently asked questions, so this is a critical point to consider when using the "Frequently Asked Questions" section. Always get specific advice from the school's academic integrity team. Also, one may look at the "Common issues and solutions" section for more detailed troubleshooting steps for the Turnitin assignments.

5.1. Common issues and solutions

Seeing a message about file type not supported? Turnitin cannot accept the following: Files in a format that is not accepted, e.g., CADKEY, Portable Document Format (PDF), Microsoft PowerPoint (PPT), or ZIP files—executable files with a file extension not associated with a specific program. For example, the .exe extension is an executable file. Blank papers. Files empty of substantive content or thoroughly corrupted may generate a "file not supported" error message. These files may appear blank when opened in the native program, and if saved, the size may be 0 KB. A student has submitted the wrong file. Now what? This happens sometimes. An instructor can easily remove the incorrect paper if a student submits the wrong assignment. The student can then resubmit the correct work. For instructors wanting more details, an Explanation of Submission feature allows students to add a note when they submit a file. This option is ideal for interim drafts, but remember to let a user resubmit. Click on the pencil icon to enter change details, including resubmission of the file for another Originality Report. Are they seeing an incorrect submission status? If the submission status differs from expected (submitted papers should generate an Originality Report in minutes), it can indicate that the class end date has passed. When a class's end date has expired, no new assignments may be submitted to any class in the account. Class portfolio sizes can also cause submission limitations. Visual Basic and Firefox are the recommended web browsers for both PC and Mac, but Safari and Edge are also compatible. Clear the browser's cache and cookies and turn off any pop-up blocking software, as these can prevent a successful upload to Turnitin. Always ensure that the user is not logged in as a student. A support ticket should be started if problems persist and a paper refuses to upload. Be sure to provide the paper ID number, web browser, version being used, and operating system type.

5.2. Frequently Asked Questions

Several frequently asked questions include not knowing where to start, how to begin a new session in the Turnitin viewer, and avoiding inbox overload. Concerning the inbox, it is essential to note that any newly submitted papers will generate similarity reports after completing the first report. It is best to remember that similarity reports will be regenerated every time a paper is submitted after completing the initial report. Always select 'yes' when any dialogue box asks the user if the preference should be supported. In addition to database error reports, working on firewalls, user file corruption and reinstalling database error reports, long numerical file names or file names containing symbols, Windows file corruption errors, and antivirus scanning issues could create a good number of disruptions to sessions on Turnitin. An enumerated set of valuable frequently asked questions and the provision of elaborate answers could help to address most of the main challenges often encountered by new users of Turnitin. It is important to note that most of the difficulties faced by first-timers are neither unique nor in any way extraordinary (Mtshali, 2021) (Ismail & Jabri, 2023) (Akmal & Fadhilah, 2022). Overall, Turnitin's frequently asked questions often help new starters understand Turnitin better, particularly regarding the availability of user support as and when needed.

Questions and Answers

1. **Q: What is the first step for students to use Turnitin?**
   - A: The first step is creating a Turnitin account by selecting the "create account" link from the "log in" page and filling out the "student" form.
2. **Q: Can students add classes on their own in Turnitin?**
   - A: Students cannot add classes themselves; they can only submit work to a class if their instructor has added the class and provided them with a class ID.
3. **Q: What information do students need to join a class in Turnitin?**
   - A: Students need the class ID and an enrollment key provided by their instructor to join a class.
4. **Q: How can instructors set up a class in Turnitin?**
   - A: Instructors can set up a class by navigating to the "homepage," selecting "base navigation" to access the "enrollment dashboard," and following prompts to enrol in a new class or link to a Moodle.

5. **Q: What is the Turnitin dashboard?**
    - A: The dashboard is the main screen for users to navigate Turnitin, access core functions, view classes and assignments, and receive updates.
6. **Q: What is the significance of the global navigation bar in Turnitin?**
    - A: The global navigation bar provides key buttons accessible from anywhere within Turnitin, allowing users to access the home page, submit work quickly, and navigate the platform.
7. **Q: How can users access different sections of Turnitin from the dashboard?**
    - A: Users can click on module or assignment names in the master class list or use the live updates section in the feed to access different sections.
8. **Q: What is the role of the feedback area in the Turnitin dashboard?**
    - A: The feedback area shows the latest feedback and grade/ mark updates for assignments, which helps mark work and review feedback given.
9. **Q: Can parents access their child's Turnitin classes?**
    - A: Yes, parents linked to their student's class can access the class by clicking on the student's name listed in the class and navigating to the student's class portfolio.
10. **Q: What features can be customized in Turnitin settings and preferences?**
    - A: Users can customize the Turnitin experience by adjusting notification settings, managing account preferences, and customizing the display of similarity reports.
11. **Q: How can an instructor request access to a class in Turnitin?**
    - A: Navigate to the "enrollment dashboard" and select "class enrollment" to enrol in a new class using the class ID and enrollment key.

12. **Q: What is the purpose of the class ID in Turnitin?**
    - A: The class ID is a unique identification number used to match a student to the correct class when submitting work or joining a class.
13. **Q: Can students submit work to Turnitin without being added to a class by an instructor?**
    - A: Students can only submit work to classes their instructor has added.
14. **Q: What information is available in the Turnitin class list?**
    - A: The class list shows all modules and assignments for which a user is an instructor, allowing easy navigation to specific classes and assignments.
15. **Q: How does the Turnitin feed section benefit users?**
    - A: The feed section provides live updates on the latest submissions and feedback across all classes, enabling quick access to recent activity.
16. **Q: How can instructors and students view and interpret information displayed in Turnitin?**
    - A: They can click on submissions, highlights, and coloured bubbles in the document viewer to reveal and understand feedback and similarity details.
17. **Q: What is the significance of the digital receipt in Turnitin?**
    - A: The digital receipt is the only valid proof of a successful submission and confirms when the work was submitted.
18. **Q: How can users search for specific classes or assignments in Turnitin?**
    - A: Users can quickly use the search function with keywords to find specific items, classes, or assignments.

19. **Q: What are the common issues students face when submitting papers to Turnitin?**
    - A: Common issues include incorrect file types, exceeding file size limitations, and submission deadlines.
20. **Q: How can students troubleshoot submission issues in Turnitin?**
    - A: Students can review the submission guidelines, check file types and size, ensure they're added to the correct class, and contact their instructor or Turnitin

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CHAPTER 3

Submitting Papers to Turnitin

Focusing on the submission process, this chapter details the file types accepted by Turnitin, file size limitations, and the importance of digital receipts and submission IDs. It also discusses standard submission issues and troubleshooting tips, providing a comprehensive guide to ensure smooth submission experiences.

1. File Submission Process

When logging into Turnitin for the first time, users are prompted to create a user profile by filling out a form with some personal information. The user profile is the foundation for customising account settings and dictates the paper view in the document viewer. Select the “Create Account” link from the homepage to create a new Turnitin account. Users will be prompted to enter a valid email address and choose a new password for their new account. They must also input the following information: first and last name, user type, and country. After creating an account, users can log in to Turnitin using their new username and password. The user will also need an ‘enrollment key’ to enrol in a class. The user’s instructor will provide this key. See Figure 13.

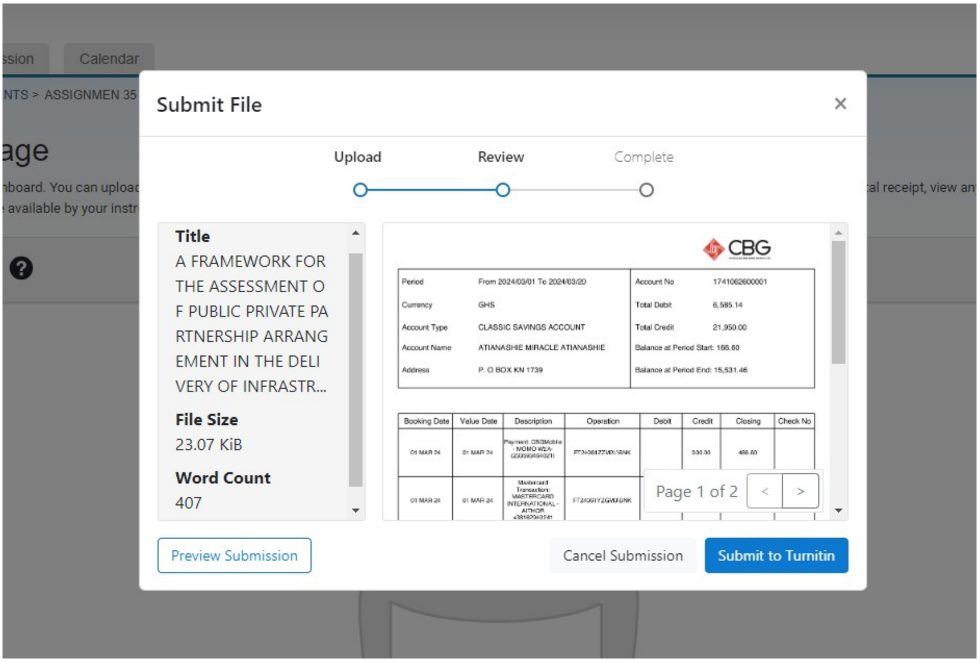

Figure 13: Submitting Papers to Turnitin

The enrollment key is a unique identifier for an instructor's class. It is a 12-digit code specific to the class and the instructor for which the class is created. Each course section in Turnitin may require a separate enrollment key obtained from each instructor. To enrol in a class, locate the class ID and enrollment key. Find the "enrol in a class" link from the user homepage under "my classes". Enter the class ID number and the case-sensitive enrollment password - users will be automatically added to the class alongside any other users who have enrolled successfully using the same class ID and enrollment key (Pandya et al., 2023) (Sobnath et al., 2020).

1.1. Creating an Account

The first step of the file submission process is to create a Turnitin account. Students can access the Turnitin platform through their school's learning management system or by visiting the website [Link] After selecting "Create Account", students will be asked to provide the following information: first and last name, e-mail address, a unique and valid class ID from their class instructor (most commonly a numeric value with at least six digits), a user password (the combination must contain between 6 and 12 alphanumeric characters, with at least one letter and one number), and the country.

After successfully submitting their information, students must verify the e-mail address by clicking on the provided link. Once the e-mail address is confirmed, students can log in and start using Turnitin by enrolling in the class, adding the class ID to their account and creating new assignment submissions. However, it is essential to remember that the class ID should be kept private and never shared publicly with anyone. Students who are already registered can use their e-mail address and password to log in to Turnitin. In case of a forgotten password, they must click "Retrieve your password" and follow the instructions. Students will receive an e-mail with a new password to reaccess their account and set up their custom password. Also, remember that the new password will be sent to the e-mail address used during the account registration (Adkins & Joyner, 2022) (Chugh et al., 2021).

1.2. Accessing the Turnitin Platform

The Turnitin platform is accessible online via a web browser. To access the platform, users should navigate to turnitin.com. In the upper-right corner of the screen, there will be a "Log In" button. Clicking on the button will take users to the Turnitin sign-in page, where an email address and password are required to proceed. However, new Turnitin users must click the "Create Account" button to set up a new account. It should be noted that users are encouraged to use either Chrome, Firefox, Safari, or Edge browser to ensure the best experience. Turnitin does not support Internet Explorer or Opera. Also, users might be asked to accept the latest user agreement when they first access Turnitin. This is normal; the user must review the agreement and click acceptable terms to proceed to the main Turnitin dashboard. If a main dashboard does not appear, look for a colourful icon with the letter T inside. This is the Turnitin logo; clicking on it will lead to the main dashboard. Users will see a list of recently accessed classes and assignments on the main dashboard. From the main dashboard, users can create a new class, set up an assignment for the class, or access the digital receipt of a previous submission by clicking on the "envelope" icon. Besides, users can access the digital receipt of a submission prior by clicking on the "envelope" icon. Overall, Turnitin is intuitive and easy to use (Nordeström et al., 2023) (Rantala, 2021) (Horsman, 2023). For users needing extra help, a "Support" button in the main dashboard provides access to the Turnitin help centre. The support page offers various resources, including links to quick start guides, user manuals, and live webinars about how to use Turnitin. Users can also find Turnitin's latest updates and system status on the support page.

1.3. Uploading a Document

After locating the submission inbox related to the assignment, users can start the upload process by clicking on the "Submit Paper" icon. Then, a form appears where users must type in the submission title and any comments about the submission. They should also select the appropriate student declaration. The declaration is a statement that affirms the work is original and complies with the relevant university regulations. Often, there is a requirement to type in the number of characters shown in an accompanying image to confirm the submission. Once the form is completed and any necessary comments or notes are completed, users can click on the button labelled "Choose File" or "Browse" to select the file that will be uploaded. This will bring up the standard file navigation option familiar to most Windows users. After locating and selecting the desired file, the file name will be displayed next to the upload button. Users can still change the file at this stage by clicking "Choose File" or "Browse". Once all steps have been completed, click the final button to submit the paper to Turnitin. It is important to remember that the digital receipt may take a while to generate, so users do not have to worry if the submission is still in progress for a few moments. Also, make sure not to close the browser or navigate away from the page until the digital receipt has been displayed (Preckel et al., 2020) (Chan et al., 2023) (Sánchez-Carracedo et al., 2021). See Figure 14

Uploading a Document

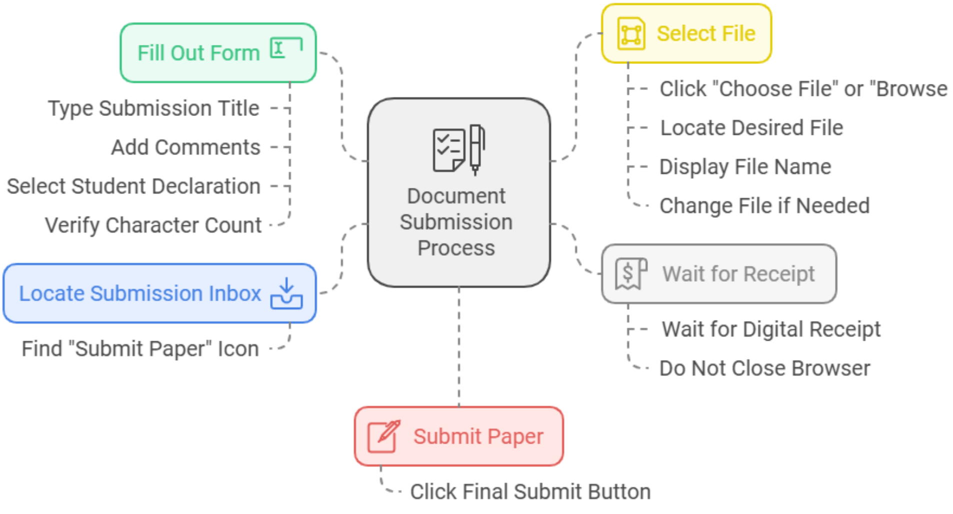

Figure 14

1.4. Reviewing the Submission

After a successful submission, a digital receipt is displayed on the screen. The digital receipt is a submission record and includes the submission ID. Students should note the ID or print the receipt to have a copy for reference. The submission will not succeed if the digital receipt is not generated. The digital receipt can now be printed or saved as a file.

An email confirming the submission is also sent to the email address associated with the Turnitin account. The email receipt contains the same information as the digital receipt, including the submission ID. If a digital receipt has been received but the email receipt hasn't been received, it is possible that a spam filter caught the email. Students should check their spam or junk mail folder to ensure the email receipt is not lost. While the digital receipt indicates a successful submission, it does not indicate a successful upload to an assignment. In huge classes, generating the originality report or the GradeMark paper may take several hours. If the submission in progress message remains extended, it may be advisable to wait and try again later. The slow generation of a report or GradeMark can cause the submission in progress message to remain long. If you have any concerns, it is important to check back on the assignment inbox and view the digital receipt later. The submission has been made successfully as long as the digital receipt has been generated. However, if the assignment has not been submitted by the post date/time set by the instructor, the work is marked as late. It is essential to keep a copy of the digital receipt if there is an issue with the submission (Ronny et al., 2020) (Balida and Encarnacion, 2020).

2. File Types and Size Limitations

When you submit a paper, Turnitin processes the text in the file to create a similarity report. The similarity report shows how much your paper matches content available on the internet in the many subscription repositories and the Turnitin databases. Turnitin converts the initial file into a static version for the similarity report, which will be stored in the Turnitin database. The similarity report will check all text in the original document, including a wholly copied bibliography or any footnotes. There are certain file types you can submit, which can be found here. You can submit a file in any of the following formats: Microsoft Word (DOC and DOCX), Corel WordPerfect, HTML, Adobe PostScript, Plain (ASCII) Text (TXT), Rich Text Format (RTF), Portable Document Format (PDF), Hangul (HWP), Powerpoint (PPT, PPTX, PPS), OpenOffice (ODT, OTT, ODM, ODS), and Word XML. If the file type is not listed above as a supported format, you should not submit this file type, as the similarity report may not be generated. However, you can submit any file type listed under last modified or size maximums. All files submitted to Turnitin must have a minimum of 25 words, 250 characters, and a maximum of 400 pages or 10MB. The file size may not exceed 40MB. Please ensure that your paper does not exceed the maximum file size; papers submitted that are greater than 40MB will fail to upload. It's also important to note that there are maximum file sizes that email servers and browsers may dictate. When files get more prominent, browser and email applications may start to struggle, or they might fail any attempts to retrieve the file from the server (Murga et al.) (Nasseif2023) (Roger2023) (Garg & Garg, 2020). For example, most versions of Internet Explorer have maximum file size download settings. In most of the latest significant versions of email programs, email servers will have maximum file size settings.

2.1. Supported File Formats

Regarding supported file formats, Turnitin can accept any file size less than 40MB, with the total number of pages submitted not exceeding 400. Files of any type may be submitted as long as they are one of the following: Microsoft Word (DOC and DOCX), PowerPoint (PPT and PPTX), WordPerfect (WPD), PostScript (EPS), HTML, RTF, and plain text (TXT), Adobe PDF, Hangul (HWP), OpenOffice (ODT), and StarOffice Writer (SXI). Secondly, the file size of papers submitted to Turnitin must be less than 40MB. We recommend that you preview the paper as a student to confirm that the file has been uploaded correctly. This is important if the paper itself is an unusual file type - some file types cannot be rendered in the document viewer and you will need to check using the base file preview. And lastly, a bit more technical, is it possible to submit files as a zip file? This could be useful if multiple pieces of coursework need to be submitted, and you want to keep this as one submission point in a module in NILE, e.g., a zip file containing all parts of an assignment. However, it is essential to remember a few things (Ibrahim et al., 2022) (Moodley and Nhavoto2022) (Crockett2022). The zip file size should still be less than 40MB, and the individual files inside the zip file must be ten megabytes or less when decompressed. It's also worth noting that zipped files will unpack to display any submission number over 100, which may take time to complete. So, consider this when submitting coursework up to the deadline. See Figure 15.

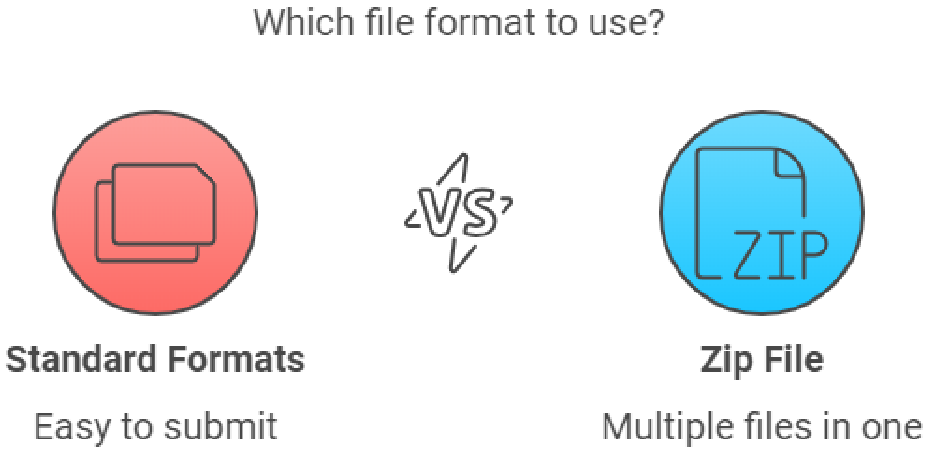

Figure 15.

"Submitting Papers to Turnitin" provides a comprehensive guide on how to submit papers to the Turnitin platform. The guide covers various aspects, such as creating an account, accessing the platform, uploading documents, and reviewing the submission. It also discusses the supported file formats, submission size limitations, troubleshooting tips, and frequently asked questions.

2.2. Maximum File Size

The files submitted to Turnitin must be less than 20MB, and an individual file may not exceed 400 pages. Instructors can contact Turnitin to request that the file size limit be increased to 40MB for larger files. However, files of 400 pages or less must still be submitted. Suppose scanned images of text are sent, and the overall original file is more significant than 20MB. In that case, the photos of the text must be under 20MB per section to be successfully uploaded. This holds even if the overall file will be less than 20MB once the separate image or text files are pieced together. Be aware of the file size as well as the requirements of the originality report. Files that are less than one kilobyte, empty files, password-protected files, or files that are corrupted and unable to be processed will be automatically rejected and will not receive originality reports. If a submitted file is more significant than 20MB, the Turnitin system will not accept the file. Instead, an error message will be received. If the file is at the limit, it may be possible to downgrade the quality of any scanned images or to OCR the text, as OCR text typically takes up much less space. Also, verify the file size of a submission by previewing the selected file in the file picker before uploading the file (Alexe et al.2021) (Abdelhamid et al. 2022) (Wu et al.2022).

2.3. Compressed Files

When multiple files need to be submitted, the files may be compressed together in a zip file. This can make the submission process quicker and more accessible for the students. Also, if the files are being submitted from a Mac, the files must be submitted in a zip file as the Mac 'compress' function does not create a valid .zip file that Turnitin will accept. Once the zip file is successfully uploaded, Turnitin will unpack the file to show the contents in the document viewer. However, some types of files, such as media files (video or audio), may not be unpacked and will not be visible in the document viewer. It is essential to ensure that all text-based files (for example, Word documents or PDF) are in an accepted format and that no individual file exceeds the maximum file size. An error may be generated if a submission's file type or size is incompatible with Turnitin. This can occur if a single file is over 40MB or the Turnitin system does not recognize the file type of an individual file. If this happens, an error message will be displayed after the file is submitted (Lan et al., 2023) (Wang et al., 2020) (Guo et al., 2024). However, the file will be successfully uploaded to the digital receipt and available to the student. If a file is not visible in the document viewer but has been successfully uploaded, it is likely the file type is not compatible with Turnitin. Students are advised to check the accepted file types listed and ensure their files do not contain media files that Turnitin won't unpack. Also, be aware that file sizes must not exceed 40MB for a single file; otherwise, an error will be generated. Students should check file sizes and ensure no individual file is over 40MB before submitting to the system.

3. Understanding the Digital Receipt and Submission ID

Digital receipts offer up to three submission IDs for a single submission. The digital receipt will list All three ID numbers: the unique paper ID, the user ID, and the third-party ID for LTI integrations. The effective papers tab is activated by default when the digital receipt is displayed. The digital receipt can be printed or saved by using the buttons available in the document viewer. A permanent link is also available, which can be used to return to the digital receipt later.

What is a digital receipt? The digital receipt is a confirmation of a successful submission and a detailed record of metadata such as the date, time, and ID number. In addition, a digital receipt contains the following information: - The assignment title and essay title, where applicable. - The student paper ID. - The assignment ID. - The submission ID. - The submission and feedback dates. - The similarity report icon.

3.1. What is a Digital Receipt?

When a student submits a file, Turnitin takes a kind of "snapshot" of the work at the time of its submission. The digital receipt provides evidence that the job has been submitted and can be used to check the originality of that work. If your students feel that another student has copied their work without permission, they can request a digital receipt from the relevant instructor. Each digital receipt contains the submitting student's name, the assignment title, the instructor's name, the class name and ID, the digital receipt ID, the date and time the paper was submitted, and the file name of the submitted paper. Students should remember that digital receipts are valid as proof of submission only where the receipt demonstrates successful submission of a complete paper; the receipt will show 100% if the submission was successful. Copies of digital receipts prove that a paper has been successfully submitted. Since Turnitin does not allow students to overwrite submitted papers, receipt copies can be compared with the current report for suspected copying. Also, if a student insists that they have submitted a paper, you can ask them to show you their digital receipt (Mehmood 2021) (Mærøe et al.2021) (Koh et al.2020).

However, if a student has shown evidence of successful submission by producing a receipt, yet a paper appears not to have been submitted, in the first instance, attempt to resubmit the paper on behalf of the student to generate a new submission with a receipt. If this does not resolve the issue and there is no new submission and receipt, the student is likely attempting to deceive. Students cannot request a digital receipt for a class until after the due date for the class. This is because of the class end date that is associated with each digital receipt that is searchable by professors. Also, please remember not just to give students a chance to request a digital receipt multiple times, as this can unduly overload the receipt system and cause unnecessary administrative work. A limited amount of common sense and flexibility ensures that everyone can use the digital receipt facility to help ensure academic integrity. The capacity to provide full titles and the details of when and where a paper was submitted may be required to support an investigation or, possibly, formal action.

3.2. Importance of the Submission ID

After you submit a paper to Turnitin, the file's text is converted into a digital format, and the paper's metadata and content are stored on the Turnitin server. The digital receipt is returned to you after a paper has been submitted. This "receipt" proves that you submitted a paper and evidence of your efforts to verify your work and uphold academic integrity. The digital receipt proves a submission, and the submission time is recorded for assignments with start and due dates, which is the submission ID. These features guarantee the backing to submission claims and a specific time when it occurred. It is essential to understand that the submission ID uniquely identifies the particular instance of this submission (Howard et al.2021) (Squazzoni et al.2021) (Tan et al.2021).

This is exceptionally valuable as educational institutions leverage Turnitin's massive database to combat academic integrity issues, and students can be assured that their submission is safely stored. If a student accidentally deletes a digital receipt with no Submission ID, Turnitin Support may require this time of evidence to track an attempt; that's where the Submission ID saves the day. By paying attention and respecting the digital receipt and Submission ID, student's work and efforts would be better safeguarded and protected, upholding all expectations and standards of academic integrity. First of all, "claims" means a statement asserting that something is true; therefore, not a vague assertion of submission issues can have a view; there must be physical proof of the submission, for example, evidence such as a digital receipt which contains the submission ID. "Leverage" means using something to maximum effect; therefore, using Turnitin's massive database to combat academic integrity issues can have a significant impact. "Massive" means very large in scale, amount, or size; therefore, the massive database of Turnitin is making a considerable impact among educational institutions globally every second of its existence. Students can be assured that their submission is safely stored. Hence, it is highly regarded for the steadiness of digital receipts and Submission IDs. Also, should there be any mishaps, time has proven that it can be solved by having the submission ID. Turnitin code, logs, and digital receipts have been designed in compliance with the US Food and Drug Administration's regulations to ensure message integrity in an electronic environment. It is well-recognized that the submission time on a paper receipt is broadly used as a primary means to create a timestamp that is admissible in warehouse control cases, thus providing essential evidence in legal proceedings.

3.3. Retrieving the Digital Receipt

Once the paper has been successfully submitted, a digital receipt is generated. The digital receipt is proof of a submission and a record of when Turnitin received the submission. It can be retrieved for 7 days after submitting the paper by entering the assignment inbox and clicking on the submission. A unique number identifies all Turnitin assignments - the digital receipt provides that assignment ID. Students must be aware that the digital receipt and the receipt ID differ from the digital receipt. When looking for a digital receipt, students can get confused and may not initially find the material if looking for a 'digital receipt'. However, the digital receipt ID is one of the information found within the digital receipt and will show that the submission is correct and that the paper has been uploaded successfully. To retrieve a digital receipt, wait until the date listed as the 'submitted' date on the digital receipt has arrived. After this, open the relevant option from the class portfolio page - this will show a list of submissions that can be accessed. Then, locate the appropriate paper and click on its title. This will open up a text box showing the submission information, including the digital receipt and digital receipt ID. These can be used as evidence of submission and will confirm to students whether their work has been successfully uploaded or not (Singal et al., 2022) (Lipkind, 2022) (Gavrila and de2021). See figure 16

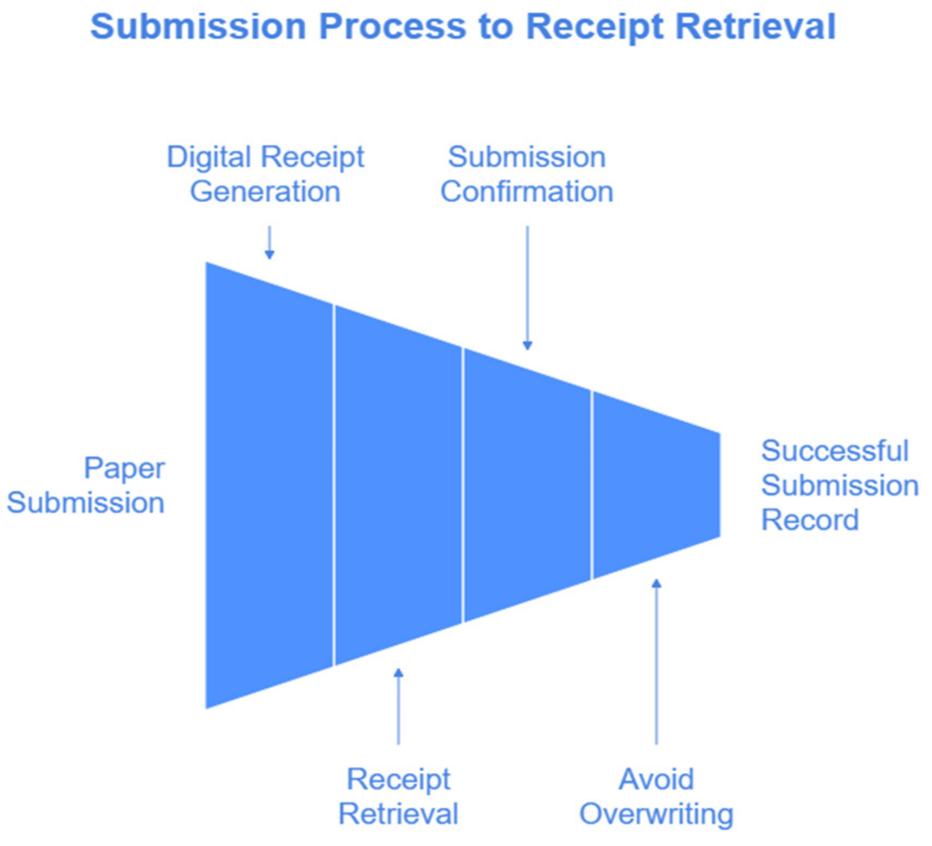

Figure 16.

Students should not be tempted to repeatedly upload work until the digital receipt shows as successfully uploaded: doing so can cause more harm than good. Suppose students attempt to upload a paper the same as a previous submission through the same class portfolio page. In that case, Turnitin will recognise that the paper has already been uploaded and overwrite the original submission. Therefore, students mustn't fall into the trap of overwriting older paper drafts by repeatedly trying to upload work until a successful digital receipt is obtained. Instead, make students aware that the digital receipt is just a record that the submission has been uploaded - work does not have to be constantly replaced by new drafts. Copyright 2018. All rights reserved. Ashford University is accredited by the WASC Senior College and University Commission, 985 Atlantic Avenue, #100, Alameda, CA 94501, 510-748-9001.

4. Troubleshooting and FAQs

Most issues with submitting to the Turnitin system are related to file type, size, or other submission requirements. Select the issue that best matches what you experienced to find out why your submission may have been unsuccessful. If you see an error message when you try to submit a paper, you can look it up in our list of error messages and solutions to get help. These include papers with similar titles or documents with high content similarity to others. For best results, use the Firefox browser and turn off pop-up blockers. If a file takes a long time to load, it's possible that the file is too large and the upload process has stalled. The file size limit for an individual paper is 20MB, and zipped files cannot be submitted. If you are trying to submit Cloud content and receive an 'incomplete submission' error message, check your internet connection and try again. The 'Incomplete or Failed Submission' message after clicking on 'Submit' indicates a potential session inactivity. You can find quick answers to successfully upload a paper to Submitting a Turnitin Assignment. Like any program, sometimes it may be installing updates and shutting down. Before logging back into Turnitin, ensuring that successful submissions have been submitted and all work is saved is best. Always make sure that you are using the latest version of a browser. Turnitin currently supports the two most recent versions of Firefox, Chrome and Safari. Try turning off any browser add-ons and toolbars, as they may prevent the site from loading correctly. If you have looked through this section and cannot find information to help you solve an uploading problem, please get in touch with the IT Service Desk for further technical assistance (Barrot, 2023) (Lindén2020) (Barrot, 2023).

4.1. Common Submission Issues

If you are experiencing difficulty submitting a paper to Turnitin, there are a few potential reasons. First, ensure you're submitting the paper in a way that is compatible with Turnitin. This means that the paper must be submitted in a format that Turnitin can read. Generally, this means saving the paper as a .doc or .pdf file before submitting it. If you're using a Mac computer to submit your paper, select your paper from the file upload window and click "Open" before moving on to the next step. Simply dragging and dropping the file onto the window from the Mac desktop can create issues. If you're using a phone or tablet, the file should be sent to a computer and submitted using a web browser. Additionally, ensure no content is selected within the document when attempting to submit it. This can cause issues, as the whole paper should be chosen rather than a particular section of the text. It's also possible that the wrong file type is being submitted. Make sure to check the file extension and verify that you're submitting a file type that's compatible with Turnitin. If a file isn't accepted, it may be because Turnitin's system can't open it. Finally, double-check the due date for the paper; if you're attempting to submit it after the due date has passed, this might also create issues. For more detailed information on Turnitin submission requirements and potential issues, visit the Turnitin support page (Das et al., 2022) (Poongodi et al., 2020) (Verma & Kanrar, 2024).

4.2. Error Messages and Solutions

If any error message is displayed and you don't understand what the message means, you might see several error messages. A standard error message is "file type not allowed." This error message occurs when the file you've attempted to upload is not a file type that Turnitin currently accepts. An error message may also state, "The file is empty; your upload was unsuccessful." This error message is displayed when the file you've attempted to upload does not contain any data or if the file is incomplete. If this error occurs, check that your file contains data and is the appropriate file type. Also, ensure you upload the file in the correct area; do not attempt to upload a paper for an assignment created for another class. For example, if you attempt to submit your paper in the wrong class (let's say you are enrolled in two courses in Turnitin and you've uploaded your paper on class A to the assignment of class B), the following error message will be displayed: "this assignment is not available to you." If you encounter any error messages, you can review our "submitting a paper" tutorial and double-check that the file type, file size, and other requirements are met. However, if you've followed our tutorial and the error still exists, try following the steps below to troubleshoot common issues. If the problem persists, let our ITS Help Center know, describing the error as accurately as possible (Anthony et al.2024). A suggested solution is also provided. First, try refreshing the Turnitin page, complete the captcha challenge, log out, log back in, or use a different internet browser. If this does not work, check your file to ensure it is not empty and meets the file type and size requirements. If all of the above work has been done and the file can be successfully uploaded to the intended assignment, the error may be caused by a temporary issue with Turnitin. In this case, wait a while and try to submit the paper **again later.**

4.3. Frequently Asked Questions

The box where the submission was supposed to be was blank, so I tried to add my paper again, but I got a message saying I was not allowed to make another submission. Why did this happen? - This message usually appears if the assignment has a start and end date and the current time is outside the range in which the assignment is open for submissions. I received an email saying my submission was unsuccessful, but I was sure I had submitted my paper.

What should I do? - The submission time in your email should be compared with the digital receipt you obtained after submission. Late submission appeals based on email timestamps can be affected if you receive the email after the due date, so it is best to check the digital receipt for the exact submission time. My paper has disappeared from the list of papers on the assignment page. Why has this happened? And is my paper still in the system? - It is most likely because the post date for the assignment has passed; hence, the paper has been removed from the assignment's active submission inbox/assignment inbox and moved into the paper repository. Details for this assignment and submission can be accessed from your digital receipt. I accidentally submitted the wrong document.

Can I re-submit the correct one, and if so, how? - The feature to overwrite a submission allows you to re-submit your paper in case of mistakes. However, you can only overwrite a submission before the start date and time of the assignment, provided that the due date has not passed. Also note that after using the overwrite feature, your previous submissions will not be visible in the assignment inbox, and only the latest submission will be available.

Can I submit the same paper to two different assignments? - You can use the same paper for several assignments within the class submission inbox where you submitted. However, once the paper has been submitted to the repository, it cannot be resubmitted to any further assignments, even if these are in classes with the same or different instructors. Your paper can only be added to the repository if the post date has passed or if the paper has been submitted to a repository assignment. Also, be careful not to overwrite a submission if the new assignment asks for the same paper, as digital receipts cannot be adjusted once they are generated.

5. Turnitin Features and Tools

Now, it's time to explore Turnitin's different features and tools. The first and probably the most discussed feature is the 'similarity report'. By default, Turnitin will compare your work against an extensive database of current and archived internet documents, a repository of works previously submitted to Turnitin, and a repository of periodicals, journals, and publications. When the comparison is done, a report shows the areas of overlap between your work and potential sources. This is called the 'similarity score'. The score is a percentage of how much of your submitted work matches other sources and is used as a guide to indicate whether there is a problem with plagiarism. The report will highlight the matching text and give details about the author and the source of the text. This is useful if you have cited a particular author or text and want to check that the citation is correct. The report will also generate a 'WordMatch' where each matching block of text is shown with a specific source and the number of matching words in the report. This is very useful for quickly navigating through the report. If you find a highlight in the wrong section of your work, you can click on the highlighted text, and Turnitin will automatically scroll to the relevant section.

5.1. Similarity Report

When Turnitin processes a paper, an originality report is generated. This report shows the percentage of text in the submitted paper that matches existing sources. This similarity is what is used to create the similarity report. The similarity report shows any matching or similar areas of text found in a submitted paper. The report highlights passages identified as matching a source in the Turnitin database. The similarity report will be available once the paper submission has been processed. If resubmissions are allowed, the report can take 24 hours to process. Instructors can set the report options to generate the report immediately, after three submissions, or after the assignment's due date. When viewing a similarity report, the possible similarity will be indicated in a specific colour. The percentage range is 1% to 100% and can be increased or reduced in the similarity report options. The default setting allows for any matches of 15 or more consecutive words to be reported. It is also possible to set the report to show matches that are a specific source type or exclude matches that are a particular source type. This will depend on the options that your instructor has set for viewing the report (Menshawey et al., 2023) (Menshawey et al., 2022) (Kolhar & Alameen, 2021). See Figure 17.

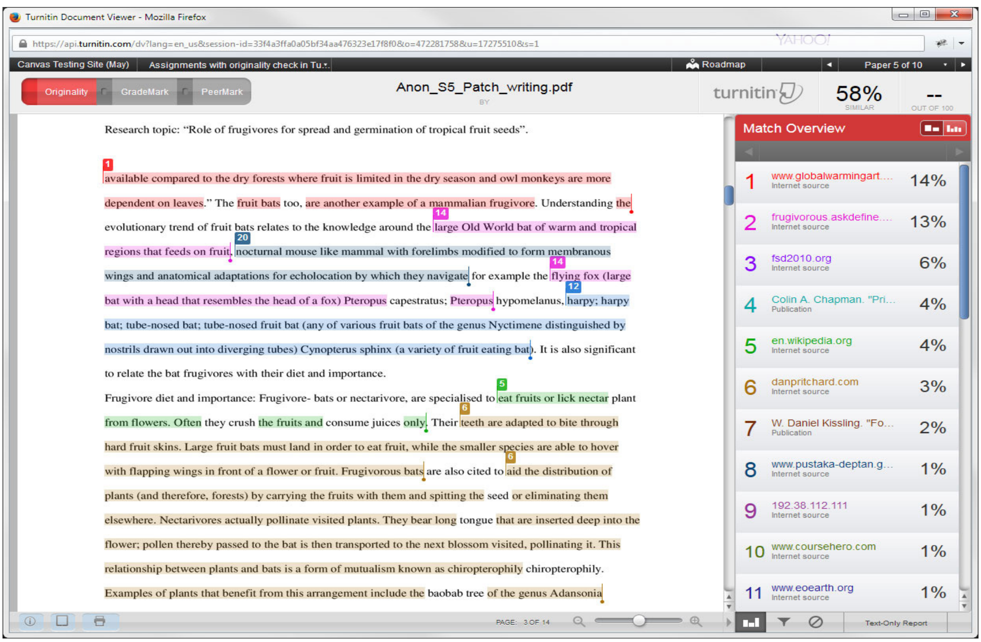

Figure 17: Originality report

The matched or similar text is shown in a more extensive section on the left of the report. The right side shows feedback and includes the option of adding a QuickMark or a comment. A breakdown of every matched or similar passage is shown in the right-hand column. This shows the title of the matching source, the type of source, the submitting student (if a student paper), and when the source was last accessed. All of this information is useful in helping to assess the originality of a paper. For example, a high similarity index for a considerable source might indicate that a paper could be primarily composed of quoted material. The information in the column on the right is associated with the bottom match in the larger area on the left. By selecting the game itself, the view of the matched passage in the larger (left side) view of the report will change to show the text associated with the selection. This can be helpful if there are multiple matches to be reviewed. This way, the whole report can be navigated using the list on the right, moving from one match to the next. However, it should be noted that a successful paper will investigate the matches and similarity and move from the percentage of possible similarity down to 0%. This means that the highlighted passages in the report will diminish. As always, seeking feedback and further guidance from an instructor when investigating the information provided in the report is recommended.

5.2. Feedback Studio

When a submission is made to Turnitin, it is processed by the Feedback Studio. The similarity report is generated first, and then the document is made available in Feedback Studio for the instructor. The instructor will see the document in Feedback Studio and the similarity report. On the right side is a search bar for looking up sources. The controls for matching or excluding sources can be found there. Also, layers of information can be added through the buttons provided. For example, instructors may toggle the display of different highlights, such as the matches between the student submission and the Turnitin paper repository or between the student submission and internet sources. On the left-hand side, the paper is displayed. If the paper is long, a table of contents will be available for the instructor to find the different sections quickly. Instructors may give feedback through speech bubbles, a highlighter, or the comment list. They may provide general comments on the whole paper or leave comments on specific parts of the paper. When they finish marking, they may provide feedback to the student through GradeMark. This is a pretty handy function for marking because all the matches, feedback and comments from Feedback Studio and GradeMark will be linked together, and students may find them in a collection as a general comment (Faryabi et al., 2024) (Koonce et al.2023) (Fletcher, 2022).

5.3. GradeMark

GradeMark is an integrated feature in Feedback Studio that allows instructors to grade student papers directly within Turnitin, either by marking the paper or using rubrics. When the instructor has finished marking a paper and set a date for the feedback release, students will receive an email notification to access their marked papers through their class portfolio. This is where students can see all of the feedback and marks the instructor has given. They can also access any rubrics the instructor may have used when marking work through GradeMark. This provides easy viewing and access between the feedback left and the final marks given. Instructors can also use Turnitin's standard or custom mark-up tools to provide comments throughout the body of the paper by using the drag-and-drop icon in the QuickMark manager, located under the mark tools list. This allows for quick access to a specific comment and its standard mark, further speeding up the process of marking work using GradeMark. Also, well-planned and constructed audio feedback can be more effective than written comments in helping students enact change in their subsequent work. With GradeMark, you can record and insert comments directly onto the paper. This allows the student to listen and work through your comments as if you were there with them. Students can also consider all of your verbal feedback before either accepting and applying your suggestions or choosing to ignore your advice (Cavazos et al., 2022) (Karagoz, 2022) (Bruce and Stakounis2021). This feature is presented under the third icon from the top after selecting the speech bubble. By clicking that icon, users can begin recording audio directly into the document and place it within the paper at the location of their choice. Once recorded, the audio symbol will appear to indicate where it has been inserted as a comment.

5.4. PeerMark

PeerMark is a tool integrated into Turnitin that facilitates peer review between students. It allows students to read, review, and evaluate papers submitted by their classmates. By doing so, students can read other students' work and see how it is scored. They can also give feedback to help improve others' papers. In return, they can also receive peer feedback on their papers. It is a great way to engage students in the writing and peer review process and foster learning. As with GradeMark, you can access PeerMark from the assignment inbox. Then, you will see a list of papers and papers in progress on the left-hand side and an option to either write your paper to submit or to read and annotate on the right-hand side. After the submission due date, you can read papers and assignments if you are assigned for review. First, click the title of the parameter to read the paper. Then, you will be asked to select a template from the PeerMark Assignment list that you want to use to review this paper. If there is only one template, the system will start checking for your paper about the assignment and automatically launch PeerMark. You will be shown a paper on the left-hand side and the reviewing tool on the right. All the questions and the peer reviews written on this paper will be shown on the right. You can select any question in the feedback and view others' custom questions if there are any (Singh & Williams, 2021) (Shah, 2022) (Alexander, 2023) (Magalhães et al., 2020). Then click the submit button if you find all the works are completed. Note that the answers and content are saved automatically. Also, the comments that are reviewed are always anonymous. Students' names are only visible to classmates after they have reviewed the paper they submitted. However, instructors can always associate the reviews with the reviewers. Students will then be able to see the feedback from their peers before the instructor releases the final marks and comments. Also, a peer mark distribution report is available for each paper in the PeerMark section of the assignment inbox, which will show how many reviews are in each quarter of the scoring range.

6. Academic Integrity and Plagiarism

When a scholar attempts to misrepresent their efforts as the result of continuous work, the essence of the academic spirit is violated. A transient effort placed forth with the aid of the scholar, even a top-notch one strewn with probable originality, is not always sufficiently superb and systematic in contrast to a persistent and concentrated endeavour. Though this thought might also appear superficial, giving an appearance to phrases and terms that show up with fantastic frequency in works which have little or no to do with the scholar's real course of study may frequently produce the semblance of weighty research. Academic integrity is the foundational tenet of the world academic community and is first-rate to which students, faculty members, and administrators alike are to aspire. Plagiarism, besides the moral issue, can also be a legal issue. It is the practice of taking another person's work and passing them off as one's own. This is a severe offence in academia and the professional world. There can also be excessive consequences if a scholar is determined guilty of plagiarism in the college, such as a failing grade or even removal in the gravest cases. The guide will describe plagiarism as to its meaning, explain the penalties of plagiarism with the resource of advising the scholar of the possible consequences of a plagiarism charge and grant pointers on how to avoid it. So, what does plagiarism distinguish your academic work from any variety of work? Considered plagiarism may also be known as 'intellectual theft'. It means producing new work or finding things that your explanation and new ideas may inspire. Ok, I assume the phrase 'intellectual theft' is more vital to understand (Memon & Mavrinac, 2020) (Bielska & Rutkowski, 2022) (Muluk et al., 2021). This is because, let's say, perhaps the scholar of a course adds little information to the research. Most of the time, he is going to use it for the generation of the exams. So, if they are getting plagiarism. They may also be punished as a result.

6.1. Understanding Plagiarism

Studies reveal that the following are commonly reported reasons why academic plagiarism takes place across higher learning institutions: unfocused, disorganized work habits, poor time management, the inability to juggle heavy course loads, dealing with procrastination for intimidating projects, lack of understanding when to document information and misunderstanding on what information must be documented. However, none of these reasons are legitimate excuses for plagiarism when it is discovered. If a student is caught, the repercussions can typically lead to a major drop in grade, suspension from the institution for a specific period, loss of all academic credit in the class the paper was written for, or even academic expulsion. These repercussions are typically included in a detailed academic integrity policy by a higher learning institution, like colleges and universities.

Knowing how to define and avoid plagiarism is essential no matter what kind of work you are doing - in class, at a job, or even in everyday life. Most people understand that it is wrong to plagiarize and know that precise citations are needed to prevent plagiarism. In this digital age, with so many sources of information available at our fingertips, it's becoming harder and harder to control the temptation to plagiarize from overcoming the power of original creation. This might be why plagiarism is so common across the globe (Farahian et al., 2022) (Memon & Mavrinac, 2020).

In general, if the origin of the creation is protected under applicable copyright laws, plagiarism is a legal issue that may be brought to court. There are many different kinds of plagiarism. These include copying words or ideas from someone else without giving credit, failing to put a quotation in quotation marks, providing incorrect information about the source of a quotation, changing words but copying the sentence structure of a source without giving credit, copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not, and also failing to give credit for something that is commonly known, such as folklore.

Plagiarism is the act of presenting someone else's work as your own. This "someone else's work" can mean visual images, art, literature, academic writing, and other forms of creative expression. According to the Merriam-Webster Online Dictionary, to "plagiarize" means to steal and pass off the ideas or words of another as one's own, to use another's production without crediting the source, or to commit literary theft. It's important to understand that plagiarism is a grave offence in academic and professional settings and the legal context.

6.2. Consequences of Plagiarism

Students who commit an act of academic dishonesty, such as plagiarism, face serious consequences. First, students could receive a 0 on an assignment, paper, or project on which they had cheated. This can have a significant negative impact on their overall grade. Students might face suspension if a first or second offense is detected. Such a punishment can have several adverse effects on a student. For example, a suspended student might not only lose the ability to earn credit for their work but also lose their privileges as a school student, such as participating in sports, band, or dance.

Additionally, being suspended goes on a student's permanent record and is something colleges or future employers might see. If the offence is particularly severe, or if a given student has a pattern of multiple crimes, the consequences can be as severe as expulsion (Zheng, 2021) (Moodley and Nhavoto2022) (Hattie et al., 2021). Students who are expelled no longer have the ability to attend that particular school. This means that not only do they lose the opportunity to continue learning in that environment, but they also must permanently transfer to another school, explaining the reasons for their expulsion at every prospective institution to which they apply. Given these highly severe consequences, it is essential for students to understand what counts as plagiarism and to avoid it at all costs. It is also necessary for instructors to define their expectations clearly and to teach students the skills and habits which can prevent plagiarism in the first place.

6.3. Tips for Avoiding Plagiarism

Concretely, one can avoid plagiarism by keeping track of the sources you are using. As you read an article, jot down key points and the bibliographic information; it will help you position the article in your research later. Furthermore, make it a habit to highlight any material you intend to quote. You should never copy more than two words in a row from a source. Always use the proper citation format for direct quotes, even those only 1-2 sentences long. Paraphrase when you can! If you are taking an idea from a source and putting it into your own words, you only need to cite the idea's source. Lastly, avoiding plagiarism requires knowing how to integrate sources properly. Start a sentence with your own words; then, put the author's name, followed by the year of publication, and then put the page number in parentheses at the end. When using Turnitin, head to the assignment inbox, where you will select the "new assignment" button. From there, you will walk through the steps to create a new assignment, and it will eventually ask you to confirm your settings and submit it. Once the assignment is submitted to your instructor and the due date has passed, you can then review the digital receipt (Huang & Tan, 2023) (Menick et al., 2022) (Eldh et al., 2020). The digital receipt includes the full submitted text, the file title, the submission titles, a list of the represented sources, and the text's "similarity index." When writing a paper, it's important to use in-text citations as well; make sure the work or information you are using comes from the source you are citing, and do this within the body of the paper every time one of your sources appears. A bibliography is a list of all the sources you looked at or consulted during your research, and these should not just be books - websites, magazines, newspapers, publications, all forms of resources should be included.

7. Turnitin for Instructors

When you create a new assignment and choose Turnitin, the first step is to complete the assignment and Turnitin settings. Begin by selecting the type of assignment, the source by which the assignments will be submitted, the dates that the assignment will be available to learners, and the number of marks as you usually would when creating a new assignment. Then, you can choose to use the standard Moodle online text submission, where learners have to type their submission into a text box on the assignment page, or you can choose to use the Turnitin submission points. When this is selected, extra options will appear, allowing you to select whether to use it for formative or summative assessments, whether to show the results to learners, and whether you want to use the Turnitin peer assessment tool. After you have set up the assignment settings, you need to scroll down to the 'Turnitin submission settings' section, where you can choose the specific settings you want for the different parts of the Turnitin tool. You then might want to skip and return to the 'optional settings' as there are many settings you may wish to revisit once the assignment has been set up. When you're ready to proceed, click 'submit', and the assignment will be set up. All good. The next thing to do is to wait a short period, usually no more than an hour, for the first originality report to be generated (Feng & Savani, 2020) (Chen et al., 2020). However, it is usually worth creating a quick dummy submission, a simple test file if practical, and submitting it to the Turnitin system to ensure the connection between Moodle and Turnitin has been working correctly. This can help ensure that errors, such as a learner not being able to submit to the Turnitin system, are identified and sorted out before the deadline. If something isn't working correctly, don't leave it till the last minute to try and sort it out. Also, if you're having issues where submitted elements to Turnitin didn't successfully create a report, most of the time, the learners have submitted in an incorrect file format.

7.1. Setting Up Assignments

Under section 7.1, "Setting Up Assignments", Turnitin for Instructors, the first step is opening a web browser and navigating to the Turnitin website. By this time, I would assume that you already have a Turnitin staff instructor account. Getting a staff instructor account requires signing up for an account, filling out a form and receiving approval from a Turnitin account representative, which can take a few days. If you have not done that yet, you may want to navigate to the Turnitin website and create a new account or contact your local Turnitin administrator or your institution's Turnitin account representative for further information. Once logged in, instead of going to the "student paper repository", select the "enrol in class" option under the "add a class" section. And then select "standard paper repository". After that, you must put in a class ID and enrollment key. Your class ID is a number that uniquely identifies your class, and the enrollment key is a case-sensitive alphanumeric password that students will use to enrol in your class (Wigtil, 2022) (Ananda et al., 2023). See figure 18.

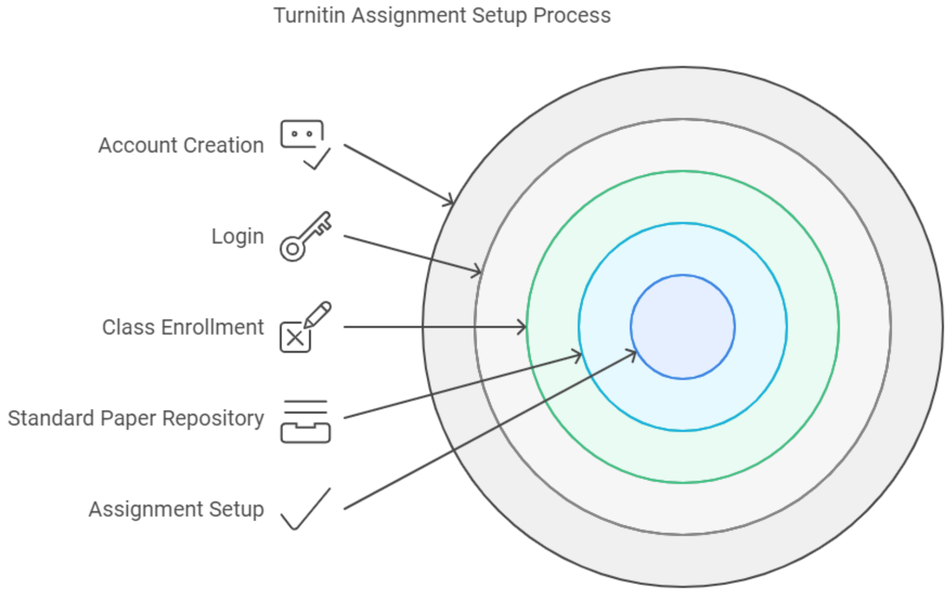

Figure 18.

Both of these are provided when you create a new class and can be found or changed at any time by going to your class home page and clicking the "edit class" button. Click "submit", and your class is created. By this time, if you click on that class, you will see a paper assignment inbox for you to manage your students' submissions throughout the semester, as well as any similarity matches papers found by Turnitin's paper matching function. If you have already created a class, select the class for which you want to change the settings. You will need to know how to submit your paper to Turnitin's paper repository (Usman et al., 2021) (Purba2021). There are currently two methods. The first is by the paper assignment inbox on your class homepage, and the second is by the "submit a paper" option under "submit" in the task bar or under "enrolled classes" after you select a class from the list. As the first method would only allow you to submit papers on behalf of your students, we will only look at the second method in this part. I will discuss submitting documents using the first method later in my instruction. So, we should drag the file or files you want to submit from your computer directly to the file area. It's straightforward. Then, the file submitting interface will pop up, and you can enter the author, you, and the assignment.

7.2. Grading and Providing Feedback

- After the submission has been opened in the document viewer, various feedback functions and tools will be available. For example, you can add overall feedback in the general comments layer, add a quick mark or text comment, use the feedback bubble or highlight tools, or use a custom rubric if one has been created and attached to the assignment. You can also add voice comments, which can be used to offer more detailed verbal feedback. These different feedback methods allow for a personalised and detailed approach to feedback on each assignment, ideally supporting the student in making progress and improving their work. The ability to add different layers of feedback on top of student work, as offered in the document viewer, is a critical feature that makes electronic feedback efficient and effective.

- Each student's paper can be opened using the document viewer by clicking on the title of their submission. The document viewer will open with the digital receipt information in the feedback studio. This will include the student's name, the title of their submission, the file they have submitted, and the date they submitted it. The date and time of the upload and the word count of the submission will also be displayed in the digital receipt.

- In the grading overview, all the students in the class will be displayed in a list with the submission title, the similarity index, the date and time the submission was displayed under their name, and information about the feedback tools used.

- Click on the 'pencil' icon (grade button) in the similarity column of the assignment inbox to start grading.

- Access the class that you need to grade. From the instructor homepage, locate the class name and click on the name of the class to enter the class homepage. You will then see a list of the assignments set up. Select the relevant assignment from the list to start grading.

7.3. Customizing Settings and Preferences

On the settings and preferences page, you can choose which optional settings you want to make available to students when submitting their papers. Click the on or off button next to each setting, which will change. Submission settings are available for an entire class and individual assignments. If you teach multiple courses, you can have different settings for each. To set class-level settings, click on the class name on the right-hand side of the page under "settings". If you would like to change settings for individual papers within that class, select a specific assignment from the list and click "settings" next to the name of the assignment. Once you have changed settings and are happy with the options for student submissions, click the submit button at the bottom of the page. When you create the paper, you can set the advanced assignment options that include a start date, due date, post date, and grade scale. To do this, click the pencil icon next to the assignment name and change the dates under the "participation and grade" heading. Remember that a student user paper controls the file type and size for a student's submission (Marougkas et al., 2024) (Nilholm, 2021) (Oliveira et al., 2021).

This means that although the options are set to disallow students from submitting files other than those created in a readable format, there may be instances where students have problems due to how their documents were initially created. Text-only and Microsoft email formats allow file submissions, but students cannot submit an Apple Works document or upload a file directly from Microsoft Works. Also, until someone invents a file compression program that makes papers smaller but still easily readable, you should tell your students not to use a compressed file. Files can be up to 40MB in size and 400 pages, but your assignments can be as small as one page if required. Turnitin does support several different file types, including Microsoft Word, WordPerfect, PostScript, PDF, HTML, PSP, RTF, Plain text (TXT), Word 2007 (DOCX), FMPHTM, Fahrenheit Flexway (MUS), and Blackboard zip files which contain any combination of the above file types - suitable if students are submitting some drafts at once.

On the other hand, sometimes students submit a file type that is not listed, for example, an earlier version of Microsoft Word. This will be allowed, and Turnitin will attempt to convert the file into a compatible format. Students cannot currently upload a folder of documents, so only single-file submissions are allowed. Folders or directories containing multiple files or subdirectories cannot be uploaded. If a student has been saving their working process by including previous drafts in a working directory, only one file will be submitted to Turnitin (Laflen, 2023).

7.4. Integration with Learning Management Systems

I want to explain some aspects of integrating Turnitin with Learning Management Systems. Turnitin has special features integrated with well-known Learning Management Systems (LMSs) like Moodle, Blackboard, or Canvas. For example, there is a similarity report generator LTI tool. What is LTI? LTI stands for "Learning Tool Interoperability." It is a standard developed by the IMS Global Learning Consortium that allows third-party systems to be integrated with LMSs like Moodle. When we say something is LTI compatible, it can be easily integrated with any LMS using the LTI standard. So, what does this similarity report generator do? If this Turnitin feature and your administrator's support of your LMS have been integrated correctly, instructors can create a tool link for the similarity report. When a student submits their work to a Turnitin assignment, instead of waiting for the date when the similarity report is ready or going to the module and checking the similarity report, students can access it instantly by clicking the tool link and choosing the similarity report generator - a unique Java tool developed by Turnitin (Moodley and Nhavoto2022) (Jacobs, 2023) (Talaue, 2023). See figure 19.

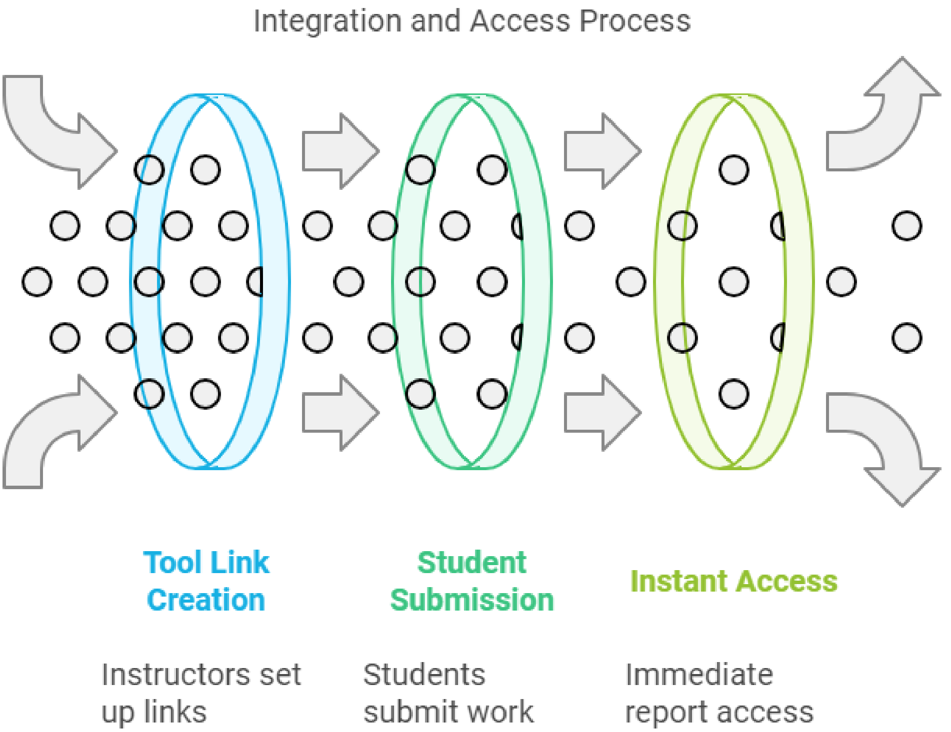

Figure 19.

While the students can only get an indication of the similarity by the originality score, instructors can also access the full report directly via the link that the tool will produce. What is more, Grademark is available within the assignment as a tool, and of course, you can do this setting when you create a new Turnitin assignment. Also, whenever you submit work to Turnitin, which is LMS enabled, the Grademark feedback links will locate your submissions in the right place in the document. In this way, feedback from Grademark can be instant and much more accurate because it will appear together with the originality report if you choose to show it. Turnitin empowers students to create original work, facilitates interdisciplinary collaboration, and advances knowledge. Fostering Academic Integrity Turnitin is an effective tool to support students' academic work by encouraging original writing and proper citation. It can also help to detect any possible plagiarism in the draft, guide effective feedback to students, and assist decision-making in the prevention of academic misconduct (Ismail & Jabri, 2023) (Mtshali, 2021) (Zheng, 2021). Because submitting work to Turnitin has become a standard practice used by instructors and students, it serves as a helpful connection and mutual facilitation of constructive teaching and learning in higher education.

8. Turnitin for Students

Another critical benefit of Turnitin is its extensive database, which students can use to review and improve their academic work. When students submit their work to Turnitin, it is compared to the existing academic database. This database contains previous submissions from every student in every class that uses the service and a comprehensive collection of academic, professional, and web content of millions of pages. When Turnitin identifies an area of text in a student's work that matches something in the database, the student is informed of this via the similarity score in any originality report generated. Using this feedback, students can identify areas for improvement in their writing and their understanding of their subject. They can produce better work as part of their current assignment and enhance their knowledge and skills for future assessments. Using Turnitin as a resource to inform and develop their academic work, students take the first step in learning actively from resources - a fundamental principle of academic integrity. In addition to submitting individual assignments, students can use the Research and Citations tool in Turnitin to help review their work and ensure they have properly acknowledged and cited any sources they have referred to. This tool is designed to help students with submitting work that utilizes any third-party resources by walking them through the process of conducting research, creating a well-structured, evidence-based argument, and accurately citing where necessary (Alua et al.2023) (Mtshali, 2021) (Zheng, 2021). It enhances students' understanding of acknowledging and citing their sources, providing helpful and immediate feedback to guide them through the academic writing process. See figure 20.

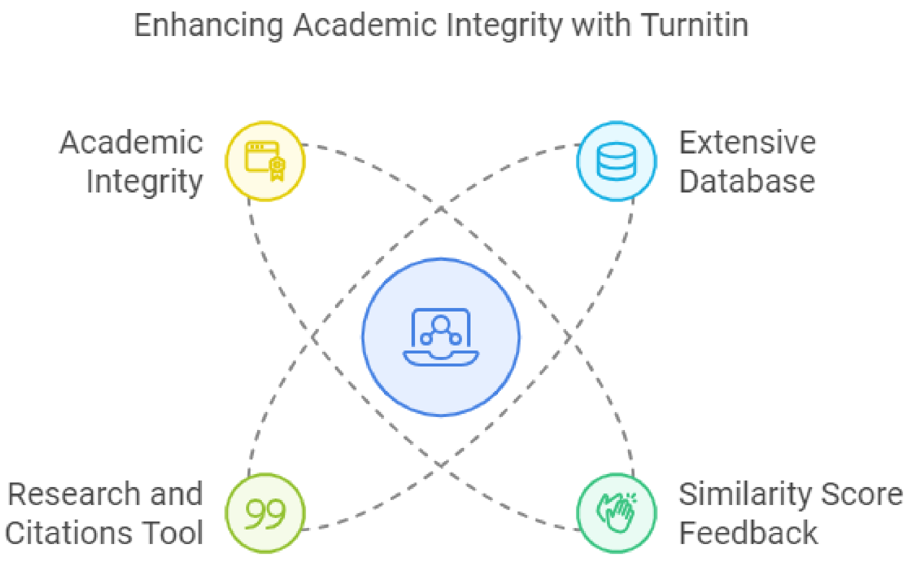

Figure 20.

By doing this, students can develop essential study and independent learning skills that will serve them well for the rest of their academic careers and as long-standing professionals in their field after graduation. Well, of course! It allows for straightforward error checking and will streamline the process immensely. It's a fantastic software with spill-over benefits for instructors and students. I'm sure that just designing the classes will be much better now that we don't have to wade through hordes of emails about my referencing style or how many words I'm over. Every day's a school day! This last point is crucial. Many features of Turnitin are designed to facilitate a student's learning and continued progress, not just academically but personally. From the early practice of regularly saving and noting the submission information and digital receipt to creating better working habits in producing drafts and receiving feedback, Turnitin has the potential to shape a student's continued development (Chaudhry et al.2023) (Perkins et al., 2023) (Susanto et al.2022). Rather than simply being a linchpin of the academic staff's strategy to deter and combat plagiarism, Turnitin should also be at the forefront of teaching and learning initiatives for students. By encouraging students to use and engage with the service and interpret the findings in an originality report, it can become the educational tool intended to be.

8.1. Submitting Assignments

When you are ready to submit your paper on Turnitin, you must log in and navigate to the class you want to submit. Then click on the 'Submit Paper' icon to start the process. A new window will open, prompting you to enter a submission title and, if applicable, a description. You will also need to confirm the upload from this window. When this is done, you will see a new window that shows your submission information and a digital receipt. Reviewing your submission information and digital receipt to ensure you have submitted the correct file before leaving the page is essential. Turnitin will consider the latest submission before the due date and time; earlier submissions will be overwritten. Always remember to check the folder to make sure that your document has been submitted. And that's it; you have successfully submitted your paper! Now, let's look at the various elements of the submission information window. First, locate the digital receipt. See figure 21.

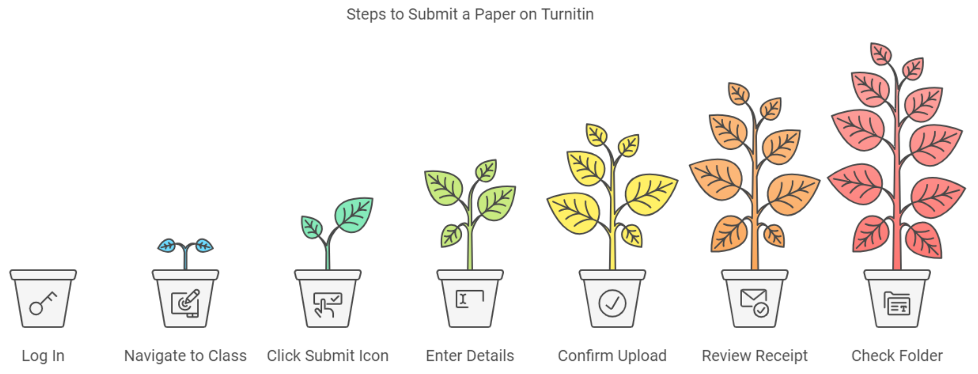

Figure 21.

This digital receipt confirms your submission and is proof of the information sent. Click on the printer icon to print or save a digital receipt. You can click anywhere else on the receipt, and the full details of the receipt will be expanded. This will show information such as the assignment title, the file that was submitted, the date and time of the submission, and the word count (Jiang and Huang2022) (Bernius et al., 2022) (Hatos et al., 2021). Other information may also be visible depending on the features activated by your lecturer. The submission information window also shows various details of your submission, including the submission title and information about metadata and word count. The window also gives you the option of overwriting the submission; if you choose to overwrite, Turnitin will replace this submitted paper with the following submission, which you can check by clicking the 'choose a file to upload' box. Remember that instructors can include or remove information on digital receipts for students, so your receipt may not look identical to the one in the demonstration above. Look at the submission details, and then click on the x in the window's top right corner to close it. This will return you to your class homepage. Now that your submission has been completed, the submitted paper icon will turn grey to colour to indicate a successful submission. And there you have it! This is an overview of the submission process from start to finish. I hope you have found the information in this video helpful - for more task-specific guidance, check out the other help videos on our YouTube channel.

8.2. Interpreting Similarity Reports

The similarity report is the result of a comparison between the text of the submitted paper and the sources deposited in Turnitin's database. It provides an originality report, highlighting the percentage of the submitted paper that matches the content of the existing documents. However, a high rate in the originality report does not necessarily indicate plagiarism. The student has to check the report by himself to find out where the matches are. On the submitted paper, the matches from the databases will be highlighted. On the left of the text, a column with overlapping coloured blocks will appear. Each block represents the area of the text that has a matching source. Placing the cursor on the block will show information about the source. However, this does not replace the need to review the full originality report in detail. On the right of the text, there will be a list of the matching source(s). The student can click on any source to bring up the full details. The full originality report will show the text of the matching source, including the author's information, the source's type, etc.

Students are reminded not to submit their academic works to Turnitin with their names on them. This is because the contents of the assignments will be used to create the database for similarity analysis in the future. Admirably, Turnitin respects the copyright of the assignments. It will never share the reports that include students' work. But students have the responsibility to ensure their works are not revealed to the public (Nachatar and Chowdhury2021) (Wigtil 2022) (Brickhill et al. 2024). They should not forget to tick the confirmation statement against the copyright declaration on the electronic coursework submission form. Also, students may suggest the module coordinator or the academic department apply for copyright approval so that the department can maintain a private copy of the report for further analysis in the future. Students should approach Turnitin Support for advice if a copyright issue of their work is raised by any third-party. See Figure 22

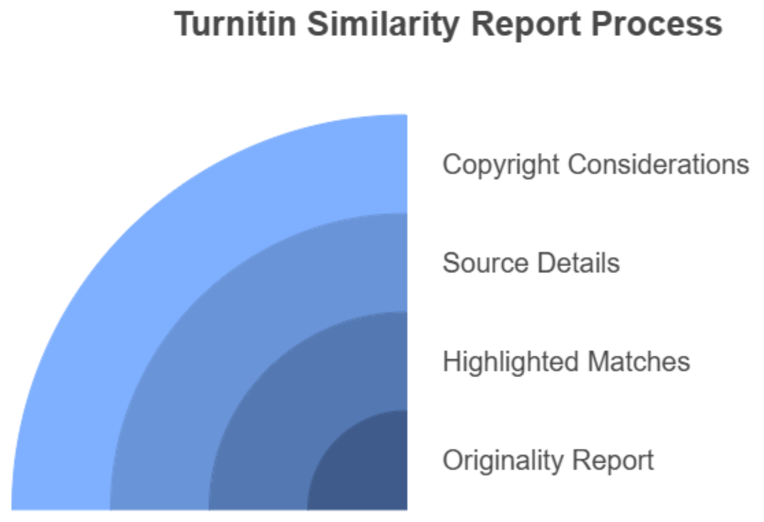

Figure22

8.3. Accessing Instructor Feedback

By submitting the paper and receiving the results, accessing the instructor's feedback will require a new method. After the assignment's due date, the students can access the feedback the instructor has left. The students need to find the same assignment that they have already submitted and then click on the assignment title. When the student clicks on the assignment title, the student can see the feedback in the new window. The right-hand side will show the input. The students have to click on the different icons on the left-hand side to see the feedback. For example, by clicking on the pencil, the comments from the instructor will be shown. If the instructor provides the overall general comments, the comments will be displayed in a different balloon. If the instructor comments on the rubrics, the students can view them once they click the rubric. The comments will be displayed on the right-hand side. The students can revise the paper and resubmit the paper before the assignment is due (Graham et al., 2022) (Gyamfi et al., 2022) (Joseph et al., 2020) (Pui et al., 2021). However, the instructor has to re-grade the resubmitted assignment, and the students will only get a new grade after the instructor has finished grading the assignment. Also, the student has to ensure they resubmit the correct assignment. The former and resubmitted papers will be in different colours in the feedback.

8.4. Using Turnitin as a Learning Tool

Another critical feature of Turnitin that the guide highlights revolves around using it as a learning tool. When students submit a document to Turnitin through their Canvas account, they must first accept an End User License Agreement (EULA) explaining how the work will be utilized. This prompt will only appear when the student submits an assignment to Turnitin. The guide promotes submitting "draft" papers to Turnitin until the student is comfortable with the originality of the report. Doing so allows students to verify proper citation and originality before submitting the final document. The student can submit a better final product by checking their originality report and using it as a tool for feedback. The guide recommends that if a student makes an error in the citation, quotations, or originality, they should carefully read the Similarity Report to see what they can learn (Olsen & Hunnes, 2024) (Vandermeulen et al., 2020) (Jiang & Yu 2022). By looking at the matches that Turnitin has found and investigating how to attribute the work correctly, students can usually resolve issues of improper citation. As a measure of the benefits of using Turnitin as a learning tool, the guide explains that students can engage in peer review by using Turnitin to evaluate the Originality Reports of their classmates. The Originality Report is part of the overall Similarity Report - a suite of tools and features that Turnitin provides to support academic integrity and student success. By evaluating the Originality Report, the guide suggests that students can begin to assess work independently and spot areas for improvement - ultimately cultivating skills in source analysis, critical thinking, and the ethical use of information. The guide overall suggests that using Turnitin in these ways can help students build confidence in their writing, provide a helpful "second set of eyes" on any mistakes or omissions in citing sources, and lead to a better understanding of how to attribute sources and avoid any issues of academic integrity.

Questions and Answers

1. **Q: What is the first step in the file submission process to Turnitin?**
   - A: The first step is creating an account on the Turnitin platform.
2. **Q: How can a student access the Turnitin platform to submit a document?**
   - A: Access the Turnitin platform through the link provided by their educational institution or directly on the Turnitin website.
3. **Q: What types of files are supported for submission to Turnitin?**
   - A: Turnitin supports various file types, including Microsoft Word, PowerPoint, PDF, and more.
4. **Q: Can a maximum file size be uploaded to Turnitin?**
   - A: There is a maximum file size limit, typically around 40 MB.
5. **Q: Can compressed files be uploaded for submission on Turnitin?**
   - A: No, compressed files need to be decompressed before submission.
6. **Q: What is a Digital Receipt in the context of Turnitin submissions?**
   - A: A Digital Receipt is confirmation of your submission, including details like the submission ID and the time/date.
7. **Q: Why is the Submission ID necessary?**
   - A: The Submission ID is crucial for tracking and referencing your submission if any issues arise.
8. **Q: How can a student retrieve their Digital Receipt after submission?**
   - A: The Digital Receipt can be retrieved from the submission history or via email confirmation.

9. **Q: What common issues might students face when submitting files to Turnitin?**
   - A: Issues may include file type incompatibility, exceeding the maximum file size, or submission timeout errors.
10. **Q: How can a student address an error message during submission?**
    - A: Follow the instructions in the error message or consult the Turnitin help resources.
11. **Q: What is a Similarity Report in Turnitin?**
    - A: It is a report generated by Turnitin that shows the percentage of text in the submitted document that matches sources in the Turnitin database.
12. **Q: Can students access feedback provided by instructors through Turnitin?**
    - A: Students can access instructor feedback through the Feedback Studio feature in Turnitin.
13. **Q: What is GradeMark in Turnitin?**
    - A: GradeMark is a tool within Turnitin that allows instructors to leave digital comments and grades on student submissions.
14. **Q: What is the purpose of the PeerMark feature in Turnitin?**
    - A: PeerMark enables peer-to-peer review and feedback on submissions within a class.
15. **Q: How does Turnitin help understand plagiarism?**
    - A: It provides resources and reports highlighting potential plagiarism, helping students understand how to attribute sources correctly.
16. **Q: What tips does the guide provide for avoiding plagiarism?**
    - A: Tips include correctly citing all sources, paraphrasing effectively, and understanding the rules of academic integrity.

17. **Q: How can Turnitin be integrated into Learning Management Systems?**
    - A: Turnitin offers integration options with various LMS platforms, enabling direct assignment creation and submission.
18. **Q: How can students use Turnitin as a learning tool?**
    - A: By reviewing Similarity Reports and feedback to improve their writing skills and understanding of academic integrity.
19. **Q: What is the significance of the colour codes in Turnitin reports?**
    - A: Color codes represent different levels of similarity in the report, indicating potential areas for review or concern.
20. **Q: Can Turnitin detect all forms of plagiarism?**
    - A: While Turnitin is a powerful tool for detecting textual similarity, it may not detect all forms of plagiarism, such as ideas plagiarism or improperly paraphrased content without proper citation.

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CHAPTER

4

The Similarity Report: Understanding and Interpreting

This chapter delves into the core of Turnitin's functionality - the Similarity Report. It explains the significance of similarity index colour codes and how to interpret and evaluate these reports. The chapter empowers readers to assess similarity scores critically and use Turnitin's feedback constructively.

1. Introduction

The Similarity Report is a crucial product of Turnitin, a plagiarism detection system, and is often used as evidence in academic misconduct tribunals. This section of the essay will explain the key concepts, reasoning, and operation of the Similarity Report. Firstly, it is essential to understand what the report is. The essay will offer a detailed explanation of the meaning of the report through a step-by-step approach which dissects the purpose it serves in the evolution of a piece of academic work and, in particular, how students can use it innovatively to help improve and further develop their work. The necessity of submitting work to an educational analyst and the meaning of originality will be considered in some depth, allowing me to critically evaluate the importance of the Similarity Report as a deterrent to academic misconduct. Although Turnitin is widely used across the sector, many students may be unfamiliar with it, particularly those with academic qualifications below degree standard. As such, this section of the essay will illustrate what the actual software looks like to a user, all the elements of the report and the functions that students can use to help interpret and understand the information offered. I hope to provide a helpful breakdown of the critical aspects of the report, discussing both the Similarity Index and the different colours used to identify potential matches in submitted work. Also, online marking is becoming increasingly popular in my area of teaching. As such, the essay will explore the matches and mark overview page, discussing how academic colleagues can use the feedback generated by the Similarity Report more innovatively and immediately to offer specific and targeted feedback to students. Finally, several advanced business activities are discussed in the essay that students and tutors can use (Herbold et al., 2023) (Imran & Almusharraf, 2023). For example, the essay explores how sources of matches can be excluded from the report and how different versions of the report can be used when defining matching options. I hope this information will benefit those who are teaching and also those who are using the report for the first time.

1.1 Purpose of the Similarity Report

The purpose of the Turnitin Similarity Report is to help students identify where they need to reference and improve their academic writing and provide guidance to instructors on finding potential sources of any unoriginal content in student work. By learning how to interpret and act on the information in a report, students can take steps to avoid committing academic misconduct while also getting something useful out of the feedback that a report provides. Instructors and others who support academic writing, such as librarians, can use the information in the report and the interpretations and judgment to identify what additional support and guidance students may need. This might be in specific contexts, such as with particular assignments, or for students needing more general help developing academic writing skills. For example, information from a report might be helpful in the early identification of students who would benefit from additional activities that support academic integrity, such as special library sessions or skills development for academic writing. The Turnitin Similarity Report could also be seen as an aid to targeted and preventative educational initiatives to help students learn and develop their academic knowledge and skills.

1.2 Importance of Understanding the Report

The similarity report functions as both a learning and a teaching resource. This is the best place to begin understanding what it is and its usefulness. After recently writing and publishing an essay in linguistics, I used the Microsoft Word Turnitin plugin to check my essay against possible unintentional plagiarism. Specifically, the main aim of this report is to identify and textually demonstrate the potential instances of the improper use of textual materials. A clear and in-depth understanding of this systematic and detailed report, as it would be shown, embraces and dissects every section of the report. This, in turn, will be beneficial in identifying and interpreting the report. Most importantly, the writer and any other relevant third parties involved in the correction and amendments of the essay must take ample time to understand the report's content so that the correct information and deductions are made. While this previous section aims to introduce the importance of understanding the similarity report, its structure and the specific section dedicated to interpreting the percentages provided, this manuscript specifies the intended runs of each component in a report and what each section of the report aims to address. The following two paragraphs focus on giving a detailed account of the execution of the knowledge engendered from the analysis of the report, both in the individual project and in the general field (Dalglish et al.2020) (Husereau et al.2022) (Yıldırım et al. 2021). According to the colour codes and the percentage given, I could logically identify and provide recommendations for each type of match. For instance, the green match reflects that the text has no evidence of matching a source from the Turnitin databases. Workings of digital images were applied to show the different types of percentages on the report. This empowered me with transparency and a deep identification of all the percentages. I have attested that other writers unfamiliar with the procedures and how to interpret the report will give up in the middle or misinterpret the report.

2. Similarity Report Structure

The similarity report is divided into several sections to help you understand and interpret the report findings more quickly. This section provides an overview of the different sections of the report. First, at the beginning of the report, you will find the document information section. This section shows the title and author of the paper, the name of the paper repository, the upload date of the paper to the repository, the size of the paper, and the ID number for the submission in the repository. This information helps to provide context for the rest of the report and can be especially useful if you have submitted multiple drafts of your assignment. Next, the content summary section gives a high-level view of the matches found in the paper. Each match and its sources are listed, with hyperlinks to the paper location where the match was found. There are a few additional elements to a match in the content summary, but it states that the match is listed here. The content summary is helpful, mainly when combined with the match overview - it can provide a picture of the key matches in the paper and where they are located. Then, there is the match overview section. This section is more detailed than the content summary, as it lists all the matches and the individual sources for each match in a table. Each source is listed concerning a particular match, and it shows the student paper on the right side of the screen and the 'small content' source matching on the left. In the match overview, each source and the student paper are displayed similarly (Ziegenbalg et al.2022) (Boone et al.2022) (Adewole-Odeshi and Ezechukwu2020). The student paper is shown with the full content, whereas the source of matching is displayed as a 'small content' on the left of the screen. All matches are presented sequentially in the paper, and matched sources are listed in ascending order of match size. This means the more extensive sources on the left are the primary focused matches and are often easier to find in the student's paper. The information provided in the match overview can help you understand the matches and what sources they share similar text with. The match overview can be beneficial if you have a paper with a high overall similarity index, as it can help you understand where areas of the paper may have been found to have matches.

2.1 Overview of the Report Sections

Understanding and Interpreting is a guide that aims to understand the Similarity Report and its importance comprehensively. The report is divided into several sections, starting with an introduction that highlights the purpose and significance of the Similarity Report. The structure of the Similarity Report is explained in the second section, which includes an overview of its different sections. It also discusses the Similarity Index and its meaning, the colour codes used in the report and their significance. The third section focuses on interpreting the Similarity Index, with subsections that explain how to interpret percentage values, understand the sources of similarity, and analyze the match overview. The fourth section delves into the colour codes in detail, explaining the implications of green matches (acceptable similarity), yellow matches (potential areas of concern), orange matches (significant similarity), and red matches (high degree of similarity). The fifth section explores how to utilize the match breakdown by examining individual matches, identifying sources, reviewing matched text segments, and assessing the context of matches. Understanding exclusion settings is the focus of the sixth section, which explains the impact of excluded sources and provides guidance on managing exclusion settings. The seventh section discusses evaluating similarity reports, including factors to consider during evaluation, assessing the significance of matches, and determining the need for revision. The report concludes with a summary of critical points and emphasizes the importance of proper attribution in academic work.

2.2 Similarity Index and its Meaning

The similarity index is a percentage that reflects the proportion of similar text in the submitted document, which can also be found in other sources. The similarity index is given a matching colour when a similarity report is generated. The meaning of the different colours for the similarity index is explained, from blue to green to yellow to red. A range of potential similarity index values is given, showing the various percentage levels from the lowest to the highest. For example, a similarity index of 24% is lime green, which indicates that only 24% of the document's content is matching - and the matching content is only on three different coloured segments, which are used to indicate the density of the matching content. This is a colour section, which makes understanding the meaning of the similarity index more accessible and user-friendly. Students often benefit from a visual interpretation of their work, and the coloured displays they see help reinforce potential issues and achievements when matched with them. See Figure 23.

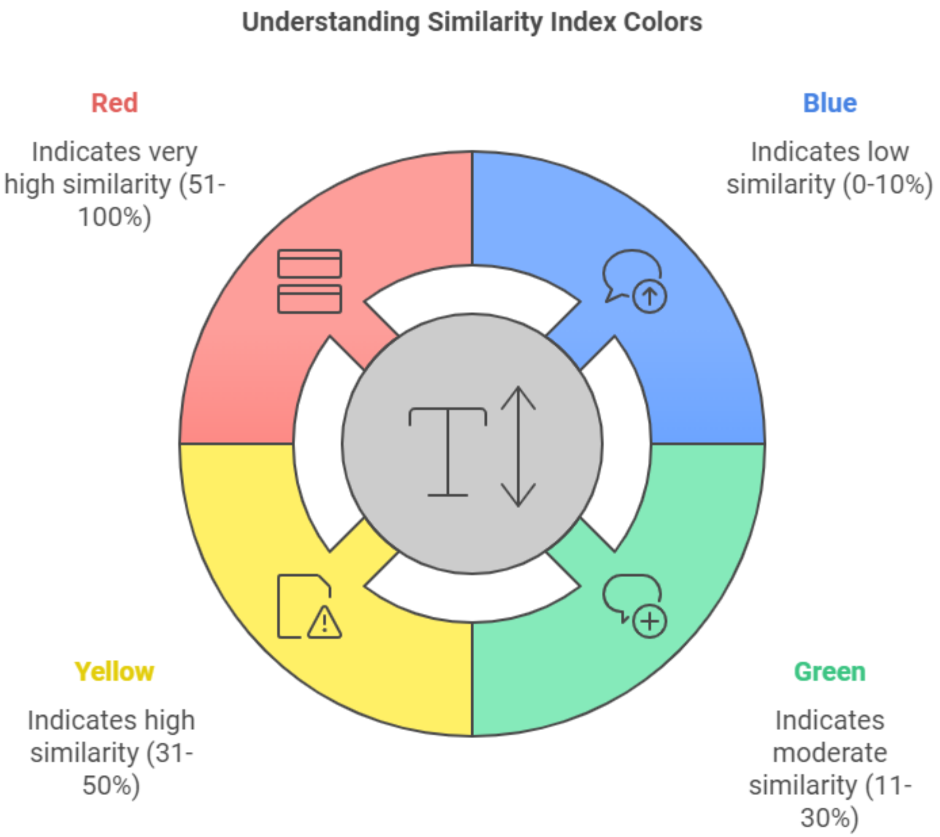

Figure 23.

The visual impact of the match overview and each match will help students identify where and how to concentrate their efforts and what they are doing well. Visual displays such as this enhance the academic value of the submission process and provide a suitable medium to model the level of understanding required for the standard expected in educational work. The ability to interpret the meaning of each colour segment and then apply the underpinning knowledge as part of the feedback and evaluation of the provisional findings of the similarity tool is a set of skills that can promote the learner's independence of the NILE. Learners are matched as individuals with discovery and development, and the processes of academic enquiry and practical intellectuality have been proposed as suitable vehicles to promote learner independence in higher education. It is true that those not used to learning and teaching in a higher education context may feel more comfortable with a 'transmission' model, where the material is presented to them, than with the requirements of an inquiring, discovery-led method. Through the use of the similarity tool and the different mediums like text and visualization to understand matches and potential issues, the idea of a transition into a more academically-focused mindset and independent practice may be achieved, enhancing the learning experience of every student that uses the technology (Müller et al.2024) (Ranjbarzadeh et al.2021) (Nawaz et al.2022).

2.3 Color Codes and Significance

Once the meaning of the Similarity Index is explained, the Similarity Report site colour code is shown and defined. Text inside the report is highlighted in different colours; each colour will reflect a similarity with a specific type. Report colours are not standardized and can change from one institution to another, from one college board to another, and from one version of the report to another. However, understanding what colours mean and how they are used is pretty standardized. Green solid means the match is 1-24 words. Green dashed means the match is 25+ words. Turquoise solid means the match is 1-24 words, and it is not all consecutive, and that means the match may be a human error, like a typing error, or maybe a well-cited or well-quoted phrase. Turquoise dashed means the match is 25+ words and is not all consecutive, and that again means the match may be a human error, like a typing error or a well-cited or well-quoted phrase. Yellow solid means the match is 1-24 words and not all consecutive, which means that a higher word count match may be a human error, like a typing error, or maybe a well-cited or well-quoted phrase. Yellow dashed means the match is 25+ words and not all consecutive, which means a higher word count match may be a human error, like a typing error, or a well-cited or well-quoted phrase. Orange solid means the match is 1-24 words with all consecutive words matching. Orange dashed means the match is 25+ words with all consecutive words matching. Red means the match is 100% (the whole submission). Red matches need interdepartmental discussion and possible consequences. Some departments require the educator to contact their chairperson if an orange or red match is noticed. Every colour has different weighing in the final decision if the match's status is evaluated (Matherly, 2020) (Raycraft et al., 2022) (Barbi et al., 2021).

Table 1: colour codes and their significance in Similarity Reports

Colour	Word Count Match	Consecutive Words	Implication
Green Solid	1-24	Yes	Match of 1-24 words.
Green Dashed	25+	Yes	Match of 25+ words.
Turquoise Solid	1-24	No	Non-consecutive may indicate human error or proper citation.
Turquoise Dashed	25+	No	Non-consecutive may indicate human error or proper citation.
Yellow Solid	1-24	No	Non-consecutive suggests potential human error or proper citation.
Yellow Dashed	25+	No	Non-consecutive suggests potential human error or proper citation.
Orange Solid	1-24	Yes	Consecutive suggests a higher level of similarity.
Orange Dashed	25+	Yes	Consecutive suggests a significant level of similarity.
Red	100% (Whole submission)	Yes	Requires academic review, potential severe consequences.

3. Interpreting the Similarity Index

The similarity index compares submitted assignments against an extensive database of academic content. When a submission is made to a Turnitin assignment, the similarity index is used by default. The similarity score is a percentage of the submitted work that matches sources in the Turnitin databases. When a similarity score is a high percentage value, it can indicate one of several possibilities. High content matching a high percentage could result from a few significant matches, a high number of small matches, or a combination of both. Low comparison of originality reports may result from the original work containing less than a minimum number of words, typically 20 words or a 50-word contiguous citation. Lower percentage values are generally more acceptable in a research paper, mainly when quotations have been used correctly, and a reference list is placed at the end of the paper. It is essential to check for double or single quotes around matches to identify quoted material correctly. For example, the instructor may specify that quotes are not permissible from the similarity report or are allowed up to a certain percentage. When exclusion options are applied to the assignment's current settings, a new similarity report may need to be generated to view the results of the exclusion options. The matches are recalculated based on the revised exclusion settings as exclusion options are applied. Students are given the ability to view the similarity index across instructor comments and any grade that was given to a paper they have submitted. However, the ability to filter comments and grade layers may significantly affect how the student views the instructor's feedback. For example, a student may turn off all the comments and view the overall mark before reviewing any of the instructor's comments (Morris et al., 2021) (Graham et al., 2021) (Cho et al., 2021) (Cwik & Singh, 2022). This could pose security issues when sharing feedback and marks in a public setting.

3.1 Interpreting Percentage Values

The interpretation of the similarity index is already complex enough, but the existence of the colour codes adds yet another layer of complication. When dealing with large sections of written material, deciding which sections to read in detail is often complicated. As you hover over the colour codes tooltip, you will see the description for the colour codes. The requirement to interpret every single colour code is a weakness. There is no clear way to isolate and exclude common phrasing; short phrases can appear anywhere. With a minor index score for your written work, this could mean your written material contains sections that closely match several sources. However, care does need to be taken. If a piece of work was split into several parts, a separate submission for each part was made, and each section showed only a low originality report index, this might appear to be acceptable and original work. See Figure 24.

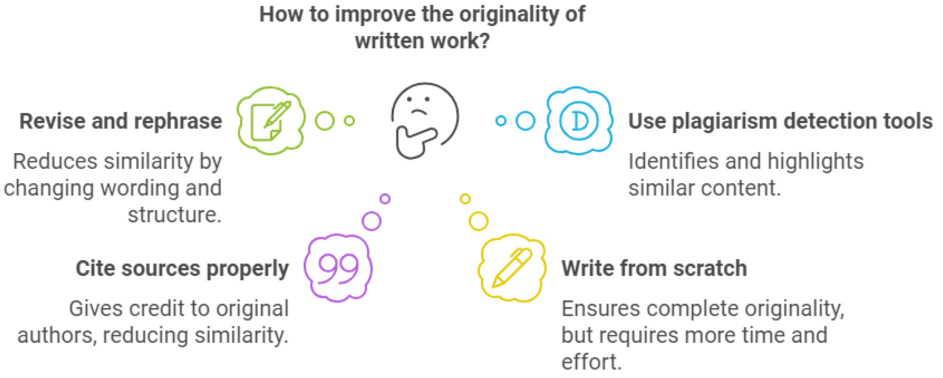

Figure 24

However, most of the submitted written material could closely match the same source, so investigation is warranted. Understanding the sources of similarity and the meaning of the similarity index and colour codes will help concerns about plagiarism and the potential originality report results. When interpreting the percentage of each colour in the report, it is essential to consider the commonality or rarity of those "matching phrases" in the subject area of the written material. For example, a science-based essay could contain many of the exact "common" scientific phrases as many other works in the field. This can lead to a slightly higher percentage match for sections of those write-similarities to internet sources, but it has been written by another student (O'Dea et al., 2021) (Domander et al., 2021) (Kling et al., 2021) (Collins et al.2020). On the other hand, large amounts of light and incidental matches would increase the volume of matches recorded for a particular write. The user can set a higher tolerance level for including these matches when generating a report.

3.2 Understanding the Sources of Similarity

Generally, the sources of similarity are divided into three categories: squarely, passing off, and copyright infringement. Text for which students do not give proper attribution, but still reference the author is considered "squarely" similar. This type of similarity, or "plain" copying from a source, occurs when the new work is based amply or entirely on a single existing source. The "passing off" category refers to instances where one person passes another person's work as their own. This is distinct from squarely similar work and implies some act of dishonesty by the author. Text in the public domain and can be used without permission is not counted as similar. However, if the source of public domain text is not given, this would be considered "squarely" similar. Also, it should be noted that the similarity of a particular source does not necessarily imply the same type of infringement as listed above. For example, a squarely similar work could still infringe the author's copyright if the author's work is copyrighted. Learning more about the different types of similarity has led to the development of sophisticated ways for computer scientists to analyze and diagnose this phenomenon in all sorts of media.

3.3 Analyzing the Match Overview

The match overview is categorized by colour and illustrates the density of matches throughout the document. A red track indicates a high degree of similarity, orange shows a medium degree, and green demonstrates an acceptable degree of similarity. Matches are plotted along the document and coloured based on the type of similarity they represent. To clarify, for example, a solid red line links a segment of matched text that represents a high degree of similarity to the matches in the match overview, and it is shaded red in the track pane. We can view the match overview and the distribution of these colours by clicking on the coloured bars in the match overview secondary toolbar. This would display matches for that colour only, allowing us to examine that particular level of similarity. The track changes colour, and additional tooltips remind us of what colour coding means, making it user-friendly. Also, the track bar of the match overview can drag the slider left or right, changing the colour threshold. Clicking an area of the match overview will change the whole track bar - so maybe another colour level will be considered the start of remarkable similarity if you prefer (Jonauskaite et al.2020) (Arnaud et al.2020) (Lum et al.2021). This is a helpful process because, for a document with large areas of green but then becomes amber, you can change the track bar to allow you to move only the best level of similarity. By doing this, the track pane and actual overtype of text in the document will also change so that the matches displayed show the selected level of similarity. This then allows us, as well as the person's tutor, to start to understand the types of matches that provide the most incredible total amount of similarity, which can move the process forward in terms of investigation (Zhang et al.2022) (Tabatabaian et al.2021) (Asokan et al.2020).

4. Color Codes in Detail

On the other hand, when a yellow highlight is used in the match overview of your Similarity Report, it has been identified as a potential area of concern. These are mostly seen as a way of flagging up areas of your work that could be looked at further rather than definite instances of plagiarism or poor academic practice. The yellow highlights are mainly used to identify regions of moderate similarity within the text that may have been appropriately cited as a subject of research or review. The colour yellow sometimes represents this similarity. Yellow can appear in any matched text on your originality report. Yellow matches may be used differently in your subject. Some tutors may suggest that you look at each instance of yellow to judge whether the suggestion is a valid area for concern. Alternatively, some tutors may focus on the overall % breakdown of the graded colours to give you an objective measure of similarity within the work. However, the most extreme cases of very high levels of similarity are sometimes represented by the colour red. See Figure 25.

Originality Reports

Color	Color Code	Indicator
Blue		0% - no matching text
Green		1-24% of matching text
Yellow		25-49% of matching text
Orange		50-74% of matching text
Red		75-100% of matching text

- These percentages show the similarity of text and ***NOT*** a measure to plagiarism

Figure 25: Turnitin Color Codes

The red highlights in your match overview report are the most severe examples of matching in your submitted text. (Zabel et al.2021) (Valliyodan et al.2021) (Liang et al.2023) This high degree of similarity is usually well more than anything that might be explained as a coincidence or a common phrase and is often a sign of direct or substantially near-verbatim copying from a source. Where red is seen, your tutor will likely review the specific matching instance, context, and individual matches included. This is because red matching can often relate to attempts to deceive an assessment - either through direct plagiarism or an apparent failure to understand what appropriate academic practice should look like.

In some cases, reports will show that a highlighted text area might appear in more than one colour. For example, the red highlight might represent a specific section but also contribute towards a higher % yellow area. In these cases, the severity of the higher match colour is usually taken as the most severe indicator of an area that needs further investigation. This is the same for instances of double or multi-colour matches in the same small area of text wherever they may appear in the work.

4.1 Green Matches: Acceptable Similarity

The following central section of the summary is "Color Codes in Detail", where different colour matches are explained individually. Green matches are presented as the first colour-coded section. The report explains that green matches indicate "acceptable similarity", and the section details and expands on this concept. Acceptable, or positive, similarity refers to the type of similarity often found in well-formulated and well-referenced work. Students must understand that it is not possible to incorporate other people's work into their own and that every sentence or phrase they borrow must be referenced. However, suppose a student demonstrates that they understand the particular work or concept and makes the idea their own. In that case, reusing even fairly significant phrases is entirely acceptable. Many educators refer to this as "showing understanding, " which often results in work correctly and acceptably referenced with several green matches in the final originality report.

This concept of "showing understanding" is an essential part of the assessment criterion that refers to the demonstration of subject knowledge and the ability to apply it. Therefore, the section provides a detailed explanation of the difference between acceptable similarity and unacceptable levels of matched text, outlines the skills students develop through learning to interpret originality reports and links the idea of sufficient similarity to good practice in academic writing and developing subject knowledge (Hamnell-Pamment2023) (Paramasivam et al., 2023) (Kötter et al.2022). Also, it emphasizes the importance of referencing every borrowed sentence. Every sentence or phrase must be referenced. However, it is entirely acceptable to reuse even fairly significant phrases if a student demonstrates that they understand the particular work or concept referred to and makes the idea their own. This leads to a concept of "showing understanding" and often results in work that is correctly and acceptably referenced with several green matches in the final originality report.

4.2 Yellow Matches: Potential Areas of Concern

This was guided by how different sentences were structured, how words were used, and many other aspects indicating that the same author wrote the digital work. I had little concern that if I had obtained a different digital work from a digital database, I could have made some other modifications to align the research work with mine. However, by the highlights of these colour codes and their significance, green shows the acceptable similarity, yellow shows the area where one needs to start looking, orange shows a location where one has to do something and red shows the highest degree of similarity, it was provided that the digital work showed some high degree of similarity with a digital work of the reference database. This showed the submission of someone's work as another person's work. It also not only compared matching sentences, but the report similarly looked to compare the structure of the matched work. For instance, in the match overview, the report analyzed to get a deeper understanding of the similarities that have been found from the work and the information out of the analysis was that the nine sequential words that showed similarity within the research work showed that the work in question had derived As or the match breakdown section helps one to look into the individual matches, where you get to identify the source of a particular work out of the comparison. The report reviews the meta-active window-matched text segments where the report provides explanations on not only the point of the work that has matched itself but also the context of the work that has been matched. It also not only compared matching sentences, but the report similarly looked to compare the structure of the matched work. For instance, in the match overview, the report was analyzed to get a deeper understanding of the similarities that have been found in the work (Holm et al., 2023) (Juul and Ugander2021) (Bar-Haim et al., 2020).

4.3 Orange Matches: Significant Similarity

Orange matches are another type of match found in a similarity report. The report explains that if a match is highlighted in orange, this represents 'significant similarity'. The guidance in the report explains that a large block of text has been found where there is a significant matching area between the submitted work and the source being checked. It goes on to say that a single, very high-scoring sentence could also produce a result highlighted with the orange highlight colour. However, colour highlighting is always used, starting from the largest area of similarity and working down to the smallest, with a sentence being the smallest area that will be colour-highlighted. When teaching students about interpreting colour coding, the report suggests that focus should be placed on explaining the significance of orange. It could be explained to students that an orange match means that there is objective, verifiable evidence of a large area of matching text - either in one large block or through several more minor scattered matches. This would be a valuable peer learning opportunity, an activity giving students a chance to discuss why matching work may have significant areas of similarity and what this could be showing about the originality of the submission and the potential understanding of the author in context. As with the previous match-type explanations, the report suggests how a user might interpret such matches. For instance, the report indicates that users could consider reasons such as a well-known quotation or the inclusion of a common phrase. Also, a reference list at the end of the submitted work could be checked to see if the source has been correctly attributed (Ye et al., 2021) (Phan et al., 2024) (Savin et al., 2022) (Kim et al., 2024). This valuable advice is beneficial for students and their teachers. The report highlights precisely what a submission report is and provides detailed guidance about interpreting the different match types. This is an invaluable resource for all users and is likely to be particularly useful for students who may not previously have been exposed to many of these concepts and issues. Well-structured and including clear graphics to illustrate the guidance, the report provides a clear and accessible explanation, which helps to demystify the similarity detection process and the generation of similarity reports.

4.4 Red Matches: High Degree of Similarity

The red matches section discusses high similarity, and the professor's comments look relevant here. According to the paper, a red-filled rectangle indicates high matching. It is defined as where 16 or more contiguous words of matching text are found in a single location, and the order or combination of the words is the same as in the submission. My students do not intentionally set out to cheat but sometimes do so because they have not been shown how to use their existing knowledge, skills, and judgment effectively. Many students are unaware of the skill, judgment, and discretion required when preparing coursework and resisting the temptation to plagiarize. The paper suggests that the education process should be one of self-criticism and that students need to become aware of what they know and can do. This is something that I believe in; education should be about developing students in a way that encourages them to extend and develop their understanding but also prepares them for the working life ahead. This includes fostering the ability to think on their feet, to be able to make decisions and to have confidence in their judgments (Clark & Talbert, 2023) (Hartley, 2021) (Abrams, 2023). However, students coming into higher education may not be fully aware of these skills and how best to develop them, and the assumption from the paper is that those who also use high degrees of matching are simply sliding through the system by playing the assessment game. The paper goes on to say that education needs to encompass an understanding of ways to actively integrate and express new knowledge and develop the work in unique and individual ways, to use just enough other people's work to guide and support their learning and findings. It's highlighted to the tutor that where red matches are found, mainly if they are widespread across a piece of work, this often indicates clear instances of either direct copying as plagiarism or poor academic practices. This is important because the penalty will change based on where the red match is found and the type of case. If the red game is found in the originality investigation, the penalty may be a case of suspected, referred or confirmed plagiarism. However, suppose it is found in the grade investigation. In that case, the student has composed work of a standard significantly above or below that of an average student in the student's program. I have visions of seeing these grade penalty codes creeping in over time!

5. Utilizing the Match Breakdown

The match breakdown is a complete overview of all the matches found in your submitted paper. Each match is listed, with a percentage for how much of the match is similar to the source. There will also be a small snippet of the matched text with the matching parts highlighted. This can be useful for determining what kind of match has been found so you can classify it appropriately. When you go through the match breakdown, you always start with the highest matches first. This is because those matches are most likely to be of most concern. By looking at a high-matching source early on, you can maybe then see what source it is - for example, a paper, a website, etc. What's more, you have to consider that as the match breakdown progresses, you might have what we call 'false positives'. At first glance, these matches might appear to have a high percentage match and look concerning. However, looking into them further, you realize they're not incorrect. Every match found in the match breakdown can be included in a match overview. This is sometimes called a 'side by side' comparison. The match overview allows you to get to grips with what has been found and where in the context of a step-by-step comparison between your work and the original match. By being shown the match in more detail - from both your paper and the matched source - you can form a solid understanding of how the potential match has come about.

Examining the text and any referenced where it has come from is a good way of accurately finding how to interpret the match breakdown. Moreover, it will help you ascertain what similarity classification is accurate. Every match type - from the highest, most worrying matches to the smallest ones- can be nominated against exclusion. This is a valuable tool because if you find a particular match is incorrect, you can exclude it from the final Similarity Report. So, for example, you've got a high match and don't think it's right. By clicking 'exclude', this highest match will disappear from the match overview. This shows that the exclusion settings can be adjusted at any time, whether as part of the initial review of the Similarity Report or later. By excluding matches, you can start refining the accuracy of accurate matches within the report, so making the exclusion settings work for you is done over time when you become more familiar with the tools and how proper matches are identified help.

5.1 Examining Individual Matches

As you begin to review the match breakdown, you may find that many sources have contributed to the matches identified in your paper. The individual matches are listed in descending order based on the size of the matched text segment. This means that the longest matches are presented first, followed by the shorter matches. When a match is selected, the match overview shows the selected match segment from the paper submitted by the student in the left-hand text box and the individual source in the right-hand text box. The source document information is displayed above the right-hand source text. Where available, the user can view the abstract for the source document by clicking on the blue arrow button next to the source document title. This will open an overlay showing the source document abstract, allowing users to review it without leaving the Feedback Studio. Double and triple-checking the context of individual matches can ensure the correct source has been identified and the match has been appropriately evaluated. Using the Turnitin Feedback Studio, several tools and services are available to students and staff. You can click on this link. Turnitin services enable staff and students to check their work for improper citation or potential plagiarism by comparing it against continuously updated databases. Using Turnitin can help educate students about the differences between acceptable and unacceptable use of source material, including potential plagiarism and proper citation. Many users will also find that it is an invaluable tool when providing guidance and feedback to students.

5.2 Identifying Original Sources

The next part of the essay provides a detailed summary of the actual operation of the match process and how it can benefit the students. This section gives the relevant options for this interface and clarifies that the teacher can touch the match. Also, all the information and explanations should be based on a specific essay from the current viewpoint. This can be very useful because the teacher can make a real-time decision about whether this should be included in the filtering option. It provides simple, straightforward, direct explanations, and the language is very technical.

This is mainly for people with specific technical knowledge in this area. Most of the commands and options are not explained because it is assumed that the user already has a certain level of understanding. There are a lot of specific technical terms used. The technical terms are explained when necessary. For example, the first time the phrase “filtering option” is used, it is also defined in the bracket. Most of the operations can be performed by the keyboard. It reduces the usage of the mouse. This is an excellent advantage for people who prefer to use the keyboard. By selecting the match, the teacher can destroy the matches where the student has not appropriately quoted. So, it provides a removal from the report. This kind of operation looks simple and direct. However, the teacher needs to make the correct judgment.

Because by doing so, the teacher influences the final report, and the student may have a different point of view. Use this student paper as a sample of the Turnitin report, a handout in the discussion of plagiarism. The process can be simulated in the classroom or in training sessions for library seminars that integrate Turnitin. That would make a convenient interactive session. It would have interesting pedagogical implications to discuss with students how teachers can intervene to change the results that Turnitin produces. Also, explore why a teacher or tutor might want to do that. It seems a complete mystery to me how an essay could be critiqued so effectively without a teacher reading it. And then there’s that poor tutor who will have to trawl through all the stuff that Turnitin produces, looking for actual instances of plagiarism. It is a handy tool for essay taller (Kolade et al., 2024) (Alua et al., 2023) (Hattie et al., 2021). But comprehensive is not at all. Also, different text languages on the buttons on the interface would be helpful for teachers in schools with a modest foreign language provision. I hope the interface can provide a few optional languages, just like the Microsoft XP. So, the foreign teachers and professors would also find this matching process helpful because it is a time-shared subject. And the teachers have limited time to use public facilities. Also, if my paper has some wrong things that I believe are right for my best knowledge at the moment, and the teacher then destroys some of them, and then if I use the same paper for another class and the teacher in the other class makes a different set of judgments, that match’s history would be incomplete and would make no sense. This is quite a big assumption that the operation of the process has been described as a routine of matching four or more words in a row. What does this parameter mean? What is this match? And this specific match would justify the destruction of our offspring? Apart from all the technical explanations, the writer should have pointed out the potential implications of each actual operation. That will help the teacher to make the judgment.

5.3 Reviewing Matched Text Segments

The third type of information shown in the match breakdown, corresponding to the individual match and the source of the match, is the minor section of directly matching text. The report shows the matched text segments under the relevant source in the match overview. However, for these segments of matching text to be of any substantive use, it is necessary also to understand the broader context in which the text appears. When reviewing matched text segments, it is recommended that this be done in a way that helps identify the broader context of the matching text in the checked work. This means that the matched text segments under each source should be considered part of a sequential whole; the focus should be on identifying the passage of the original work containing the matching text segments. Identifying the broader context for each matching segment is greatly aided by the continuous highlighting feature used in the Similarity Report. By ensuring that each matched text segment is continuously highlighted, it is easier to skip through the checked work and maintain a visual link between the relevant matched text segment and the original work (Liu et al.2023) (Rodrigues et al.2022) (Liang et al.2021). Using the continuous highlighting feature, the context of a specific instance of matching text can be established by skipping backwards and forwards around the segment using the 'Next' and 'Previous' buttons in the user interface. This focused review of segments of matching text can be made much simpler if the checked work is considered in the full-screen view and is available as a report option. By minimizing the left and right frame and maximizing the Full-Size Document View, it is possible to use the continuous highlighting feature and navigate around the checked work utilising the scroll bars. This provides a much simpler way of systematically identifying the context of each matching segment and can lead to a more efficient working method when reviewing matches. The final point to note is that the user interface provides the option of excluding individual matches so that, although the matching text will still be highlighted, it will no longer contribute to the overall similarity index. The exclusion of individual matches is typically referred to as using the 'censor' function. It is applicable when the checked work is in draft form, and one does not wish to see a high similarity index being produced for what are, in reality, quite common phrases. When appropriately used, the exclusion function can be a valuable aid to better understanding the significance of particular instances of matching text. However, it is generally advised that exclusions should be kept to a minimum and, if used, be well documented, especially if the work being checked is in an educational or professional context.

5.4 Assessing the Context of Matches

With the capability of excluding small sources, the match instances that become less than X words could be removed rather than becoming excluded sources. A reminder here is that the word numbers would vary with the publication year. A journal published decades ago might adopt a more significant number of words, while a modern website might use a more restrictive rule. When applying the exclusion settings, pay attention to the suggestion of only excluding sources which match your exclusion criteria. Some matches could be taken out after applying exclusion settings. If significant matches still exist, excluding small matches would not be the answer. Instead, you should go back to check and refine your exclusion settings. Remember that the setting would apply to every future report after excluding a source. Make sure that the exclusion setting.

Every institution has academic integrity and honesty as core values of its mission. These educational institutions use the similarity study as yet another opportunity to teach students the importance of maintaining academic honesty, and it is an opportunity for the students to learn that their actions have consequences. Even at the college level, student writers may be tempted to take shortcuts when they feel overwhelmed by the depth and complexity of an assignment. Through meaningful dialogue with their instructors about their writing process and opportunities for support and growth, students can develop confidence in their ability to work through those challenges. This dialogue begins with the first draft and continues to the final submission. It is through these conversations that students and instructors can come to a mutual understanding of the process of academic discovery and learning (Reedy et al., 2021) (Cotton et al., 2024) (Amzalag et al., 2021).

Also, reviewing matches in the context of where those matches occurred may lead you to discover what appears to be an improperly cited source. For example, if the sentence in the submitted work and the matching sentence from the source occur in the same paragraph—and none of the rest of the sentences in that paragraph were included in the source—this may suggest that the author did not attribute the work in the manner required by the citation standard.

Another essential element in the investigation process is the context of the matching instance. Remember that single or multiple matches could be a chance occurrence or result from a common phrase that would likely reoccur in many written works. So, a game, in and of itself, is not an ironclad indication of plagiarism. On the contrary, matches need to be scrutinized and evaluated to determine if they are instances of plagiarism.

6. Understanding Exclusion Settings

Highlighting excluded matches can help visualize where the differences in sources are which display options are settings for matches on the current view. Options include displaying the relevant game and non-match information or colours on each match's left and right context, whether to display matching lines and what to highlight. Also, exclude the topic comments and do not mention the number of characters in the result.

There are three types of excluded matches: 1) Matches to a specific source: users can choose to remove all or selected matches to a source. This is useful for excluding standard text or self-matches in large documents. By default, all matches are included. 2) Matches from a range of similarity: users can exclude all matches whose similarity falls within a specific range. This is useful for excluding small matches at the user's discretion. By default, all matches are included. 3) Excluded matches are highlighted and listed in the excluded match table. Users can view, edit, or remove the exclusion by right-clicking on an excluded match or selecting from the context menu. Additionally, users can choose to highlight exclusions in the excluded match options of the right-click menu. See figure 26.

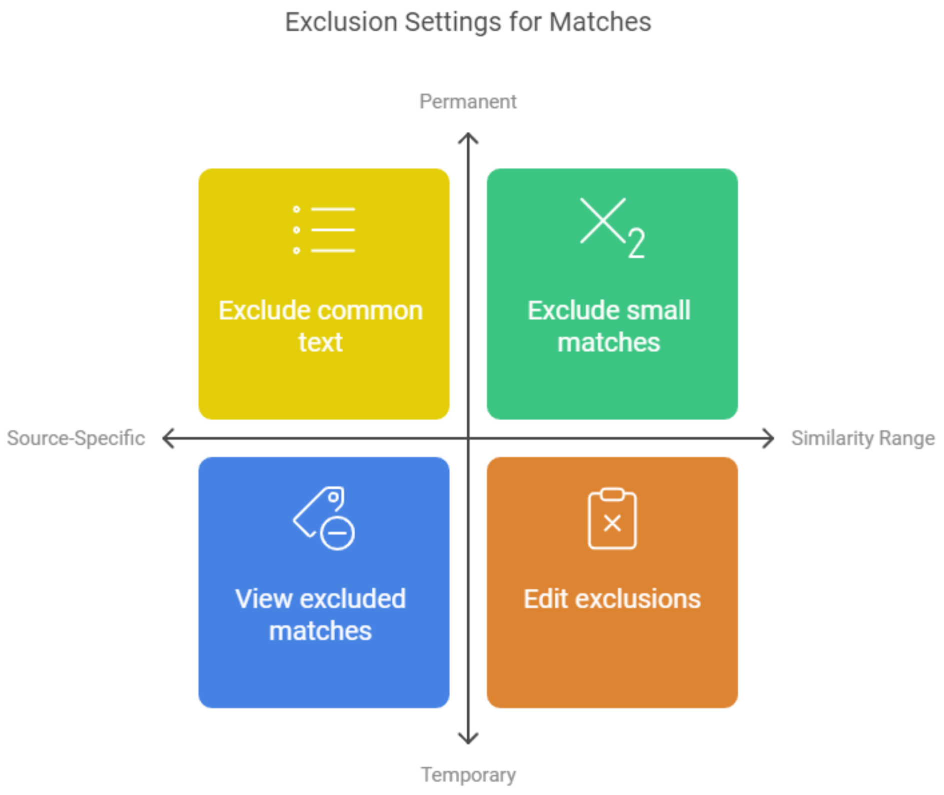

Figure 26

The first step is understanding the exclusion settings' meaning and purpose. Exclusion settings enable users to remove matches to a particular source or between various similarities from the current view. This helps exclude standard text, quotations, and small matches that may not be interesting. All exclusions are temporary and only effective for the current viewing option. Exclusions do not affect the similarity index.

6.1 Excluded Sources and Their Impact

Before understanding the impact of excluding sources from analysis, it is essential to provide an overview of the exclusion settings. The exclusion settings include several options to specify the sources consulted during the comparison process. As mentioned in Section 5.2, the available sources for comparison are the paper repository, current and archived internet sources, and previous submissions to the Turnitin service. By default, all sources are selected. However, changing the options in the exclusion settings window makes it possible to exclude any one or combination of these sources from the originality report. The exclusion settings play an essential role in influencing the overall originality report. For example, excluding the paper repository for a resubmission allows a student to preview their Originality Report with exclusion before the final submission, whilst excluding internet sources may, in most cases, reduce the number of matches returned - the impact of which will be discussed in more detail later in this section. Furthermore, excluding all sources will result in no matches being reported, which, whilst unlikely to be the desired option in reality, serves as a valuable way to confirm the functioning of the exclusion settings and the Turnitin service, providing there is a digital receipt. As the exclusion settings allow the user to effectively tailor the originality report, a requirement for transparency and accountability is satisfied - thereby assuring students regarding the integrity and reliability of the assessment process. (Martín-Martín et al.2021) (Singh et al., 2021) (Penedo et al., 2023) By offering a detailed breakdown of the impact of excluding different sources, the essay aims to foster an objective and informed approach when utilizing the exclusion settings. The paragraph and the essay employ a standardized academic form - presenting a clear thesis, followed by a discussion supported by evidence and set within the context of existing literature. The reader is guided through explaining the exclusion settings before being provided with critical analysis and commentary.

6.2 Managing Exclusion Settings

Analyzing the colour codes, similarity index, and exclusion settings provides a great chance to learn more about the essay and sources of plagiarism. Whether using colour codes, reviewing the match overview or match breakdown, I can develop a clear understanding and see exactly why the essay has received the highlighted percentage match. However, knowing about exclusion settings is crucial and meaningful for effectively utilising the essay and the similarity report. Users' frequent exclusion setting means excluding small matches, less than certain words or, for example, matches from quoted material. In turn, these exclusion settings will show what you find most and how you might want to find the essential high matches, which exceed your exclusion settings of the tutor have guided you to have a much stringent everything that has been ticked has been excluded in the main matches and this may guide you to what you ultimately will show in the exclusion perimeter in exclusion settings or may be found (Gilbert et al.2020) (Xie et al., 2020) (Li et al., 2021). It should be noted that tutors may have different views on what should be excluded using the exclusion settings.

7. Evaluating Similarity Reports

Another step in analyzing a similarity report includes assessing the significance of the matching content. The report lists the matches from the highest to lowest similarity index. This means that possible sources that may have been used in multiple places will be listed at the top, and matches with a higher word count will be at the top. However, the order of the matching content does not necessarily indicate how significant the match is or whether a match is questionable in the eyes of academic evaluation. A writer must use the match overview strategically. Understanding how the match overview lists and organizes the matching material can allow a writer to focus on the more significant or more apparent matches initially. Although paragraph matches are argued to be more significant than minor sentence matches, each type of match could hold its weight in evidencing possible plagiarism. A paralegal writer may thoroughly cover up plagiarism by modularizing a plagiarized document and incorporating each section into different paragraphs in the student's response. However, the writer may have been unable to mask the similarity or match between the paragraphs in two modularized sections. Thus, a report reviewer must consider each type of match seriously and attempt to understand the logical reasoning associated with match placement in the report. Moreover, the report suggests that the student's response (written submission) is evidence that can be reviewed alongside the report and the matching sources. This is an interesting comment, considering I have heard that—whether legitimate or not—some students accuse the instructor or university of submitting their work as a source in the database (Dube & Zhu, 2021) (Jeffery & Bauer, 2020) (Bennett et al.2020). As it is obvious and evident that we should not readily accept a high school student's commentary on the report over a seasoned academic veteran of higher education, the report warns that "there is a potential for the student response (written submission) to be used by an instructor or an institution in comparison requests does carry implications. I think the commentary of the faculty member or challenger to the preparedness for review based on the student's work may have some bearing on how the report is ultimately used in an academic setting. One powerful tool is the "exclude matches from" function, used in the exclude options box to the right of the match overview. This function allows a writer to.

7.1 Factors to Consider in Evaluation

The length and type of document. Longer documents will have more opportunity to generate a higher similarity index. - The type of document being checked for similarity. For example, academic papers and dissertations will likely have a higher concentration of quotations and technical terms when compared with creative writing pieces. - The subject matter of the document. Again, academic papers on law and history will have more quotations than papers on science- and technology-based subjects. - The structure of the document. If using an academic essay template, similar language could likely be picked up by the similarity report despite correct and original authorship. - The inclusion of a draft matches and exclusions statement. By stating that the similarity report is present in draft form, intended to show the development of work and that some materials and sources used have been knowingly excluded, the opportunity to explain matches can be provided.

Similarity reports are an effective way to assess the originality of a piece of writing. However, it is essential to understand that no similarity report is infallible. Many variables can affect the outcome, so it is necessary to evaluate the results carefully. When using the similarity report as a tool to support academic writing, several factors should be taken into account:

7.2 Assessing the Significance of Matches

Another aspect of adequately evaluating a similarity match involves considering not only the number of matches found but also the significance of the matches. Matches with a larger word count are generally more significant than matches involving fewer words. Historical works, legislation, standard conventions of a discipline, and well-established arguments or theories are common knowledge in the same way that easily verifiable facts are common knowledge. High matches with these sources are more significant than minor matches with less reputable sources. However, it is also possible for students to deliberately plan for and commit to academic dishonesty. For example, students sometimes have a “patchwork” style of writing, which makes it too obvious when copying sentence after sentence, especially if the author of the source material and the student’s intended meaning do not match. This may occur, for instance, when paragraphs or sentences from different sources are pieced together to create a new work, but the writing does not flow coherently. Such students might purposefully include spelling errors or slightly alter small matches’ words and sentence structure to throw off instructors who may use automatic methods to locate academic dishonesty. However, no matter how carefully a student’s work has been edited or how well hidden the act of academic dishonesty may be, it is always possible that a student’s improper citation will result in a significant match being found by a proper online investigation (Anitha and Sundaram2021) (Aljurf et al., 2020) (Baran & Jonason, 2020). This is because professional writing investigators have access to various tools and repositories, which often provide information regarding usual sources, source availability, copies in existence, and dates and places of publication. This information is invaluable to an instructor who may need to defend findings of academic dishonesty. To learn more, see the Social Studies and Science Projects essay and the requirement in D.M. 7.3.

7.3 Determining the Need for Revision

Sometimes, a triggering similarity in the conclusion needs some discussion. However, given that the argument presented in the response is built carefully and each piece of evidence is reconsidered deeply, similar strengths have appeared in each draft until now. The match overview pages in the report provide a much more evidence-centred and focused approach. With colour codes and a summary, it shows what users mostly care about - the outline of the major matches. Knowing what the different colours represent is an effective way to start using the report. Also, this section of the report is very illuminating because it gives a sense of what the average matches and shows lots of matches for a particular search. In the conclusion, the writer discusses the match breakdown section. It emphasizes examining individual matches, identifying sources, reviewing matched text segments, and assessing the context of the matches. They are put into “factors to consider in revision” because those suggestions and strategies to find a place for revision guide the readers’ attention towards the writer’s message. Also, the report does not provide interpretations for the colour codes (Basu et al.2020) (Li et al. 2024) (Chen et al.2020) (Zhu et al.2022). The significant revisions so far are changing the strategies through different theories in revision. For example, possibility research is about using different entrance and diabetes data may be revised in the light of the latest research.

8. Conclusion

While every writing assistance tool operates from a unique algorithm, the essential purpose of these software programs is to identify similarity, a simpler term for what might be more technically called plagiarism. Most similarity reports, colour coding, and matching processes are due to how the reports are interpreted and used. A person who receives a similarity report of one of their assignments might use the colour codes and the different kinds of matches to help understand what has been found. The academic judgment within an academic community is significant. This is because the experts decide what new knowledge appears in the similarity report and what is not. Eventually, the student will achieve steadiness through experience. Adjusting from solely relying on personal methods to learning the new techniques using the similarity report is known as transitional learning, and expectancy is consistently high. Finally, my goal is to help students and make them better writers. By interpreting the meaning of the given data correctly, we will be able to create a thoughtful, practical, and effective learning environment. Such a learning environment will support all writers, specifically students who struggle with writing, by creating an awareness of how writing can be decomposed and recomposed in various ways. Such awareness can also lead to new understandings of existing practices and develop enjoyment of writing. When students learn how to use similarity reports, they learn essential research skills that will benefit them in the future when crafting a thesis or preparing to publish. Because of the increasing prominence of similarity reports in many national and international education systems in recent years, new students often begin their first year at university being reasonably used to asking about similarity reports because they are pretty prominent in the final years of high school education. As a result, they should understand that it's a research tool to help develop their writing and these sorts of methods. In that way, they come to me and create an awareness of how their attitudes and practices can change concerning using resources like similarity reports in the university study.

8.1 Recap of Key Points

"Understanding and Interpreting gives a precise and thorough guide to interpreting and understanding similarity reports. Similarity reports are used as a method of checking academic writing. They are mainly used in higher education. This is because the reports can match against a vast range of material across the internet, so it is crucial that if you are searching your work using these reports, you use filters such as date and material type to filter out irrelevant matches. Colour coding displays the percentage similarity levels on a similarity report. 'Blue' means that the words and phrases are common words that are not referenced. 'Green' indicates that there is a low level of matching text. 'Yellow' is for a medium level of matching found. 'Orange' means there is a high level of matching. Then, interpret the different sections that are laid out in the report. The abstract of the match overview, the match overview level, the match overview, and then interpreting matches."

8.2 Importance of Proper Attribution

The significance of attributing other people's work goes beyond crediting the original authors. When a person writes or creates something, it results from their hard work and expertise. With intellectual property such a massive part of our daily lives, proper attribution also helps to maintain respect for others' ideas, reinforce moral and ethical codes, sustain confidence in the honesty of work, and prevent plagiarism - all of which carry high stakes in terms of reputations and academic success. The writer revisits the importance of proper attribution and the consequences of academic misconduct. This helps to reinforce the importance of maintaining academic integrity throughout the educational journey and encourages students to follow the standard practices of providing proper citations and references for their work. The essay covers a detailed and professional guide to understanding and interpreting the similarity report. The structure of the report itself is pretty logical, and the use of subheadings helps to break down the different sections in a manner that is easy to follow and navigate. Using images and diagrams adds value to the essay by making it more visually engaging for the readers. These are especially useful in the practical guidance section. Even the image captions are instructive, as they are elaborative and provide information on where to find specific functions or icons in the software, which benefits first-time users. The chapter on evaluating similarity reports was beneficial as it offers insights into understanding the reports and sheds light on various aspects to consider when revising a written work after the report. The chapter also supports the critical thinking and judgment formation process in the readers through the proposed systematic approach. The chapter on exclusion settings in the report was enlightening as it made me aware of the unintended consequences of not reviewing exclusion settings. It also allows the readers to appreciate the importance of a vigilant mindset towards managing exclusion settings to ensure the report generated is accurate and meaningful. Every scholarly author is responsible for following the moral codes of scholarship to maintain the integrity of the work. The writer ends the essay by recapping all the key points discussed in the report and emphasising proper attribution's critical role. It is suggested that the readers familiarize themselves with the essay's recommended practices and codes of scholarship to protect the author's moral rights.

Questions and Answers

1. **What is the purpose of the Similarity Report in Turnitin?**
   - The Similarity Report aims to identify and highlight matching or similar text from a submitted document to sources in Turnitin's database, aiding in the detection of potential plagiarism.
2. **What does a high similarity index indicate in a Similarity Report?**
   - A high similarity index suggests a significant amount of text in the submission matches the text in the Turnitin database, which may indicate potential plagiarism or lack of originality.
3. **How can colour codes in the Similarity Report help interpret results?**
   - Colour codes represent different levels of similarity percentages, aiding users in quickly assessing the degree of text matching and focusing on areas that might require further review or citation.

4. **What is the significance of green matches in a Similarity Report?**
   - Green matches indicate an acceptable level of similarity, suggesting that the matched text is minimal and within acceptable limits for original work.
5. **Why might an instructor exclude quotes and the bibliography from a Similarity Report?**
   - Excluding quotes and the bibliography can provide a more accurate reflection of the original content, as these sections typically contain text from other adequately cited sources.
6. **How does the Similarity Index differ from plagiarism?**
   - The Similarity Index is a quantitative measure of matched text in a document, while plagiarism involves using someone else's work without proper attribution, a qualitative judgment.
7. **What role does context play in evaluating Similarity Reports?**
   - Understanding the context of a matched text is crucial, as it helps distinguish between properly cited work, shared knowledge, and potential plagiarism.
8. **Can a low similarity index guarantee a paper is free of plagiarism?**
   - No, a low similarity index cannot guarantee the absence of plagiarism, as it might miss paraphrased plagiarism or text not in the database.
9. **What is a Match Overview, and how is it used?**
   - A Match Overview summarises all sources with text similar to the submitted document, helping users review and evaluate the sources of similarity.
10. **Why are exclusion settings necessary in a Similarity Report?**
    - Exclusion settings allow users to remove specific matches from consideration, helping to focus on relevant similarities that might indicate issues with originality or citation.

11. **What factors should be considered when evaluating the significance of matches in a Similarity Report?**
    - Consider the match's extent, the matched text's context, whether it's properly cited, and the nature of the assignment when evaluating significance.
12. **How can one determine the need for revision based on a Similarity Report?**
    - If the report shows significant similarity not due to common phrases, properly cited work, or general knowledge, it may indicate a need for revision to address potential issues of originality.
13. **Describe the process of analyzing individual matches in a Similarity Report.**
    - Analyzing individual matches involves reviewing each matched source, the extent of text matched, and assessing whether it's appropriately cited or needs paraphrasing or attribution.
14. **What does an orange match indicate in a Similarity Report, and how should it be addressed?**
    - Orange matches indicate significant similarity that may raise concerns about originality or improper citation, requiring careful review and possible revision.
15. **Why is it essential to review matched text segments in the Similarity Report?**
    - Reviewing matched text segments helps to understand the context of similarities, assess proper citation, and identify any unintentional plagiarism.
16. **What is the importance of assessing the context of matches in a Similarity Report?**
    - Assessing the context is crucial for differentiating between common knowledge, proper citation, and potential plagiarism.

17. **How do exclusion settings impact the Similarity Index?**
    - Adjusting exclusion settings can lower the Similarity Index by excluding matches such as quotes, bibliography, or small matches, providing a clearer view of relevant similarities.
18. **What steps should be taken if a Similarity Report reveals a high degree of matched text?**
    - Review the context of matches, ensure proper citation, consider paraphrasing more uniquely, and possibly consult an instructor for revisions.
19. **Can Similarity Reports be used as a learning tool for students? How?**
    - Yes, they can help students understand the importance of originality, improve paraphrasing skills, and ensure accurate citation practices.
20. **How does Turnitin's Similarity Report contribute to academic integrity?**
    - Highlighting similarities and potential plagiarism encourages students to produce original work and uphold academic standards.

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CHAPTER 5

Understanding Turnitin's Color Codes

An extension of the previous chapter, this one focuses specifically on Turnitin's color-coded similarity reports. It provides examples and interpretations for each colour range, aiding users in understanding the implications of different similarity percentages and how to respond to them.

1. Introduction

The chapter begins with an introduction, highlighting the purpose of the chapter and giving an overview of Turnitin's colour coding system. This initial section of the chapter serves as a roadmap, outlining the key areas explored later in the chapter. It also provides background information on why Turnitin's colour codes help interpret originality reports. The introduction is essential as it gives the reader an understanding of what to expect from the chapter and the reasons behind the existence and interpretation of Turnitin's colour codes. The purpose of the whole chapter is to provide a comprehensive overview of Turnitin's colour codes, which is exactly what the introduction says. The introduction also explains what the colour codes are. It is helpful to the reader to briefly introduce the colour codes from the beginning so that they can grasp a basic understanding even before the details are covered. The relevance of the colour codes is also stressed in the introduction. By explaining that different ranges of similarity indexes are assigned different colours to indicate the extent of the matched text in an originality report, it is clear how important the colour codes can be in the originality reports. The narrative of the introduction is straightforward to follow. The chapter will start with substantial text and simple and more structurally complicated sentences. The terms used in the introduction, for example, "originality report" and "similarity index", are simple, but they are defined in the text, which ensures a clear understanding (Laflen, 2023) (Kaur et al., 2023) (RAHMAN et al.). The writer has included a diagram in Turnitin reports to show the relationship between different colour ranges. This helps give the reader a visual understanding of how the various colour codes are divided according to the similarity index.

1.1. Purpose of the Chapter

The chapter aims to provide a comprehensive overview of Turnitin's colour codes, what each colour represents and how an originality report that has been colour-coded can be interpreted. This is significant for academic writers, researchers and students, who may need to scrutinize an originality report and understand the output of Turnitin's similarity report to build from existing work or avoid plagiarism. By the end of the chapter, readers can interpret the different flags they may encounter in an originality report. The knowledge and understanding of Turnitin's colour codes provided by the chapter are also essential for those who teach academic writing and conduct research so they can guide their students and advise them on how they might use originality reports in their work.

1.2. Overview of Turnitin's Color Codes

When a student submits an assessment using Turnitin for the first time, the student will be given a coloured digital receipt. The receipt acts to confirm and acknowledge the successful submission. The digital receipt can be accessed anytime via the student's Turnitin website. This system is mainly used for secondary and higher education sectors but also applies to other institutions. Turnitin uses a traffic-light system to evaluate how original the student's work is. Upon submission and the generation of the digital receipt, the coloured digital receipt will also be generated. See Figure 27.

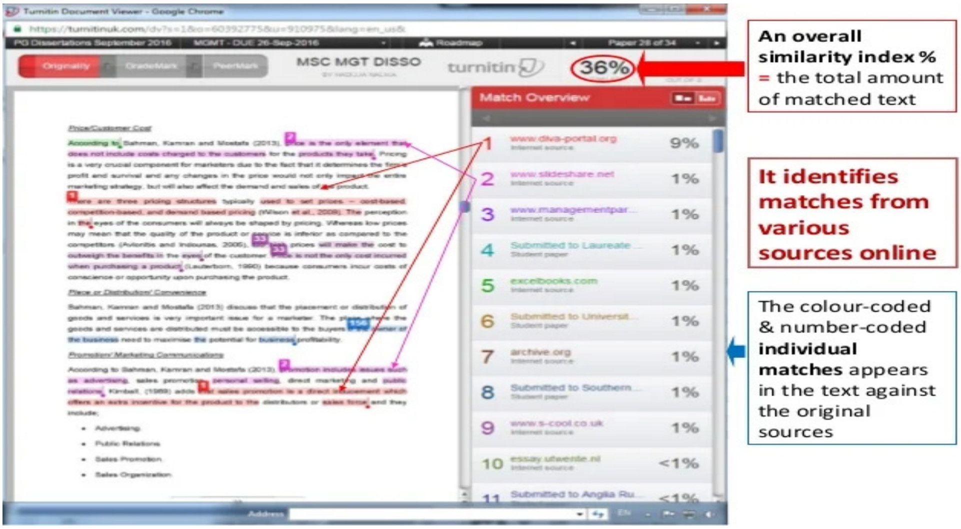

Figure 27: Turnitin's Color Codes

Usually, the receipt is marked with a green signal, representing a high level of originality. By checking the originality report, the instructor could determine different marks of colour that contribute to the main content of the student's work. For some work, the originality criteria that need to be fulfilled would be highlighted to dispel ideas. The student could see in colour where this criteria type appears; in blue, this is the sources match from the 'online essay' submission; in pink, the material is from the 'unpublished work', and in orange, the work is matched from the 'peer's unpublished work'. Also, the student could see the grading marks in various colours and a colour bar. The work's match to the existing materials exceeded the originality criteria in green, so the assigned mark will be low.

In contrast, the assigned mark would be high if the work matched the existing materials less than meeting the originality criteria in red. If the main content in the student's work is good enough and well addressed to each originality report's thesis, the assigned mark will be shallow in the blue. If the student has any issue with electronic submission, the receipt with the coloured digital receipt on it could be printed out as proof of the work submission. Also, make sure that the printed digital receipt is attached to the assignment cover sheet with the date and time of the submission.

2. Blue Color Range

The blue colour range in Turnitin's colour codes is associated with the information in the language usage. According to the colour coding, blue indicates the use of the information material, used but not in a similar sequence as it has been copied, and sometimes it does not attribute correctly. When the reports contain the blue colour in the similarity, originality and grade marks, the instructor has to check the colour's marks, similarity, and similarity and see where the information has been used and cited in the text. Students also have to check the feedback on the marks and the colour coding, which may be highlighted as a similar issue to what we explained in the report. However, the explanation is why these are used and the significance of the blue colour coding. For example, it has been used for information in the material, is not in the proper sequence, and is sometimes stolen from references. Similar issues have occurred in my identification reports while using the X-ray diffraction data and some additional material. That blue colour was used in the similarity and the originality and when explained in the marking feedback. The expert highlighted this issue in the feedback and mentioned that using the information and the material not contributed is plagiarism.

2.1. Explanation of Blue Color Code

The blue colour range spans from 0% to 24% similarity in a set of papers. When the colour of the paper is blue, it means that the student's paper matches up to 24% with the information already present in the Turnitin database. A blue-coloured piece of paper represents that the information in the student's paper directly matches or closely resembles the information in the Turnitin database. Blue-coloured matches are very similar to green-coloured matches, as the direct sources of the matched information are not highlighted in the report. The blue colour range also represents the possibility of the information taken from books and other public access resources listed in the Turnitin database. The difference between the green and the blue-coloured matches is that primary and secondary sources are highlighted distinctly in green-coloured matches, and the matched information is shown step by step from these limited sources. On the other hand, in blue-coloured matches, sometimes matched information might be lumped all together from one or several sources, and the numbering may not accurately represent the order of the matched information in the student's paper.

When a case of successful detection of the matched information arises, indicated by the blue colour code, the instructor is provided with an option to make a deeper study for a particular match, leading a way to reach the originality report for that match. As a result of utilizing the information and essential insights derived from the report, not only a successful decision in case of maintaining students' academic integrity is made by the instructors but also a vital potential of effective use of the Turnitin database to improve the quality of teaching and learning process is enabled. Also, the clear visibility and elimination of the matched information are provided; therefore, the students are guided and provoked to practice and produce original work. Overall, blue colour codes in the originality reports remind the instructors that the students may not be aware of the appropriate use of sources and citations, so distinguishing an educational opportunity gives a better way of teaching as part of the learning process for the students. Administering and evaluating research practices utilizing the knowledge and insights from the originality report, adopting integrated resources in the repository and supporting student-centred analysis and reflection lead the way to ensure student success in a specific class and their academic and future career.

2.2. Examples of Reports with Blue Color Code

"The following excerpt is a report with a 32% similarity index with a first source, 45% matching to the report's second source, and a 32% similarity index. Seven words were found in the source's paper, 800 words excluding the references and in-text citations." An example of a report with a blue colour code is a paper with a blue colour code, which has a 32% similarity, with 20% matching the first source and 28% similarity matching the second source. This paper discusses different types of pollution and how air, noise, water, and land pollution affect the environment differently. Also, the report narrates the various alternative measures for controlling environmental pollution. The report has a total length of 800 words, excluding the references and in-text citations, which is a 7-word count match. More than half of the paper contains the report, and most of the matched words were found in the last two paragraphs of the paper. For this report, which has all the sequential matching to the first source, the proper citations with quotation marks and references could be used to correctly distinguish the writer's views from the source's opinion and avoid the generation of the blue colour code. From this example, the blue colour code indicates a matching of 22% to 49%. Documents or sources that share a similarity of 22 to 47% fall in the second level of the blue colour code, while documents or sources that share a similarity of 48 to 100% fall in the first level of the blue colour code. Was helpful! This is helpful information as I'm using Turnitin for the first time. Thank you for your detailed explanation.

2.3. Interpretation of Blue Color Code

Generally, when a paragraph is highlighted in blue, it means that it contains a high level of matching and sometimes, the matching may be as high as 100%. The high percentage usually indicates that not much changed in the different sources after the copied information was written. This shows direct copying and is a severe case of plagiarism. In my previous blog, "Understanding Turnitin's Color Codes", I described those dark blue comments as meaning that the matching is to data from publication in the Turnitin database and the user's paper is not a publication. However, light blue is the opposite of dark blue. Hence, light blue comments mean that the matching is to data from a publication on the internet, and the user's paper is a publication. This means any phrase or sentence that does not have any comments but falls into this blue colour could mean that the data is available online. Dr. Erica Morris, a lecturer and tutor at the UK's top prep school and one of the leading education consultants at The United Nations International School Pan Asia stated that Turnitin can be one of the advanced tools for checking the work. Students may feel angry and doubt the lecturer's intention by saying that the work is being invaded. Dr. Morris recommends that lecturers and tutors emphasize the importance of referencing to avoid plagiarism, and using Turnitin has helped her to identify those who need help with their referencing quickly. On the other hand, Associate Professor David Kember from The Faculty of Education, University of Hong Kong, pointed out that when it comes to self-check, students' similarity should not be considered, especially matching in the blue colour. This is because the percentage will always be extremely high. After all, the work is being matched to previously submitted data. Prof. Kember, an expert in enhancing teaching and learning through assessment, suggested using Turnitin as a platform for peer review in class. Not only do students learn more by reviewing others' work, but they can also prepare themselves to accept criticism of their work by providing feedback to other peers (ARDHIANTO) (Jacobs, 2023) (Johnson et al., 2022). His students are more adaptive and perceptive to new learning ideas. For the blue colour, any user must question why the professor or the lecturer would click on the sentence even before reading the whole content. The reason for that is the high percentage of matching. It is simply because it falls under the high percentage in blue colour.

3. Green Color Range

When a report is highlighted in green, there is a very low probability that the highlighted text is copied from another source. In other words, very little or even no text in the highlighted area will likely be found as a match in the Turnitin databases. It is important to note that although this may suggest that the student has not engaged with secondary sources, the green colour code does not necessarily mean that the student has not engaged with the ideas of other authors. Instead, it indicates that the student may not have directly referenced a specific work and used it to support their argument. As with the blue colour range, green highlighted passages must be reviewed in the context of the whole report and the assessment criteria. Markers' confidence in the meaning and reliability of the colours mustn't be taken to mean that marks are mechanistically assigned according to the percentage of different colours. The guidance is intended to support markers' critical interpretation of reports and ensure they are used as a further source of evidence when making a judgement based on their professional knowledge. It is also noted that in subsequent professional development periods using Turnitin, various colours do not mean that the reports are a 'bad' marriage. Instead, the different colours should help to identify the critical problems in a student's writing process and academic practice. As a result, the different colours could be seen as a more meaningful way for markers and students to start a conversation on academic integrity issues. This point is worth noticing because management and culture changes are always long, complicated, and distressing tasks for staff (Moodley and Nhavoto2022) (Laflen, 2023) (Alua et al., 2023). By recognizing the potential discrepancy of expertise among different stakeholders and the progressive nature of cultural changes, using a range of different colours for academic research could become part of the first steps in mitigating academic integrity issues.

3.1. Explanation of Green Color Code

The following colour range that we will discuss is green. The reports that match with a large amount of green are probably "OK". However, there is a possibility that such reports may have a small amount of matching with other reports. When small matches are found in that report, the report changes to the next shade category, light green shade. It is more likely to be a false positive. Green represents the range of matching percentage (from 25% to 49%) "Possible". It can be defined as successful or achievable within the range. When small matches are found in that report, the report changes to the next shade category, light green. If the report contains more than 50% of matching content, that will change to the colour "Yellow"! This is not a piece of cake! But we are on the way to an unknown journey... Another step onward is the shade of light green. It shows almost the same colour, but there is a slightly different. Light green presents the range of matching from 50% to 74%, which is known as "Likely" or just "Possible" In the range from 50% to 74%, the report is in "Likely" colour, where the plagiarism percentage may be higher. However, when the matching content is increased to a level which falls in the 75% to 100% range, the colour will change to "Instructor". Yes! This has given us a clearly defined colour, indicating that the report will likely be plagiarized. When the report is in this category, especially in dark green, we should deeply investigate the content and originality of the material. It gives us a chance to verify and educate the submitter! The information above is just shared from the observation on the day of checking through Turnitin's user manual (Shah et al., 2021) (Sokele et al., 2021) (Manley, 2023). Actually, from the view of the user manual, we are informed that the colour codes will be slightly different, as shown below. For "G" in RGB colour mode, it represents the range from 0 to 127 in Full Red.

The complete green started from 128 and ended at 255. So, we can say that the range from partial red to full red could create a different range of green colours. By selecting the distinct colour of red, the resulting green will also have a different range. For Turnitin, they chose green between 51% and 75% of the whole green. The range starts from 70% or above in full scale and turns into a different colour, yellow. So, such a colour in light green representation will be the pen colour. I hope those teaching about IT or looking for something in IT can turn to this "colourful" piece of information. By knowing how to identify different colour codes and the background of the original code, one can apply it in their daily life, such as teaching or as a staff in any organization. Through critical analysis, not even a piece of character can be observed and understood from every colour given in the colour range. Thanks for spending the time on this, and I hope you all enjoy the reading!

3.2. Examples of Reports with Green Color Code

Both examples effectively demonstrate critical points of the description and serve as a handy user guide in explaining how to analyze reports with the green colour code, a specific learning outcome mentioned in this chapter.

The second example describes how an instructor can compare a student's submission to the student's previous submissions. This may help demonstrate the choice to view only the best matches mentioned in the match overview. This also helps to teach users about the benefits of the match overview, which shows all matches and all sources. The example describes how the right-hand viewer may view the full text of the previous submission and how the direct source of the game will be highlighted. Overall, the example shows how the interactivity of the match overview with contextual submission matches is a helpful investigation feature and that all matches may be viewed and sorted when the full report only opens in the document viewer.

The "Examples of reports with green colour code" section provides descriptions of specific reports with the green colour code and demonstrates how the match of the originality report is reviewed. The first example describes the originality of a paragraph and explains how a user may review and investigate each game in the report. The section is described as being partially green, and the example shows how the speech bubble in the match overview would be yellow. The annotating and investigation of specific matches are effectively shown here.

3.3. Interpretation of Green Color Code

People did not pay much attention to the green colour code in the past because most matches were "pretty much straight from the reference. However, in the real world, "Green" might hint at some similarities. For instance, self-plagiarism (also known as "duplicate" or "recycling fraud") may light the index to the previously submitted materials by the very same student. Also, substantial but commonly used sources may not enter the repository. In both cases, it will generate a lot of green indices. Moreover, it isn't easy to hand in works purely written in original. Like the only plagiarized phrase "the resort offers breathtaking views of the Mexican Caribbean" in the left-hand document. It occurs at position "A", a paragraph in which the word " Caribbean" appears. Turnitin will paint the first index green and display the original phrase. This is to avoid potential malpractices that students may exploit that "A, B, C, …" in the originality report will be mapped to a colour index, hence keep changing the interpretation of certain colours each time (referring to "Favorite track 2"). The green index will be updated each time new submission links are made.

In summary, the "Green" may not be as innocent as you think. Nevertheless, don't overestimate the colour index interpretation either. For example, suppose the computer science student is asked to submit some programs, and he has submitted the same work written in C++ the previous year (no matter how successful it has been). In that case, you should expect a red index instead of green because self-plagiarism has violated academic good practices. In short, it's always a good habit to check the originality report and carefully review which parts of your work can be assumed "free of offence".

4. Yellow Color Range

Turnitin does not grade work. It highlights matches to other sources and provides the instructor with an 'originality report'. It is then at the discretion of the instructor or marking team to interpret what the matches mean. Yellow shows that shaded parts of the document match a source of three or more words. This is likely a coincidence, but it is the instructor's discretion to decide whether they want to check it. If a large percentage of a document is taken up by yellow, this could be a cause for concern - it suggests the work is heavily based on a source rather than the original.

This is an essential difference between yellow shading and blue or green-yellow, which indicates a significant match between a source and the submitted document. Still, it is at the instructor's discretion what to do next. Like the other colours, there is still no direct action prescribed by the colour markers - it is up to the instructor where to take the investigation. It is imperative always to review the sources listed in the content in shaded areas. If these are irrelevant, you can write to Turnitin Support at ldc@ turnitin.com for assistance interpreting the results.

4.1. Explanation of Yellow Color Code

The first yellow colour range section is the "Explanation of Yellow Color Code". This means that the matching percentage of the student paper and the index is more than twenty-five per cent. In other words, yellow means the overall matching index that falls between twenty-five percent to forty-nine percent. Turnitin provides instructors with the ability to find unoriginal content in student papers. This software has allowed instructors and teachers to identify plagiarism. When the instructors started enabling the students to submit online and check using Turnitin, students faced the problem of copying. Mostly, students copy and paste information from the internet and then submit the assignments to the instructors. Turnitin will help to identify the originality of the student's work. This is done through the matching index, which indicates the percentage of overlap between the student paper and the existing source. Every sentence or phrase with similarity can be identified and highlighted. When a paper is submitted to Turnitin, the paper will be compared to all other materials and resources in Turnitin's databases. These may include current and archived internet, publicly accessible internet, any paper the institution has previously submitted to Turnitin, and the online database of academic papers.

The index also indicates how precisely the student paper resembles the existing source. So, with the given percentage, the instructor should be able to make a factual decision and not on assumption when investigating the matched source. Also, the instructors are required to look at the originality report in detail. The report will provide complete information on which parts of the student paper match with which source. It is highlighted in different colours that will indirectly help the instructor decide whether the matching is genuinely plagiarized material or just a coincidence. This "Explanation of Yellow Color Code" section states that this particular colour means the matching percentage of the student paper and the index of more than twenty-five percent but less than or equal to forty-nine percent. Every sentence in the explanation and the related examples must lead to a coherent whole, and this is the key to a critical paragraph that ensures a reader's understanding. In my observations, the author carefully leads the readers to understand the illustrations of the output mentioned on the Turnitin website. He tries to relate every point of the output to the student paper's screening process and the showing of the coloured sources. He uses lots of graphics such as arrows, colours, and screenshots to make a clear explanation.

Last but not least, he provides a suitable explanation and clearly states that there are three types of information in the output, which helps to understand better how the originality report works. This explanation will tell the users that Turnitin software does not detect plagiarism for them; it is the user who has to understand the meaning of the output and be able to investigate the allegation of the matching. This explanation section may serve as a good guide for new Turnitin users.

4.2. Examples of Reports with Yellow Color Code

Another standard colour range is yellow, which signifies that a paper is a rather large match to other sources but is not a complete cut-and-paste. If quotations and citations were used, this probably is not accidental. This may not be the case if the match involves a large amount of material. A student may use a paper for one class as the basis for another class or a paper from a previous year. For instance, the yellow example below shows 63%, with 55% from a single source. The source is an internet source and gives the uniform resource locator (URL) and the matching paragraphs. In this case, the matched sections are indicated and highlighted in yellow. In this case, the student has not used quotes or suitable citations (which would reduce the percentage match and exclude the possibility of the work ending up as a match to other material). The student should also have used a paper that is less known to Turnitin. Suppose the student had taken a hard copy of the internet material and typed it up. In that case, it is unlikely for the sequence of words within sentences and paragraphs to be the same in the same order in the original and the student's paper. However, in this case, it is more likely that the student has taken an electronic source and either cut and paste or used copy and paste to move the material into their paper. It is worth noting that Turnitin will not pick up matches from material available in image format or text within pictures. As discussed above, the sources of the matched material can be excluded, one at a time. This will show the instructor where a student has used a known source, which might be acceptable (for example, a paper handed out in a previous class) and where a student has attempted to pass off other work as their own.

4.3. Interpretation of Yellow Color Code

Turnitin flags 'Yellows' because the matching text might be a legitimate reference in an essay, but it could also be found in a legitimate source. In other words, 'yellows' are open to interpretation: a student might have correctly quoted an academic piece of work and correctly referenced it. However, that reference could still appear as a 'yellow' on the originality report. I was worried that the 'yellows' were terrible and that we needed to avoid them at all costs. However, following an extensive project that a colleague carried out on originality reports and ways in which students and staff can use these to improve academic practice, I now understand that 'yellows' can - and should - be used as a learning experience. For example, tutoring students on quoting and referencing correctly can help avoid 'yellows' showing up on originality reports. Similarly, students often feel anxious when a whole sentence - or even a paragraph - comes up as a 'yellow'. But I now know that this anxiety can be alleviated by helping students understand that 'yellows' are not necessarily bad but a learning tool to help them improve their academic practice and reference correctly. I also understand that seeing a large number of 'yellows' in a report is not necessarily bad; the type of match found can help inform staff where there might be issues with improper academic behaviour. I've now realised that staff can use the locations of 'yellows' in originality reports to support students in learning how to use them, provide feedback on drafts, and develop best practices in using the different types of matches found. This insight and perspective about 'yellows' has been helpful, and I was informed by the work that my colleague and I carried out. I think Turnitin is beneficial, whether you write a little or a lot, and it can act not only as a way of evidencing your submissions and tracking your work but also as a tool to improve your skills and give you feedback. By understanding what 'yellows' are, I'm now much more confident about using originality reports to interpret the originality of a piece of work.

5. Orange Color Range

The orange colour range is 20% to 60% similar. The area where the report is highlighted in orange represents a specific type of matching: 16 to 24 consecutive words of matching. The matching word may be spread across multiple sentences in the paper. Also, one 16-24 word match may add up to numerous matches which exceed 20% overall similarity. Although 16-24 word matching might not be severe enough to indicate the entire matching paragraph, taking reference in different paragraphs may do. That is why every orange area will show one to multiple matches on the report, given that the number of matching words falls into the range of 16 to 24, and the individual match adds up to a total fall into the range of 20% to 60% overall similarity. The first time a report is generated; usually a list of 16-24 word matched sources is given on the right-hand side, together with the source. Clicking on the source will show the specific match in the context where the matching words are found. Also, the report may show some extracts from the review if available. Click and drag over the highlighted area, or any matches will highlight the words and the matches in the left navigation panel. The "Matching source on the Internet" tab shows sources found on the Internet match this paper, whereas the "matching source in the paper" tab shows sources found on the Turnitin database match this paper. The authors must evaluate any suspicious matching source found in the report.

This is because the colour codes illustrated help the authors recognize the possible different nature of matching areas in terms of the matching length and intensity associated with the overall similarity. This result will be essential to help the authors identify and understand different ranges of sources that have been appropriately cited and sources that might have made the overall similarity reach a certain level. "copy & paste" or "cheating" may result in the paper being published online. Hence, multiple Internet matching sources can be shown, and all this information revealed by the matching colour codes will potentially facilitate the investigation of such unethical acts. The orange colour range standard will be helpful to all students and researchers by providing a better understanding of the report generated by the Turnitin system. However, it is also important not to overlook the other colour codes when interpreting the overall similarity.

Using different examples helped to illustrate the difference in the meaning of each colour range from the lowest percentage to another. It enhances the clarity of how colour codes assist in the checking process. The step-by-step explanation style, which started from the limited source explanation and later moved to incorporate the function and impact of the matches, helped to engage the readers as the complexity of the features of the Turnitin system unfolded. The clear related topic sentence at the beginning of each paragraph helped make the explanation's logic more explicit to the readers. The section on the interpretation of the orange colour code has a masterful emphasis on each word to emphasize each point and to make it clear to the reader. It is suggested for those students giving a presentation and academic staff who will assess the student's work to feature the critical nature of the colour codes and their usage in the explanation. The projector is a standard facility in most universities and colleges. It allows the computer screen to be projected on an enormous white wall to help presenters show their work to the audience more accurately and precisely by considering the match and the differences between our paper and the highlighted source. The matching colour will be changed according to the game selection on the left navigation panel.

5.1. Explanation of Orange Color Code

The orange colour range denotes papers that have between 25 and 50% similarity index. This represents a medium level of matches and perhaps a few common phrases or terms shared between a source and the submitted paper. However, it is also possible that the writer may have extensively used a single source or a few sources - anything from paraphrases to copy and paste. In such a scenario, the writer may have failed to correctly cite the phrases and sentences from the source, resulting in insufficient original content. Some words and phrases may not be appropriately cited or considered common knowledge, such as "the sky is blue" - however, it is at the instructor's discretion whether or not this is the case.

Similarly, if a single or a small number of sources have been used to the extent that many matches are highlighted in the matching or similarity index of the report, this could constitute potential plagiarism. As such, it's essential to help students understand that the frequency and density of matches can influence the colour rating and that for any matches below 100%, an instructor's assessment will consider the matches' originality and proper citation. In general, where any colour of code is present in a report, it is crucial to review the sources manually. It matches to ensure that any matches are not due to a lack of citation and that the sources have been appropriately referenced. However, given the potential seriousness of higher percentages of matching text, deeper scrutiny is especially advised for colour codes yellow, orange, and red, which we will discuss next. It should be noted that for Turnitin-enabled assignments, students can exclude any sources from being checked for matches against their submission; therefore, if common knowledge or common phrases are excluded from the check, the resulting percentage of any matches will be affected. Hence, should a student deliberately attempt to decrease the matching rate, the instructor can advise the student to explain how to use exclusion appropriately and encourage the student to develop an understanding of influential citation and original writing.

5.2. Examples of Reports with Orange Color Code

The following screenshots show different examples of reports in orange colour code. The first screenshot is the submission by John, and the second screenshot is the submission by Susan. John's essay is original because the only sentence highlighted is the thesis statement. About five sentences were highlighted in Susan's essay. The highlighted sentences are the introduction, the sentence before the second citation, the sentence before the third citation, the sentence before the conclusion, and the last sentence of the conclusion. Based on the examples here, a solid block of matched text could mean two things: the student has directly quoted a piece of work from a book or a website without citing the source and indicating that it is a direct quote, or the student has copied the work from someone else and included the copied work into their own, without referencing the original author. The phrase "could mean two things" was not voted on, and Turnitin's decision that this was an original idea belongs to the instructor. Turnitin should highlight that there is no match to this sentence. The teacher will use their expertise to determine if this sentence is an unoriginal idea from a previously written work or if it is a commonly used phrase. Also, the thirty-seven words from "without referencing the original author" and in the same sentence were all matched to a source identified as "www.custompaperwritingblog.com". This means Susan has taken out this whole chunk of work from the same source without acknowledging the source.

5.3. Interpretation of Orange Color Code

The 5.3 "Interpretation of Orange Color Code" section is of value not only for the readers who are the instructors (particularly those who are new to Turnitin) but also for the students. In this way, by interpreting what the orange colour code means in the context of academic arguments, we can understand under what situations those students' works receive the orange colour code. The section informs readers that orange means "matching some wording and structure," which is not as severe as "matching large blocks of text without quotation or reference," as indicated by the red colour code. Specifically, when an originality report is highlighted in orange, the submission contains a small to medium percentage of matches to other documents in the Turnitin database, with an overall percentage of 3% - 9%. However, this does not necessarily mean that the student intentionally plagiarized. For example, the student may have correctly quoted someone else's work, which is unavoidable when the idea is too sophisticated, and there is no other way to express it without borrowing language from the original author. Additionally, instructors should know that repeated or numerous instances of smaller percentages from the same source could indicate a problem. In the sample report shown in the case study at the end of this chapter, we can see that the executive summary and one of the findings overlap with some other articles, resulting in an overall originality of 27%. This means most of the writing is copied from somewhere, or published works are copied from the student's writing. This suggests that the students may not have adequately handled the referencing format or provided a proper analysis of the existing literature in the field, which may reflect issues in their argumentation. This is valuable information, and I believe candidates should be recommended to use the feedback to track their progress in developing their work and focus on tightening their analysis. Additionally, they should be informed of the possibility of submitting their work to Turnitin before the final submission, allowing them to check and eliminate any potential problems in the originality report.

6. Red Color Range

First, the red colour range is located at the highest end of the spectrum, at 75% similarity and above. The corresponding text will be highlighted in pink under the matching sources, with all the matching words or sequences highlighted in pink. What is similar to the expected content in the submitted work will be highlighted in red colour matching to simplify the relevancy to the matched sources. It is underlined that the red colour is used to indicate that the student's paper is 75-100% similar to the given sources. In other words, the student has used most of the submissions from the matching sources to form their work. The lecturer or the marker then has to make the judgment call as to whether the highlighted source is acceptable given the context that the student might have used common knowledge from the relevant sources. Thanks to the matching sources, a breakdown list of all the sources matching the area of similarity found in the student's paper will be generated. The title of the source, the instructor who might be the source's owner, the Similarity Index will show the percentage of matching between the source and the student's work, and the source's availability options will be displayed.

This makes the lecturer's job much easier because one can click on the source's title and view the source directly from whichever standard library is available within Turnitin. Additionally, the sources' list will be displayed in an easy-to-read format. The exclusion options will also be shown in the list if the lecturer excludes any source. At the same time, the actual piece of student's work will also be displayed side by side in the originality report. All these functions allow the lecturer to closely identify the source, check the relevancy and decide whether it is plagiarism based on the actual content of the source and the student's work. This may therefore help a lot in removing the false alarms. It is also valuable to inform that different sources will be colour-coded accordingly. For example, the colour used to highlight the matches to the most recent source will be red, matching the latest source on the left-hand side. This will then be followed by dark pink, light pink, and down to purple, which matches the oldest source. As a result, it gives a simplified and organized view of the originality report display. Any matching identified in the student's paper to the source of the same colour behind provides a quick reference to the matching sources by looking at the colour immediately.

Last, the matching or similarity from various sources will also be indicated. The source type will be signed under the colour bars, giving the reader or marker a fast overview of the generic sources matching each case. Colour-coded work in the red range is crucial as it indicates the highest level of similarity. This would require further attention and intention from any given markers to decide whether it is acceptable and the justification provided.

6.1. Explanation of Red Color Code

The red colour from the red range highlights sentences that closely match those in the Turnitin databases. These are sentences or phrases of between 8 and 10 words in a row or more that match or approximate matching a source. When you see the red colour, it may not be that these sentences are terrible, but you have a more significant number of similar, shorter phrases throughout your work. In the example in the previous section, the match was found in the 4th sentence of the second paragraph of the student's assignment. It shows that from the 4th word to the 30th word, the student has used and has been highlighted. After that, the sentence in the source up to the 10th word of the 6th line has been highlighted also. Once you reach the 10th word in Turnitin's list of matching sentences, Turnitin will stop highlighting further instances of the same source and identify that the same source has been used up to that point. These lists can be daunting and, at first, quite difficult to understand. But as the explanations note, in most instances, matches from a singular source will be grouped in a single batch, and it's just highlighted where they start and where they start in your work. The analysis in Turnitin is not foolproof and not 100% reliable. It is imperative to read each match, if any, carefully and judge whether it is sensible. Also, some materials, such as standard formulas, may appear to match when authors commonly use them but occur only a few times in your work. So, it would help if you did not panic and did not jump to conclusions by believing what Turnitin identified concerning matches.

6.2. Examples of Reports with Red Color Code

The submitted text screams out in the red zone, and there is no excuse. There is a complete work of another student in this text, and despite that, the writer attempted to change a few words here and there. But this is still a blatant example of plagiarism. All the sentences were cut and pasted from the original work, and the original work was not even appropriately cited. It's no wonder that Turnitin is showing the work in red colour. This particular extract shows a very high match to a source in Turnitin. It might be worth mentioning that a seventy-five or eighty percent result would also give an overall match of red, so it will still stand. Also, many matches to just one source should be taken with a pinch of salt. Also, it is often very tempting to change the odd word within a phrase so that it appears to be a new work. But suppose anyone finds their work starting to get turned into this spectrum of red. In that case, it is essential to take a step back and look at the source material and see if there are ways to write around it correctly, given the preached words. For example, in the twentieth century, immigration was a significant and fundamental change. But it has also been imperative for people to go into this modern century. It has been researched and identified that anyone could have copied the data directly from another work, as the phrase is produced word for word what has been taken. The poem was written in 2010, so it did not give anyone much time to have a retrospective view of the change in society and what factors were significant. Also, the writer attempted to change a few words here and there, but this is still a blatant example of plagiarism. All the sentences were cut and pasted from the original work, and the original work was not even appropriately cited. It's no wonder that Turnitin is showing this work in red colour.

6.3. Interpretation of Red Color Code

It means that 75% to 100% of the paper matches something already in the Turnitin database, either exactly or in some way – and that's big. This is what most people would consider to be a 'complete' copy. The original 'Interpretation of Color Codes' document, which each student submits to Turnitin, says on the right-hand side, where the red colour appears, 'severe warning'. You may be unsure what to do if your paper has been rated with the red colour. Well, the first thing to do is check the originality report. Is it referencing genuinely, but perhaps there is just too much in one area? Often, large areas of, say, colour code blue or colour code green in the main text look far worse than they are – simply because of what's been referred to in an appendix, as here. The top of the originality report screen says 'like a fingerprint'. Turnitin believes it's a search. Turnitin says the originality report helps you check that your work is a best practice for referencing. But it also points out that your tutor might set you an assignment in Turnitin which requires 'immediate feedback' - something called the by-pass codes, which quite a lot of staff use with Turnitin for students.

The originality report already has texts that may contain colour codes, as discussed. A fantastic summary on the website says, 'You must always interpret the originality report fully in the context of the use that you've made of that material. ' The originality report is a valuable tool to check that the work submitted into Turnitin is your work, but it also invites you to consider to what extent your work has been further developed from a piece of work with colour codes and based on the originality. In summary, the red is the most severe type of similarity represented in Turnitin. Firstly, the red colour is explained to match 75% or more. So, direct navigation could be found or even match a paper online. Secondly, excessive colour code red matching indicates poor referencing skills or potential plagiarism. Thirdly, the originality report should always be fully interpreted, and students have to be reflective when looking at any material used in the originality report. Hence, the colour red is sometimes forbidden by university tutors while submitting the work. The Color Code Plot Layers may change it from the originality report based on the user's preference.

7. Case Studies

We hope this work helps provide a gateway for students and teachers to go beyond initial concerns about plagiarism and the use of the Turnitin tool. It aims to support students and teaching staff in unpacking the feedback provided by the colour codes and Originality Reports, moving towards a rich and rewarding focus on research, argument, and developing individual writing styles.

Other topics are discussed in the section of this work, "Using Turnitin for Enquiry and Evidence," which looks at some of the issues that arise when students and teaching staff engage closely with the feedback provided by the Turnitin tool. The possible use of the colour codes to assist with research-led or enquiry-based assignments, an increasingly important aspect of the secondary curriculum is discussed. There are detailed analyses of cases where students use the colour codes to evaluate and learn from their work or by teaching staff to give feedback that promotes students' use of evidence (Moodley and Nhavoto2022) (Murga et al.) (McDonald et al., 2024).

In some cases, schools with similar Turnitin scores may have quite different distributions of colour codes. For example, Case Study 2 compares two reports with similar Turnitin scores but different colour code distributions. Finally, the case studies also raise questions about how to use colour codes. For example, should markers focus mainly on "matches" or also take into account "similarities" and "phrases"? And, in what circumstances might the filters, such as the "quality" filter in the Similarity Report options, be helpful? All these provide food for thought regarding how Turnitin can be used most effectively to help students and staff improve their written work (Akbari, 2021) (Johnson, 2023). See Figure 28.

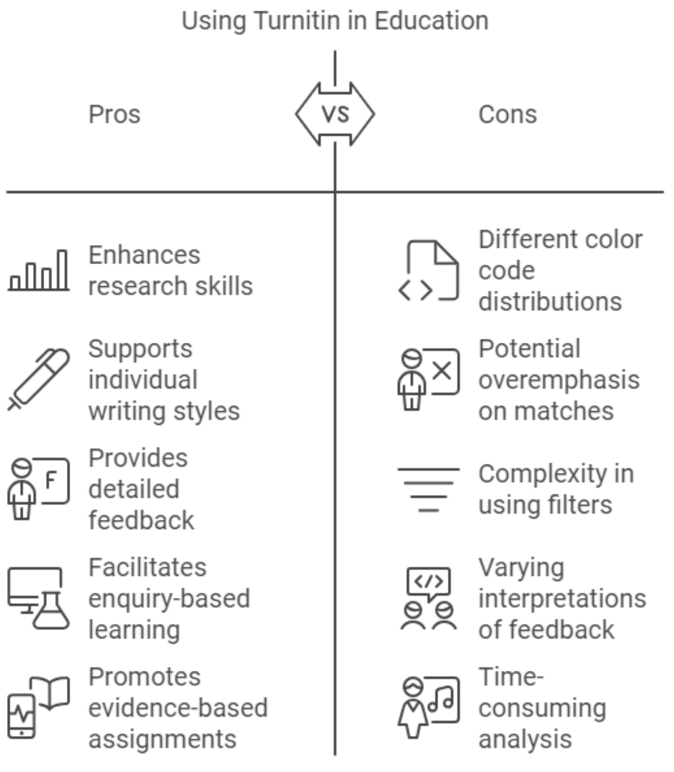

Figure 28.

In addition to providing a visual representation of the top-ranking schools by state, a heat map can help to identify which states may be over- or underperforming. For example, a state in which the average school ranking is relatively high, but the state's rank on the map is low can be identified as performing below expectations. Similarly, a state with a low average school ranking ranked high on the heat map can be identified as outperforming the average. This could be valuable to education professionals and policymakers alike - for instance, by highlighting particular states or regions that may require additional resources.

7.1. Case Study 1: Analyzing Reports with Different Color Codes

Embarking on analyzing green-coloured reports, the originality report for this specific case study delineated a single attempt by a student. The student in question had submitted a paper based on the same assignment related to his PhD study. From the feedback and analysis, as the instructor, I found the green colour code and its corresponding similarity index to be very helpful for me to quickly and effectively ascertain the originality of the work. The green colour code has been found to represent a "low probability of similarity", having a similarity index of 24%. Despite the detection of 24% matching, after carefully analyzing the matched sources reported by Turnitin, I observed that most matches were references for critical scientific facts. It is critically essential for scientific writing to state the vital scientific facts which have been proven and widely recognized (Jin et al., 2022). See Figure 29.

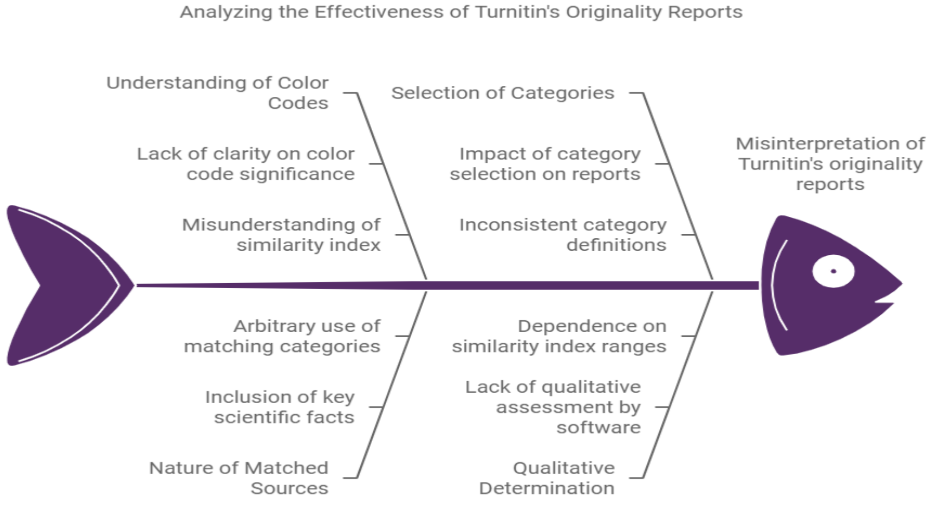

Figure 29.

This study's findings enhanced my understanding of the green colour code and the corresponding similarity index. Whenever I received a green-coloured originality report, although the similarity index was less than 25%, my further analysis of the matched sources could be essential to identify any inappropriate similarity. In fact, in some circumstances, the arbitrary use or improper use of the matching categories of Turnitin could hamper the effective use of the colour codes (Sokele et al., 2021) (Amrih, 2021) (Bhuyar and Deshmukh2023). For instance, my research found that the nature of the colour codes depicted by Turnitin could be affected by the selection of the categories of matched materials that must be included in the originality report. Also, it's worth noting that the colour codes are solely generated by the similarity index and the specific ranges defined by Turnitin rather than any qualitative determination done by the software. The colour codes and the similarity index should only serve as a quick reference for the instructors; a more detailed analysis of the matching summary and the sources should be performed (Nwohiri et al., 2021) (Laflen, 2023). This is essential to determine the validity and appropriateness of the matches gathered in the originality report before making any final decision. Last but not least the case study itself and the findings. The case study was based on a green-coloured report, so I had firsthand experience with the colour code.

7.2. Case Study 2: Analyzing Reports with Different Color Codes

The second case study illustrates different matching colours and how to interpret each colour. The case involves six student papers. Five of the documents contain various kinds of plagiarism, and one does not contain any plagiarism. To start the case study, an instructor will open the Assignment Inbox and select the student papers they want to analyze using Similarity Reports. The matching colours for the two reports are yellow and orange—yellow ranges from 25% to 49%, indicating much matching or similarity. The colour orange indicates moderate matching, 50% to 74%.

However, different matching colours may occur. The instructor must understand that the occurrence of different colours indicates the matching level in the student paper. If more matching colours are shown, the student paper has various sources and may have intentional plagiarism. On the other hand, if only one matching colour appears, the student's paper contains a specific type of plagiarism, which may be because the student is not familiar with the proper ways to cite sources. The example demonstrates that the first paper's similarity index is 29%. The matching colour is yellow; for the second paper, the similarity index is also 29%, but the matching colour is orange. The first paper includes 31% of small matches, 15% of the paper's content is from small matches, and 4% is from one poorly cited source. In the second paper, 15% of the content is from one poorly cited source. However, no matches are shown in blue. As a result, the instructor found that both papers contained a small amount of significant matching. Still, they come from a variety of sources: thirteen small matches from eight different sources of the first paper and thirteen small matches from six different sources of the second paper (Hou et al., 2023) (Klemiński et al., 2021).

7.3. Case Study 3: Analyzing Reports with Different Color Codes

In this report, Case Study 3, we will analyze a paper that had a similarity index of 100% and, therefore, was completely red. First, students are asked to fill in a form. This brings students together in a platform where they can all submit their work. The form requires students to fill in details such as their name, which staff member the essay is for, the module code and title, etc. Every student must complete this process before they can submit their essay. The whole process becomes helpful for me as a tutor because the screenshots below show that this particular student has clicked on 'accept submission', shown by the pink circle. I can then see that the student's name appears on the right-hand side, also shown by the button, not the green tick. Secondly, as we're looking at a 100% similarity index, we must check the matching sources. So, under the category area of the paragraph box, we exclude quoted material or even a bibliography to see if the main text has been plagiarized (Tai & Wei, 2021) (Moro et al., 2021) as we can see that the matching source has been highlighted as well, which provides further evidence for the plagiarism area as highlighted in red. More importantly, the paper efforts and turning in essays have finally paid off. I am very interested in reading this essay's complete journey, so I look at different areas of the essays. For example, there is a contradictive central point, and I would love to know the matching source where this red highlighted area has been indicated. By now, going through each step both on screen and also on turn-in, I am pretty confident that I can markedly utilize these highlighted term areas near the content box to have an excellent picture for the different case to case, especially for the similarity and also the matching sources areas (Foltýnek et al.2020) (Denney et al., 2021).

Questions and Answers

1. **What is the purpose of Turnitin's colour codes?**
   - **Answer:** Turnitin's colour codes are designed to quickly inform users about the similarity level of a document to existing sources, helping to identify areas that may need further review or citation.
2. **What does the blue colour range indicate in Turnitin's reports?**
   - **Answer:** The blue colour code indicates no matching text or a negligible amount, generally considered acceptable in terms of similarity.
3. **How are reports with green colour codes interpreted?**
   - **Answer:** Green colour codes suggest a low similarity (one matching word to 24%), often deemed acceptable but still warranting review for proper citation.
4. **What does a yellow colour range signify?**
   - **Answer:** The yellow colour code indicates a moderate similarity (25% to 49%), signalling a need for careful review to ensure sources are appropriately cited and paraphrased.
5. **Describe the significance of orange colour codes in Turnitin reports.**
   - **Answer:** Orange colour codes represent a high level of similarity (50% to 74%), suggesting a significant portion of the text may lack originality and require substantial revision.
6. **What does a red colour range indicate?**
   - **Answer:** A red colour code indicates a very high level of similarity (75% to 100%), often indicating serious concerns regarding originality and a high likelihood of plagiarism.

7. **Can the colour code ranges vary between institutions or assignments?**

    - **Answer:** No, the colour code ranges are standard across Turnitin, although interpretation and response to these codes may vary by institution or instructor.

8. **What actions should a student take if their report returns a yellow code?**

    - **Answer:** Students should review the report carefully, check for proper citation, and consider paraphrasing or quoting directly with appropriate attribution.

9. **How can instructors use colour codes to guide feedback?**

    - **Answer:** Instructors can use colour codes to focus their feedback on areas of high similarity, discussing proper research practices and citations with students.

10. **Are colour codes the only measure of plagiarism in a document?**

    - **Answer:** No, colour codes indicate similarity, not plagiarism. Reviewing matches in context is essential to determine if sources are cited correctly.

11. **Can a document with a green colour code still contain plagiarism?**

    - **Answer:** Yes, even documents with low similarity can contain improperly cited or paraphrased material, highlighting the importance of instructor review.

12. **Is it possible to reduce the similarity score after an initial submission?**

    - **Answer:** Yes, students can revise their work to improve originality by paraphrasing, citing sources appropriately, or removing unnecessary quotes.

13. **How does Turnitin handle quotes and bibliography in similarity reports?**
    - **Answer:** Turnitin can exclude quotes and bibliographies from similarity scores if set up to do so in the assignment settings.
14. **Can students see their colour codes before the final submission?**
    - **Answer:** This depends on the assignment settings determined by the instructor. Some settings allow students to view reports immediately after submission.
15. **What should a student do if they disagree with the similarity score?**
    - **Answer:** Students should discuss the report with their instructor to understand the similarity context and learn how to cite or paraphrase the content properly.
16. **Does a red colour code automatically mean a student has committed plagiarism?**
    - **Answer:** No, a red colour code indicates a high level of similarity. Each case must be individually reviewed to determine if it constitutes plagiarism.
17. **How do colour codes help in promoting academic integrity?**
    - **Answer:** They provide a visual cue to students and instructors about the need for proper citation practices, encouraging a deeper understanding of academic honesty.
18. **What is the impact of excluding small matches on colour codes?**
    - **Answer:** Excluding small matches can lower the similarity score, potentially changing the colour code and highlighting more significant matches for review.
19. **Can Turnitin colour codes change over time for a single document?**
    - **Answer:** Yes, as more sources are added to Turnitin's database, similarity scores can change, possibly altering the document's colour code upon resubmission.

20. **How should educators interpret a series of assignments with varying colour codes from the same student?**
    - **Answer:** Variations in colour codes can indicate a student's understanding and application of academic integrity principles, offering teaching moments on proper citation and paraphrasing techniques.

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CHAPTER 6

Similarities vs. Plagiarism

This chapter addresses the crucial distinction between similarities and plagiarism, discussing proper attribution, quoting, and citation practices. It offers strategies to avoid high similarity scores and unintentional plagiarism, fostering ethical research and writing practices.

1. Defining Similarities and Plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. It is important to show where you have gathered your evidence or information in academic work, whether creative writing or an essay. When a piece of work has verbatim (word-for-word) sections that match another text, resource or the work of another student, without this being made clear by the use of speech marks and a proper reference, it will be considered plagiarism (Foltýnek et al.2020).

Similarly, when work is paraphrased (expressing somebody else's ideas in your own words), a reference is still needed alongside explanation and critical commentary to demonstrate that you understand the work. This is because minor changes in words are not your original work, but you are presenting another person's work or ideas as if they are your own (Ruslan et al., 2020) (Du & Liu, 2021) (Yaghoub-Zadeh-Fard et al., 2020). On the other hand, there are times when a high similarity score might not be wrong - depending on the type of similar content and the context in which it is found. For instance, if someone were writing a piece of work in which they were exploring the different uses of a particular word or concept, this would require several verbatim quotations from a variety of sources, together with the student's explanation and commentary on each one. However, in nearly all cases, including this example, it is essential to ask your teacher for guidance in the first instance and to ensure that any use of another person's work or ideas is made clear and referenced correctly.

1.1. Understanding the Difference

Similarities can be defined as items that are alike or resembling. In academic writing, different parts of a task can be similar. For example, the arguments in the literature review section might be identical to the hypothesis. When working on a writing task, you must realize that the things you are composing, researching, and thinking about will naturally be similar to the source materials. This is often the purpose of research and analysis: to identify, discuss, and convey to others those things in a particular subject or argument that have already been written or discussed by others (Pappas and Woodside2021) (He et al., 2021) (Collins et al.2021). However, it is also a point that the onus is on you in your writing to signal to your reader when you are adopting a view or idea that another writer has originated. Plagiarism, therefore, is when it's not made clear or implied that some part of a task is your idea, model, or argument when it is not. In short, whenever we present an already covered and argued argument, we must adequately acknowledge that fact through correct citation. If we do not, we risk committing plagiarism. Plagiarism is taking another person's writing, conversation, song, or idea and passing it off as your own. This includes information from web pages and books, from course lectures and other students' academic work (Ndebele, 2020) (Rodhiya & Wijayati, 2020) (Stander, 2020). It is not limited to the complete reproduction of a source. Still, it can include the use or close imitation of the language and the creation of derivative work from an unacknowledged source.

Working with another student on an assessed task or seeking unauthorized assistance on any part of your work is considered plagiarism. Plagiarism of all kinds can have both civil and criminal liabilities. It can be the ground for legal disputes where copyright infringement is concerned. Still, where actual copying of someone else's work or paraphrasing occurs deliberately or to the extent that it could be considered as a substantial part of the new work, this may be regarded as a criminal infringement (Foltýnek et al.2020) (Gregory & Leeman, 2021) (Sharma and Dube2021). Also, it is a breach of the Copyright Designs and Patents Act, 1988, which can lead to fines of up to five thousand pounds and a potential jail sentence. It could also be the basis for a civil action for breach of copyright where the writer who has been plagiarized could sue the student for damages. Specifically for students where it is found that submitted work is plagiarized, the potential consequences are grave. They can include a failing grade for the overall module, damage to the student's academic record, and the requirement to repeat that module or year of study. The university regards plagiarism as a grave matter and employs a range of rigorous procedures to deal with it (Kambuno et al., 2020) (Humphrey & Sunday). Students are advised that prevention is always better than cure and are encouraged to use any learning or development support in academic writing.

1.2. Importance of Proper Attribution

This chapter will comprehensively deconstruct and analyze the pervasive and often misleading sensationalist misrepresentations plaguing the horror genre. Many cinematic examples will be examined and evaluated to illuminate these recurring patterns. Through this rigorous analysis, it will be revealed that these examples serve as artistic expressions and mirror the intricate and multifaceted historical, social, and cultural contexts of their respective eras. A deeper understanding of the genre's profound impact will be achieved by delving into the cinematic techniques, including the deliberate and, at times, excessive utilization of persuasive and emotionally compelling theories (Jancovich and Brown2022) (Santos, 2022).

Therefore, it is crucial to comprehend the clear distinction between similarities and plagiarism and prioritize the ethical and responsible utilization of external intellectual property. Additionally, understanding the proper strategies when directly incorporating external material into an original work holds great significance. These significant themes about academic writing guide individuals towards producing exceptional and exemplary scholarly pieces.

However, it is essential to note that the consequences of plagiarism can be dire and far-reaching. Within the academic sphere, engaging in plagiarized work can not only result in receiving a failing grade for a specific assignment. Still, it could also lead to expulsion from the educational institution. Moreover, the repercussions extend beyond academia, as plagiarism can have legal and professional ramifications in various severe writing scenarios. In today's interconnected and digital era, it is becoming progressively challenging to present any written work without incorporating external sources or visual content in some capacity. With the ease of access to vast amounts of information and images online, writers often rely on these materials to enhance their creations or support their arguments. Whether using direct quotes, paraphrasing, or visual aids, it is crucial to correctly attribute and acknowledge these sources to uphold the integrity of one's work. Failing to cite and give credit where it is due diminishes the originality and authenticity of the writer's efforts and can lead to accusations of intellectual dishonesty. Plagiarism undermines the trust and respect within academic and professional communities, damaging the reputation of the individual involved.

Furthermore, it is essential to recognize that the consequences of such actions extend beyond personal repercussions, potentially impacting the credibility and integrity of the institutions or organizations with which the individual is associated (Scott, 2020) (Maulana et al., 2023) (Yeh, 2022). In light of these considerations, it is imperative for writers to cultivate a strong understanding of ethical writing practices and to develop the necessary skills to integrate and attribute external sources correctly. This includes employing citation methods such as MLA, APA, or other recognized styles and utilizing plagiarism detection tools to ensure their work is free from unknowing plagiarism. By conscientiously adopting these strategies, writers can uphold the standards of academic and professional integrity while also contributing to the advancement of knowledge and original thought in their respective fields.

Proper citation and attribution is an important and necessary skill for all academic writers. Giving credit to original authors, researchers, or creators of a particular piece of work demonstrates academic honesty and integrity. It also allows readers to trace the evolution and development of ideas and identify additional relevant research or content. Lack of proper attribution is often equated with the intent to pass off someone else's work as one's own; in other words, the definition of plagiarism.

2. Contextualizing Similarities

Students may wonder why learning to differentiate between acceptable and unacceptable "borrowing" in academic writing is essential. The reason is that students are asked to write a lot of different types of texts across their discipline areas and levels of study. This means that students need to be able to use an extensive range of words and phrases, and they need to be able to understand and make use of relatively complex theories, models and evidence. A further reason is that learning to write about the work of others helps the student understand the importance of taking responsibility for how we discuss other people's work. By working with the ideas and findings of others, we begin to fully appreciate the values, preferences, and arguments that are presented and that those writers have had to make. In academic writing, an individual needs to focus on the idea and form a new and original findings, contrary to what happens when someone uses others work and ideas without understanding and permission through plagiarism (Monippally & Pawar, 2021) (Wu et al., 2020) (Knight et al., 2020) (Derakhshan & Karimian Shirejini, 2020).

Also, learning to deal with the work of others and understanding how to recognise and use writing from other sources helps students develop and appreciate all of the following: Critical reading, which includes recognising researchers' authority and outlooks and distinguishing fact and opinion. It also fosters the ability to read and compare different styles or genres of writing and better understand how different audiences and writing needs shape both the content and the writing style. Foster a critical approach to writing. Students can learn how to create and strengthen their understanding of their ideas and work by learning to see what others have done and how to evaluate their work. Lastly, recognise the value of actively registering writers' positions in their writing. As students move into more complex academic discourse communities, they will learn that all ideas are part of ongoing conversations and debates in the field, and they have to be able to show where their work and ideas fit into these conversations.

2.1. Quoting and Citing Sources

Next, let's delve into another critical concept in understanding similarities in academic writing - quoting and citing sources. Using direct quotations can be an effective strategy to support a point without falling into the trap of plagiarism, so long as the quote is appropriately referenced. In addition, the reader can go directly to the source material to verify the argument - a crucial characteristic of good academic writing. Quotations can be distinguished into two types: short and long. Brief quotations are of less than 40 words. These are usually part of a more extensive quotation or a sentence and are written with quotation marks "like this". On the other hand, long quotations are used for 40 words or more and are usually indented without quotation marks. Like similarities, it's essential to never present a quote without crediting the original author. This can be done using an introductory phrase such as "According to" and "as stated by". After the quotation, the author's last name, the year of publication and the relevant page or paragraph number must be given in the reference. (Bielska & Rutkowski, 2022) (Meyers, 2020) This will allow the reader to directly locate the source of the information from the reference you'll include at the end of your work. Always ensure you only use quotes when the original statement cannot be said any better. Try not to use too many. Some tutors may view very long quotations as evidence that you haven't read or understood the material - resulting in academic misconduct! Choosing only a few pertinent quotes can make the difference between a 1st and a 2:1! Using too many quotes can interrupt the flow of your writing and reduce the impact of the argument you are trying to make. Always allow your discussion and interpretation to come through. Closingbury, M. (2019). Academic Writing: Getting started and keeping going. Last 1%. London: Routledge.

2.2. Building a Comprehensive Bibliography

Also, it is of utmost importance to mention that, to effectively initiate and advance with the comprehensive research and writing process, a multitude of fundamentally established academic disciplines, methodologies, and protocols necessitate our thorough awareness. It is imperative for students to adeptly showcase their profound comprehension of these invaluable aspects not only in formal assessments but also throughout their overall educational journey as they steadily progress and flourish within the university environment (Usman et al., 2022).

When writing an essay, report, dissertation, or other academic work, the key to referencing is organization. Keep notes of the books and journal articles you have read and visited websites as part of your research process. With an overview of these in your study, and then when putting work together, start to generate a bibliography that lists the essential items you have used to support your study. As mentioned above, these referenced sources must be used with an active and critical knowledge of this topic, leading to a well-informed answer to the research question, not just providing a 'laundry list' at the end of the assignment.

Also, by going through the process of researching and writing, an author can explore and learn on that topic, and in turn, I also create a piece of work that can contribute to the learning of others in that subject field. So, the research and writing are there to present to the academic community. But it also gets the author to learn actively and critically about their world and to change that world through the growth of understanding and development (Dergaa et al., 2023).

On the other hand, a bibliography is a list of all the sources used at any stage of the research project. They may be referred to in the text but do not have to be, and the references in the bibliography are to be used to help further research on the topic. So, while using the referencing system properly, using suitable sources is also essential. The sort of sources you use – and their quality and reliability – will directly impact the quality of your work (Vrontis et al., 2021).

A reference list lists only the sources you refer to in your writing. The purpose of the reference list is to allow your sources to be found by your reader. It also gives credit to authors whose work and ideas you have considered. All references cited in the text must be included in the reference list, and all entries in the list should be mentioned in the text. Each source in the reference list must be referred to in the text. The reference list should include journal articles, books, other publications, and sometimes electronic sources (Haddaway et al., 2022).

Finally, academic writing needs to find a careful balance between report and argument, where you argue in light of what is researched and yet keep the progressive nature of an argument. Logical use of a variety of researched evidence is the basis for showing the writer has developed an argument and is also able to critically evaluate the ideas within the argument as well as the research which supports it (Panadero & Jonsson, 2020) (Elsbach and van2020).

Academic writing breaks down ideas and uses deductive reasoning, formal voice, and a third-person point of view. It is about what you think and what evidence has contributed to that thinking. This shows you which authorities and published texts are relevant to your research. To give you practice in discovering what has been published in your area and on your subject. To enable you to search for and use the work of recognized authorities in your disciplines and help you prepare for your work-placement project (Uakarn et al., 2021). See Figure 30.

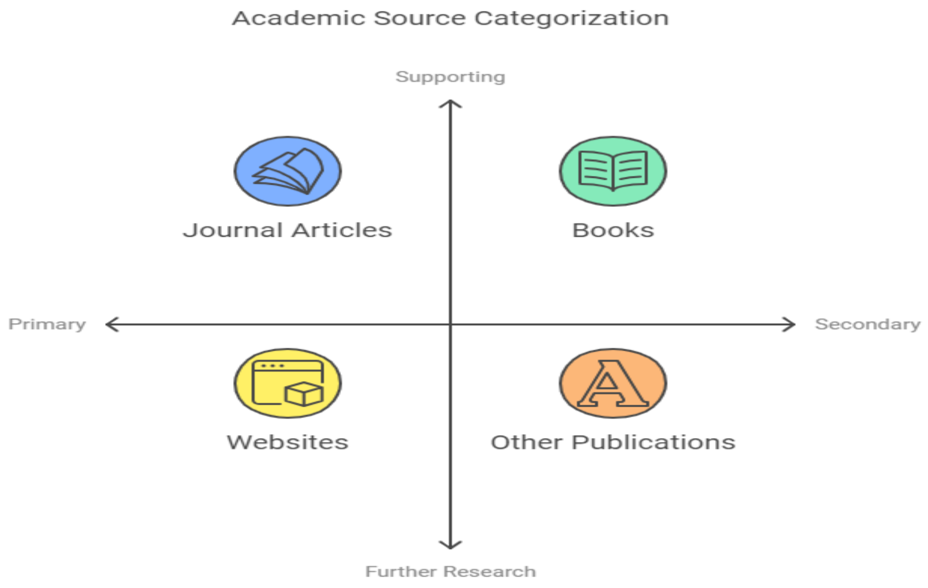

Figure 30.

Academic writing is similar to other writing styles in that it requires the inclusion of research findings and other information in a well-planned and structured manner. Research is the key to success in any academic work. Whether you are writing an essay, a master's or doctoral thesis, or a scientific article, good academic writing and the development of a coherent argument depend on the quality of the sources that inform your work (Lund et al., 2023) (Qadir2023) (Cotton et al.2024). It is essential that you fully understand the underlying concepts and ideas in someone else's work that you want to express and also that you can base your own critical and original thinking on the existing literature.

2.3. Identifying Common Phrases and Expressions

It would be good if specific phrases could be used in any situation, and this is true. Many commonly used phrases would be perfectly acceptable in academic writing, especially in particular subject areas or if you are writing according to one specific genre. For example, I've mentioned that in academic writing, it is expected to say that "it is believed that", and this refers to the student, so "it is believed that" is a phrase often used in that context. These opinions or attitudes taken by others can be usefully divided into three main categories: "academic, popular, and those of the designer". I've said it in my own words, so that's a signal phrase; that's where I say that what I'm about to say is not a direct quotation, but I'm giving you some information that is my voice. That's my interpretation. Again, this is used a lot in the project process review. I translate the designer's activities in those to a new terminology I've developed called "the problem-solving algebraic ladder". And that's an example of where a common phrase or a standard phrase, as you might want to say, "it is customary to" or something like that, is used in an explanation when introducing a new idea or process you've just defined. And as I mentioned, where you've given an adjective or an adverbial phrase from the activity, you can combine these in a compound sentence (Wang et al., 2021) (ElHaffar et al., 2020) (Cordina & Lauri, 2021). It's important to summarize where tasks for the student use the phrase "in summary". We must also include full reference details for all the textbooks and websites. Well, in the guide you've found, tell your readers immediately why this information might be helpful to take on board. That is the signal phrase, which is a phrase that is used to introduce a piece of information that is a secondary source of information. So, a secondary source of information is information discovered by another expert in your field and reported in their work.

3. Academic Writing Best Practices

My current thought is "3. Academic Writing Best Practices", and I might utilize the new tactics using the method you have mentioned. I know about various techniques that may allow you to create a perfect educational essay. For instance, you can choose a significant topic such as religion.

Then, you can describe how different religions handle the same topic. I assume that is the type of thing you must practice doing investigations. Try to write in a way that will make your submission excellent and error-free. Also, remember to make your work exciting and to the point with helpful content. Every academic essay must be logically written and stylistically correct. Also, don't forget to observe the deadline tradition and respect that may play a massive part in creating a solid submission.

3.1. Effective Paraphrasing Techniques

Effective paraphrasing is essential in academic writing, particularly for those pursuing a degree who wish to demonstrate their understanding of a text. In today's digital age, where information is readily available with a simple click, it is essential to acknowledge the original author when using information found online. While copying and pasting exact words may be tempting, this can lead to problems (Dergaa et al., 2023) (Cutri et al., 2020). Copying without proper attribution increases the chances of being caught for plagiarism. Academic integrity requires acknowledging the work of others, especially when building upon existing knowledge to develop one's ideas. Therefore, mastering the art of paraphrasing is crucial. Here are two helpful strategies to assist you in doing so.

3.2. Incorporating Proper Citations

To further support the writing of academic essays, assignments, theses or dissertations, and other types of educational written work, it is essential to know how to reference correctly and manage and handle the use of existing literature and research. This section contains the guide, adapted to help students reference according to the American Psychological Association Publication Manual. Later on, literature justifying this style will be used in this section to illustrate the point. Use the first few words of the title in the in-text citation, but capitalize only the first word of the title and any proper nouns in book titles: "According to Barnes and Noble (2015), the citation is a way of referencing." Then, in APA style, the author of this book is cited, and the year of publication and relevant page numbers are given in parenthetical citations: "(Barnes and Noble, 2015, p. 24)." This example of a citation provides an original reference point for readers and appropriately shows the source of the idea.

The author's last name can also be part of the narrative: "Sewell explores the dark side of human nature (2012, p. 351)." When you use the author's last name as a part of the narrative, only the year and page reference need to be inserted in parentheses. I have given one example of how to write a reference for a book. Including the volume number, the publisher, and the correct page number for books and journals is essential. Also, it is worth remembering that you may find sources that do not have all the publication information. The rule is to provide as much information as possible so the reader can find the source. As it becomes apparent, a series of rules and instructions have to be followed. This can mean that it has been a frustrating day today or at some other point, all when the research is proving particularly troublesome. For students who become stressed or anxious about producing quality work and meeting deadlines, this frustration can create a feeling of unease. Students should be encouraged to know that there are many ways of identifying a healthy approach to any investigation and discovering an answer to a need. A vital part of that is managing and handling the use of existing literature and research in the correct way (Dergaa et al., 2023) (George and George2023) (Pearce, 2020). Proper and appropriate citation of references means the formal acknowledgement of authorship, the substantiation and authentication of the context or content of an academic work, and providing a link or statement indicating where the published work can be found.

3.3. Avoiding Patchwriting

One of the so-called plagiarism "sins" that students commit is patchwriting. According to Howard (1993), "A patchwork is when a writer lifts a large portion of the original writing and then makes minor changes in language and sentence structure to fit it into his or her paragraph." It is a form of plagiarism by changing an author's words too much or too little. Sometimes, as Howard suggests, a little too much copying is not easily noticeable. However, students should avoid patchwriting for several reasons. First, patchwriting shows a lack of understanding of the topic or the material. If the writer understood the topic, it would be possible for them to paraphrase effectively. However, when students resort to patchwriting, they may not know enough about the topic to write about it accurately.

Patchwriting also limits the student's ability to practice writing for various audiences. When a writer copies too much from a source, repeating the ideas without being critical is easy. However, a student's voice and opinions are essential in academic writing. Students do not grow as writers without the chance to practice using their thoughts and ideas. Finally, patchwriting is a form of plagiarism (Pecorari, 2024) (Mawardah, 2023) (Marzulina et al., 2022). It is generally accepted and understood that lifting, manipulating, and passing off someone else's writing as your own is unacceptable. However, students who patchwrite may not be aware that what they are doing is a form of plagiarism. This is particularly true for students who have not had writing instruction in high school or have poor writing instruction. To avoid patchwriting and other types of accidental plagiarism, students must be informed about proper writing techniques and taught how to recognize and prevent inappropriate use of source material.

4. Strategies to Avoid High Similarity Scores

Third, no analysis (just description). Often, the phrases "writing up your analysis" and "analysis" are something that students struggle with when putting a piece of the written essay together. It is crucial to understand that analysis goes beyond mere description as it involves critically examining and evaluating the information. Analysis requires breaking down complex ideas, identifying patterns, and making insightful connections. Simply describing the facts or events is insufficient; one must delve deeper into the underlying meaning and significance. By engaging in rigorous analysis, students can provide a well-rounded perspective and develop a more comprehensive understanding of the subject matter. Emphasizing the importance of analysis in academic writing helps students enhance their critical thinking skills and effectively convey their ideas.

Second, over-reliance on a single source or very few sources. And I think we're talking about that for every part of your essay, you put in every piece of information and every idea, and you have to have some research trail for it, which means every idea has to be attributed to someone and somewhere along the line. Your work has to show your reading and research, and if all we can see is your words and all we can hear is your opinion, then you're not fulfilling the requirements of doing academic research-based work. One way to help you avoid over-relying on a single source is to do more research. Do more than you need, make sure you've got plenty to put into the essay, and then you're less likely to be (what we called) trapped by a single line of thought from a particular author.

First, a high degree of similarity. This is good advice concerning how we generally teach students to plan essays, which will encourage independence. But, if you plan your work too early, there is a danger that this will become a knowledge dump, with students parroting off all the information they read. If you do that, you'll likely end up paraphrasing everything without providing any analysis. So, remember that there's a fine line between planning and actual drafting. Most of your preparation should come from thinking and developing your ideas rather than planning and note-taking. Also, ensure that there is enough analysis and evaluation concerning the task.

Many students ask, "How do I avoid high similarity scores in my work?" The answer to this question is not as simple as others we have answered thus far. This is because high similarity scores are typically the result of a blend of poor academic practices rather than one clear issue. Here are the common reasons for high similarity scores in reverse order.

4.1. Developing Original Ideas

This section explains the fundamental approaches and techniques that can be used to develop original ideas. It emphasizes the need to understand the assignment, generate original content, and seek feedback from peers and instructors. The section also touches on the importance of time management and organization in the writing process. These details make the section a practical and comprehensive guide for students who struggle with original content and need specific steps to overcome academic anxiety. The information is presented in a logical and easy-to-follow order, starting with the need to understand the assignment and gradually moving to the final product of a wholly developed original idea. In addition, each step provides instruction and guidance through concrete examples or direct actions that students can take. The language is plain, concrete, and unspecific to any individual assignment or field of study. This everyman's approach condescends a bit to the student, but it is also a very deliberate and effective choice (Caviola et al., 2022) (Lee & Briggs, 2021) (Yang et al., 2021).

By positioning the section as accessible and relatively straightforward, the essay engages a larger pool of readers and keeps them invested in the topic throughout. It does, however, sacrifice a higher critical understanding in exchange for a practical "how to" style section. These aspects both tie into our in-class discussions of audience and purpose, with the intention of the text being directly related to the rhetorical strategies, settling on a general, uncomplicated approach. Also, the guide sacrifices depth for utility by representing the essay as one for the average student and leaving out specific and disciplinary information. This is a choice - one that can be seen as both good and bad - to make the essay widely accessible and immediately applicable. This specific section, while highlighting practical steps, may not fully engage a student or an academic with a higher understanding of the subject (Clifton et al., 2022) (Du Plessis et al., 2021) (Sullivan et al., 2020). Finally, the section subtly blurs the line between a student's work and the work the essay describes. It invites students to develop an original idea in telling the story of progress, development, and the creation of initial thoughts. Yet, simultaneously, the complete alignment of the steps with an established model undercuts the individual creativity that the essay seems to champion. This is a fine line, and it may reveal a minor rhetorical pitfall in the composition.

4.2. Utilizing Multiple Sources

Another helpful strategy to avoid plagiarism and manage high similarity scores is to use multiple sources to complement original thinking, not as a substitute. Drawing information from varied places increases the likelihood of cultivating an informed and original argument and gives the reader a clearer understanding of the conversation on your topic. When you use multiple sources, try to avoid stringing together long sections from these sources. Doing so can lead to a patchwork of original ideas and phrases. Instead, look for opportunities to engage with the sources more seamlessly and provide a connected analysis. Visualize the argument as a sequence of blocks of text. Suppose most of your draft is made up of embedded quotations, strings of citations, and block quotes. In that case, you have likely fallen into the trap of creating an unbalanced relationship between your commentary and the ideas from sources (Haleem et al., 2022) (Sallam, 2023). Rather than locate source material, look for occasions to insert and then comment on that material; aim for a personal perspective that provides an interpretation of surrounding material. This approach allows your reader to see how the ideas you are moving through are in dialogue and helps to create a linear path that can be followed during an argument. Consider utilizing a variety of methods to integrate your source material: the discourse of critique and support using signalling words and phrases such as, however, in contrast, conversely, in support of this, as an illustration (Zeng et al., 2022) (Howard-Grenville et al.2021) (Dang & Long, 2024).

Use paragraph and sentence structure to create transitions and carry that analysis across your writing when multiple quotations or sources are used. Remember, you do not have to give equal weight to all sources; attempt to enumerate the sources in order of subordination to a central point and interweave commentary throughout the narrative. This level of critical thinking and sophistication in presenting ideas will help you avoid higher similarity matches and strengthen your paper's academic merits (Yuvayapan and Bilginer2020) (Merkel, 2020). By actively interpreting the source material and providing a variety of pathways for the reader to journey through, it is evident that your final work is not simply a derivative of these sources; it stands as a new contribution and demonstrates that you understand the complex conversation happening in your field.

4.3. Employing Critical Thinking and Analysis

This learning packet offers strategies for using critical thinking to help you avoid high similarity scores. Critical thinking is a complex skill that requires practice to develop as a writer. It's not about making a lot of different arguments, and it's about making one argument; it's not about being critical of other people's ideas. It's about taking your perspective. In many ways, essential thinking strategies can also help you become a better reader. If you start to think about how and why various pieces of information are put together the way they are and you begin to question them, then you are well on the way to transferring those critical thinking skills into your writing. When considering an author's opinion, ensure you're expressing it and their arguments accurately. What's most important to a reader when you're writing is to understand what the author is saying. And when you can understand it, you're much better able to engage critically with it and express it clearly for others. It's through the critical scrutiny of different aspects of a particular idea or concept that you're able to demonstrate your understanding (Wale and Bishaw2020) (Srinawati, 2020) (Bean & Melzer, 2021). Focusing and critiquing effectively will engage your reader, your lecturer, or whoever you may be. So, it's about providing a platform fundamentally based on an engaged reader and a committed writer who are taking that journey together through critical thinking in the writing process. You don't have to make great efforts to copy, but learn why some people can manipulate others and then decide against their manipulations. That is an integral part of critical thinking and higher education, in general.

5. Understanding Plagiarism Detection Tools

Plagiarism detection tools compare your work with an ever-growing material database. If an exact match is found, the tool will produce a report identifying the source of that match. Some instructors will use these reports to prove a student plagiarized. Others will check to see whether the matches are properly attributed. Therefore, it is essential to remember that similarity reports are not infallible. There are many possible reasons why a high similarity score might have been generated. For example, the matching text might be a commonly known fact or phrase that does not need to be cited. Alternatively, the matching text might be necessary for your argument and should be appropriately quoted and cited. (Holladay et al.2022) (Islam et al., 2023) The key to successfully addressing a high similarity score is critically interpreting the results. Such interpretation will involve reading through the full text of the matched sources and carefully considering whether the matches are appropriate and adequately documented. Indeed, many high similarity scores are the result of poor or patchwork paraphrasing (Lancaster2022) (Domingo, Merino, 2023) (Simon, 2023) (Chui2023).

This happens when you either directly swap out a few words from a sentence or rearrange the words in the sentence without significantly changing the emphasis or meaning of the original. Generally speaking, the final product of patchwork paraphrasing is a sentence that sounds jumbled or incoherent. Additionally, the sentences around a patchwork paraphrase often contain the same information as the matching text, as the source has not been fully integrated into your writing. This can make the plagiarism easier to spot, increasing the chances that a high similarity score will be generated. However, one form of poor paraphrasing is likely to develop a high similarity score. It is complicated to spot by eye: completely changing the words but retaining the sentence structure and the original's grammar. This is known as "mosaic paraphrasing" and is something many students unintentionally do (Xiong et al., 2024) (Onan & Balbal, 2024) (Abdelhamid et al., 2022). We will consider strategies for avoiding such mistakes in Section 6.3.

5.1. Overview of Plagiarism Checkers

Whereas plagiarism detection tools evaluate compared to a single paper or assignment, plagiarism checkers assess the spread of a particular passage or work across an extensive database. This indicates whether the work you are assessing is original. Check whether the works in the database are cited in the one being considered. In this way, plagiarism checkers are very powerful for identifying when a piece of work has been lifted off the internet and are very sensitive to copying and pasting. All the tools available for detecting similarities between pieces of academic work have strengths and limitations, and it is essential to consider various factors before deciding what tool to invest in. For example, most plagiarism detection tools use the copy-and-paste method to compare a particular passage in a work against a build-up material database. When the program finds a series of words that is over a certain length, it highlights this and lists the database sources where that series of words is found (Abdelhamid et al., 2022) (Foltýnek et al.2020) (Bakhteev et al., 2023). This is all shown against the submitted paper, generating a percentage score based purely on the volume of non-original material found.

The actual passage that has been tracked will be displayed for a user to see how evidence has been used and over what works it is spread throughout. This provides a handy aide for teachers and professors when they are looking to see whether students have got to grips with critical arguments and if they can make effective use of the literature available without simply lifting significant passages and masquerading them as the student's writing. It is essential, however, to recognise the potential problems that can arise from using plagiarism detection tools and use results positively and informally. It can sometimes be the case that, especially when the database being used is extensive, students may find that their work is 'flagged' for a high level of unoriginality (Acar et al., 2021) (Eshet, 2023). It is beneficial to communicate to students that such a result is not necessarily an accusation of academic impropriety; instead, it can provide an excellent opportunity for the teacher to assist students in understanding how to use and manage evidence appropriately. Such a dialogue can be informed by the detailed source sheets produced alongside the more sophisticated plagiarism detection technologies and an understanding of why and how students may feel pressure to plagiarise. In short, by being more open about plagiarism detection tools' possible use and implications, we can help foster a shared academic environment where critical evaluation and individual intellectual thought are championed.

5.2. Interpreting Similarity Reports

Don't forget that even if your score is low, one of the main areas highlighted in the Turnitin Report is all of the sources you referenced and matched. This is incredibly valuable for a tutor because it gives them a comprehensive understanding of your research and referencing efforts throughout your work. The Turnitin Report showcases the sources you have utilized and demonstrates how effectively you have interlinked ideas and concepts and how well you have supported your arguments with credible evidence. By highlighting these aspects, the report enables tutors to assess the overall quality of your work and the depth of your engagement with relevant academic materials. Therefore, paying close attention to your referencing and making accurate citations is essential as it contributes directly to the evaluative process, helping your tutor to gauge the extent of your understanding and the rigour of your research (Cunha & Ubelaker, 2020) (Dubois et al.2024) (Markus et al., 2021). This comprehensive feedback provided by Turnitin empowers both students and tutors, fostering a culture of academic integrity and promoting scholarly growth and development.

More importantly, the report will highlight text that matches other sources - the Matching or Overlapping Text. This text is also highlighted on the electronic version of your submitted paper. You may find that a high or low Similarity Score could result from the layout of your work or from including common phrases and conjunctions. The report will help you see how the parts of your work that match other sources have contributed to the overall Similarity Score.

The Similarity Index, the matching score, provides valuable insights into how your work aligns with existing sources discovered within the expansive Turnitin database. It represents the proportion, measured in percentages, of similarities found thus far concerning your submitted work. It is essential to maintain a balance between originality and referencing external materials.

To ensure academic integrity and authenticity, it is widely acknowledged that a healthy range of similarity could extend up to approximately 15%. However, it is imperative to consult your esteemed lecturer or professor for guidance concerning the acceptable level of similarity that aligns with the specific requirements and criteria of your academic assignment or research endeavour. Their valuable expertise and feedback will help shape your understanding and evaluation of the similarity index present in your work. By adhering to their recommendations, you can enhance your work by striking the optimal balance between incorporating external sources and presenting your unique perspectives and ideas (AlAfnan et al., 2023) (Huynh et al., 2023) (Skivington et al., 2021).

When you submit your work to Turnitin.com, the Similarity Report will be generated. The report will provide you with an overall Similarity Index and an indication of how this score was made up based on the matches of other sources. The Similarity Index is calculated by comparing your work to a vast database of academic and online sources, including articles, essays, websites, and other student submissions. It analyzes the text for sentence structure, wording, and phrase similarities. The report also includes a breakdown of the matched sources, indicating whether they are exact matches or have similarities. This helps you identify areas where your work may have overlapped with existing content. By providing this detailed information, Turnitin.com aims to promote integrity and assist students in adequately attributing sources in their academic writing (Villar-Mayuntupa2020) (Zheng, 2021) (Nurhayati, 2022). Additionally, the report offers valuable feedback that can help you revise and improve the originality and credibility of your work.

Available Similarity Reports interpret the similarity scores in various ways, providing a comprehensive understanding of the different similarity scores generated by Turnitin. This allows users to gain insights and analyze the results effectively. By delving into the intricacies of these scores, one can grasp the nuances and implications they hold, leading to a deeper comprehension of the Turnitin similarity report. This knowledge allows users to make informed assessments and draw meaningful conclusions from the generated similarity scores.

5.3. Addressing False Positives

Plagiarism detection tools often rely on a database of sources for comparison. While the size of these databases means that false negatives are rare, the comparative approach means that false positives are more common. This is especially true for more recent papers – if a source hasn't been used as a sample in the detection tool's database, it can't be distinguished from the submitted paper. Sophisticated plagiarism detection tools allow an instructor to upload a specific file or data from their class, which can ensure that recent, relevant sources are available for comparison and reduces the incidence of false positives (Mansoor and Al-Tamimi2022) (Martínez et al., 2020). However, the risk of false positives in student papers can be a barrier to successfully using these tools, and they can be considerable work for an instructor to assess and investigate. All plagiarism detection tools will return hits, but the semantics of these programs mean that the presentations of these hits are very similar, and all can suffer from similar limitations and errors. Both students and instructors need to understand this aspect – many false positives can be addressed and resolved with careful assessment of both the report and the source materials (Mostofa et al., 2021) (AL-Jibory2021) (Mansoor and Al-Tamimi2022).

However, it's also vital to recognize that unintentional plagiarism can occur – and the best way to address false positives is to understand the material being used, apply it appropriately and begin to develop academic writing skills. These skills can take some time to become natural, especially for those new to academic writing. Hence, patience, structured support and a positive approach to developing these skills are all essential. Remember, writing and learning are dynamic, ongoing processes; students should be scaffolded and supported in their development and encouraged to seek assistance from instructors and academic support services when needed.

6. Recognizing Unintentional Plagiarism

When writing academically, whether for a student's assignment or a professional publication, it is vital to avoid potential accusations of unintentional plagiarism. Accidental or unintentional plagiarism can occur when a student does not intend to plagiarize but fails to take careful notes and properly cite sources. Several common mistakes can lead to accidental plagiarism, including poor note-taking, unclear citation, and improper paraphrasing. It should be noted that this is different from intentional plagiarism, which is a complete disregard for ethical writing practices and is committed to passing off another person's work as one's own. This may involve recycling work completed for a previous assessment, commissioning someone else to complete new work or outright copying from a single source. Writers should avoid these mistakes by considering several strategies (Fatemi & Saito, 2020) (Bielska & Rutkowski, 2022).

Firstly, a commitment to allowing sufficient time for careful and thorough research is essential. Developing a transparent note-taking system that differentiates between direct quotations, paraphrasing, and personal, critical responses to the texts is also necessary. All notes should be carefully labelled with the source, page number and the type of note to avoid confusion later in the writing process. This will also make compiling a list of references or a bibliography easier when preparing the final draft. Secondly, and most importantly, writers should take time to understand and apply the principles of academic integrity, guided by a personal commitment and sense of ownership in the work produced. By including a few simple strategies for self-checking early in the writing process, writers can improve their proofreading skills and promote an ethical approach to academic writing (Dergaa et al., 2023) (Alqasham & Al-Ahdal, 2022). These strategies include printing and reviewing drafts on paper rather than on a screen and reading the paper out loud to check for awkward, ungrammatical language. By implementing these strategies as part of a thorough self-checking process, careless errors and issues of improper citation can often be identified before the paper is submitted for assessment.

In conclusion, there are many rewards to be gained by producing work in an ethical and considered manner. Academic writing which reflects a commitment to careful research, intelligent and critical thinking, and appropriate recognition and acknowledgement of other sources will undoubtedly result in a higher quality project that will be taken more seriously by its readers (Nicosia2023) (Jalongo and Saracho2023) (Azeez, 2020). By following the advice and strategies outlined in this guide, writers can be more mindful of the warning signs for unintentional plagiarism and offer their original, authentic work.

6.1. Common Mistakes to Avoid

Some of the biggest mistakes that result in unintentional plagiarism are lack of proper citation, poor paraphrasing, patchwriting and not using quotation marks, and accidental repetition of the original author's phrasing and sentence structure. The guide recommends that students use proper citations to avoid plagiarizing someone else's work. Students can avoid severe academic penalties by learning and respecting the proper conventions for attribution. Also, this refers to the fact that if one is using any original idea that is not theirs, it should be appropriately put in the form of a citation. Furthermore, the guide advises students to practice effective paraphrasing techniques to express the other author's idea in a new form (Stander, 2020) (Malik et al., 2021) (Robles et al., 2020) (Rodhiya & Wijayati, 2020). By using fresh language and completely re-forming the original author's idea, students can get to grips with avoiding unintentional plagiarism. However, it should be made clear that the students are not just changing a few words either: they are meant to change the entire sentence from the original while keeping the mood and tense of the sentence the same. This will allow students to compose original work that is not only original and free from unintentional plagiarism but also shows a higher level of thinking and understanding. It also warns that patchwriting, which includes stringing together extracts from multiple sources and changing only a few words here and there, is improper. Instead, the guide encourages putting in quotation marks for direct quotes and using citations for another author's works (Qin & Nian, 2024) (Whittle et al., 2020) (Mahmood et al., 2020).

Moreover, one of the common mistakes identified in writing is that students struggle to express a complex idea in an original form. In such cases, the guide suggests that it is probably best to use the direct quote rather than force a new way of paraphrasing, risking that it does not get the original author's idea across. Also, this makes the point of effectively using quotation marks to signal a direct quote. Last, the guide points out that sometimes habits can lead students to plagiarise. For example, the tendency to write one or two sentences, looking back at the source and then continuing to write another few sentences could lead to risks of unintentional plagiarism. To overcome this problem, the guide suggests using some of the strategies described later in and gaining critical and independent thinking by digesting and understanding the original author's work.

6.2. Properly Paraphrasing and Summarizing

Paraphrasing and summarizing are more complex than they might seem at first. Both require that you understand the material you're working with properly, but understanding and expression are not enough. When you paraphrase, you restate someone else's idea. When you summarize, you restate only the most essential points. This guide will help you understand both processes and beneficially use them. First, we will take a look at the concept of paraphrasing. You are putting your idea in your own words, but since then, a successful paraphrase has been an explanation or interpretation of another's idea, a way of restating someone's idea in your own words. When we look at a material to be paraphrased, we need to consider not what the author sai but how the author said it. Shift the focus from the words you use to the meaning of what you are saying (Ruslan et al., 2020) (Fitria2021) (Tran and Nguyen2022). There are several situations in which paraphrasing might be used. If you try to show that a point is essential, it may be an idea worth paraphrasing. If your concept needs to be specific, paraphrasing may be an excellent way. If you want to use a form of the material but want to make sure that the material speaks in voice or emphasis, a paraphrase may be appropriate.

6.3. Strategies for Self-Checking

Another helpful way of detecting unintentional plagiarism before submitting your essay is to do a simple Google or database search. Break up your string of words from a key idea or sentence to find that exact wording elsewhere in electronic sources. Note that the key is to search not just on the internet platform but also on the Google Scholar database, accessible through the LIU Post library website. This website contains different disciplines and types of sources compared to regular Google. Also, use your knowledge and individual effort to sift out and identify original passages from copied materials. Use review feedback given by peers and tutors to revise further and refine your work to maximize its originality. Exercise caution and look for links and explanations on websites that use online plagiarism prevention tools, guides, and services. Many of these sites have commercial objectives and may have scare tactics in their language and methods. Indeed, some sites may even attempt to infiltrate and take over your computer with malicUploading your paper to these websites or directly into plagiarism detection software such as Turnitin is possible. (Gusenbauer & Haddaway, 2020) (Visser et al., 2021), Turnitin files will be directly submitted and compared within Blackboard assessments for free. Use these services not only as a means of showing proof of intent to originality but also to develop better practices of editing and eliminating misuse of the words of others. Nevertheless, take the opportunity to look at the materials that tutors may suggest. Becoming familiar with robust and well-structured sources will improve your writing skills and understanding. From this, Use the opportunity provided by the error as a basis to develop understanding further and transmit that knowledge into actual practice (Calma et al., 2022) (Kosimova, 2022) (Dror, 2020).

7. Ethical Considerations in Academic Writing

In this chapter, you will be given an introduction to and some preliminary knowledge of how intellectual integrity is respected and practised in the academic environments that you may be in and to what extent the rules and the procedures set up by the university authority may affect and guide your choices and actions. In particular, you will be shown that academic life, according to the standard of the McMaster community and many other academic communities elsewhere, requires you to acknowledge and respect the ethical principles and values governing academic integrity and to uphold the policies and the procedures that are put in force by the university authority whenever you are engaged in any scholarly work (Lindstrom2022) (Fatemi & Saito, 2020) (Sivasubramaniam et al.2021). As you may be aware, such principles, values, policies and procedures are all grounded in a set of ethical rules and standards to which every member of the academic community should adhere. In other words, practising and upholding academic integrity is not only a means to support a common ethical ground for all intellectual activities and discussions but also a manifestation of your commitment to respect and value your work and the work of others and to honour the fundamental ethical values that we cherish in the academic world (Stoesz & Eaton, 2022) (Eaton, 2022) (Valkenburg et al.2021).

From a more practical point of view, the university authority, under the Education Quality and Accountability Office Act of the Ontario government, requires the university to "assess the quality of the education provided by the university, including examining programs and courses, the quality of the learning experiences, the performance of students and the overall achievement of the university in its academic mandate." As a result, the university is obliged to formulate academic policies and procedures that are aligned with the Teaching and Learning Quality Process, to implement measures that ensure the upholding of educational standards and to develop a framework for student and faculty professional development in areas such as teaching and learning in higher education (Campbell, 2021) (Hargreaves, 2020) (Miron et al.2021). This suggests that McMaster University has a responsibility to provide the faculty members and the students with an environment that is conducive to learning and scholarly activities, to set out specific standards and expectations concerning academic behaviours and practices, and to clarify the corresponding rights and responsibilities for all those who are involved in the teaching and learning processes. Such a context calls for specific policies and procedures to protect academic integrity.

7.1. Importance of Academic Integrity

Now, I'd like to emphasize the acute importance of academic integrity. Academic integrity is at the heart of personal honesty and credibility. In the learning process, it is the responsibility of the learners to demonstrate integrity. Academic integrity is the moral code or ethical policy of academia. This is based on the careful, rigorous, searching and systematic evaluation of a body of knowledge in the search for truth and developing a further understanding of knowledge. The backbone of academic integrity is understanding and acknowledging others' work. It is understood that the work of others, if used, must be appropriately cited. Plagiarism is not only recognized as cheating in this school but it is also recognized as an illegal matter in the world. In any case, a student who engages in practices of academic dishonesty has been found to undermine the academic integrity of the school and the student's own. This can be punishable by a failed grade or a course, and even more seriously - they may face expulsion from the school (Bielska & Rutkowski, 2022) (Pun, 2021).

Also, if a student has a high similarity index and, in the end, is caught of plagiarism, their academic credibility and reputation will be definitively tarnished and jeopardized. Lastly, academic integrity requires the student to accept the responsibility to submit work that clearly and honestly demonstrates original thoughts and ideas. The work submitted must be the work of the student. All work should be used with the permission of the providers. Every assignment given has a specific purpose, and the student should observe it. Also, any act of cheating will be reported to the Honor Council, which, in turn, will take suitable action. All faculty members must report any suspected academic dishonesty cases to the Honor Council. Students who are found to violate the academic integrity policy may be penalized. Such penalties may range from a grade of zero on the work in question to failure in the course and even a recommendation for dismissal from the school (Blau et al., 2021) (Amigud & Pell, 2021) (Christensen and Eaton2022). Students who are reported will receive a written notification from the Honor Council, and they will be asked for a meeting. Students are encouraged to explain their actions during the conference. This may be considered a good learning opportunity for them. The Honor Council will make the final decision on the case, which will be kept on record.

7.2. Consequences of Plagiarism

For students and professionals who write about their professional work, there can be severe consequences if plagiarism is detected. Students may be expelled from their degree programme. At the same time, the damage can be even more severe for professional writers - your professional reputation may be irreparably damaged, and you may find that your work will never be published. Whether you are a student or a professional, the consequences of plagiarism are always the same - and potentially very serious. There are specific laws related to copyright infringement and plagiarism, so the penalties for committing either can be very severe. You may be subject to legal procedures because an author has the right to sue for compensation for damage to their reputation or loss of earnings due to plagiarism. This applies as much to the web as it does to more traditional forms of publication (Shah et al., 2021) (Mousavi & Abdollahi, 2020) (Okongwu et al., 2023). Plagiarism and infringement of copyright can be detected in published and unpublished work because sources are routinely stored in databases that can be checked by many different organisations and individuals worldwide. These databases are used for many other purposes, including tracking changes in a particular area of research. Still, more and more, they are being used to benchmark the amount of work an academic has published effectively and to detect potential misconduct, fraud and offences such as plagiarism. The legal standpoint regarding plagiarism is complex and varies in different countries. However, it is accepted universally that plagiarism is a serious breach of academic integrity, with severe consequences if detected. Any academic found to have plagiarised someone else's work may face disciplinary procedures, which can result in a range of penalties, from suspension or being required to re-write to losing the opportunity to gain a degree or other qualification. The consequences of being found guilty of plagiarism can have far-reaching effects on your employment and career prospects. Whether you are a student, academic or professional writer, the ability to demonstrate that you have written something original is crucial to your reputation (Fatemi & Saito, 2020) (Mulenga & Shilongo, 2024) (Nabee et al., 2020).

7.3. Promoting Originality and Intellectual Honesty

In academic writing, it is essential to promote originality and independence of thought in the development of an argument. This means acknowledging the work of others while developing one's insights, knowledge, and ideas. Instructors interested in promoting originality have an essential role to play by fostering an environment in which students feel encouraged to take intellectual risks as they work towards developing their own authentic and individual voices as scholars. One of the best ways to promote originality is to model and celebrate the process of critical thinking and creativity. By guiding and engaging with a topic and discussing it meaningfully and critically, students will better understand how to structure and articulate their ideas. This could be done in several ways. For example, an instructor could demonstrate or walk students through the process of critically assessing an academic article, or they could show how to incorporate and discuss sources effectively within a paragraph. Also, by consciously providing an opportunity for class discussion and asking students how they might approach a particular aspect of a writing assignment, an instructor can inspire creativity and help create a sense of intellectual community within the classroom. See Figure 31.

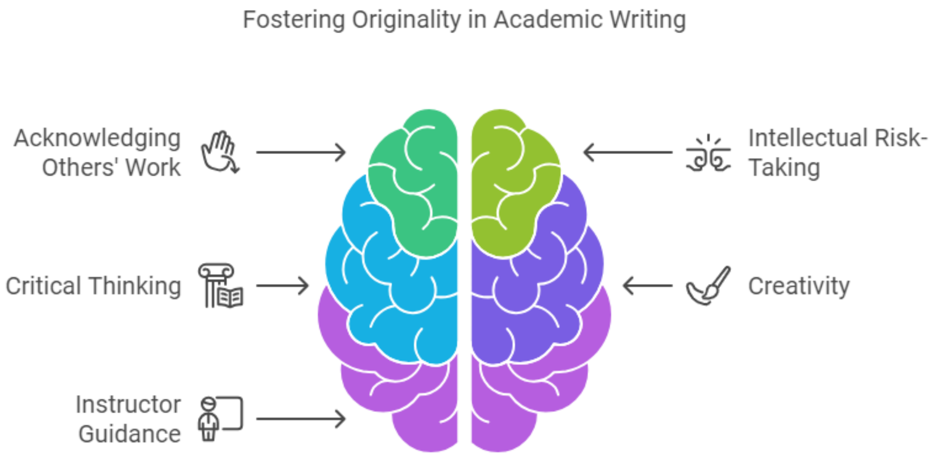

Figure 31.

When students feel an open and supportive environment for the exchange of ideas, they will be more likely to feel encouraged to express themselves and take intellectual risks without worrying that they might be penalized for not 'playing it safe'. Students should be discouraged from reproducing an instructor's argument or interpretation of a subject. This means setting assignments which are specific enough to allow students' creative autonomy but which also challenge students to engage in original, individual research and thought (Lau and Guo2023) (Nyirahabimana et al., 2022) (Chen & Qiao, 2020). By fostering this independence, it is possible to guide students to progress from their more familiar undergraduate roles as knowledge consumers to their new positions as nascent scholars who can produce new knowledge and ideas themselves. Also, while students need to leave an academic writing session with ample information on how to develop research and drafting skills, it is equally important to emphasize to students that it is acceptable and standard for the writing process to be one fraught with redrafting and revisions (Lin et al., 2021) (Eisend & Tarrahi, 2022).

Students must know that good writing comes from logical steps, including false starts, repeated efforts, and constant checking and rechecking. Giving students license to recognize the process of writing as a recursive one, which necessarily involves a continual process of reviewing and editing, can help dispel the myth that good writers produce perfect pieces of writing straight off. All too often, students are fatalistic about making mistakes in their writing. However, it is by learning from error and trial and by developing the critical self-awareness of a reader and editor that good writers develop (Mertens et al., 2022) (Buchwitz et al., 2021) (Toglia & Goverover, 2022). Cultivating this awareness means that student writers feel more confident in their ability to experiment and think with their ideas because they maintain an active, critical mind on their writing processes and final products. Promoting originality is not just the responsibility of instructors (Chang et al., 2021) (Nazari et al., 2021). Through active engagement with feedback and a continued commitment to researching and pursuing personal research and writing interests, students themselves will feel encouraged to take forward the mantle of academic independence. Students can meaningfully contribute to their discipline's ongoing academic debate and narrative by asserting their opinions and insights in their field of study. This sense of authenticity and ownership that comes with producing authentic work has the potential to inspire and motivate students to tremendous academic success and personal satisfaction.

8. Resources for Academic Writing Support

In addition to university writing centres and online writing communities, several online resources are available to help students navigate the challenges of academic writing. For instance, many universities provide writing guides and books for their students. These resources can usually be accessed both on and off campus by logging in with university account credentials. Moreover, students may find it helpful to bookmark online guides or make notes that are especially helpful in the margins of online books. Some of these resources are general, covering multiple types of academic writing, while others focus on specific aspects of the writing process. For instance, one resource might guide developing a thesis from an initial research question, while another might help writers prepare analytical commentaries for literature modules. By using these resources, students can develop their writing skills, work towards the successful completion of their current assessment, and increase their prospects of academic achievement (Ciampa & Wolfe, 2023) (Purser et al., 2020) (Yu, 2021). Students are encouraged to engage closely with the advice and activities offered in such resources and to fully use any opportunities provided for one-to-one tuition or workshops facilitated by support staff. In this way, students can identify areas of weakness in their writing and gain greater confidence in their ability to express themselves in written form. Such transferable skills will empower students in their current studies and provide a foundation for lifelong learning.

8.1. University Writing Centers

University writing centres help students determine how to compose and improve their composition. Writing centres are staffed by prepared undergraduates and alums who can help students to compose. What's more, the instructors at the writing centres can help students find and organise writing in the way that is best for the students. Generally, understudies can present a piece of writing or a thought early, timetable an arrangement, or drop in at a large portion of the writing centres. Occasionally, later, writing centres might be open. Opening times for writing centres can mostly be found by leading a fundamental inquiry on the web. One support of search in the writing centre is the composing help that is accessible (Nadler, 2020) (AlAfnan et al., 2023) (Shepherd et al., 2023). This could come as FAQs, online aides, or potential assets for composing based on the instructors' or writing student colleagues' best courses of action. For students who need to contribute extra time composing in the writing centre, it is pleasant to realize that this administration is commonly offered and ready to help as composing focuses are a staple of some enormous colleges. It is also a smart thought since guardians, instructors and even different understudies may scrutinize the authenticity of a writing counsel who's not a real instructor. (Perkins, 2023) (Galloway & Ruegg, 2020). See Figure 32.

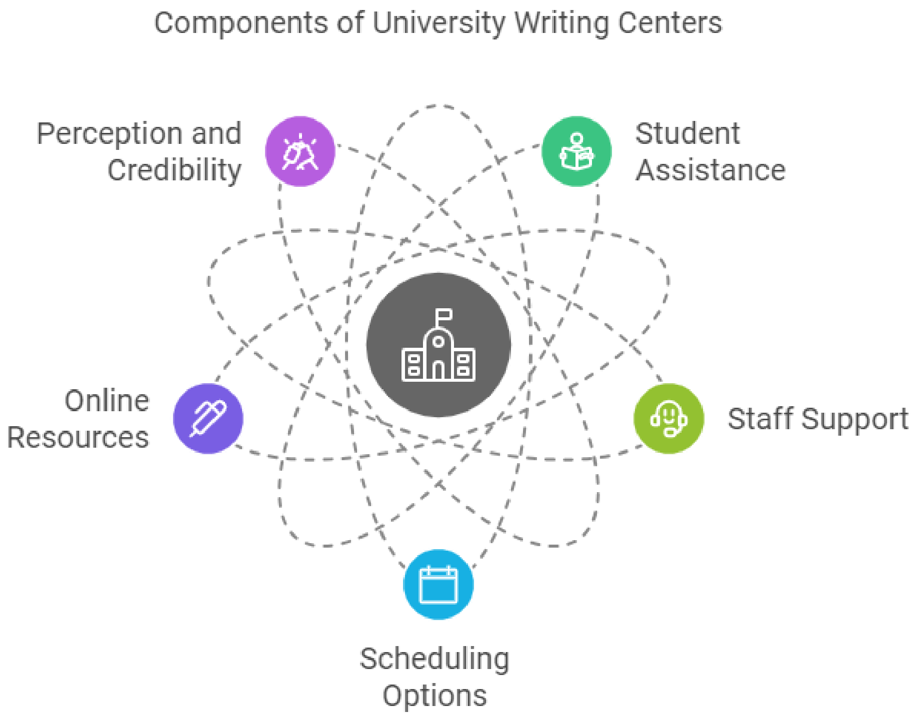

Figure 32.

Students engaged with undergrad ventures, look into associate students, approach different understudies or teachers to such an extent as coaches, or they may coordinately offer some writing pieces; however, the writing centre is the ideal decision to get numerous conclusions. Students may feel shy about expecting to go to the writing centre for help because, in doing so, they're conceding to themselves and other people that they are not excellent at composing. Notwithstanding, this isn't the situation; all things considered, writing focuses ought to be seen constructively. Instead, writing centres are where students can get help from qualified educators and educated volunteers, bolster each other, and gain proficiency with a groundbreaking method. It's significant for mentors and teachers to remind the students in their group on different occasions throughout the year about the utilization of the writing centre and to have a class meeting there (Siqueira et al.2022) (Dyson et al.2021) (Quinn et al.2022). Doing this implies that the students can meet the different educators in the writing centre and become acclimated to taking a shot at various writing exercises just as utilizing the composing help and assets. By helping students find the writing centre and getting them into and using it, its advantages can be exhibited plainly.

8.2. Online Writing Communities

Additionally, several online writing communities provide forums for students to exchange ideas and feedback about their writing. These communities can benefit students who may not have access to a university writing centre or are taking online courses. Many such communities welcome posts asking for feedback on a draft, a work in progress, or a nearly final piece of writing. Some also provide opportunities for students to review one another's work on a peer-to-peer basis. The responses that a student can expect to get from a post vary depending on the level of detail and the type of help requested (Lin & Gao, 2020) (Weinberg) (Khalili, 2020). For example, a post asking for help on a specific issue in a draft will often get a couple of targeted responses.

Conversely, a post asking for a general review might receive more extensive feedback from several posters. These online writing communities can provide constructive criticism and new perspectives, which can help students improve their writing skills and develop their ideas more fully (Skulmowski & Xu, 2022) (Valtonen et al., 2020) (Blau et al., 2020). Members of these communities often learn from each other, increase their critical thinking skills or even develop lasting friendships. Also, gaining familiarity with online writing environments and using software tools for composing and responding is an essential area of study. By joining a student writing community or creating a community, further insights can be obtained that learners and instructors can share to improve the communal area continuously.

8.3. Recommended Writing Guides and Books

In addition to university writing centres and online writing communities, Cite+Write and Doing Honest Work in College, two recommended writing guides, provide comprehensive strategies addressing different aspects of writing. They cover paraphrasing, quoting, citation, academic integrity, etc. Doing Honest Work in College, written by Charles Lipson, has been a helpful guide (Lareau, 2021) (Harrison IV, 2023). It provides detailed academic integrity codes for many universities and colleges, helping students understand better and prevent unintentional plagiarism. From Cite+Write, authored by Leslie Johnson and Johnson Paine, students may find straightforward principles about paraphrasing and summarizing helpful for researchers whose first language is not English. This guide also demonstrates thoroughly with practical examples.

Moreover, two books help avoid plagiarism. One is "A Short Guide to Writing about Biology" by Jan A. Pechenik, and the other is "Writing with Sources" by Gerald Graff. These two books are especially suitable for science students. On the one hand, "A Short Guide to Writing about Biology" includes guidelines on how to format a paper and create more advanced documents. On the other hand, with the principles in "Writing with Sources," written by Gerald Graff, and the inclusion of the practice of source-based writing and academic research, not only the students in natural science but also all the students in different levels of study can benefit from this book.

Questions and Answers

1. **What is the main difference between similarities and plagiarism?**
    - Similarities refer to incidental or common usage of general knowledge without specific ownership, while plagiarism involves deliberately appropriating someone else's work without proper attribution.
2. **Why is proper attribution necessary in academic writing?**
    - Proper attribution is essential because it respects the intellectual property rights of others, maintains academic integrity, and allows readers to trace the research lineage.
3. **How can quoting and citing sources help in minimizing plagiarism?**
    - Quoting and citing sources credit the original authors for their ideas, words, and data, clearly demarcating the student's work from that borrowed from others.

4. **What role does a comprehensive bibliography play in academic research?**
   - A comprehensive bibliography shows the breadth and depth of research, acknowledges sources, and helps avoid accusations of plagiarism.
5. **Can common phrases and expressions be considered plagiarism?**
   - Common phrases and expressions are not typically considered plagiarism due to their widespread use and lack of specific ownership.
6. **What are effective paraphrasing techniques?**
   - Effective paraphrasing involves restating information from sources in one's own words while maintaining the original meaning and appropriate citation.
7. **Why is avoiding patchwriting important in academic writing?**
   - Avoiding patchwriting is essential because it involves rephrasing source material too closely, which can be misconstrued as plagiarism due to insufficient originality.
8. **How can developing original ideas help reduce similarity scores in Turnitin?**
   - Developing original ideas reduces similarity scores by increasing the content's uniqueness, diminishing direct matches to existing sources.
9. **What is the significance of employing multiple sources in research?**
   - Employing multiple sources diversifies perspectives, supports thorough analysis, and reduces the risk of over-reliance on any single source, thus minimizing potential plagiarism.
10. **How can critical thinking and analysis aid in academic writing?**
    - Critical thinking and analysis encourage independent thought, leading to the creation of original content rather than mere aggregation of existing information.

11. **What are plagiarism detection tools, and how do they work?**

    - Plagiarism detection tools, like Turnitin, compare submitted texts against a database of existing works to identify similarities and potential plagiarism.

12. **How should similarity reports be interpreted?**

    - Similarity reports should be interpreted as tools for review, identifying areas where citations are needed or paraphrasing may be too close to the source material rather than as definitive proof of plagiarism.

13. **What are strategies for addressing false positives in similarity reports?**

    - Strategies include reviewing the context of the match, ensuring proper citations are in place, and potentially rephrasing content while maintaining academic integrity.

14. **How can unintentional plagiarism occur, and how can it be avoided?**

    - Unintentional plagiarism can occur through careless note-taking, poor paraphrasing, or misunderstanding citation requirements. Diligent research practices and familiarity with citation styles can avoid it.

15. **Why is it important to understand the consequences of plagiarism?**

    - Understanding the consequences, ranging from failing assignments to expulsion, underscores the importance of academic integrity and motivates adherence to ethical standards.

16. **How can students use Turnitin as a learning tool?**

    - Students can use Turnitin to identify areas of potential plagiarism in their work before submission, allowing them to learn proper citation and paraphrasing techniques.

17. **What role does academic integrity play in educational settings?**
    - Academic integrity ensures that academic qualifications are earned honestly, reflecting a student's work and knowledge, thereby maintaining the credibility and reputation of educational institutions.
18. **How can educators help students understand the importance of originality?**
    - Educators can help by providing clear guidelines on plagiarism, teaching citation skills, and fostering an environment that values and rewards original work.
19. **What strategies can help in self-checking academic work for plagiarism?**
    - Strategies include using plagiarism detection software, reviewing and improving note-taking habits, and consistently practising proper citation and paraphrasing.
20. **Why is promoting originality and intellectual honesty crucial in academic writing?**
    - Promoting originality and intellectual honesty is crucial for advancing knowledge, increasing the ethical growth of students, and upholding the integrity of the academic community.

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CHAPTER 7

Reviewing and Interpreting Sources

Here, the focus shifts to evaluating the sources identified in similarity reports. The chapter guides readers in assessing the credibility and relevance of matched sources, promoting critical engagement with Turnitin's findings to improve academic work.

1. How to View and Interpret Matched Sources

Select an entry from the list on the left to view and interpret matched sources and click the "View Match" button. This will open a new window containing the selected Turnitin Digital receipt. The receipt shows the paper details and includes information about the student, the instructor, the paper ID, and the overall grade. You can view the instructor's or student's paper in the same window. If you believe that the student paper does not correctly show where the match originated from, you can expand or contract the text to see if you can find a source that properly corroborates the area of the game. If you need a larger area of text to compare, you can launch the full Turnitin Document Viewer by clicking the launch link, which will open another tab or window in your internet browser. You can manipulate how much of the student paper and the internet content you want to see. You can show just the matched material in purple, the internet sources in blue, the student paper in green, or any variation of the 3. Doing this helps to visually show where the matches are in the source material from the internet, allowing you to ascertain the type of material that has been matched quickly. The tools provided by Turnitin are most frequently used to check for improper citing and potential plagiarism within student submissions - the interpretation of matched sources is left up to the individual reviewer and their best judgment.

1.1. Analyzing the content of matched sources

In the criminal law field, matched sources take the form of evidence. Evidence is rarely confined to a single piece of information. Usually, many pieces need to be fitted together, analysed, assessed, and interpreted before the investigator or lawyer is in a position to reach any conclusions. So, when analyzing matched sources, it's important to remember that each piece of evidence is likely to have limitations. No single piece of evidence will be the "be-all and end-all" of your investigation. Just because you may have a relevant source doesn't necessarily mean that the source is reliable. There could be any number of reasons why a source might not be reliable - it's essential to scrutinize the source to ensure that it's trustworthy correctly. For example, the source might be biased in some way. This could be because of how the source is written - the information could be selective, its content might be misleading - or because someone manipulated that source to convey a particular message. It's important to remember that your sources could be either primary or secondary. But what do these terms mean? A primary source provides direct evidence - for example, something from the time you're investigating, whereas a secondary source comments on the nature of that past. So, when analyzing matched sources, you need to consider the content of the sources carefully, not just the content themselves. Still, you also need to be able to analyze the usefulness and reliability of that information (Haberl et al.2020) (Podder et al.2021).

1.2. Identifying critical information in matched sources

Identifying the material's primary information is crucial to interpreting and understanding matched sources. This can be time-consuming and requires careful analysis along with some note-taking. The issue of plagiarism is avoided if the method of identifying essential information is incorporated. Every time something in a source is read or selected as necessary, it is crucial that a note is made. There are a few essential steps in identifying critical information. The first thing to do is identify all the material relevant to the coursework. Then, go through the material slowly. If something is not understood or does not seem appropriate, consider using one of the following strategies: leave it and move on, skip it and come back later, or try to look it up on the internet or in other relevant material. It is sometimes easy to feel overwhelmed by the amount of information that might be available. Do not panic - it is essential to be selective. Use the title of the material and some additional details to form early conclusions about the information.

This process should help identify the main themes and understand how the material might be structured. It should become clear what information is most relevant. Try to focus on understanding the "big picture" in the material. For example, what the material is about and what is trying to be explained or argued. This method of breaking the information down into a series of smaller chunks and then identifying the most essential pieces of information is a good way of understanding the material. One way to do this is to highlight or underline the key facts and then try to use them to write a summary of the material. By identifying essential information, interpreting material becomes much more straightforward. Still, since the interpretive process may generate new ideas through different interpretations or questions that should be examined, it is essential to record these and where they arise in the material being studied. By learning how to interpret matched sources, we develop general thinking and writing skills and, more specifically, an understanding and interpretation of specific types of material and the avoidance of plagiarism (Deacon2024) (Onososen & Musonda, 2022) (Tilley, 2020). See Figure 33.

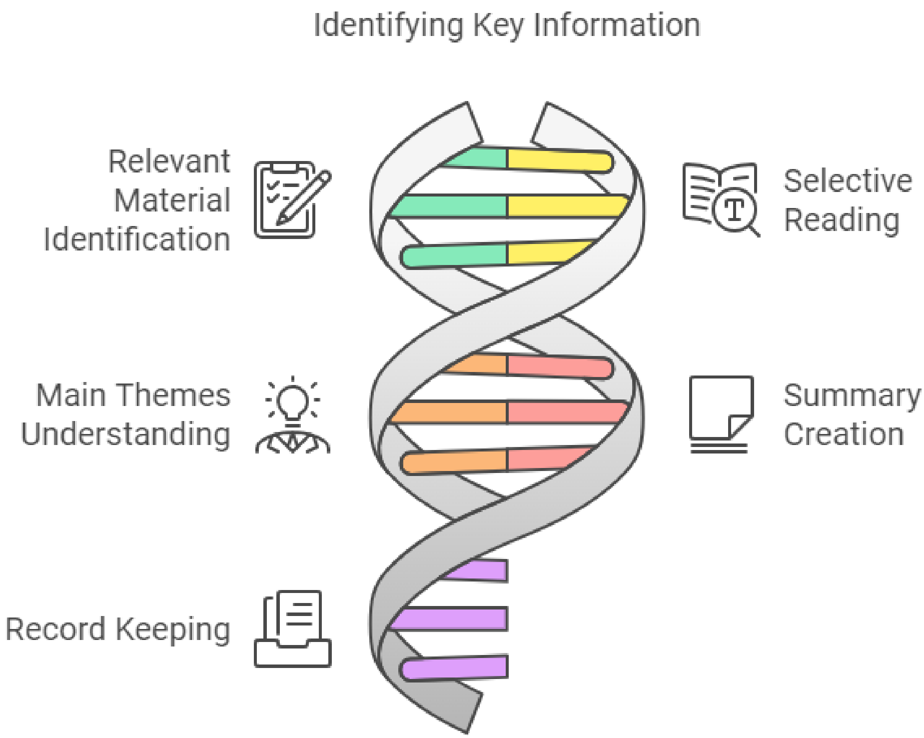

Figure 33.

1.3. Understanding the context of matched sources

It is crucial to understand the context of a matched source to validate its effective use in academic work. Context refers to the circumstances surrounding the source, including the time, place, and situation in which it was created. To establish whether a source is relevant and reliable, it is essential to consider these factors as they help us understand the author's intention and their work's potential reach or impact. For example, a scientific paper written in 1950 about treating diseases will likely be of little use to current medical practice unless we are specifically looking at the historical development of medicine. In this way, understanding that the paper was written when perhaps technology and research methods were not as advanced as today and that the political and social context of the time may have influenced the writer is essential when concluding its relevance and significance. Critical analysis is central to establishing the validity of a source and is a crucial skill for successful source interpretation. Knowledge about the historical period or culture under analysis can directly impact our understanding of a source and how we apply it. For example, we might find a letter written in Victorian times in an archive and want to use it to learn about the lives of ordinary people. However, suppose we understand that writing materials were expensive then, and people were usually only taught to write in standard forms. In that case, we might question whether the author truly represented their ideas or whether these restrictive social or economic factors heavily influenced them. In this way, understanding the context of the letter could completely change the way we interpret it (Afrina et al., 2021) (Campbell2024) (Shang et al., 2021).

2. Assessing Attribution and Plagiarism

In academia, students and scholars are constantly developing and refining their comprehension of plagiarism, delving into its intricacies and honing the art of evading its grasp. Moreover, the author amplifies the significance of accurate citation and referencing within scholarly writing. This critical component bestows due acknowledgement onto the initial authors while shielding oneself from any unfounded allegations of intellectual theft. In essence, this compilation of knowledge serves as an invaluable repository for learners and critics, perpetuating the values of academic honesty and unequivocal integrity.

2.1. Recognizing properly attributed sources

"attribution" and "plagiarism" are commonly used in academic research. Attribution refers to ascribing credit to the right source. Whether directly quoting a source or summarizing different ideas using a particular source, it is essential to note where the idea is being extracted. In addition to that, another writer's work should be appropriately quoted or paraphrased so that a portion of the text is not just copied and pasted. This is where plagiarism comes in. Understanding the differences between attribution and plagiarism and knowing how to spot instances where writers have incorrectly attributed work or have presented the work of others as their own is crucial for successfully assessing sources in academic research. This section will discuss different types of attribution with ideas on recognising and evaluating the credibility of properly attributed sources. Various examples will also illustrate the different scenarios encountered in academic research. Learning to identify signs of improper attribution and potential plagiarism will not only help to protect the student against making these mistakes himself, it will also enable better and more critical evaluation of the quality and credibility of sources found in the research (Canzonetta, 2021) (Johnson, 2023).

2.2. Identifying instances of plagiarism

Another way to spot plagiarism is to look out for unusual shifts in style or tone. Suppose the writing suddenly makes an unusual change either in writing style, language, tone, or with the introduction of complex terminology. In that case, the work was likely copied from a source possessing that characteristic. Poorly disguised attempts to integrate quotes into a writer's sentence structure are another sign of plagiarism. The Harvard website also contains quite a comprehensive list of other clues to help spot work that has not been referenced correctly or is being passed off as student material. This is well worth a read. Some students believe paraphrasing is a good idea to avoid accusations of plagiarism. However, paraphrasing does not necessarily mean changing the structure and wording of a sentence. Substituting words and changing the odd one or two is not enough to prevent a charge of academic deceit. It is essential that both the wording and the sentence/paragraph structure are altered. So add sentence starters or a few conjunctions to make the thing read differently! And, of course, do not forget to ensure the paraphrased sections are correctly referenced. Bear in mind that although a lecturer will expect a certain level of consistency in a student's writing style, they will be a little wary of sudden improvements in the quality of the work.

This is because they would expect to see gradual progress with said improvements being made in the use of language and the widening of vocabulary. If they believe that a student's work contains an uncharacteristic level of sophistication, this should be seen if one compares recent and previous works. Finally, many layout and formatting programs contain editing tools that could help dispel plagiarism accusations. For example, with Microsoft Word 2003, the original hyperlink will be maintained if work has been copied directly from web pages or other sources if pasted into a document. Clicking on this link will take the reader back to the copied webpage, immediately giving the work's source away. When single pieces of work can make the difference between success and failure on a degree, it is vital to ensure that every effort is made to protect your integrity in your studies. By taking a few simple steps to check work, you can ensure that the hard work placed into an assignment is correctly attributed and that the quality of the finished article will be the student's. If you find that original ideas are proving hard to come by, take a break and return to it later! Everyone is entitled to suffer from writer's block once in a while, so persevere and inspiration will come.

2.3. Evaluating the credibility of source attribution

Any source used in a piece of writing should be evaluated for three factors: relevance, currency, and reliability. The first two are self-explanatory, but "reliability" can be more complex. In a time where it is commonplace for news organizations and journalists to use anonymous sources in their writing, the issue of whether the creator's name is attached to a source is also part of the source's credibility. This is far from saying every anonymous source used in a source should be considered unreliable; often, anonymous sourcing is used to ensure the protection or safety of the information. However, in general, if a writer chooses not to attach the name of a creator to a source, the reason why that choice was made is a point for consideration for reliability. Secondly, the publication in which a source is included is essential for source evaluation. While some works of fiction might be considered viable sources for literary analysis, especially if the study looks at the scholarly work, serious non-fiction publication is often a criterion for a source's usefulness. For instance, if a person were writing an analysis on Martin Luther King Jr., it would not be appropriate to take as a source information published on a personal blog or a site without credible authority. Instead, works of criticism or analysis published in academic publications would be better sources due to the process of peer reviews involved in selecting and publishing essays. Next, the creator's expertise is something to examine in source evaluation. This refers not only to the person's educational and professional background but also to the knowledge that the person would have in the subject being discussed (Papadakis, 2021) (Pena-Pereira et al., 2020) (can't et al., 2023). See Figure 34.

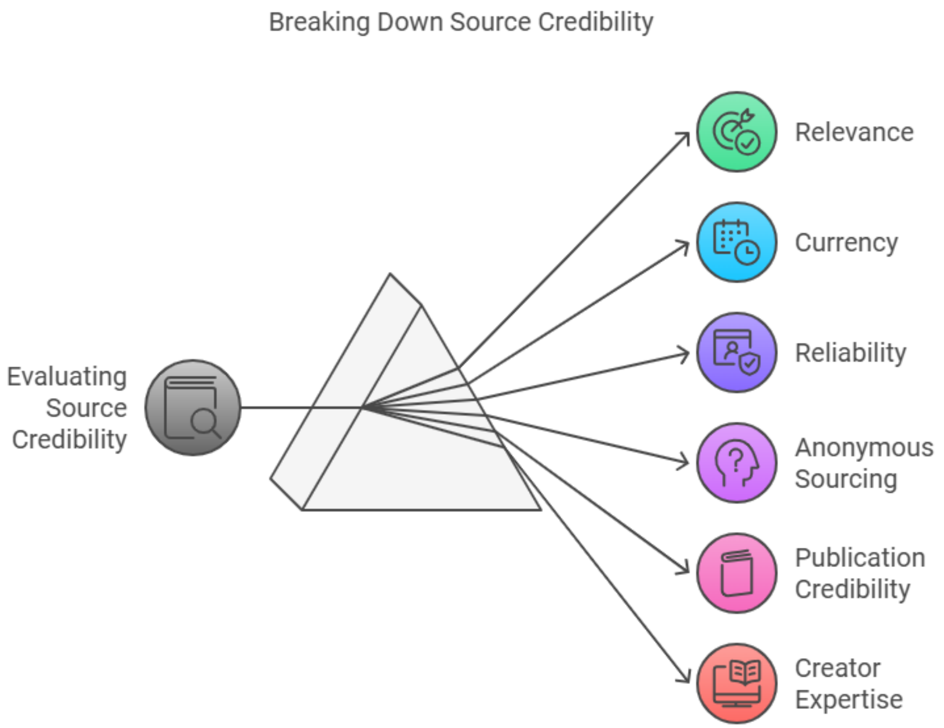

Figure 34

For instance, in finding a source to understand how a bill becomes law, a lawyer with expertise in the legislative process would be a better choice than a biologist. It is essential to check the creator's credentials to see if they are provided in the source and to ask whether that expertise matches the subject matter. Other factors related to the creator, such as their potential biases or funding, may also come into play with this part of source evaluation. For instance, a source made by the NuvaRing company on the benefits and safety of the birth control product can be critiqued based on its obvious bias due to financial interest and by considering what role the company would play in creating that source. Several simple strategies can be used for evaluating a source's reliability. Visual inspection reveals whether the work was drafted with care and responsibility. Timeliness can often be assessed by looking at the dates included in the work, the source's references, and any other material attached to the piece. Lastly, the publication in which the source appears can be researched using resources such as a periodical database or a library catalogue. By following these strategies, writers can make logical and well-informed decisions on whether a certain source is appropriate for the task at hand.

3. Using the Tool for Paraphrase Checks

As one of the most efficient tools for paraphrasing, the integrated Turnitin Feedback Studio provides an Originality Report for students to check the similarity index in their submitted documents. In addition to the Originality Report, students can now use the Similarity and Feedback mode to do a sentence-by-sentence comparison between their work and the matched sources, with the support of providing students with instant feedback and examples. Following the documentation video on vUWS of 'Understanding and Interpreting Originality Reports', I went to the chapter 'Interpreting the Originality Report'. I found the video in minutes and twenty-seven seconds. It is clear that when students start to conduct a paraphrase check on a matched source by using the Similarity and Feedback mode mentioned above, students not only have a clear visual demonstration of how to check and interpret a match found in a paraphrase and a match found in a direct quotation but the tips and explanations provided in the video can also guide students to use the tool effectively. The video explains the two essential features in the Similarity and Feedback mode; the matched passages are highlighted in different colours so that students can quickly identify whether their paraphrased content is effective compared to the source. Also, the right side of the window will display the matched passage in the students' work whenever a source is selected on the left side, making it straightforward for students to see the demonstration in their work.

Last but not least, the video suggests that the interpretation of the Originality Report should start with investigating the sources highlighted in blue first, then green, then so on and so forth, because blue indicates that it matches a secondary source. It is less likely to be used commonly. This will ease students' pressure when dealing with similarity index and help to guide a thorough check on the sources. I started to use the tool myself to understand this new function further, and my first impression was that the interface of the Turnitin Feedback Studio had been changed.

The 'Use Similarity and Feedback' button is now prominently displayed in the main menu, making it easily noticeable to users. Additionally, I want to highlight that I have discovered that the button becomes even more visible and conspicuous when users try to access and submit the beneficial Similarity and Feedback mode. This enhancement ensures users can effortlessly locate and utilize this valuable feature, providing an enhanced experience while engaging with the platform. Moreover, it is essential to mention that user satisfaction and engagement have significantly increased since implementing this prominent button on the main menu. Users have praised this improvement, noting that it has made it much easier to access and utilize the Similarity and Feedback mode. The visibility of this button has been strategically adjusted to catch users' attention and ensure that they never miss out on this valuable feature. By placing it in a prominent position in the main menu, users are instantly drawn to it and are more likely to explore and engage with the Similarity and Feedback mode. This intentional design choice has proven successful, significantly improving user experience and satisfaction.

Users feel more empowered and in control of their interactions with the platform, as they can quickly locate and utilize this valuable feature. They appreciate the effortless access to the Similarity and Feedback mode, which provides valuable insights and recommendations to enhance their overall experience on the platform. The feedback received from users has been overwhelmingly positive, with many expressing their gratitude for this enhancement. They report that the enhanced visibility of the 'Use Similarity and Feedback' button has significantly impacted their overall satisfaction with the platform. This user-centric approach to design and improvement has been instrumental in creating a seamless and enjoyable user experience. The platform continues to prioritize the needs and preferences of its users, constantly seeking ways to enhance their experience. This commitment to providing a user-friendly interface and valuable features, such as the Similarity and Feedback mode, sets the platform apart from its competitors. As the platform evolves and grows, user feedback will remain a crucial aspect of its development. The prominent display of the 'Use Similarity and Feedback' button demonstrates the platform's dedication to improving user experience and actively listening to user feedback. This valuable feature will continue to play a critical role in shaping the platform's future direction, ensuring that users always have access to the tools and resources they need to achieve their goals.

3.1. Conducting paraphrase checks on matched sources

Conducting paraphrase checks on matched sources may be an effective way to validate the results produced by the service. It may also help to find and correct some subtle writing errors. The process to check for paraphrased material is similar to checking for exact matches; however, the user must also use a feature called 'word exclusion'. This feature tells the service to ignore certain words in the submitted text, such as pronouns and specific common nouns, which may not be necessary for the check. A user manual for the work 'SafeAssign' suggests creating three separate Word documents. The original student work is placed in one document, while the third-party sources that 'SafeAssign' has found matches to are placed in the remaining two. The work 'SafeAssign' is then used to check the original student document, using the direct source one and source two documents as the source exclusion documents. After each exclusion, the student takes a new screenshot of the entire 'SafeAssign' window. As in the case of the direct source matches, when the service claims to have detected indirect source matches, the user must ensure that they are still visible and indicated at the top right of the document window in every occurrence of excluding found sources.

3.2. Comparing similarities and differences in paraphrased content

The next step is to enter the critical paraphrased content and the critical source in the third text box in Write Way. After entering the critical paraphrased source from the second text box, click the "Compare!" button. This will highlight the similarities and contrasts between the paraphrased content and the critical source by using colour coding, thereby displaying the quality of the paraphrasing at a glance. If the results show more similarities than are acceptable, then this will indicate that the student has plagiarized. In this case, the student will need to rethink the strategies and the degree of paraphrasing and repeat the steps above until a satisfactory level of proper and careful paraphrasing has been achieved.

It should be noted that this tool only checks directly for related content. So, students should ensure a reference to the source to demonstrate that they have appropriately included and cited the work used. This technique can also be used if students have any doubts about the degree of proper and careful paraphrasing that has been used.

3.3. Assessing the effectiveness of paraphrasing techniques

When we compare the effectiveness of quotation, summarizing, and paraphrasing, "including evidence finds" (ibid, p.452) revealed that quoting half or less, citing more than half, and not quoting at all give the best and fair results. However, there have been no references to the "alternative" to "quotation," which can also be important in this work. Ibid (p.452) suggested that summarizing and paraphrasing can make use of the "independent factors - synonymous rate," whereas quoting should allow "other analysis" methods to adapt. For general information, summarizing and paraphrasing can use the "independent factors - synonymous rate," and word choice will be the key to the assessment. On the other hand, summarizing and paraphrasing can use the word 'selection,' but quoting should allow 'other analysis' methods to apply.

Additionally, "the results in turn" may be necessary to indicate the subsequent data, making evidence essential in this phrase. Lastly, these suggestions mean that summarizing or paraphrasing, when used appropriately, should offer the freedom to use "other analysis" methods and fit within the work more seamlessly. Paraphrases should not cause "a large consequence of the information content change" and should be used because "you want to express and interpret from the original work" (ibid, p.452). These can explain why quoting without extracting excessive information gives the best results and paraphrasing without adding extra explanations gives the lowest result. This result can provide an overview of the success of the "summary of best values for each factor by type" table, which is found in the Lock "including evidence finds" (ibid, p.452).

4. Citation Analysis

However, simply listing citations without engaging with the content can result in a far less valuable process. A primary recount of the number of times a particular article or author is referred to might do nothing but offer a repetitive and often relatively uninteresting series of statistics. Mindlessly listing each time an author is used within the text being analyzed does not show an understanding of the context and relevance of that particular citation. By engaging with these and not simply providing information on the citations, we can understand why that author was included and in what context. This may lead post-citation analysis towards a more qualitative, argumentative approach.

The placement of citations to and from the source being analyzed can also provide information about how the work itself might be understood within the field it belongs to. Citations found from various sources, as is preferred within many academic pieces, suggest differing paths and discussions around the core argument within the analysis, which can indicate the authority or perceived importance of that particular work. Also, the use of the work being analyzed as a usually referenced piece within other sources can be given as evidence of its importance, or it may show areas in which it has been misinterpreted.

Identifying where inaccuracies exist within the source and understanding the reasons for these can assist in an increased understanding of the topic being written about and potential problems that could be caused by publishing incorrect analyses. Work of this kind could help expose inaccuracies and flat-out incorrect publications of knowledge; further, understanding why inaccuracies exist and are used can provide insight into a particular field of literature and academic expertise.

Academic sources often include lists of citations, references, and even bibliographies, which can, in turn, refer to books and articles used in the writing of the source. These provide a valuable way of accessing additional material and can often give insight into any topic's core content. Analysis of citations for academic research is essential because it helps to locate and understand the existence, use, and relevance of citations. There is no set way to approach this. However, no matter what analytical method is used, the reasons for undertaking citation analysis will come from the need to understand and use the process in terms of getting more from the sources identified through the study (Lu and Xiaoqiu2022) (Cui et al., 2023) (Zhao & Strotmann, 2020).

4.1. Analyzing the accuracy of citations in sources

This section requires students to identify and analyze inaccurately cited sources on a given subject. An initial inaccurate citation can lead to misinformation and further inaccurate research and discourse. In this activity, one should identify one subject and introduce one relevant but inaccurately cited source. Then, provide information about the inaccuracy of the citation. For example, it might be the wrong author, a significant misconception within a mistaken title, or misusing the source's evidence. It should explain why the correct citation contributes to a well-informed, rigorous, and logical discussion regarding the given subject. Also, explain why and how the mistake could have been made. For example, it may be due to misunderstanding, lack of diligence, or a deliberate biased misuse of the source's evidence. Finally, students should be encouraged to discuss how an inaccurately cited source might be mistakenly accepted as reliable truth in their research across various cultures and academic communities. This offers a productive starting point for students to critically reflect upon accuracy, reliability, and misinformation issues in research and academia. Real-life case studies and contemporary examples, mainly where misinformation may fuel biased discourses or legitimization for specific actions, can further promote discussions of the broader impact of inaccurately cited sources. By encouraging students to be critically reflective about the impact of their academic research on knowledge-building and public discourse, we further develop a climate of responsibility and awareness in our student body and future scholars (van der Meer et al., 2023) (Agarwal et al., 2023) (Si et al.2023) (Harambam et al.2022). See Figure 35

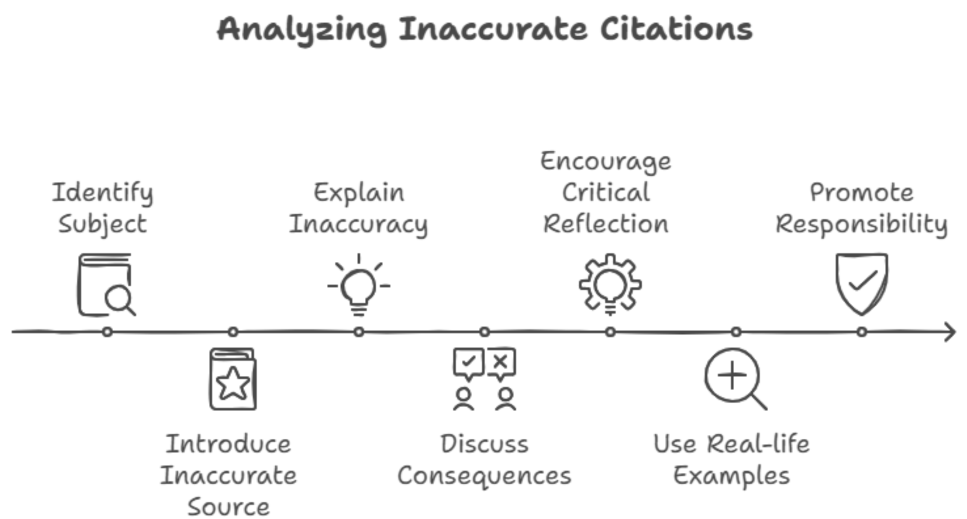

Figure 35

4.2. Evaluating the relevance of citations to the topic

First, look at the citation in terms of the actual information it provides. If the citation comes from a book, the information from the book is the actual citation information. The URL may be the actual citation if it's from a website. Either way, isolate the valuable information. A citation only has two main components: the author's name and the publishing date. Anything else mainly helps the reader find the source being cited.

In most cases, the actual information contained in the citation is not helpful to understanding in what way the citation might be relevant to a paper. So, move on to more important questions quickly. Now consider where the citation falls within the paper to evaluate its relevance to the topic and argument of the paper. Many professors post their past exams online. If you find a test-only question that comes directly from such an exam, you already know what the question is asking, and it becomes much easier to evaluate the citation. However, if the citation is used in a way that is barely or tangentially related to the topic of a paper, it may not be relevant. Finally, try filling in some of the information the paper's author implicitly provides. For each citation you analyze in this way, ask what information the author seems to be attempting to convey with the citation. It's possible that the paper might not even be talking about the work being cited but rather some side point. Such analysis is important and must be reflected in the paper. By completing these steps, a student is well on her way to understanding, in a broad sense, the need for using citations - the provision of evidentiary supports - and, considering the specific citations' relevance to her argument, how citations can best be incorporated into her work. Explaining the title demands a lot of critical analysis of how the citation may or may not be relevant to a student's arguments or ideas.

4.3. Understanding the impact of citations on the overall argument

Analysing and incorporating citations is essential in research and academic writing. Citations are used to support an argument and give credit to the source of the information. Therefore, the use of citations can have a significant effect on the overall argument that the writer is making. For this reason, "Understanding the impact of citations on the overall argument" is the main focus of the following subsection in the module. When you read and evaluate the impact of different citations and sources, your task is not simply to mark errors or differences in opinion between the writer and the sources but also to explain how specific citations might have a stronger or weaker impact on the overall argument. This process should involve an investigative approach that is free from personal bias, as the aim is to answer questions about why certain sources have been used at particular moments in the text and to help understand the potential choices the writer might have made at each step of the argument. Most of the research conducted today will use digital sources like the Internet. It can be tempting to think that the changing technologies behind our source materials might make understanding and interpreting sources more complex. However, the principles governing evaluating and using different sources have remained consistent. First, remember to consider the meaning and implication of any citations. An overlooked source, even if it goes against the author's argument, can damage that argument.

Experts in the writing and "critical thinking" field note that "one effective strategy writers can use to strengthen their argument and facilitate their reader's understanding is to provide a variety of evidence to support any main claim, as it shows the claim is valid in more than one way (Kim et al.2021) (Duke et al., 2021) (Liu et al.2020) (Clemens & Fuchs, 2022). Different pieces of valid evidence provide counter support to the main claim and each other." Therefore, by showing the lecturer several lines of argument supported by citations that the lecturer may also know something about, you are more likely to keep the reader's attention and aid their understanding of the argument. As well as explaining what specific sources say about a particular subject, when used as part of a more comprehensive review of the field, some key points, which must be kept in mind whenever citing or referring to a relevant source, include providing the right amount of information so that the reader can find the original material, not overwhelming the writing with too many citations and references, and using a consistent citation style. When reviewing a source in the context of the overall argument, it can be helpful to consider where the source and its argument are in writing. For example, when a source is used near the beginning of a paper, it is likely to provide background information or support a more general claim.

On the other hand, when a source is used towards the end of a paper, it is likely contributing to some particular component of the writer's closing thoughts. By doing this, we can hope to understand not only what different sources bring to the writer's argument but also the technique of directing the reader's understanding by leading them from citation to citation. This is a critical step that advances your thinking to recognize the importance of these citations and how questions about sources can inform and direct the creation of an argument.

5. Applying Source Interpretation Techniques

Understanding the nature of a source is undoubtedly an essential feature of source interpretation. Expertise in the subject area is always a critical advantage when assessing the value of a source. Still, it also relies on evaluating the usefulness of the information provided impartially. A critical approach is necessary when interpreting sources, especially considering the variety of source types. The ability to critically evaluate various sources of information is vital during academic research activities. Critical reading remains a foundation skill that lays the groundwork for further interpretation and deeper understanding of sources. Critical reading can be described as active engagement with every text. This includes making assessments of the logical strength of the information, the truth value, and the overall plausibility of the conclusions presented. Critical reading does not necessarily mean being critical of what you are reading. While "critical" may have a negative bias, critical reading shouldn't be seen as a hostile act but rather a smart one. This point is perfectly summarized by the philosopher Francis Bacon, who said, "Reading makes a full man; conference a ready man; and writing an exact man."

5.1. Utilizing critical reading skills to interpret sources

Not all published material is created equally, and many sources available - from social media to academic journals - are awash with incorrect information and "fake news." A healthy scepticism should be exercised with every information source. Utilizing critical reading skills to interpret sources and evaluate the information. Critical reading skills are also essential inquiry skills, which means learning how to evaluate information. Critical reading and critical thinking work together. Critical thinking allows us to monitor our understanding as we read. Subtopics include but are not limited to analyzing matched sources, identifying essential information, and understanding context. Some of the capabilities students should gain through instruction include understanding the purpose and attitudes expressed in the reading and understanding and interpreting the evidence - such as the reasons and conclusions presented in the reading. The wording is also important. For example, comparing the evidence being pointed out with the evidence offered lends itself to words like "justify" and "support" regarding the author's reasoning. The higher-order thinking that synthesis allows is to develop "a formatted argument, drawing on one's own experiences or outside material" to use a definition given by Ms. Doheny at Oakland Community College - the goal to strive for. And in an age where increased scholarly activity is nurtured, training benefits both student and teacher. Learning how to analyze and critically evaluate any information is a skill that will serve you well, either in academic work or in your professional career.

5.2. Applying analytical frameworks to assess source credibility

Before analyzing the credibility of a source, it is essential to understand the definition of credibility. A source is considered credible when it can be trusted concerning a particular purpose, such as providing evidence in an argument or supporting research findings. There are two main types of research - primary and secondary. Primary sources are materials from when the person or event is being researched, while someone without direct experience writes secondary sources. To improve the credibility of the sources, the writer can follow either of the strategies: external or internal criticism. External criticism evaluates the credibility of information from a source outside the research itself. Some of the factors to be considered in the external criticism include the author's reputation or expertise of the author, the knowledge and acclamation of the publisher, and the comparison by the other sources. Internal criticism is the process of evaluating the trustworthiness of the information within the source itself. One of the ways is to verify the information that was discovered and ensure that the information is accurate and appropriate for the assignment being researched. By assessing the evidence and information presented in the source, the research minimizes the possibility of arguments based on predictions, biases, and contradictions between the opinions and the ideas of the other sources. In conclusion, learning the strategies to improve the credibility and the understanding of asserts and evidence in the research will help in better judgment and arguments and minimize the chances of conflicts with the other sources of the information. This will lead to better and more trustful research.

5.3. Incorporating multiple perspectives in source interpretation

It is important to consider the perspectives filtered through the impact of individual identity and the historically produced discourses that shape such perspectives to interpret a given source of information. It is a common mistake to prescribe a singular worldview to a source. This inherently limits the quality of insight derived from the source. Sources must be understood in their multiplicity, allowing for a more thorough interpretation. In the academic world, incorporating multiple perspectives is a staple of all reputable work. This analysis is essential in producing well-rounded, credible arguments from science to the humanities. When engaging with sources, it is imperative that the consumer self-reflexively consider the various aspects of identity that interact with and influence their interpretation of the source. This means analyzing sources with an acute awareness of how cultural, historical and economic backgrounds can shape disparate views of the world. By engaging with and understanding the complex layers of meaning often associated with sources, researchers can better draw impactful conclusions that account for a breadth of understanding. Cultivating a multifocal approach to the sources of information provides more excellent cultivation of critical thinking, fosters an environment of respectful dialogue, and ultimately yields a more comprehensive understanding of outlooks on critical issues in any field of study. Engaging with sources in their multiplicity ensures that no single worldview is assumed as objective or left unquestioned. In this way, the role of the researcher within their work becomes less about converting evidence to support a singular claim and more about curating an environment for a dynamic and rich dialogue between varied understandings of an issue. It is this student-centric approach to analysis that source interpretation in an academic setting should seek to encourage.

6. Interpreting Visual Sources

To begin with, this section explains the importance of visual sources and the different ways our brains analyze them. A transcript is given, and students are asked to identify how the writer interpreted the image they're discussing. I then show students the image and ask whether the writer's interpretation has helped or hindered their understanding. I have found that students enjoy this task as it encourages them to think about the words and phrases used to describe the image in the transcript and to consider whether these accurately reflect the image's content closely. It's also a great way to encourage students to think about how an initial interpretation can be informed or changed by viewing the image. Finally, students are asked to select an image and write their analysis of the image before looking at the guidance provided by the section. This practice can be used no matter what the topic of the visuals section is, as any practice at analyzing images is helpful for students. However, introducing visual sources is excellent because it succinctly shows the different steps in analyzing a new image. Students are told to consider things such as the background to the image (where was it made and why?), the historical significance of the image, the content of the image itself and any evidence in the image (what can you see in the image and what can you infer from this?). By the end of this task, students generally understand that visual sources give a great deal of information but must be closely analyzed to be helpful. Also, I have found that students engage well with unfamiliar visual sources and enjoy the opportunity to form their independent judgments about the content of the images. I've had some incredibly enlightening discussions about things like propaganda in history and the power of implied meanings in art through these tasks. Watching students become engrossed in learning about image analysis is very rewarding.

6.1. Analyzing images and diagrams in sources

An analysis of images and diagrams will be included in the source interpretation. Students must remember to look at every visual: photographs, charts, maps, illustrations, and diagrams, as well as read any captions or other information provided. They should take a few minutes to wonder before starting to note things, such as what the picture is, what it shows, why it has been included, and the main focus. Then, they need to use a process of analysis. The interpretation of visuals in source interpretation is similar to close and careful reading of the textual material. It is not just a case of putting a picture into an essay to make it look nice; giving visual thought and considering how it can complement the written material is essential. First, the students should decipher the visual, clarify its contents, and seek to understand what someone new to the picture might see. Secondly, they should investigate the visual. For example, if it is a graph, they should consider the different axes and speculate on the meaning of various elements, such as high or low points on the line. Next, analysis should take place. This will involve making decisions and formatting opinions about what the picture is illustrating, why it has been included in the source and what it can tell the student and others about the content. A visual should be applied in a relevant and meaningful manner. Students could write that "diagram k" is essential and contains relevant information. Still, it is not enough to order it to be helpful." explain the information it provides and how it affects the source before making a judgment on significance. This critical analysis can be a real asset found in source interpretation. It also helps to demonstrate various source study techniques, enhances an essay, and enables the student to use the skills gained in source interpretation effectively. By considering how pictures, charts, diagrams, and maps can be used insightfully and in sync with written sources, students can develop critical source analysis and demonstrate a thorough appreciation of how different types of material can be combined in constructing a historical argument.

6.2. Understanding the message conveyed by visual sources

Visual sources now surround us in modern society, so the skill to understand the messages they put across is very important. Many types of visual sources exist, including photographs, documentary films, cartoons, and fine art. Each type conveys messages in its way. The words that describe visual sources are visual literacy or visual rhetoric. Visual literacy can be described as the ability to understand the messages that are put across in images and to be able to produce images that communicate an idea or an argument. On the one hand, a painter, for example, needs to use a visual source to convey an idea to the viewer. On the other hand, someone analyzing a visual source should be able to understand what is being said. Visual sources are often very persuasive. Because the information in a visual source is presented all at once, the information is there as soon as you look at the image. It is not presented in a sequence like it might be in a piece of writing, so you must be very critical when analysing visual sources.

This is why visual sources are often used in propaganda and advertising; they are so good at communicating a message quickly and powerfully. But this does not mean you should be suspicious of all visual sources; just put the same amount of thought into analyzing them as you would with a written source and consider why the source might have been created and for whom. In terms of arguments and ideas, using visual sources can help make a point very quickly and help communicate complex messages in simple ways. So, the context of a visual source often determines the type of message that is getting across. For example, a political cartoon might aim to be satirical and funny but simultaneously try to communicate its point. Visual sources are also potent and can change minds straight away. This is especially true when a visual well presents the whole picture and makes its point. We naturally tend to trust our eyes, and most people will take what is presented in a photograph as the truth. We all trust visual sources that are with us from a young age. This is why picture books are often used with very young children to help describe concepts or teach words, and slide shows are often used in presentations. But try to avoid assuming that the meaning you get from visual sources is the only meaning - different people will get different things out of an image. It is okay to be guided by what the visual source wants to tell you, but don't be afraid to go your way and look for other meanings.

6.3. Evaluating the reliability of visual sources

Another essential element in interpreting visual sources is evaluating the reliability of the sources. While the reliability of most text sources can usually be gauged based on the author and publication details, this is not as straightforward with visual sources. The first step in determining the reliability of visual sources is looking at who the author is, just as with text sources. The provenance, or origin, of the source is also essential. For example, a political cartoon drawn by an artist who lived in the depicted period could be considered more reliable than a cartoon of a similar style drawn by an artist of a later period. In other instances, however, the actual age of the source can be an essential factor. For example, in 1979, British historian David Irving published a book with a picture of Hitler's bunker, which had supposedly been drawn by an architect involved in the construction. The drawing showed that the bunker walls were far more reinforced than Hitler had believed, implying that Hitler made a strategic error by not using all of the bunkers for living and working space. However, it was eventually shown in a court case that this drawing was not drawn by the architect but by an artist in the 1980s; this artist later admitted that he had exaggerated the thickness of the walls to make the drawing saleable. This proved the unreliability of this visual source. Further contextual referencing and cross-referencing of the source with other sources should also be done where possible. Some historians have likened the process of critically evaluating the reliability of visual sources to that of a detective; that is, it may require meticulous attention to detail, a sceptical mind and a willingness to look beyond the source itself to analyse its total evidential value. We will discuss historians as detectives in the next section. See Figure 36

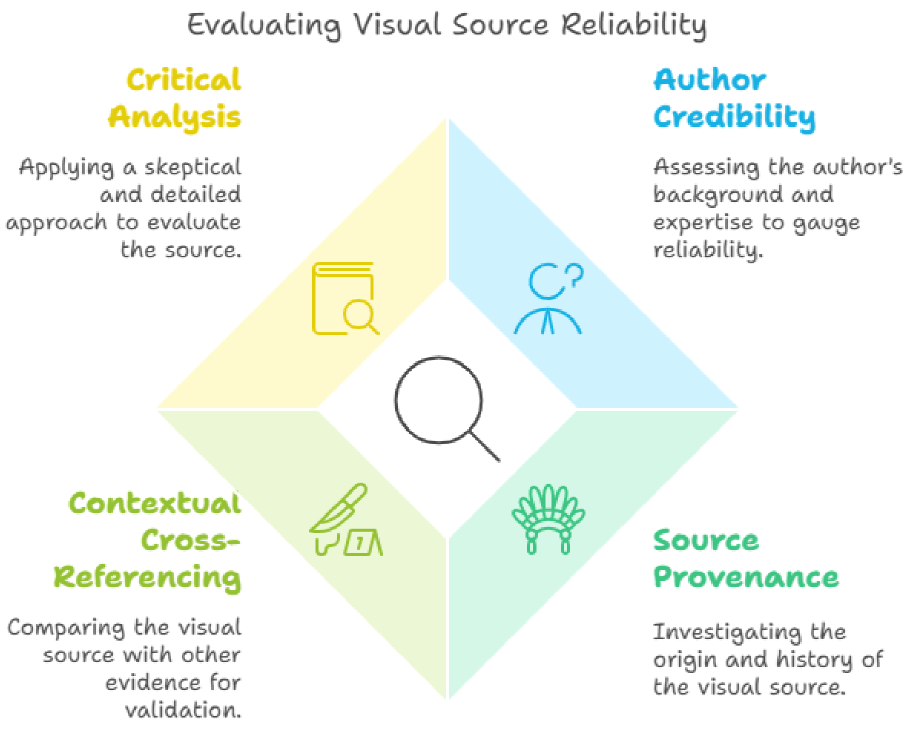

Figure 36

7. Evaluating the Bias in Sources

To understand the importance of eliminating bias, bias must be defined appropriately. This is because "bias" is a term that is frequently used and even more regularly misused. Bias is a personal opinion, belief or value that may influence a person's judgment, decision making or behaviour. However, it is important to recognize that this influence does not necessarily manifest itself intentionally or knowingly. Indeed, bias can exist even in scholarly work, where the norms and values of a particular discipline may inadvertently encourage a particular standpoint or set of ideas. It is often the case that bias is discussed concerning written sources. This is because such sources frequently make arguments, unlike other sources like maps or artefacts. Arguments are attempts to persuade an audience of a particular standpoint, and it is accepted that an indication of competence in constructing arguments is the provision and consideration of alternative viewpoints. However, the primary requirement is that all arguments have a degree of evidence to support the claims.

Nevertheless, evidence may also be "open to bias", as suggested by Dr. Andrew Wakefield's controversial research into the MMR vaccine when he and the authors of the study were found to have a conflict of interest in the form of seeking to claim compensation from MMR's manufacturers. Recall that evidence on its own - regardless of potential bias - is fallible. Researchers must critically evaluate the quality and relevance of the evidence they use to build and develop their arguments. This must involve an awareness of how particular pieces of evidence may have been selected and, as far as possible, an appreciation of the context in which an argument is being made and the constraints of that context upon the evidence being considered.

7.1. Recognizing potential bias in written sources

First and foremost, it is essential to identify the author. If the author's name is present on a source, it can be researched to see if they have any previous bias or affiliation with other groups. Even language and grammatical choices made by the author can suggest bias. For example, emotive language and rhetorical questions may all indicate a leaning in one direction on an argument. Often, more biased sources will make sweeping generalizations, overemphasize certain pieces of evidence and wave away counter-arguments. It is also essential to look for when a source may ignore other supporting evidence. For example, a source discussing the disadvantages of technology may provide evidence on how it contributes to obesity but may overlook the many other negative aspects. These points can be used as a checklist when assessing a source, helping to decide whether it is biased. Well-reasoned and supported arguments in written sources can be persuasive, but identifying potential bias can help readers form and maintain their own informed judgements.

In written sources, bias has long been recognized as an issue. Bias is a part of life and appears in many areas. It is simply a prejudice against one thing, person, or group compared with another. Recognizing bias in written material is essential for students studying source analysis. Writers may be biased for a variety of reasons. Some may be personally invested in their work. Others may work for organizations that have certain stances on issues. Even now, with so many sources available online that offer similar versions of stories, recognizing potential bias is a vital skill.

7.2. Identifying implicit bias in sources

Instead of revealing bias through the language of the source, implicit bias is related to the features of the content. These can be quite subtle and difficult to recognize. The coverage's breadth and depth, the argument's completeness, the language's complexity, the source's design, and the type of information included can contain implicit bias. A simplistic view of a historical period such as the Middle Ages could subtly infer that nothing of great importance happened during that time, unlike the bias towards an Anglo-American perspective, which is often evident in general world histories. Similarly, the lack of inclusion of alternative therapies in a source about healthcare could imply that they are not as effective as more traditional methods. The origins of the sources themselves can be of help when identifying bias. A British history of the American War of Independence written in 1770 by a British general will likely contain different biases from a modern American account of the same event. This is because the general would have viewed the events within his context, in the expectation of steering policy in London. However, a historian 250 years later can benefit from an overview of broader historical tensions and other sources that have since become available. By recognizing the potential bias in the different sources, one can build a more comprehensive picture of the years 1774 - 1783 through the interpretation and synthesis of information (Catford et al., 2022) (Connor and Evers2020) (Shufutinsky, 2020).

However, it is crucial to recognize that all sources are open to bias, including this guide and the sources referred to. By evaluating the material for what it can reveal about the broader historical context in which a source was produced, a critical historian will consider the possible implications of the tendency for each source to be biased. In this way, sources can enrich an investigation through the variety of different perspectives they offer.

However, implicit bias, in particular, can misrepresent and distort historical knowledge in a way that more upfront forms of bias, such as propaganda, do not. This is because, although it is recognized that the opinion being presented is partial, the subtlety of implicit bias means it is often perceived as more reliable and truthful.

7.3. Assessing the impact of bias on the information presented

When information is biased, it is inaccurate since it is presented from a particular angle or viewpoint. Bias is a problem where students require accurate and balanced information for their academic work. In many ways, it may not matter how much information is being biased because all bias reduces the reliability of the claim being made. There are various ways in which information can be biased, such as a result of the selective use of data (which can include ignoring some data completely), the use of emotive or biased language, the adoption of a particular theoretical perspective or political standpoint and many other things. One of the most common forms of bias is to rely on incomplete or partial information. For example, a writer might claim that scientific research proves that products such as mobile phones are not harmful. However, the writer might have selectively used data that suited their argument. If we were to look at all of the data and found that most of it did suggest that mobile phones are not harmful but that a substantial minority of studies did show potential health risks, this would weaken the writer's argument. In an academic setting, we might expect bias to manifest in various sources such as books, official documents, newspapers, pamphlets and research reports. Writers might also feel the need to pander to the expectations of different audiences - they may attempt to simplify their arguments to make them more accessible to a wide reader base, or they may use highly technical language to impress readers. By assessing the impact of bias on different sources, we may be able to work out the most appropriate strategies for finding the most reliable and credible sources and identify when information might be distorted.

8. Verifying the Accuracy of Sources

Yes, for the sceptics out there, you cannot trust everything you find online. Students need to verify that the information in the source is accurate and of high quality. Start by identifying all assertions, which are statements that the author believes to be true. They differ from mere opinions in that an assertion has a truth value, meaning it can be true or false. Sometimes, all it takes to verify an assertion is a quick trip to the Encyclopedia Britannica. Other times, students might have to go deeper and find two independent sources that confirm the claim. Of course, students must use only credible, reliable, academic-level sources, such as peer-reviewed articles from the library database. Woe to those who think a search turned up trash! A quick way to evaluate a web page or article's trustworthiness is to go to the bottom of the page and look for the references. If the article is seven printed pages, talks about nanotechnology, and has no references, then the person could be making stuff up. Also, at the bottom of the page, look for the article's date or the last revision date. If the information on the page is two or three years old and this is a science paper discussing new inventions, it is probably no longer accurate for today's science. Students should also look at the author of the article. That source instantly loses credibility if there is no author and it's not a well-established organization's web page. If the author is listed, take thirty seconds to look the author up. If they are associated with Yale, that's good. If the author claims to be a neurosurgeon and two other things, then students can see some bias and mistrust in the source.

8.1. Fact-checking information in sources

When we hear "fact-check", we often think of a political context. However, there is a need to verify relevant facts in any scholarly or intellectual work. The same goes for the information we use and plan to include in our writing, whether academic, professional or personal. This process of validating the accuracy of a statement or piece of information is called 'fact-checking': it is an essential step in using sources to support your arguments as a student and, later on, as a professional. The critical importance of fact-checking is beautifully captured in a famous idiom: a chain is only as strong as its weakest link. In a larger sense, everything we learn and eventually seek to know is a building process where we base our knowledge and understanding on what has been verified and recognized as accurate by others. Science is the best example: any scientific discovery, theory or hypothesis we know of today has been alive in the public domain only after a rigorous investigation, testing and verification. All scientific "truths" are always open for revision by another researcher who would develop new evidence to help modify, expand or refute the old hypothesis. This stringent validation process has earned science its high status as the most reliable and truthful fountain of knowledge ever developed by humans. Once in a while, we all ask to demonstrate respect to the one who originated a particular idea, concept, or piece of information that we now use.

For this purpose, we use techniques which specialists in academic integrity refer to as 'attribution'. Well, before providing your readers with some highly unexpected, deep and original insights produced by a "certain German scientist", it is essential to ensure it was not some well-known twentieth-century plumber from Dublin! In an essay, for example, this can be done by adding a phrase like "According to Einstein's theory of relativity…" The example of Albert Einstein reflects what we usually mean when we use the term 'verifying' in everyday talk. If you claim that Rubinstein's dog developed the theory of relativity, this amount of fact-checking efforts required to reveal the mistake could be reduced by simply paying attention to the logical relationship between different words in the sentence. Real life provides much more thrilling and complicated misuse of logic and language, which we - those who write and read - must catch and critically evaluate. Well, are you ready to start mastering the art of fact-checking and, in the first place, become more sceptical about the information you read or hear daily? Well, start practising your critical eye even on this statement!

8.2. Cross-referencing information with reputable sources

Cross-referencing with multiple sources can also build a bigger picture about something from different parts of the world or historical periods, for example. Suppose several sources agree on a particular idea or provide similar findings. In that case, the writer and reader feel even more confident that the information is accurate and valid. Moreover, when we cross-reference information on the same topic from different sources, we can find that extra details, supporting evidence or contrasting ideas are provided. This helps to deepen and widen our understanding.

Give you an example: if you were writing a piece where you referenced what a particular author's book had said, you would find it in the list of references and then check the information as given to ensure it matches up with what the author had said in the book. When writers refer to their sources as often as possible, it acts as a credibility check, allowing them to show anyone reading their work that they firmly base what they say on what has been discovered by experts and specialists in that field. In contrast, if someone finds it difficult to reference sources, whether, through lack of availability or deliberate effort to avoid this "peer review" of their work, people might question the credibility of what is said.

Cross-referencing is checking information from two or more sources to see if the same information is provided or to compare two pieces of data from different places. Often, in specialist books or resources, writers provide a list of references, allowing the reader to locate where the writer found their information. This can be seen in non-fiction books and research articles in particular. When information is cross-referenced, and it is found that multiple sources agree with the same information, we can start to refer to this as "verified" information - increasing its credibility - and, subsequently, its usefulness to us and the academic or broader community. Cross-referencing also means small mistakes are less likely to occur in our work.

In an era where misinformation ("fake news") is increasingly talked about, there has been a move towards "verification". This is the process of establishing whether a piece of information is authentic. Verification is only applied to significant information that may impact the people who read or believe it. A verified fact is based on several sources confirming the same thing. However, just a single piece of information that is not verified - which could be misleading or even wildly wrong - can cause confusion or upset people who believe it. So, we often check to "verify" what we know - to confirm that something is true or accurate and perhaps expand and deepen our knowledge simultaneously.

In this section, it is time to examine the information we got from different sources. We learned that "verified" information is based on multiple sources, all confirming the same thing. If you are researching and only finding one or two sources that support a particular piece of information, there is likely a missing, very important piece to the puzzle. Publishing truly accurate information is very important. That is why, immediately before publication, many writers recheck their writing for writer errors, which are mistakes in writing or grammar made by the original writer - not a typesetter, editor or printer. This is known as fact-checking.

8.3. Evaluating the credibility of sources based on accuracy

Once you find a source while conducting research, gauge its credibility and reliability by considering the accuracy of the facts that the source presents. Verifying that the information provided is truthful and mutually supported across various reliable sources is essential when reviewing a source. Therefore, evaluating a source due to its accuracy involves performing some level of fact-checking as well as cross-referencing the information found within the source with the details from other reliable sources, as discussed in the previous subsections. A credible source should consist of accurate and current information. This means the information should be verifiable - something that can be proven true or false. Depending on the nature of the source, like whether it is a current or historical source, verification may involve checking the currency of the information. For example, if it is a website, check the last time it was updated, or if it is a printed material, you must check the publication date. If any of these points go back to many years, it is essential to carefully analyze the information before deeming it credible. Cross-referencing the information from the source with comparable data from other credible sources enlisted from the school library's online database is another way in which the accuracy of a source is evaluated. This practice is mentioned as a good evaluation habit in the CRAP test, discussed in one of the source interpretation techniques in the previous section. The tolerance of controversial, sensational, or absurd claims appearing in any given source should also vary based on the research. For academic or professional writing, your rating towards the credibility of sources based on the accuracy of content would be set relatively high. However, for general knowledge, biased or political content, it is likely that some leeway may be given to sources that have some level of half-truths or propaganda. Nonetheless, it is important to recognize that in academic research, maintaining stringent standards of accuracy when selecting sources and evidence is pivotal to the scholarly ethos of critical enquiry and learning.

9. Understanding Source Reliability

Third, one should consider how recently the source was published or last updated. For subjects constantly evolving, such as technology or medicine, older sources may contain information proven to be inaccurate over time. For example, if you are looking at scientific articles about climate change, you would want to find the most up-to-date information possible to understand and engage with the current situation rather than several decades-old findings. Secondly, it is relevant to check that the data is still correct; a website on the symptoms of a disease last updated in 2006 would not help find out about modern medical understanding.

Second, it is important to think about the publication or forum from which the source came. For example, most people would take political information from the BBC more confidently than information on a political party's website. Also, if a piece is from a well-known academic journal, the peer review process will likely have helped, to some extent, check the reliability of the information.

First of all, the authors of the sources must be looked into. In many cases, finding out more about the author can be difficult. Imagine you have found ten websites claiming different things about "single-parent homes". If, after investigating the author of each of these websites, you find out that nine are written by the same person who is not an expert in the field, then you would have found a good reason to doubt the claims made on those websites. However, if all ten websites are written by people with expertise in the area, then it would be essential to look more into the arguments made on each site before deciding which ones to trust.

Similarly, with books or journals, it is vital to identify whether the author is a respected academic in their area. A quick search of the author's name should allow you to find out more about them and potentially reveal whether they have been proven to have expertise in that particular area. The title of the piece and any information about the author can be helpful - for example, a line on a university website that reads "Dr. John Smith, Associate Professor in Economics at the University of London". However, if no helpful information can be found about the author, then this may be a sign that the source is unreliable because there is no evidence that the author is a credible expert.

Many online research and reference tools are available to provide quick access to information, such as Dictionary.com and Wikipedia.org. However, assessing these sources' credibility is essential before relying on the information provided. This is because using sources without evaluating their reliability could hinder the development of critical reading skills and may lead to using and building on inaccurate information.

9.1. Assessing the credibility of the source author

When using a source, it is important to understand who the authors are and whether they have a good reputation in the field they are writing about. This can help you to work out how much you trust what the source is saying. If the source is written by people representing a particular organization, such as Amnesty International, you can take this as a good sign of reliability. However, if the authors are not clearly described and no evidence is given to support their views, this might suggest that the source is less confident and reliable. If the source is a book, look for a section at the beginning outlining who the author is and their qualifications for writing on that particular topic. If it is an article, the author's name, the journal title and publication date should be clearly shown. If there is no indication of who the author is and their qualifications, this should ring alarm bells for how reliable it is. The same can be said for freely available online articles that don't clearly describe who wrote them and why. All of this can help build up a picture of who the sources of information are and how reliable they are likely to be. By being confident about where the information has come from and how trustworthy it is, you can use sources with confidence to bring your work to life and have a tangible impact on the people who read it. So, in your source interpretation, do not take things for granted. Always ask the critical question - who wrote this, and should I trust what they have to say? And always teach your reader about the reliability of the sources. This can help to back up your points and show a reader that you have well-researched and well-considered ideas. By doing this, you can help share and spread the ideas and information that are important to you positively and rigorously. Study together, why not?

9.2. Evaluating the publication or platform of the source

Now, let us move to step 9.2, which evaluates the publication or platform of the source. This is an important step in evaluating a source because the academic fields may vary in providing researchers with various sources such as research articles, conference papers, respectable editorial columns, and personal blogs. However, a particular field of study may have a very prescribed method of providing researchers with resources and materials, favouring the use of material only from the most recognized and respectable publications. So, we may research more on how to evaluate the publishers in particular academic fields. It is important to consider where the source has been published when assessing a source's credibility. In many subjects, the leading academic research will be found in peer-reviewed scholarly journals, which only publish articles reviewed by experts in the field. Books are also considered academic sources in some fields; well-regarded and established publishers would also publish these. Suppose the source is a primary source, meaning it comes from a historical time and is not a secondary work. In that case, there may be different ways of evaluating the credibility of the source materials. Suppose it is a kind of print publication. In that case, we can evaluate the reputation of a publication by looking up information about that particular publication, such as its history, publishing behaviours, what this publication has published over the years, and the editors' contacts and backgrounds, etc., the same type of strategy is also possible to be applied in evaluating the publisher of those sources. If it is published in a database, consider what that database is. Is it maintained by an educational institution or a research organization? If it is a website, we may need to find information on how the website is managed. Is it an organizational website, a personal website, or a weblog? Look for information under an 'about us' section of the website to find the provider of this information and their credibility. See Figure 37

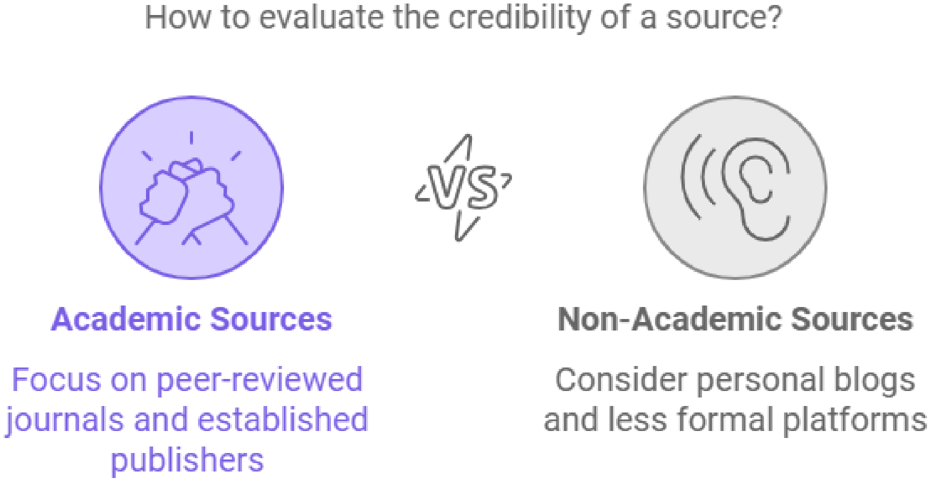

Figure 37

A responsible scholar and a promising researcher will not willingly jeopardize their career or harm their reputation by providing or using sources that engage in deception, whether we know that a work is unpublished. This is why we need to understand how each type of researcher's sources and bases of our research emerge, establish a habit, and maintain the habit. We must ensure that the sources we consider are in recognized outlets in the publication world. We should also be aware of the different types of publication strategies or behaviours in which individual publications or particular publishers engage. Well-managed and long-published journals, for example, may contain materials with depth and continuity of the published information, and these types of publications typically incorporate the advances and the most influential works. They may shape a particular sub-discipline of the field. Secondly, different academic fields and academia have different approaches to providing researchers with materials and resources. By evaluating where the source materials have been published, we can give ourselves a strong point in assessing the quality of the information.

9.3. Considering the timeliness and relevance of the source

As well as the publication date, the relevance of the source material should also be considered. This is particularly important if the research is constantly evolving - for example, technology or medicine. Even if the source is relatively up-to-date, when the research was conducted should also be considered. In some cases, the publication date or date of the last revision will be stated at the beginning of the article. If no date is given, it might be worth considering how quickly the information in that subject area becomes outdated. A good rule of thumb for academic work is to use sources that are less than 10 years old. Reliability is synonymous with trust, so consider whether you trust the source material. One indication of reliability could be the reputation of the journal or publisher in which it has been published; for example, academic articles from established publishers such as Wiley, Taylor & Francis, or the academic journal Nature are likely to have been through a rigorous validation process called 'peer review', which involves other scholars checking the quality and validity of the research. Similarly, the author's reputation could indicate reliability - for instance, if the study was carried out by a lecturer or professor in the field, it is more likely to be reliable.

However, it is always worth taking the time to investigate the people or organizations mentioned in the source text. First, use an internet search engine to learn more about them; a lack of information could suggest the source material is unreliable. If the author is from a university or academic institution, check what they teach and how recent their published article is compared to the date they started in that role for added confidence. Also, look at the author's research area- if their expertise does not match the subject material, it might not be reliable. The same applies to organizations such as charities or pressure groups. Quickly check their aims and objectives and whether there are any opinions or comments on their work to ensure the source can be trusted. Perhaps most importantly, students should be critically engaged with the nature of the information provided, not just the content but the selection of what is included and what is left out. For instance, statistics can be compelling in an argument, but only if selected and presented fairly and unbiasedly. Students should interrogate the reasons for this particular data being included and consider whether there is anything the author has left out and why that might be. Students can end this section of the source evaluation by linking this element to 'bias' - making the point that ensuring information is relevant and reliable is essential to form a balanced judgement of the reliability of the source overall.

10. Analyzing Source Bias in Academic Research

One common type of bias is when the person presents only the information supporting their viewpoint. This is known as confirmation bias. People sometimes select only the evidence that supports a conclusion, consciously or unconsciously ignoring alternative evidence that might lead to a different conclusion. Confirmation bias is something you should be aware of as you evaluate research. You may come across the term "confirmation bias" when you read about research. However, as we can see here, confirmation bias can affect anyone, not just people who think they are acting unethically or with ulterior motives. The people conducting the research may not be aware that they are influenced by confirmation bias. However, because of some of the pitfalls we have mentioned, it is always a good idea to consider causation in some detail when evaluating research. Another red flag for potential bias is when the conclusion is seen to be based on insufficient evidence. However, the presence of such a bias might cause researchers to ascribe greater importance to it than is appropriate, raising questions about the legitimacy of the research.

It can be the case that researchers who are influenced by the source of a financial award might feel inhibited about publishing findings that may not sit well with those who provided the funding. This is known as "sponsorship bias". The most obvious way a bias can be introduced during research is through deliberately manipulating investigation procedures or data analysis. This is something known as "researcher bias". This potential bias can often be a genuine concern, as we see, for example, with industry-funded research. However, it is important to note that bias can sometimes be introduced inadvertently by the methodology or analytical techniques used in conducting research, and it doesn't necessarily imply any intentional misuse of the research process.

10.1. Recognizing bias in academic research

This can be tied nicely with our overall theme today: to understand how we, as interpreters, can position ourselves within ongoing scholarly debates. Suppose we can recognize and critically evaluate bias in the work of others. In that case, that leaves us better placed to identify ways our analyses and interpretations could be similarly affected.

Another important step in recognizing bias is to consider the language and rhetoric of the source. Does the author repeatedly use exaggerated or emotive language to describe their opponents' views, for example, but provide no evidence to support such a negative interpretation? Such an absence of support for statements can also be a clue in recognizing bias: an author's constant readiness to make value-laden statements without providing the reader with evidence can suggest that they allow personal bias to override scholarly judgment. Finally, it's always helpful to investigate the author of a piece if their specific standpoint or angle isn't immediately apparent. What are their qualifications? What publications do they usually write for, and is there any sense that the author may have an implicit biased interest in the topic? By applying these critical steps in recognizing bias - historical and cultural context, understanding genre, interpreting language and rhetoric, and investigating the author - we can fully understand the strengths and weaknesses in the advanced argument.

Another fundamental skill in source interpretation is recognising and evaluating bias in academic research. Bias is a fact of life and can never be eradicated, but we can learn to detect and assess it in the research we read. An immediate consideration in recognizing bias is the importance of historical and cultural context: the same research topic could be approached differently in different periods or contexts. This links strongly with understanding the genre of the source: an opinion piece, a theoretical exposition, and a technical report will all have different expectations for how bias should be signposted and addressed - the challenge lies in accurately classifying the source.

10.2. Understanding the influence of funding on research bias

Funding is an essential aspect of the research process. Many researchers depend on securing funds to carry out their work. Traditionally, this has often meant turning either to public funds, such as those provided by governments, or private funds, such as those offered by industry and other commercial enterprises. Increasingly, it is the latter form of funding which is becoming more and more common. However, there is a danger of research being shaped by the funding received. This is known as research bias. When researchers are directed and controlled by the commercial interest which funds them, this is known as a conflict of interest. Such conflicts of interest can lead to a distortion in the research methodologies employed, the manner of data interpretation and analysis, and the types of conclusions drawn from the data. One classic example of the influence of funding on research bias relates to the famous 'Marlboro Cowboy' advertising campaign from the 1950s. At this time, many research projects were almost exclusively funded by the tobacco industry. Not surprisingly, given that the tobacco industry's survival depended on the persuasive power of advertising, very few research projects found any evidence of a link between smoking and ill health. It was only when several high-profile researchers began to secure non-industry funding in the 1970s and 1980s that research into the health impacts of smoking produced more objective findings and paved the way for successful litigation against the tobacco industry. An awareness of the potential impact of research bias due to funding is crucial. This is not only the case for the validity of the research within the academic community but also in allowing the public to engage with media critically and often misleading reports of scientific and social conclusions. As critical analyzers of academic and non-academic texts, we should always investigate the background of such research and allocate an importance to the methods applied as much as the findings communicated.

10.3. Evaluating the objectivity of research methodologies

In reality, many types of investigations will employ some mixed methodology at some stage of development, and students working in various research methodologies should be aware that pure qualitative/quantitative approaches are somewhat of a rarity in conceived research projects. The general attitude left by this type of research is that methods and fieldwork must be dedicated to the detailed, careful, systematic study of natural and cultural practices. Indeed, suppose that is a fundamental goal of a particular field of research. In that case, it suggests that the priorities reside with understanding and promoting actionable change based upon discoveries - essentially maintaining objectivity in light of the betterment of future teachings, either of the same research field of human knowledge.

However, this does not mean that qualitative research is entirely dismissed by objectivity. Similarly, this type of field argues that allowing for the possibility of different methods of study without a homogenized methodological exploration will enrich the discussion and accumulation of knowledge, values, and ethics within research practices and can adapt and change methodologies over time as societal attitudinal shifts alter the stances that society thinks science and research should take on.

By comparison, some methodologies state that the objective is to use knowledge as a tool for preventative action and to highlight possible resolutions to issues and inquiry, suggesting that there are alternate means by which research action can be defined. Work like this is more aligned with positivism, which is defined as the branch of science that utilizes the application of the empirical methods of the natural sciences in terms of the production of knowledge. This type of research encompasses the belief that human knowledge and consciousness are fragile constructions founded on patience and error. It relies on qualities of scientific research to give theories, such as participant observation-based methods, a better chance of objectivity. The 'objectivity' here is found in terms of studies which look for cause and effect and patterns of human behaviour, like how a doctor might research a new type of invasive surgery for a particular kind of cancer patient.

One example of a theory that human knowledge is always temporally situated and mediated by the structures of human existence is Martin Heidegger's. It is thought that the phenomenological reduction, in which researchers should temporarily disregard the world and all known conceptual understandings to focus on the simple essence of a subject, may lead to criticism that such methods promote an ongoing, cyclical interpretation that reality is based upon the understandings of human life at the time of investigation. This type of research is categorized as a kind of interpretivism, which is the notion of regarding a phenomenon as produced from our intellect or as a result of our understanding.

Research methodologies are not always objective, and this can be concerning, especially within the scientific community, where research is held in high regard and seen as something that can influence or lead to real change. While there are methodologies that are better suited to obtaining objective information, such as running experiments with quantitative data and focusing more on the physical methods used, and methodologies that are better for interpreting feelings and opinions, such as qualitative research, there are some existing theories that this type of research with more opinion-focused methods are at risk of subjectivity.

11. Interpreting Primary and Secondary Sources

Interpreting primary and secondary sources: “As a historian, I tend to privilege my interpretation of the sources over others,” writes Dr. John Lee of the University of California. Historian James Goodman defines a primary source as “raw material of history… not a document, a record, or an interpretation.” A primary source is “a kind of snippet of time - a piece of the past on which people have different kinds of access.” Primary sources include written documents and oral, visual and physical materials - for example, letters, newspapers, diaries, government notices, clothing, video, photographs, and ‘physical’ materials such as buildings and written inscriptions. Historians have crucial primary sources: contemporaneous accounts or records created by those who experienced or witnessed the documented events—often serving as “the building blocks” of historical research. Then, what is a secondary source? Historians distinguish between the primary and secondary. In general, a secondary source of information was created later by someone who did not experience first-hand or participate in the events or conditions you're researching. For example, most books, encyclopedias, and journal articles - and certainly the history articles on historical research - are secondary sources. Some films and documentaries are also considered secondary sources.

Experts also raise the importance of interpreting the secondary sources properly. Remember, the function of an excellent secondary source - no matter the format - is to "interpret and analyze" the relevant primary evidence available and provide informed, historical and engaging content for the readers. Before watching a documentary or reading an online article, apply the three C's method - checking the creator, context, and content over the secondary source and the primary materials used. On top of it, mastering the source interpretation framework and skills will offer a better understanding of the sources and eventually could make your academic work (such as your Extended Essay or your Internal Assessment) more convincing and reliable - that's why we have source interpretation as a foundation of the Categories and the Group 1 Historical Investigation. Therefore, the essential steps to organise a good history work are learning to distinguish between primary and secondary sources, the value and importance of these sources for certain disciplines, and placing them in the proper context.

11.1. Differentiating between primary and secondary sources

Students are often confused by the unique relationship between primary and secondary sources. A piece of writing based on and refers to a secondary source is called a secondary source. A piece of writing based on first-hand evidence is called a primary source. A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Writing refers to the essential and substantial studies by other scholars in the field using secondary sources. On the other hand, a primary source is a material object or document written, created, or produced during the time under study. Realia, artefacts, and leftovers of periods are primary sources. All these sources provide direct or firsthand evidence. For example, a secondary source is a book about Abraham Lincoln's presidency written by a modern historian based on a study of various documentary records of that period. On the other hand, a record written by someone who lived during the time period of Lincoln and that document is left for us is a primary source. A similar document or record of a later time, such as second or third-hand writings, is not considered a primary source. So, learners have to select the primary sources for their research critically. When you look for primary sources, consider the following questions: Who wrote the document? What is the document's purpose? Was it written for a special occasion or a wider audience? Did the writer have anything to gain by presenting the information in a particular light? What could we learn about the time period in which the author lived by reading the document? What are the intrinsic characteristics of the document, such as format? These critical questions will help you find the relevant primary source and construct critical and evidence-based research. See Figure 38

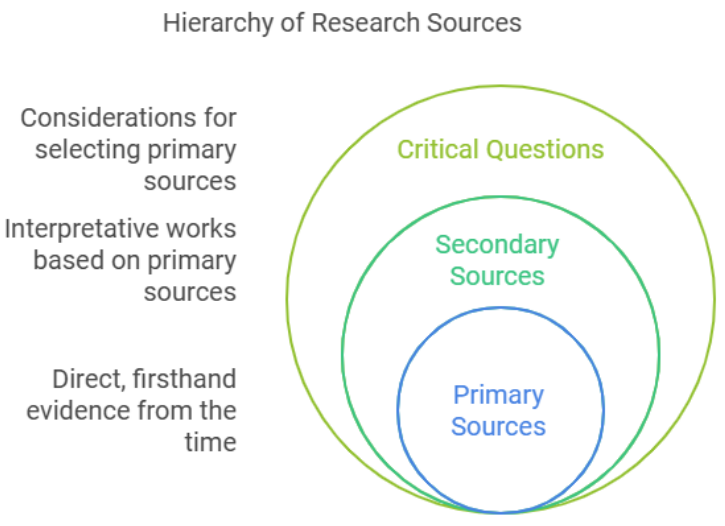

Figure 38

11.2. Understanding the value and limitations of primary sources

Another difficulty is that even when good evidence has been found, evidence cannot always be fully understood. For example, a historian might struggle with certain sources' language, style or format and' lose' many valuable indications and ideas.

On the other hand, primary sources can be problematic to use. First, many are not quite as 'primary' as they seem at first sight and attempt to explain or give a verdict about the past. This makes many core and material suspicious as biased or a misinterpretation of the time and event in question. Also, sources are not always complete with evidence about a particular event or period, and it is pretty easy to misinterpret the "truth". Writers want ideas to be clear and well-understood. Whether the author is conscious of this or not, many never produce a truly balanced and open argument - and therefore, a lack of such material can today lead to a misconception of what life was really like.

Primary sources are very useful to historians because they place the past directly in our hands. It is rather like a detective finding a clue that cracks a case - by making the history of people and events from the evidence given in primary sources; historians have a great opportunity to 'understand' the past. Also, different types and formats of primary sources help us to come to a more balanced view of the past. For example, a letter from a woman in the 1700s can give us a view of family life and domestic concerns that differs from either an account of an upper-class man in the same period or a modern textbook.

Primary sources can be both valuable and challenging to understand. On one hand, they are irreplaceable for scholars' study of the past. They have "immersed sensory evidence". That is to say, they meet our senses: letters and diaries to read, 'intelligible' building remains to explore, art and architecture to view, and so on. Such sources will be as close as possible to those who created and lived in the studied period. They help us understand them in a way that is impossible from the history we read in books - a history often written long after the event, removed from the immediate sights, sounds, and smells of the past.

11.3. Analyzing the interpretation of secondary sources

"Secondary sources are created after the studied event has occurred, so they are one or more steps removed from the event. Generally, secondary sources offer analysis or interpretation of the material presented in primary sources. They are usually in the form of published works, such as journal articles or books, but may also include radio or television documentaries or conference proceedings. Secondary sources often use generalizations, analysis, interpretation, and synthesis of primary sources. Examples of secondary sources include dictionaries, encyclopedias, textbooks, and magazine articles. When examining an author's understanding of the material, it is important to consider various factors. The reliability of the interpretations will depend not only on the competence and knowledge of the author but also on the extent to which the author is influenced by the cultural and historical location of his or her enquiry. In history, for instance, the work of English historians writing in England may be different from the work of historians in Kenya during the same period (Bafadhal2021) (Ch'Ng et al.2020) (Chen et al. 2020). Although people writing in the social sciences and everyday life draw upon the work of secondary sources, it is rare for social scientists to rely solely upon the conclusions of previous researchers.

There is an expectation in the social sciences that the quality and value of an interpretation will be judged by how convincing it is based on what the actual research reveals. This is to say that while consideration of what has been written by others is important and an open theoretical perspective makes one's research agenda more explicit, there remains an understanding that any interpretation is provisional until more research is conducted. Such a commitment to open and critical information examination is a key feature of social studies. Also, from secondary sources, a historian may be concerned with the implications of a given interpretation for a contemporary political or social agenda. By pulling apart the various layers of meaning presented by secondary sources, a more accurate understanding can be developed for both the inquirer and the reader of the inquiry, e.g., museum visitor or reader of a published monograph. The ability to distinguish between primary and secondary source material is critical for success in researching and writing history. A secondary source provides an author's interpretation, analysis, or evaluation of the primary source's facts, evidence, and other information. In addition to film and video, cultural artefacts may consist of visual, audio or performative materials or art and design objects. Such sources include literature, music, art and architecture, and material culture."

12. Incorporating Source Interpretation in Writing

By understanding how to apply source interpretation to the writing process, the student body improves the way that they process information and the way that they structure their thinking. They're also going to be able to convey to the reader how their interpretations have been built up throughout their research. This helps make an argument more transparent and persuasive to the reader. Students need to demonstrate understanding in their essays to get the best possible grades - not just understanding the interpretation of other historians, but their interpretation. So, we must integrate our source research into our essays and express that as we write. Using interpretation instead of being purely descriptive demonstrates higher-order thinking skills. We're showing that we can scrutinize, analyze, and allow our thinking to develop as new information is found.

The first step in learning to use source interpretation in our writing is to understand the importance of bringing our interpretation and analysis of a source into the main body of our essay. When students transition from A-level work to degree work, they often say, "This is my point, and now I am going to bring in my interpretation and analysis of a source". This suggests that their interpretation is something added to the essay, helping them make their point when our interpretation should be shaping the argument. We use our interpretation of a particular source to support a point at a specific moment in our essay and the service of a specific aspect of our overall argument. It's using that interpretation in the most effective way to support the point that we're making at the time – ensuring that our argument is always clear to the reader (Krishnan et al., 2021) (Geiger, 2020) (Driscoll et al., 2020).

After interpreting sources, the next step is incorporating that interpretation into our writing process. By understanding how to apply source interpretation to the writing process, we're improving how we process information and structure our thinking. We will also tell our readers how our interpretations have been built up throughout our research. This helps make our argument more transparent and persuasive to the reader.

12.1. Integrating source analysis into essay structure

An essay is more than a summary of information. A writer must demonstrate knowledge of the material and show connections in thought that reveal critical analysis. A well-constructed essay incorporates techniques like topic sentences and transitions. When a researcher analyzes a source in a new way and uses that analysis to create a new argument, there is the potential for source-based writing at every level of undergraduate education, and there is the reality that students may not be exceptionally comfortable writing in this style. This is primarily because, during high school, students will be less likely to have written this type of analytical essay. Providing students with the opportunity to construct source-based arguments at the high school level, albeit in a more simplistic form than what we expect at the university level, could help to build the foundations necessary for effective utilization of source analysis in essay writing (Baxter & Neumann, 2023) (Wette, 2023) (Tuyen, 2021) (Doolan, 2021).

The main issue is being able to critically evaluate sources, one of the skills that students should make their own throughout their undergraduate education, assuming that they are being prepared for the kinds of writing tasks that use such analysis. This ability to find weaknesses in a source and to note that something could have been done better may be just another demonstration of one's critical thinking skills, or it may be the result of students' natural aversion to the idea that they are building upon, and potentially disagreeing with, the claims and arguments presented in a source that they analyze (Longhurst et al.2020) (Dergaa et al., 2023) (Redman et al., 2021). Nevertheless, as Joanne D. (2008) suggests, identifying different problems or different solutions can act to deepen and complicate our understanding of a given topic. In other words, effectively integrating sources into the essay and using them to support the writer's argument is not something that happens in one day. It is a process by which we acquire increasingly sophisticated understandings of the sources, the critical debates and analyses within our fields, and how to fruitfully employ them in crafting our arguments. Such a development occurs over time and through "the continued aggregate of knowledge and study, to the detailed analysis of the particular." (Levy, 2001).

12.2. Using source interpretation to support arguments

Simply including support in an essay does not necessarily mean using the source material effectively. The sources should support the argument made in the introductory paragraph or the various sections of the essay, and the amount of use of the source material will vary based on the content and purpose of the essay. However, the source material should not overtake the student's voice. Instead, it should augment the student's analysis and contribute to the validity of the writer's argument. For example, consider the overuse of one source in an analytical assignment examining a short story. All paragraphs are chock-full of summary and analysis, and the student has little "voice" coming through in the writing. This type of essay may leave the audience unconvinced of the conclusions that the student has made, and readers—especially professors grading the assignment—may feel that the student has used the source material to substitute for their critical thinking (Dini, 2022) (Johansson and Sandahl2024) (Ismail Omar, 2021). However, using context and the information that a particular source provides to make a distinct and separate argument, as well as integrating the source material throughout the essay in a meaningful and purposeful way, is the hallmark of effective essay writing (Wall) (Cho & Kim, 2021) (Rajbhandari & Rana, 2023). This can be done in small doses, as it were. For example, consider providing a brief overview or background of the short story and using that to lead into a more complex thesis statement, like "Slasher horror movies fail to deliver the same level of societal scrutiny that is seen in 'The Lottery' because of the white suburban fear that is perpetuated by sensationalist film creation." This type of thesis could be integrated throughout the essay in various forms, provided that each instance of it advances the argument claimed in the thesis. Every element of the essay is focused on explaining and supporting how that initial thesis statement works in the paper, and that is the writing that the professor is looking for—work that is keenly focused. By doing these things, one is sure not to fall into the pitfalls of overuse of a source and the use of research as a substitution for critical thinking.

12.3. Avoiding plagiarism through proper source attribution

To avoid plagiarism, as a school student, the most important thing to remember is to carefully read and make sure you understand what the author is saying in the sources you find and make it a regular part of your writing process by keeping all your notes in one place. A "working bibliography" lists all the sources you might use in your essay. As you find your sources, create this list, print it out, carry it with you and write down each source on the list that you use in your essay. The second most important thing is to use sources correctly in your writing, and you will not have to worry about plagiarism in your final draft. There are three main strategies for using sources in your essay: you can either quote directly from a source, you can use what is called paraphrasing, which means taking most of a piece of writing but not using all of the exact words, or you can summarize a source by restating most of the point in the source but shortening it to your own words and sentences. Every time you use a quote, a paraphrase, or a summary of a source, and every time you use a fact, you should record its source in your notebook by noting the title of the book or article, the author, the page number where you found the information, and the publisher. This information is the notetaking, or the act of attributing work to the original writer, gives credit to the person whose work you are using and allows your reader to locate the original work in the published sources you have listed in your "working bibliography".

Questions and Answers

1. **Q:** What is the primary goal of reviewing and interpreting sources in Turnitin?
    - **A:** The primary goal is to evaluate the originality and credibility of the sources, ensuring academic integrity and preventing plagiarism.
2. **Q:** How can one analyze the content of matched sources?
    - **A:** By examining the context, relevance, and credibility of the information provided by the sources concerning the submitted work.
3. **Q:** What is the importance of the Submission ID in Turnitin?
    - **A:** The Submission ID is crucial as it serves as proof of submission, allowing for the retrieval of the digital receipt and tracking the submission's status.
4. **Q:** How does Turnitin help recognize properly attributed sources?
    - **A:** Turnitin's Similarity Report can highlight text matches, allowing users to review if the sources have been correctly cited and attributed in their work.

5. **Q:** Can paraphrase checks help in improving academic writing?
    - **A:** Yes, conducting paraphrase checks can help identify instances of close paraphrasing and encourage the development of original writing skills.
6. **Q:** How does Turnitin assist in evaluating the credibility of source attribution?
    - **A:** By providing tools to compare the submitted text with the matched sources, Turnitin enables users to assess the accuracy and appropriateness of citations.
7. **Q:** What role does citation analysis play in academic research?
    - **A:** Citation analysis helps assess sources' relevance and impact, ensuring that citations contribute effectively to the argument and academic discourse.
8. **Q:** How can visual sources be interpreted in Turnitin reports?
    - **A:** Visual sources, such as images and diagrams, are analyzed based on their relevance, message, and reliability in supporting the academic work.
9. **Q:** What is the significance of identifying bias in sources?
    - **A:** Identifying bias is essential for maintaining objectivity and credibility in academic writing, ensuring the information presented is balanced and reliable.
10. **Q:** How can Turnitin help in verifying the accuracy of sources?
    - **A:** Turnitin's Similarity Report allows users to review the sources that match the submission, facilitating cross-referencing and fact-checking for accuracy.
11. **Q:** What is meant by evaluating source reliability?
    - **A:** Evaluating source reliability involves assessing the credibility of the source's author, the publication platform, and the timeliness and relevance of the information.

12. **Q:** How can bias in academic research influence research outcomes?
    - **A:** Bias can skew the interpretation of results, affecting the objectivity and validity of research findings.
13. **Q:** What distinguishes primary from secondary sources?
    - **A:** Primary sources provide firsthand evidence of an event or topic, while secondary sources interpret, analyze, or summarize primary sources.
14. **Q:** Why is it essential to integrate source analysis into essay structure?
    - **A:** Integrating source analysis enhances the argument's credibility, supports claims with evidence, and demonstrates thorough research and understanding.
15. **Q:** How can Turnitin's Similarity Report assist in analyzing matched sources?
    - **A:** It highlights sections of text that match with external sources, enabling detailed analysis of how sources are used and whether they are correctly attributed.
16. **Q:** What are the implications of excluding quotes and bibliography in Turnitin?
    - **A:** Excluding these elements can focus the similarity analysis on the body of the text, helping to identify potentially unoriginal content not related to standard citations or reference lists.
17. **Q:** How do filters improve the accuracy of Turnitin reports?
    - **A:** Filters allow users to exclude irrelevant matches or small matches, helping to focus on significant similarities that might indicate plagiarism.

18. **Q:** Why is maintaining academic honesty important when using exclusions and filters?
    - **A:** It ensures that the exclusions or filters are not used to hide potential instances of plagiarism, maintaining the integrity of the academic work.
19. **Q:** What are the consequences of academic dishonesty, as identified in Turnitin?
    - **A:** Consequences can include academic penalties, damage to reputation, and legal ramifications, highlighting the importance of ethical conduct in academia.
20. **Q:** How does Turnitin facilitate the ethical use of academic resources?
    - **A:** Using tools to check for similarity, analyze sources, and encourage proper citation, Turnitin supports ethical research practices and academic integrity.

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CHAPTER 8

Exclusions and Filters

Exploring Turnitin's functionality, this chapter discusses using exclusions and filters to refine similarity reports. It emphasizes the importance of academic honesty while demonstrating how these features can help avoid plagiarism accusations and ensure originality.

1. Introduction

This section discusses the purpose of exclusions and filters and emphasizes the significance of academic honesty. When writing up a research project, we need to present our findings clearly and in a structured manner. However, it is essential to remember that different audiences might have different purposes for reading our work. Some viewers might be interested in getting an overview of our results. In contrast, others might want to examine our methodology in more detail or apply our findings to their work. Producers might be seeking to understand how we have reached our conclusions. Therefore, it is often beneficial to know how to exclude certain pieces of data or types of matches from the technology we will use to analyze and write up our research. If we eliminate something from consideration, we say we exclude it. Exclusions can occur at many stages when doing academic writing, ranging from the overall research question to the tiny details detected in the individual pieces of data. Filters, on the other hand, help us specify the information we want to see. If we focus on a certain portion of our data or a certain type of match, then we will likely use a filter to show only these details.

Therefore, exclusions and filters can be powerful tools to help us write up our work clearly and well-structured. However, it is essential to appreciate the connective effect that the choices made in exercising these options can have on the reader: the reader's attention may be directed in particular ways by the use of filters, whereas exclusion may serve to infer or imply certain conclusions through the removal of specific data from the process. The term quantifiers refers to all the expressions in the English language that allow us to indicate the scope of our arguments so that our readers can understand the weight of our conclusions or the justification for our steps towards proof. For example, "all" and "every" are known as universal quantifiers because they indicate that a certain property applies to the whole of a particular set of objects. On the other hand, "some", "a few", and "many" are known as existential quantifiers because they indicate that at least one of the objects possesses a given property.

1.1. Purpose of Exclusions and Filters

In the upcoming section, we will explain how to exclude quotes, references, and small matches from the text you plan to submit for assessment purposes. This information will help you ensure that the text you present is comprehensive and meets the required standards. By understanding the techniques in this section, you can effectively eliminate any unnecessary elements from your submitted text, enhancing its quality and relevance.

Also, what counts as a direct match can vary according to the system's settings. For example, most systems will allow a quotation of an appropriate length to appear as a direct match. However, the definition of "appropriate" can vary, and different systems may have different default settings. These systems also allow authors to exclude matches from small matches – typically a sequence of three or four words. However, the nature of academic writing makes these exclusions a somewhat double-edged sword. A student might artificially generate many small matching sequences in the text to claim that all occurrences should be excluded. This could be a pretty laborious task, and it's unlikely to be a successful strategy. However, it highlights the importance of ensuring filters are correctly used.

Exclusions and filters are widely used in the world of academic writing. They aim to ensure the final writing is accurate and reflects the author's originality. Modern plagiarism detection tools do not simply highlight direct matches between your work and existing texts. Instead, they support a more complex process of investigating the submitted writing. The possibility of direct matches doesn't offer a complete picture of what might be wrong with a piece of writing identified as a potential case of plagiarism. It may be just one of several matches in a piece of work. And it is rare for an investigator to find a piece of writing where direct matches are the only issue.

1.2. Importance of Academic Honesty

Academic honesty is essential because it ensures that the work created and produced is original and one's own. It also fosters an atmosphere of respect not only for knowledge and understanding developed and gained by the academic community but also for others. This means that by being academically honest, students maximise and capitalise on their learning process and contribute to the scholarly community on campus and the community at large. On the other hand, when students are not academically honest, everyone loses something. The student is not engaging in the learning process, nor are the student's contributions meaningful. In addition, the student is doing something insulting to the academic community. When students cheat or plagiarize, the learning process shortcircuits. The student is not gaining any meaningful knowledge or understanding. Also, the student does not contribute to the community. Perhaps more important than not contributing meaningful work, if a student is dishonest, they are detracting from the knowledge and understanding of others. See Figure 39

Figure 39

This dishonest behaviour has the effect of eroding trust between people in a community of scholars. Finally, learning is a process that takes time and builds on what we know to develop a greater understanding of our world. Suppose one student shortcuts the learning process by using another person's work without going through that learning process. In that case, it doesn't help that student or contribute to the community's greater understanding. It is essential to understand that while we as faculty hope to help students learn how to be academically honest, we do so with the understanding that identities grow and develop over time (Allamsetty et al., 2023) (Lesage et al., 2024). Intellectual property values and academic integrity are essential to learning and development. So, in recognizing the importance of developing understanding, faculty should strive to be as helpful and supportive as possible in teaching and fostering the value of academic honesty.

2. Exclusions

In academic writing, the purpose of exclusions is to increase a paper's originality. The process of excluding specific elements from the search of matches is known as excluding. It is crucial to exclude any fidelity tests for certain types of matching engines. This is because the test is based on a small input. As a result, the output always matches the input. This forms an exact search, which is less relevant when searching a large document.

The test is also independent of the size of the source document. As mentioned, significant matches dominate the result list and swamp the small ones. Therefore, the researcher might not even be able to locate the small genuine matches among all the noise generated by these more significant matches. Such noise and the purity of the match list can be nicely quantified by a measure known as noise. As a result, excluding small matches may not only help to eliminate irrelevant matches but also increase the accuracy of matches. On the other hand, exclusion can also apply to significant matches.

For example, some matching engines may have the maximum size of matches set to a certain value, so any matches equal to or larger than this value would be ignored. This maximum size of match is also known as filter. By tuning the filter, large matches can be successfully screened out. In turn, the number of matches will be reduced, reducing the researcher's workload. In sum, excluding small and large matches is advantageous to the researcher. Researchers should feel free to exercise the right to choose any filters or exclusions for the best presentation of their findings. Besides, it is essential to document the filters and exclusions clearly in the methodology part of the research paper. This is aimed to demonstrate to the readers the care and diligence taken by the researcher to ensure the most relevant matches are found (Baltes & Ralph, 2022) (Wang et al., 2020) (Kumar et al., 2020). Furthermore, it could also act as an indicator to the reader of the credibility of the matches. By comparing the excluded matches and the final result, the readers would better understand the degree of filtering used.

2.1. Excluding Quotes

As we have discussed in the introduction to exclusions, quotes are a feature of the Turnitin software used to identify text directly quoted from other sources. For many types of academic writing, for example, academic work, an extended essay, or a dissertation, you will use this particular type of exclusion, but not all. This is because "self-plagiarism" is considered a severe breach of research ethics and a type of redundant publication, so excluding quotes in one paper that has been quoted from another submission by the same student may not be appropriate. But there may be some cases where it is acceptable to re-use a direct quote within a particular piece of academic writing, and this function allows the writer to investigate the necessity and impact of identifying direct quotes, whether they match other sources, and where direct quotations are widely used. So, the ability to exclude quotes using Turnitin may assist in understanding where direct quotations have been identified in the piece that is written, where those quotes match with other sources, and how well the area of interest, such as the introduction of a critical argument, has matched with what has been used from other authors. Using the guidance and instructions mentioned above, different practices and local policies will be used across professional services teams, providing a way to embed academic integrity and referential practice guidance centrally. The algorithm in place to manage the exclusion of these direct quotations from the generation of the Similarity Report is also explained in this step-by-step guide (Menshawey et al., 2023) (Makovskaya & Radjabzade, 2022) (Eaton et al., 2020). This is especially important in cases of.

2.2. Excluding Bibliography

Finally, users can completely personalize filters according to their preferences, enabling them to establish distinct nuances of lists and adjust their placement accordingly. This remarkable feature grants users a heightened level of versatility and authority when selecting what content to omit and precisely pinpointing its position within the document. Thanks to this unparalleled capability, users can tailor their lists to suit their needs and preferences, ensuring an impeccable document that caters to their requirements.

Now we understand more about how to use the filter. It's a feature that allows users to manipulate different lists and control what to exclude more sophisticatedly. Using a filter, we can selectively exclude some aspects of the current document without affecting other significant results. This is particularly useful for long and complex arguments, where different source materials are referred to in many styles. Users can also exclude a list that is not a "real" bibliography, as it's on a page and formatted as normal paragraph text. We can use the filter to exclude the current bibliography and any other portions of the text in one go.

First, unlike the previous task, we want to define a new filter, so we'll click the filter menu instead of excluding the bibliography. We select "define new" and then choose the 'text filter' filter type. Next, we will be asked to name the filter and choose the style we want to exclude, so I'll type "filter" and select the current bibliography as a style in the list box. This will ensure that the list on Web page 24 is excluded from the result. Then, as we did for the previous task, we'll click the okay button to confirm the filter settings and complete the task as expected.

I think it's necessary to do these tasks, namely excluding the bibliography and then one or two of the text portions of the assignment. As you know, our goal is not to search for results in the bibliography but only in the document. This time, we want to exclude a list in a different style on page 24. We'll select the bibliography filter instead of the "exclude bibliography" menu. We'll set the filter to exclude the current bibliography; therefore, we only get results from the text. The software allows us to manipulate this list's defined style and location. Another advantage of using a filter is that we will only exclude a bibliography in a paragraph style, which means we could exclude other paragraphs without excluding the entire list. Using the filter, we'll still use the same commands but navigate/power differently. We do not use the exclude bibliography.

If an article or essay from the internet has no authors, then use the article's title. For instance, in the case of an article about The Boston Tea Party published on a political party's website called "Tax-Rights" and written by J.B., the lack of authorship can be compensated by employing the article's title. This methodology ensures that without proper author attribution, readers can still identify and refer to the article, thus maintaining the integrity and accessibility of the information provided. Utilizing the article's title as the designated author's name offers readers a convenient means of locating and referencing the source within their respective academic compositions. It further facilitates their scholarly endeavours by providing an effortless way to track down and cite the information required for their meticulous scholarly writing undertakings.

2.3. Excluding Small Matches

I must also explain why the length of a string representing each token in a dictionary is used instead of the length of the token itself. The reason is that, typically, the length of a string is more important and distinctive from other elements in a dictionary than the length of the token. For example, the tokens "do" and "is" would be ignored when they are shorter than 3.

But this may not be enough to suppress spelling errors because “do” and “is” are very common words and usually appear in a meaningful context.

However, in the vast and expansive realm of the English language, it is undeniable that countless words find their place within the pages of dictionaries. Such a versatile lexicon allows users to delve into the depths of expression, granting them the freedom to articulate their thoughts and ideas through a variety of linguistic choices. Remarkably, for those seeking to venture beyond standard vocabulary, there is a remarkable opportunity to specify a distinct file containing a comprehensive compilation of succinct words. This invaluable provision enables individuals to tailor their linguistic experiences, fostering a personalized journey towards effective communication. To access this extraordinary feature, click on the “Configure” button, wherein a wealth of information and guidance awaits, illuminating the path towards linguistic prowess and mastery.

Modern computer technologies now allow us to ignore tokens (for example, words) that exceed a certain threshold. And the most important thing is that they are packed linearly in memory. So, this selection works in approximately linear time to the number of the dictionary tokens multiplied by their average string length rather than in quadratic time, which is typical for algorithms based on tree-like structures.

So, this selection scans for the most commonly used small matches and helps eliminate spelling errors in an input text. Did you notice that when the “Exclude matches less than” option is used, the user is not given any feedback about the ignored words? Let me tell you that the algorithm used in this option is quite complex, maybe too complex to make a unique display for that. But could you imagine a situation when it detected over 150 words smaller than four characters, and a warning box would pop out for each of them? I think that this lack of information is not a visible defect at all.

When using the “Exclude matches less than” option, keep in mind that each word in the “bad” pattern must be longer than a numeric value (defined by this option). Otherwise, the “bad” pattern may still be a part of a longer word. This selection applies to about 90% of different types of small matches, and its most substantial mission is to root out spelling errors or correct misused words (like from Vs form). Regular expressions do not have good built-in support for this, and not only this, but we also have small matches. So, if you have to form a regular expression pattern that matches any line containing, for instance, the word "the" surrounded by spaces, it will be very hard and inefficient. And if you had to achieve that as part of a script, that script would not be very useful, would it?

3. Filters

Filters are a set of conditions, techniques or rules implemented to change or affect the results of matching a particular search made in a search device. In academic writing, filters are a way to improve search results or exclude irrelevant matches in the text. Filters are used when searching in a database, a library catalogue or a subject gateway, where the user aims to ensure that the items found match certain criteria. For example, a filter could be used in the library catalogue to exclude electronic journals from a search. This would ensure that only print journals would be found, which would be the specific requirement for that search. Filters are useful in various aspects, but there is an issue with the choices of filters. When filtering is done based on the types of sources, critical review and evaluation of the sources included would be required to avoid excluding material that may be relevant. When era limits are set quite narrowly, for example, material published after 2000, be certain that the period is appropriate for your subject area. Exercises and tests commonly offer the user a range of filtering choices. For example, Google allows filtering choices such as 'page language' or 'type of search'. However, one must clearly understand what will be filtered out in the process and not be afraid to experiment and vary the choices. Supported Content.

3.1. Using Filters for Accuracy

Now, let's turn to filters, starting with the main topic of section 3.1, using filters for accuracy. As mentioned earlier, the more comprehensive your search, the more risk of finding irrelevant matches. This can be caused, for example, by finding a match for a common word that's being used in a different context in an essay. If you're over-inclusive, you could end up with lots of spurious matches that you'll then have to waste time excluding; this is time that could be better spent on actual analysis. Simple methods like excluding small matches can help to focus and speed up your searches. However, a more powerful way of using filters is to think about their meaning and focus your search that way. For example, if you want to find instances of a particular phrase, you could try excluding matches that don't contain all the words. This is a way of using the filter that moves beyond just excluding small matches towards excluding anything that does not demonstrate your interest. This can be more decisive when selecting only the matches you care about. And the more decisive you are in excluding material that's not relevant, the fewer matches you have left to consider. This not only speeds things up but also leads to a more accurate and focused set of outcomes (Pranckutė, 2021) (Gusenbauer & Haddaway, 2020) (Huang et al., 2020). See Figure 40.

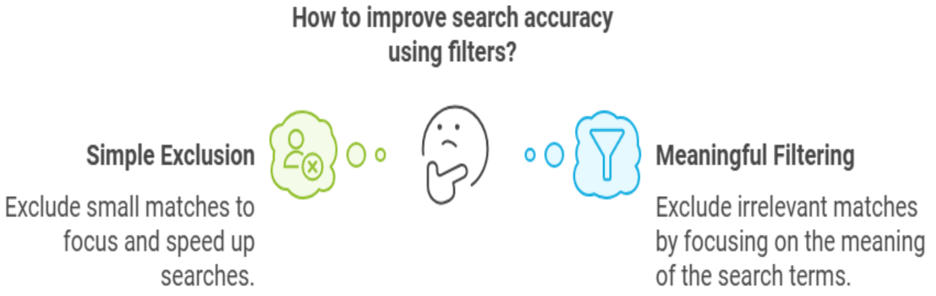

Figure 40

However, it's not simply a mechanical process of narrowing down and excluding more and more matches; there's also a judgment to be made about how best to use filters. This is because different filters will give you different results, and the best approach can depend on the particular area of investigation, the type of assignment, and the researcher's critical judgment. For example, in some cases, it might be helpful to do the kind of step-by-step exclusion, starting with excluding small matches and then moving on to more complex uses of filters. This may be preferred when you're unsure what you're looking for or want to explore a wide range of possible connections between different sections of the data set. However, in other instances, the researcher might have an obvious idea of the main focus of their search; in this case, going straight for a more complex use of filters could be both successful and a time-saving strategy. This is all-important for the efficient use of your 'live search environment' because you want to be as sure as possible that the matches you're working with are demonstrating something of interest about your data set rather than a purely arbitrary connection caused by an over-inclusive search strategy (Onan2022) (Gusenbauer & Haddaway, 2020) (Li et al.2020).

3.2. Types of Filters

There are many types of filters available, the first type being a way of filtering and maintaining certain kinds of integrity, such as national integrity. Filters are used more commonly in a geographic information system, enabling us to explore geographic and mapping information. The second type, smoothness filters, exclude or include selected features according to their size. They are used when the user has a clear idea of how large the features within the data are, and smoothness filters are often used in areas such as coastal research. Relief filter is the next type, a class of filter that modifies the 3D image to enhance the visual result of the data. Relief filters operate on the 3D x, y and z cartesian coordinates and modify the z coordinates of each vertex. This can be achieved through a number of methods. For example, hills and valleys with peaks and troughs or smooth to show a rolling landscape without sharp elevation changes. The final type of filter covered here is the finite impulse response filter. These filters are characterized by improving the frequency response's magnitude and phase over a certain frequency range. They are widely used in acoustics, mainly for the design of loudspeakers. Such filters have an impulse response of finite duration because, for any time outside of this duration, the filter does not "respond"; that is, it does not output any value (Carini et al.2021) (Jun et al.2020) (Koyama et al.2021). Finite impulse response filters operate by selecting certain frequency components. This can isolate and remove single frequencies that, for example, may be seen as background noise in an audio signal.

3.2.1. Word Count Filter

The esteemed word count filter is one commonly employed and highly effective filter frequently utilised in academic writing. This quintessential tool greatly influences the meticulous art of crafting scholarly pieces. This pivotal filter serves as a cornerstone for writers, guiding them through the intricate process of composing well-structured essays, research papers, and dissertations, ensuring that the content remains concise yet comprehensive. With its discerning eye, the word count filter not only aids in maintaining clarity and coherence but also encourages writers to refine their arguments, refine their arguments, and present their ideas succinctly. Through its meticulous examination, this influential filter shapes the entire composition, instilling discipline and focus, prompting scholars to articulate their thoughts precisely, and enhancing the overall quality of their work. As students and academics embark on their writing endeavours, they must acknowledge the significance of the word count filter and embrace it as an invaluable ally in their pursuit of academic excellence.

3.2.2. Plagiarism Filter

Plagiarism filters are extensively utilized in various academic institutions across the globe, with the primary objective of meticulously guaranteeing the utmost originality and unwavering integrity of students' intellectual contributions. These cutting-edge filters employ sophisticated mechanisms and state-of-the-art algorithms, meticulously scanning and scrutinizing each piece of academic writing for any potential instances of plagiarism or unauthorized usage of external sources. By employing these robust filters, educational institutions can provide a secure and equitable learning environment, fostering a culture of academic honesty and integrity while empowering students to cultivate their unique ideas and voices.

Furthermore, emphasising the significance of utilizing plagiarism filters to uphold academic integrity principles is paramount. These filters play a crucial role in ensuring that students are held responsible for their creations and act as powerful deterrents, discouraging any temptations towards plagiarism. By incorporating such filters, educational institutions establish an environment that fosters a profound sense of responsibility and ethical conduct within the academic community.

3.2.3. Citation Filter

Citation filters are an extremely crucial and indispensable aspect of academic writing since they play a pivotal role in guaranteeing the utmost credibility, authenticity, and reliability of the information presented. By meticulously incorporating these filters, writers can safeguard the scholarly integrity of their work, abiding by the globally accepted standards and guidelines. Moreover, citation filters are a steadfast shield against any potential allegations of plagiarism or intellectual dishonesty, solidifying the foundation of academic research. By paying meticulous attention to accurately citing and referencing the sources utilized, writers pay homage to the original scholars and foster an environment of transparency and intellectual honesty. Therefore, it is imperative for all academic writers to wholeheartedly embrace and implement citation filters in their work, further elevating the stature and impact of their scholarly contributions.

4. Implications of Exclusions

Thirdly, the paper introduces new challenges and implications for research processes and knowledge production in the digital environment. By focusing on the work with exclusion functions in online academic databases, the author demonstrates the importance of this type of digital literacy in modern research contexts and the role of exclusion techniques in creating new authorial and regulatory opportunities. This is relevant for contemporary academic writing cultures and engages readers in considering the 'real world' impact of understanding exclusions. Wilful and unintended exclusions are often cited concerning the previously discussed issue of the impact of power and privilege on knowledge construction, outlined in the University of Washington's Research Guide on Omission as a Logical Fallacy. This resource provides students with a broad yet scholarly definition of an argument based on a fallacy of omission, which takes place 'when a benevolent writer purposefully leaves stuff out of evidence, but an observant reader notices the disparity and asks more questions (Akbar & Picard, 2020) (Dergaa et al., 2023).

The second main implication is that by using exclusion techniques in their research savvy and effectively, students can safeguard themselves against accusations of academic dishonesty like plagiarism. It is explained that awareness of the types of quotes or matches that might raise concerns - such as long quotes or verbatim repetitions - means that researchers can be vigilant in these areas. This implication is discussed concerning the broader theme of improving filter literacy, which is the understanding of what different types of exclusion do and how they impact search results (Chen et al., 2022) (Hobbs, 2020) (Menick et al., 2022) (Zhao et al.2022). The paper uses this implication to build on the idea that filters are valuable for learning and legal knowledge production, positioning the topic as an active possibility and positive change.

The first main implication discussed is the role of exclusions in maintaining academic integrity. It is emphasized that by learning what is excluded and why, the researcher can become more transparent and self-aware in their methods, cultivating a more trustworthy academic culture. The paper alludes to understanding exclusions in academic writing and the type of knowledge that they produce. It touches on the idea that 'knowledge is situated' and references how certain voices and positionalities are privileged in the overall landscape of an academic field. This point establishes a valuable analytical discussion beyond research ethics and engages with power dynamics in knowledge production.

4.1. Maintaining Academic Integrity

Exclusions can change the originality of a document. By excluding unnecessary parts, we get more accurate results and save time. However, if exclusions are not used correctly, this may lead to plagiarism. Plagiarism is presenting someone else's work or idea as your own without giving the person credit. There can be serious consequences when a writer fails to maintain academic integrity by avoiding plagiarism. Academic honesty is essential because it ensures that students possess strong moral character. Graduates who act efficiently and maintain academic honesty will hopefully continue to follow orders and instructions thoroughly in the workplace. By maintaining academic honesty, we can assert that we contribute to our self-development. Some students may believe that excluding a reference or a small match will not be detected by filters; therefore, exclusions are fine (Sousan et al., 2022). However, it is essential to know that filters can now be used to check for specific filtering options and the overall text produced. It is always good to revise the document after excluding parts because we can verify the final result of exclusions. When doing exclusions, it should be noted that work should never be submitted as 'original' if the work of others is represented anywhere in that document. If we have excluded a quotation, the fact that we have done so must be recorded in the bibliography and in any footnotes and endnotes where it was referred to (Peeters et al., 2020) (Gusenbauer & Haddaway, 2020) (Chen et al., 2020) (Xu et al.2021). Exclusions used for small matches should also be recorded so that better judgment than that provided by a filter may be used as to whether the material should have been excluded. Furthermore, exclusions cannot be made repeatedly from work assessed, and feedback is not given for the same assignment unless the tutor has received specific authorisation.

4.2. Avoiding Plagiarism Accusations

To avoid plagiarism accusations, a writer should ensure that copyrighted material is used in a way that constitutes fair use because arguments that the writer did not intend to pass off someone else's work as their own are not likely to be persuasive to the writer's readers. It is important to keep in mind that the best defence against a charge of plagiarism is often maintaining a consistent and explicit strategy to avoid it, from the initial planning of research and writing through the careful documentation of sources and the use of different strategies to weave interpretation in with borrowed material. For example, Assessment 4.2 demonstrates that using exclusions and filters in Safe Assign for drafts of a research paper can help the student writer distinguish whether sources are being used for legitimate purposes of constructive engagement with the ideas in those sources or for mere expediency that fakes an active use of source material. In this way, exclusions and filters not only help student writers avoid accidental plagiarism but also support the more profound process of using sources to write about a subject in a sustained and original way (Gunn, 2022) (Karnalim et al.2022) (Scott, 2020) (Johnson, 2023). In addition, a well-constructed, thorough analysis also demonstrates to the writer's audience and potential critics that the writer has taken the appropriate care in understanding the complexities of the issue at hand when the writer explains and critically examines primary and secondary sources to support the writer's main argument, the writer not only provides context for the substantive material to follow but also establishes credibility.

4.3. Ensuring Originality

One way to ensure originality is to be careful when excluding elements from the document and understand the implications. When a filter is applied, it is used to exclude small matches. This is equivalent to specifying that matches with less than a certain number of symbols should not be reported. It can also be used to specify whether matching should be case-sensitive. Every time we decide to exclude something, the program will ask us whether we want to comment. This is to justify the reason for that particular exclusion and show transparency in the process. Based on this, the filter will know whether we have done it fairly and in the correct manner. These comments can be reviewed later, so we must provide accurate and valuable comments to explain our actions. On the other hand, each type of exclusion will have its own colour for more straightforward clarification. For example, the excluded bibliography is permanently coloured in blue, and the colour of excluded matches may differ according to the type of matches. This can help distinguish the exclusions and provide clear evidence that we have used exclusion properly. Well-organized comments, clear use of different types of exclusions and filters in the exclusion process and a wise choice of what to exclude will result in an effective and high-quality exclusion or filtering process. This will enable us to maximize both the accuracy and originality of the writing. By ensuring that the work we produce is original and not copied from any source of information, we will achieve two things. First, our work will reflect the effort and the hard work of doing genuine and original research. Second, our work will bring something new to the academic field. This is important in the academic world, as it will contribute new knowledge and further development in the relevant field of study (Hassan et al., 2021) (Wunderlich et al., 2021).

5. Academic Honesty

Scholars, researchers, professors, and students should follow the ethical policy when writing any academic paper. However, they should know that academic honesty is a very serious subject in academia, and a first-time academic dishonesty offense can result in a suspension from the college. The concept of academic honesty includes many different aspects, such as trust, respect, and fairness. When a person shows good behaviour, others will respect and trust them. For example, if a person makes his work up to the best of his knowledge and with the consultation of the professor, then he can produce the best possible assignment. When others trust a person, it will help the person to move forward. For example, a professor can trust that the student has the knowledge to work on new ideas and that the student will perform better in class. Also, academic honesty stimulates a good working environment. When all students contribute their ideas and respect others' points of view, it will create a good working environment. The diversity of different thoughts and ideas together can achieve the predetermined goals. Every member of the university community is responsible for the academic integrity of society. The student should know the consequences of academic dishonesty and take the challenges to produce good academic work. However, the authority and the professors have already begun to enforce the student code of conduct and academic integrity. Professors care about students' personal development and desire for the enlightenment of society (Eaton, 2022) (Gottardello & Karabag, 2022) (Stoesz & Eaton, 2022).

They always teach students justice and respect the individual's freedom. When students follow the academic policy and behave well, their artworks will be considered intellectual property, which will get some specific protection under copyright law. On the other hand, if a student shatters the basic role of intellectual honesty, which results from encouraging intellectual inquiry and exchanging ideas, then the student could face serious penalties. Students should always learn from others, take the knowledge of others, and contribute new ideas to society. That is a basic concept of academic work, and it is called academic freedom. Professors and students should learn how to protect and practice academic freedom through respect, trust, personal honesty and integrity, partnership, justice in work, and mutual respect for intellectual heritage and creations. Every member of the university community is responsible for academic freedom and copyright law, and professors must teach students about the issues and concepts of academic work. Pursuing and creating knowledge should enlighten society; every community member has crucial responsibilities. Suppose the student shows a lack of initiative and ability to achieve the primary standards, such as mastering the knowledge and skills of the subject and working hard to accomplish the goals. In that case, academic works will lose their sense of accomplishment and original purpose. On the other hand, if a professor makes errors against the issues of academic integrity, such as unfair evaluation, improper disclosure of the student's academic performance and research, and going against academic freedom in decision-making, then it will be considered academic dishonesty committed by the faculty and staff and should be reported to the authority. Such things will hurt students' personal development and deny them the opportunities to secure their rightful claims to academic and intellectual works (Mattar, 2022) (Kratou & Laakso, 2022) (Morrish2020) (Kaplin et al., 2020).

5.1. Definition and Importance

Defining and understanding academic honesty is necessary, as it's a vital form of communication in which information flows from one person to another. Moreover, to engage meaningfully in research, all students and researchers must have access to how knowledge is developed in their respective fields and understand that they go through the process of knowledge development with their colleagues. Because of this, faculties and administrators should prepare students and researchers so that they can practice and learn from the ways of the professionals in their field. In simple terms, academic honesty is about the fair and proper way of acquiring knowledge for students. There is a lot of debate in the literature that is contributed mainly by the students when they begin to understand the works of humanities in information technology. To a large extent, academic dishonesty can be referred to as cheating, fraud, unfair means, or crimes related to exams and their process. Some of the examples are copying in exams, using the handed materials in tests, altering the records, memorizing the test questions and answers before the exams, discussing the answers with students during the tests, using the help of commercial essays as best coursework, posting materials on the internet that are done by other students and responsible research and publication (Krou et al., 2021) (Muhammad et al.2020) (Dawson, 2020) (Ampuni et al.2020).

The students who commit academic dishonesty will face a wide range of consequences. Some possible disciplinary actions may start from receiving a failing grade for a particular assignment or coursework to facing suspension or dismissal from the college. However, it depends on the type and severity of the offense. For students taking the secondary and post-secondary levels, teachers have to take the time and effort to teach students good practice by actively discouraging forms of academic dishonesty. A good approach is to inform students of the disciplinary action that may arise from dishonesty.

On the other hand, other education professionals should work together to provide positive and supportive learning environments by using methods that discourage dishonesty and promote integrity at every opportunity. Students must know what academic dishonesty is and the strategies to avoid it. It can begin by discussing the meaning of academic dishonesty with the students. Teachers should enforce the rules and regulations governing conduct and disciplinary procedures.

5.2. Consequences of Academic Dishonesty

When students engage in academic dishonesty, there will be noticeable changes in their writing and demeanour. Each form of academic dishonesty has its own set of consequences, and no student should ever believe that cheating and stealing from a book, an article, or a website is okay. First, let us consider the consequences of engaging in plagiarism. When students copy and paste or use the wo. This type of behaviour undermines the integrity of the educational system and devalues the achievements of those who genuinely put in the effort to produce original work. Moreover, submitting someone else's work as their own denies students the opportunity to develop crucial skills such as critical thinking, analysis, and effective writing. These skills are essential not only for academic success but also for future professional endeavours. Students rob themselves of the chance to hone these skills and grow intellectually by plagiarising.

Plagiarism also has broader societal implications. Individuals engaging in dishonest practices like plagiarism perpetuate a culture of intellectual laziness and dishonesty. This culture can have far-reaching consequences, as it compromises the trust and credibility that should be placed in intellectual pursuits. Additionally, plagiarizing undermines the foundation of the academic community, where the exchange of ideas and knowledge is based on honesty, integrity, and originality. In addition to the personal and societal repercussions, plagiarism can have legal consequences. Copyright infringement is a serious offense that can result in costly lawsuits and damage one's reputation. Students must recognize that using someone else's work without proper attribution is unethical and illegal. Students must prioritize their learning and take responsibility for their academic growth to avoid the negative consequences of plagiarism. This involves conducting thorough research, properly citing sources, and developing a unique perspective on the subject matter. By taking ownership of their work, students demonstrate their integrity, foster a deeper understanding of the material and contribute to the body of knowledge in their field.

The act of plagiarism is a grave offence with far-reaching consequences. It diminishes the educational experience for the plagiarizer and their peers, erodes the integrity of the academic community, and hinders personal and intellectual growth. Students need to understand the importance of originality, honesty, and responsible scholarship. By doing so, they can cultivate their skills, contribute meaningfully to their fields of study, and forge a path of success built on their efforts and ideas. See Figure 41

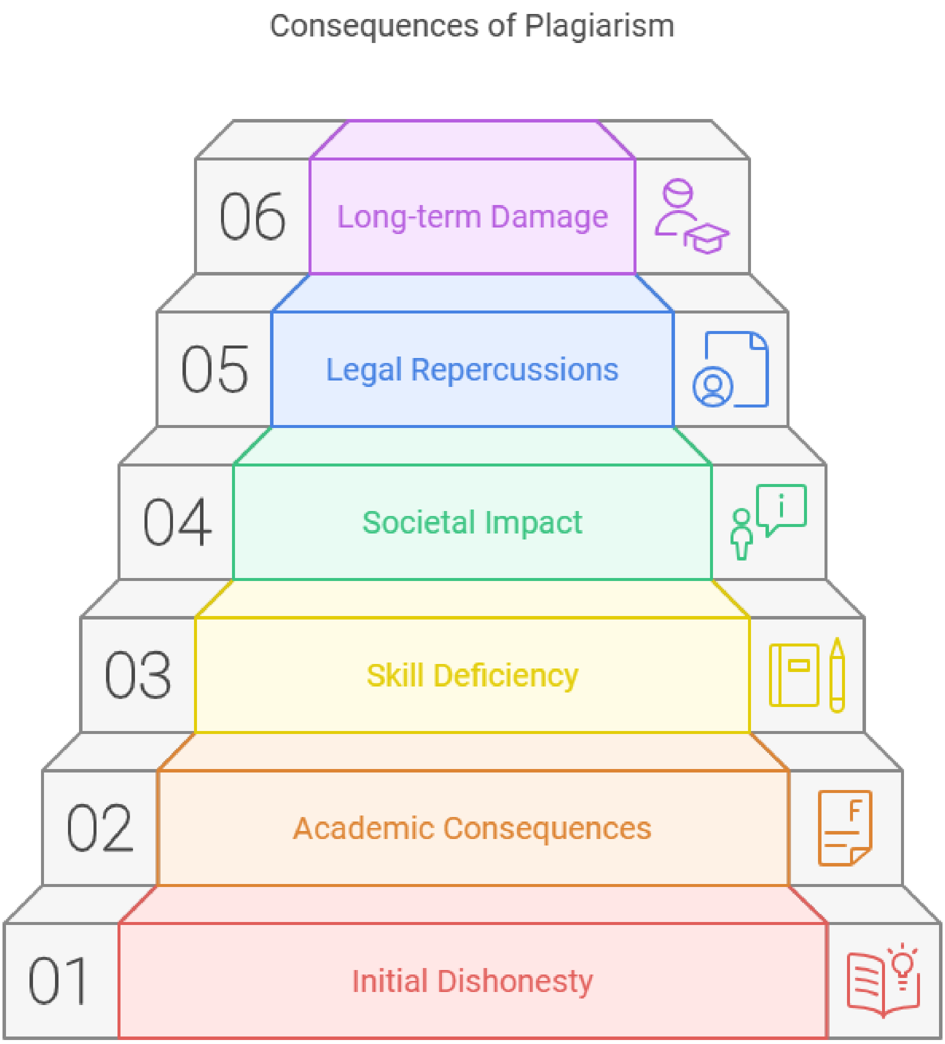

Figure 41

When students put their name and very essence as a student on work that is not their own, they are speaking to the student's future educators through this forged work. If they are afraid that they do not have enough familiarity with a topic to write about, they are learning to use that fear as an excuse to use somebody else's insights rather than come up with their own. Nowadays, most employers do internet searches on job candidates, looking for both positive and negative information. If someone puts a student or has been found responsible for plagiarism in their academic work, future business or employers might not need to wait for their thoughts on the matter. The consequences of cheating might not seem severe at the moment, but they are incredibly long-lasting. At the end of this consequence, students' learning process and reputation will be damaged if they continually commit cheating acts. By doing so, in the long run, the student has a job, and the employer will change from time to time, but the knowledge and wisdom from the learning experiences in university life will be for life. Students who plagiarize will most likely be classified in their school records because they have committed academic dishonesty. Such arrogant and selfish behaviours will lead to the erosion of the trust between classmates and friends in the long run. The students will become more dependent on others and distrustful of themselves, and eventually, they will become fraudulent in the workplace environment.

5.2.1. Academic Penalties

Students may face a wide range of academic penalties regarding violations of exclusions and filters in academic writing. These penalties can range from a simple warning or reprimand to more severe consequences such as failing grades, academic probation, or even expulsion from the institution. Students must adhere to the rules and regulations set forth by their educational institutions to avoid these penalties and maintain a strong academic standing. By understanding the importance of proper citations, avoiding plagiarism, and following the guidelines provided by their professors, students can ensure that they stay on the right track and avoid any potential penalties that could hinder their academic progress.

In addition to the points above, students need to understand that the repercussions resulting from participating in academic dishonesty can be far-reaching and substantial. Engaging in such activities can lead to severe academic penalties, including but not limited to failing grades, suspension, or even expulsion from educational institutions. Moreover, these consequences have the potential to significantly impact students' future academic prospects as well as their professional careers. This is because academic dishonesty raises questions about integrity and trustworthiness, which are highly valued in educational and professional settings. Thus, it is crucial for students to recognize the potentially long-lasting effects of academic dishonesty and to avoid engaging in such behaviours actively. See Figure 42

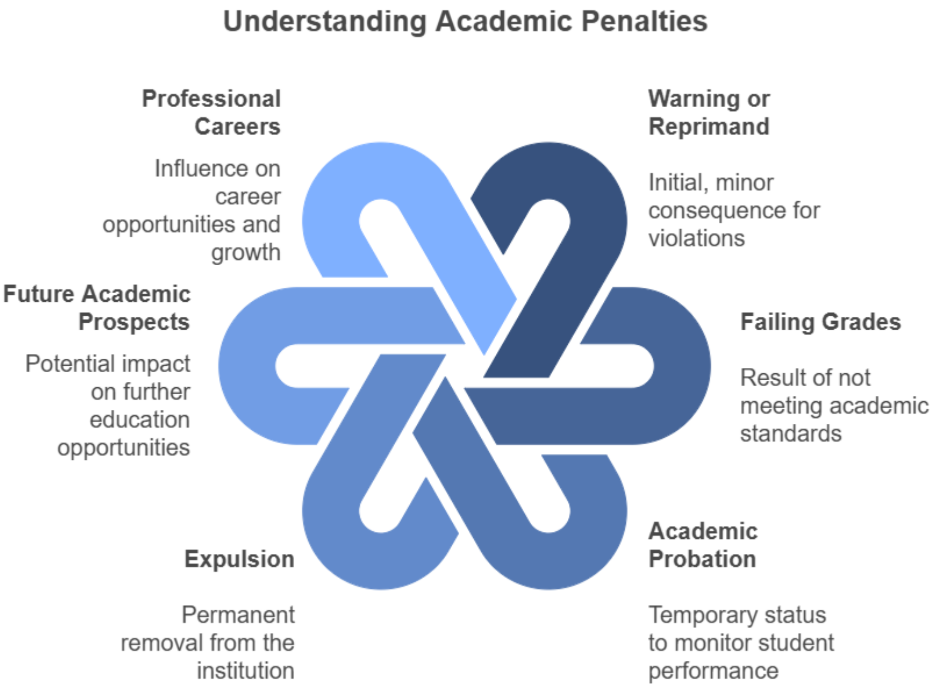

Figure 42

5.2.2. Damage to Reputation

Furthermore, it is imperative to acknowledge that the utilization of exclusions and filters in academic writing can significantly impact the reputation of individual scholars and the entire educational community. Such practices can negatively affect scholarly contributions' credibility and perceived integrity if improperly exercised. Consequently, it becomes essential for researchers, educators, and institutions alike to meticulously evaluate and vigilantly scrutinize the application of exclusions and filters, ensuring their alignment with rigorous academic standards. By doing so, we can foster an environment of transparency, accountability, and fairness, thereby safeguarding the sterling reputation upon which the academic community so greatly relies.

Failure to properly adhere to this critical requirement may lead to widespread doubt and scepticism permeating the very fabric of research findings, thereby casting a deep shadow of uncertainty upon the overall reliability and trustworthiness of the esteemed academic domain. Consequently, it becomes imperative for researchers to diligently ensure that they uphold this pivotal obligation with utmost care and attention to detail. Failing to do so could pave the way for an influx of scepticism and incredulity that infiltrates every corner of the scholarly realm, impressing the honesty and dependability of the invaluable knowledge produced through academic endeavours. Therefore, researchers must wholeheartedly recognize the significance of complying with this vital requirement as it forms the foundation for the integrity and credibility of academic research. Failing to demonstrate this unwavering commitment may have far-reaching consequences that permeate the academic landscape, calling into question the validity and reliability of research outcomes and casting doubt upon the entire scholarly community.

5.2.3. Legal Ramifications

In academic writing, various exclusions, restrictions, and filters play a pivotal role in shaping and moulding the content, guaranteeing its quality and coherence. These exclusions and filters are put in place to carefully sift through the vast information and discern the most pertinent aspects that merit inclusion in the final work. By utilizing these mechanisms, academic writers can ensure that only the most valid and reliable sources, data, and arguments are incorporated, thus upholding their work's scholarly integrity and rigour. Additionally, these exclusions and filters safeguard against the inclusion of biased or unsubstantiated claims, helping to maintain the objectivity and neutrality of the discourse. As such, their diligent application is not only necessary but also essential in the pursuit of producing high-quality and reputable academic writing.

Predicted and continued first sentence: These exclusions and filters impact academic papers' overall structure and style and carry legal ramifications that researchers and writers must consider. It is important to note that these exclusions and filters are not just arbitrary guidelines or suggestions. Instead, they are crucial components that shape the credibility and reliability of academic research. By omitting certain information or employing specific filters, researchers and writers are able to present their findings in a more concise and focused manner, allowing readers to grasp the main points without getting overwhelmed by unnecessary details.

However, it is essential to recognize that these exclusions and filters are not without their consequences. From a legal perspective, researchers and writers need to be aware of potential copyright infringement or plagiarism issues that may arise if they manipulate the information too much or fail to attribute sources correctly.

Additionally, these exclusions and filters can sometimes inadvertently limit the diversity and inclusivity of academic papers, as marginalized voices and perspectives may be unintentionally excluded or overlooked. Therefore, it is of utmost importance for researchers and writers to strike a balance between preserving the integrity and clarity of their work while also ensuring that ethical and legal considerations are taken into account. By adhering to guidelines and standards set forth by academic institutions and publishing bodies, researchers and writers can navigate these complexities and create scholarly contributions that are both comprehensive and responsible.

6. Conclusion

The conclusion section reinforces the critical aspects explored in the essay. It summarizes the key ideas and concepts of academic writing and gives practical implications of the study in line with the essay. Consequently, this will help me understand all the “exclusions” and “filters” we discussed. I will be able to use them positively and knowledgeably in my writing. Because of this study, I can gain confidence in pursuing my academic goals, knowing that I will always distinguish my work from that of others. Most importantly, I will not be afraid to use technological aids for academic success because now I have a solid theoretical and practical backup knowledge of what using “filters” in academic writing means. I can confidently use string searches to hunt down materials for my literature review, which makes the challenge of transferring my thoughts into writing a research work pleasant. All my academic life, I have been taught how to make use of exclusion in my research work. This work has highlighted that exclusion goes beyond family, culture, history, biography, and class. It does not only entail choosing some and leaving out others. It also involves using technology to represent knowledge in a preferred system. I am glad I will be potentially ready to be an active change-maker in my academic profession. I also hope to adopt a critical, reflective, active teaching approach.

Questions and Answers

1. **What is the primary purpose of using exclusions and filters in Turnitin?**
   - To enhance the accuracy of similarity reports by excluding certain elements like bibliographies, quotes, and small matches that may not constitute plagiarism.
2. **How do exclusions contribute to academic honesty?**
   - By allowing instructors to focus on significant matches that might indicate plagiarism, thereby maintaining the integrity of student work.
3. **Can quotes be excluded from Turnitin reports, and why might this be done?**
   - Quotes can be excluded to prevent them from being falsely marked as plagiarism when properly cited.
4. **Why might an instructor exclude the bibliography section from a Turnitin report?**
   - Because bibliographies often contain common phrases and citations that are not original content and are not indicative of plagiarism.
5. **What is the potential impact of excluding small matches from Turnitin reports?**
   - It helps to ignore minor similarities that are unlikely to be plagiarism, thus focusing on more substantial and relevant matches.
6. **Describe the types of filters available in Turnitin.**
   - Word Count Filter, Plagiarism Filter, and Citation Filter are available to refine the similarity report according to specific criteria.

7. **How does the Word Count Filter affect the similarity report?**
    - It excludes matches below a specific word count, helping focus on more significant text sections.
8. **What is the purpose of the Plagiarism Filter?**
    - To screen out matches that do not meet a predefined threshold of similarity, aiming to highlight only the most relevant instances of potential plagiarism.
9. **How can the Citation Filter be utilized effectively?**
    - Excluding matches found within citations ensures that references do not inflate the similarity score unfairly.
10. **What are the implications of misusing exclusions?**
    - Incorrect use can overlook plagiarism or significantly alter the similarity percentage, leading to misinterpreting the originality report.
11. **What does Turnitin recommend regarding the use of exclusions?**
    - Turnitin suggests using exclusions judiciously and reviewing excluded content manually to ensure academic integrity is upheld.
12. **How do exclusions ensure originality in academic submissions?**
    - By removing commonly used phrases and properly cited content, exclusions help to highlight and evaluate the student's original work.
13. **What are the consequences of academic dishonesty, as highlighted in the chapter?**
    - Academic penalties, damage to reputation, and legal ramifications are potential consequences of academic dishonesty.

14. **Can exclusions be customized for individual assignments?**
    - Yes, instructors can adjust exclusion settings for each assignment according to the specific needs of their assessment.
15. **How does Turnitin's approach to exclusions and filters support educational goals?**
    - By providing tools that enhance the assessment of originality and encourage proper citation practices, Turnitin supports the educational goal of fostering integrity and honesty in academic work.
16. **What role do exclusions play in maintaining the credibility of academic work?**
    - They help ensure that similarity scores accurately reflect the originality of the work, thereby maintaining its credibility.
17. **How can instructors teach students about the importance of exclusions in Turnitin?**
    - By incorporating discussions on exclusions into lessons on academic integrity and plagiarism and demonstrating how to use Turnitin effectively.
18. **What is the significance of the feedback loop in relation to exclusions?**
    - The feedback loop allows students to learn from the exclusions applied to their submissions, helping them understand how to avoid plagiarism and improve their academic writing.
19. **How do exclusions and filters reflect Turnitin's commitment to academic integrity?**
    - They exemplify Turnitin's dedication to providing tools that assist in identifying genuine instances of plagiarism while supporting honest academic practices.

20. **What future developments in exclusions and filters does Turnitin anticipate?**
    - While the book doesn't specify future developments, it's reasonable to expect ongoing improvements to make exclusions more accurate and reflective of the nuances of academic writing and integrity.

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CHAPTER 9

Dealing with High Similarity Scores

This chapter provides strategies for addressing high similarity scores, including rewriting and paraphrasing tips, the role of citations and referencing, and resources for improving similarity scores. It aims to help users maintain academic integrity and avoid the consequences of plagiarism.

1. Importance of Addressing High Similarity Scores

Once a paper has been written with high similarity to other resources and is identified, understanding the implication of the overall score determines the next step to either fix the paper or walk away from the current assignment. After receiving a paperback, comments such as “It is important to work towards originality and correctly cite sources” are often given. Another client from a different semester stated, “I think you should offer more of your analysis and use research to support those points”. Overall, similarity-scored papers do not meet customers’ expectations of high-calibre writing from Ultius, and requests for revisions are standard expectations. High similarity scores must be addressed due to their implications for originality, credibility, and ethical integrity. In academic contexts, these scores may signal plagiarism, leading to reputational damage and unfair assessments. In professional settings, they can undermine trust and result in intellectual property violations or legal issues. Moreover, addressing high similarity scores encourages original thinking, innovation, and the development of unique perspectives, ultimately enhancing the quality and value of the work. Taking steps like proper citation, effective paraphrasing, and adherence to copyright laws ensures compliance, fosters skill development, and upholds ethical standards.

1.1. Understanding the implications of high similarity scores

When a paper is put through a plagiarism-detecting service, for instance, Turnitin (one of the most popular ones), the paper is compared to a vast amount of data. This data consists of already published work and work previously submitted by students and others. Documents that have a similarity score of 20% and above only include content that has been copied or only slightly altered from the source. Students need to realize precisely what percentage of their assignment is similar to external sources and the specific implications for the percentage range. This allows the student to see exactly what they have done or not done. For instance, a student may have forgotten to include citations for quotations they used or for commentary and information that isn't common knowledge. If students think they may have unintentionally plagiarized, they can also take preventative measures to ensure they will not make a similar mistake. For example, I did an internet search using a terrible paraphrase as well as the direct quote using "Where did Japan attack Pearl Harbor" data (it's not a daily grade).

1.2. Consequences of submitting papers with high similarity indexes

Suppose a paper contains content improperly cited or reused from a paper previously submitted by the same or a different student (auto-plagiarism). In that case, the student violates university policy, and the consequences can be severe. When a paper consists of multiple parts originating from different sources, the student is also at risk of self-plagiarism, which, although it is not a violation of academic integrity, does split the paper into multiple parts that, depending on the level of direct quotation, could be considered to have high similarity to previously written works. Although Turnitin provides the option to exclude small matches that are not correctly cited, it is still possible to have high similarity in papers with properly paraphrased content, commonly because paraphrased content is still accurate to the original statement. There are a limited number of ways to reword an idea. A higher similarity index from improper citation or paraphrasing can have a negative effect on the grade for the paper or the final grade in a course. This can occur if an instructor deems the violation significant or the student has not properly cited their previous work, and the paper is flagged for self-plagiarism.

1.3. Importance of maintaining academic integrity

A similarity score is a true measure of a paper's originality and reveals the extent of matching between written work and other source material. A high similarity score can prove that a student has either failed to paraphrase appropriately or copied and pasted text chunks into their paper. While it might be easy for the writer to determine which parts were copied and pasted, the similarity score makes it just as easy for a marker to identify such areas. This can be a disaster in situations where the student has performed some slight rewording while still managing to keep the original context of the source and then forgets to refer to the source in the paper.

The rapid growth in research and trade in intellectual property has long pointed to the importance of academic integrity. However, student plagiarism is a problem that refuses to go away. With the advent of the internet, where an abundance of resources is available at a few clicks of a keyboard, an increasing number of faculty are using plagiarism detection software to identify students who try to submit purchased or copied term papers as their work. The majority of students are unaware that there are serious consequences that may result from academic dishonesty. Many are invited to revisit the concept of plagiarism and its effect on future endeavours. Unfortunately, for some, a high similarity score is merely shrugged off as something that happens and not viewed as a potentially damaging indication of the writer's academic integrity.

2. Strategies for Rewriting and Paraphrasing Effectively

One of the first and most important things a student can do when dealing with a paper with a high similarity score is to identify and replace the plagiarized content. The most effective technique for doing this is simply going through the paper sentence by sentence, comparing each sentence to the source to check for similarities. If the student can no longer access the source, a trusted friend can read the source, and then the student can attempt to explain the source to the friend. According to a guide for preventing plagiarism at Penn State University, if the student cannot talk about the source without using the same language as the original and if the student cannot understand the main idea well enough to explain it without peeking, the student should consult the source again and then put the idea into their own words. Either way, the student should keep detailed notes about the source for citation purposes. Any direct quotes should be placed in quotation marks, and the student should note the location of the information in the source for later reference. Any notes taken should be separated from the student's ideas. This way, when the student goes to write the paper, they can avoid using the words in the source and instead use similar words. The student can often refer to the original notes if the new wording is too similar. See Figure 43

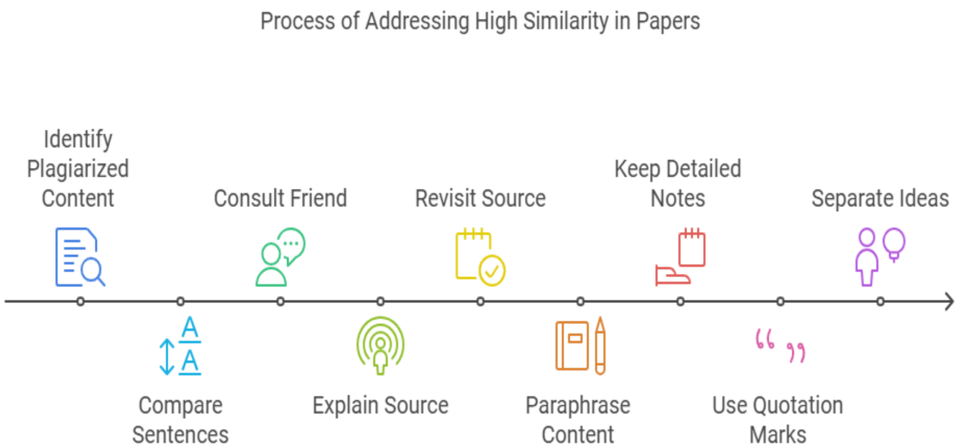

Figure 43

2.1. Techniques for identifying and replacing plagiarized content

In the case of a plagiarized paper, the issues are likely fairly major and do not revolve around adding detail. Assuming the writer effectively identifies the problematic areas, the sections can be rewritten using the original paragraph or sentence as an outline. The goal is to take the original's ideas, content, structure, and organization and make it new. A good tip is to read the offending material once, close the text, and rewrite it from memory. This ensures originality and puts the latest content in the writer's own words. Another effective tactic is to rewrite the material as though explaining the concept to a friend or classmate. More often than not, this will result in clear, understandable, and original material.

It is not uncommon to get to the end of a paper and be just a page or length requirement short of where you need to be. This is a sign that there could be more detail or elaboration necessary. In cases where the writer has already done a lot of work, this extra length might be obtained by revising and expanding.

2.2. Tips for paraphrasing to maintain originality

Put the original text away and write your paraphrase based on the notes you took. It's tempting to keep referring to the original and incorporating its phrasing into your paraphrase. If you're doing this, you're probably not understanding the meaning of the original and are at risk of plagiarizing. Be sure to use your voice.

Read and understand the text to be paraphrased. This may sound obvious, but it is often overlooked. A deep understanding of the original text is essential to convey it effectively in your paraphrase. Take notes on the main points of the original text, making sure you understand them and can refer back to them.

When approaching paraphrasing an original text, it is essential to consider the original meaning of what you intend to paraphrase. Paraphrasing is not the simple act of replacing a few words here and there; it conveys somebody else's ideas in your own words and is often just as long as the original piece. With that in mind, the following tips should prove useful.

2.3. Utilizing synonyms and alternative sentence structures

This approach must be used with caution; however, phrase thesaurus can result in nonsensical sentences and "private language" if words are manipulated in the incorrect context. The user is a better judge of whether to implement phrase thesaurus, and the writer or editor must review the text to ensure that it has been reworded effectively.

In cases where specific words must be used, users will benefit from following the above method of phrase thesaurus, enabling them to reword without changing the original intended meaning. The thesaurus tool can also be used to swap words for words of similar meaning, and Word and Excel both have functions that enable users to highlight a word and find a list of alternatives. Changing word classes can also be an effective tool. For example, if a user needs to change the word "clear", they could use Excel's thesaurus tool to find an alternative such as "apparent" and could then reconstruct the sentence to use the word "apparently". Caution should be used to ensure that the word changed does not affect the words surrounding it.

3. The Role of Citations and Referencing in Reducing Similarity

Many students believe that the more of a particular resource you can include in your work, the better it will be. This is not true and can lead to an accusation of over-referencing. Including the same source more than once in a single sentence is generally bad practice. For example, the sentence "It has been proved that exercise can cause an increase in self-esteem (Smith, A. Bloggs, J. 2006)" is unnecessary as the same information can be given with "Research has shown that exercise can heighten self-esteem". This would only need to be referenced once at the end of the sentence, which is a more efficient use of the source. Over-referencing can also occur if you are constantly referring from one source. If you are writing, an essay on a science experiment and all the information has come from a textbook, repeating the book as a reference at the end of every sentence is not the only way to avoid plagiarism. This is still classified as extracting information from one resource, not an independent study. Using the information and then rewording what is said is an excellent way to show understanding of the topic. It may still be wise to refer back to the book every few sentences to confirm what you are saying is correct. However, this only needs one reference for the page number.

Citations and referencing serve several purposes in scholarly work. Firstly, and probably most importantly, it is a way of acknowledging the ideas or work of others you have used in your writing by referencing the source from which you obtained the information. Secondly, it can give credibility to your work by showing that you have sought out and considered a variety of resources. Lastly, it can help other researchers who read your job to find the sources that you used. This benefits the researcher because it allows them to verify the information you have provided and learn more about the topic by exploring the links to related articles.

3.1. Understanding the purpose of citations and referencing

Paraphrasing this idea, that is, putting it in a different form, is still a form of plagiarism if the source is not referenced. However, paraphrasing can also effectively reduce the similarity between one's work and its sources. By reading several sources on a particular topic and then putting the ideas from those sources into one's own words, one can avoid directly using the author's specific language. However, it is essential to remember that an idea may belong to an author, and the general structure of a sentence or point may be difficult to put into different words; in this case, the paraphraser must still use a citation. A key factor in effective paraphrasing and citing is having a good note-taking strategy. If one keeps detailed notes of the sources of all the ideas and information gathered and from which the notes are derived, it becomes a simple task to provide an accurate citation for each of these ideas.

Research into avoiding plagiarism by evaluating citations and proper referencing leads to a clear understanding of these methods' role in reducing similarity. A citation is an explicit reference to a source, usually found within the body of a piece of work, directly after a statement or information derived from that source. Citations allow the reader to locate the source of an idea; it is difficult to argue that an idea has been plagiarized if it can be found in its original form. An influential citation includes all the information that would lead a reader to find a particular source; this usually includes the author's name, the title of the work, the date of publication, and the publisher's name.

3.2. Properly citing sources to avoid plagiarism

Information derived from external primary sources is fundamental to the development of academic work and is essential to scholarly inquiry and argument (Pecorari, 2003). To avoid plagiarism, students must know how to take notes effectively and distinguish their work from the sources they cite. All notes taken from a source should be recorded separately from the student's words and ideas. Failure to do so may result in work that is too similar to the original. It is also important to keep accurate records of the sources of all notes taken, including those from Internet sources. This will help in correctly referencing the source when the student comes to write up their work and will also help when checking to ensure that all borrowed information has been paraphrased effectively.

Referencing a direct quotation is key in distinguishing students' work from their sources. Students must know how to correctly quote directly from a source without plagiarizing, and the rules regarding the length of a direct quotation may vary between different referencing styles. As a general rule, any phrase or sentence that is to be directly quoted from a source should not be changed from the original, and the quotation should be used sparingly. All direct quotations should be enclosed in quotation marks, and the precise page number of the direct quote should be provided. Failure to cite a direct quote can commonly cause accidental plagiarism.

3.3. Using referencing styles to enhance clarity and credibility

Credibility is another attribute that an academic paper should aim to attain. A credible paper is one in which the reader has confidence in the authors' ideas and believes they have been derived from an informed position. Confidence is boosted when the reader can trace the authors' ideas and evidence to the work of others and compare the authors' interpretation of the cited work with the original work. The ability to trace an idea or a piece of evidence to the work of others is known as academic "followability". The reader can follow a trail from the current authors' interpretation to the source of that idea or evidence. This is very important in research and is necessary to avoid academic plagiarism. Plagiarism is very difficult to prove if an author has come up with the same idea independently of the cited work. High similarity in ideas and evidence between academic papers is often coincidental. Still, it may lead to suspicion of foul play if the current author cannot show that the ideas or evidence were not derived from the work of another. A trail of followability allows an author to prove that an idea is original and that all evidence and ideas derived from other sources were used without intent to claim ownership. An attempt to follow a trail which leads to a dead end (i.e. It is unclear where an author's idea or evidence came from) can be seen as an attempt to deceive an audience looking to compare the authors' work with the work of others. This is quite the opposite of a transparent paper and can lead to a lack of confidence in the authors' ideas and evidence. A well-cited and referenced paper with clear linking of all ideas and evidence to the work of others is the best way to avoid suspicion of academic plagiarism and to attain a high level of followability and credibility.

The language of an academic paper is a way to convey ideas, evidence, and reasoning clearly and rigorously. The use of referencing styles ensures that the language of the paper is transparent, creates a credible image, and allows readers to cross-reference the cited authors' work with the authors' research project. Clarifying the language used in an academic paper is vital because it allows the reader to decipher what the authors intended to convey. If the language is unclear, it can lead to misinterpretation of the ideas, evidence, and reasoning found in the paper. When paraphrasing another author's idea or using a direct quotation, a referencing style will guide the writer to attribute the original idea or words to the original author at the pinpointed location. This, in turn, leads to a paper with more well-defined ideas and pinpoints where specific evidence has been located. Cross-referencing is greatly enhanced when this method is combined with a citation in the text that includes the author's name and the date of publication in brackets following the referenced text. This creates an academic paper that shows exactly where the current authors' ideas have derived from and which evidence has been used to build an argument.

4. Tools and Resources for Checking Similarity Scores

Online plagiarism checkers like Dustball and those at the University of Maryland and Wayne State University offer free services for comparing a text with World Wide Web sources. Although these services are generally inferior to plagiarism detection software in terms of thoroughness and accuracy and may produce erratic results for longer documents, they are quick and easy to use. They are often effective in locating directly copied material. Because they can detect verbatim text from a specific online source, they are especially useful in gauging improvement in a paper's similarity score before and after revisions. The primary limitation of online checkers is that they can only compare a document with online sources during a single session and cannot check revised drafts or compare multiple document versions.

Plagiarism detection software compares a given document with a vast database of other documents, including those on the World Wide Web, for overlap in language and ideas. Many different plagiarism detection programs are available, ranging from those that offer their services for little or no cost to those that require a substantial subscription or licensing fee. Some of these programs' databases are much larger and more comprehensive than others, and in general, broader coverage ensures a greater chance that a plagiarized document will be detected. Some are also more user-friendly than others, providing detailed instructions and explanations. Because of the wide variation in quality and accessibility of plagiarism detection software, it is important to carefully compare the features of different programs before making a choice. However, because many of these programs require a substantial financial or time investment, it is advisable to use free online plagiarism checkers as a preliminary means of gauging improvement in a paper's similarity score.

4.1. Overview of plagiarism detection software

Plagiarism detection software is becoming increasingly sophisticated. Its databases of papers and articles make it easier for researchers to check their work to see how similar it may be to others' writing. While there are a few nuts and bolts to using the software effectively (considered in the following sections), knowing what to expect from the software is essential. Most plagiarism detection services work the same way. Users copy and paste or upload written works into a database on the site. The work is checked against everything in the website's database, the internet, and any print the site can access. Results can usually be viewed as interactive or static reports. Static reports list matches to other works and sometimes give links to the location of the matched work. Interactive reports can be manipulated to show more about the matched work and the nature of the plagiarism. The matched work can be displayed alongside the checked work to show similarities. Both reports make it easy to see what elements of a paper are too similar to outside sources or other parts of the paper. Static reports make it easy to see how much of the work has been plagiarized, while interactive reports make it easy to locate and change problematic areas.

4.2. Using online plagiarism checkers effectively

Going onwards to using plagiarism detection software effectively, I have always found the Turnitin database to be the most efficient. You will get a new Similarity Index in minutes by resubmitting your corrected paper through Turnitin to overwrite the previous data. Other databases store your paper in the system for a certain amount after the first submission, coining the phrase “once submitted, always submitted”. Changes made to the paper will not affect the Similarity Index until the paper has been purged from the system and resubmitted. This can frustrate students and those trying to improve their Similarity Index. Turnitin offers a more student-friendly option. Back in the days of hardcopy library resources, one would have to search through pages and pages of index listings and book catalogues to find relevant resources and information to include in their paper. The thought of getting up and going to the library to find one source to use in a paper today seems almost incomprehensible to current students. See Figure 44.

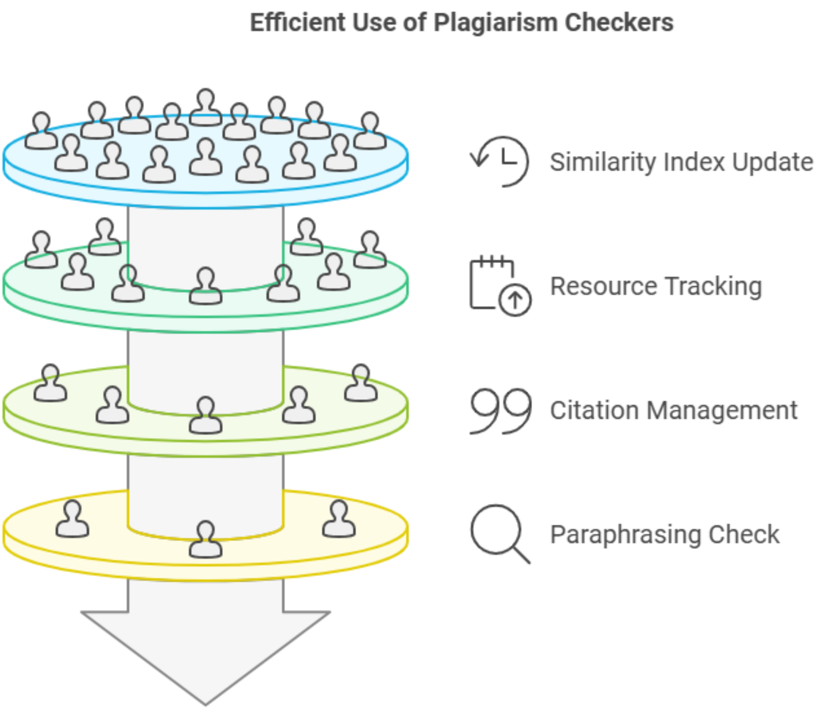

Figure 44

To simplify the searching and resourcing process, online library databases, which store information, including books, academic journals, and the like, can be used. These can now be accessed from your home computer. Madness, I know. When writing your paper, it's a good idea to note where information is coming from in order to cite it properly and avoid accidental plagiarism. This leads to a good habit of keeping track of resources in a separate document or with a handy tool known as citation management software. A personal favourite of mine is RefWorks, which allows you to import citation information from various resources and create a bibliography in multiple citation styles. Any information you have worded improperly and need to paraphrase can also be checked using online plagiarism checkers compared to the source. This ensures the information has been sufficiently reworded to count as your own. Any direct quotes used in your paper should be thrown into the checkers as well to ensure that you have not accidentally forgotten quotation marks and proper citations (Khan et al., 2023) (Shyam & Mukesh, 2020) (Park et al., 2022).

4.3. Other resources for checking and improving similarity scores

Revising and paraphrasing will be necessary when similarity scores indicate unacceptable levels of the matched text. However, advice and practice on how to do this effectively and ethically is rarely available to students - a point noted in the 2008 Report on Plagiarism of the UK's Joint Information Systems Committee (JISC). The report argued that much institutional policy is focused on detection and penalty, and 'banning and punishment are not the best ways forward' and are 'educationally questionable'. It is recommended that higher education institutions provide students with training to avoid plagiarism, backed up by better support and access to resources. For many students, this 'training' equates with developing their writing and rewriting skills and improving their understanding of how to interact with the work of others. There are currently very few resources of this nature available. The ECU (Edith Cowan University) 'Academic Tip Sheets' is a notable exception. The resource covers a comprehensive range of writing skills. Steps to avoiding plagiarism include 'The best way to avoid plagiarism is to become a master of the source material' and links resources to improve note-taking and paraphrasing skills. This resource is excellent for students, although possibly underused and could be linked from more prominent locations with other universities.

5. Developing a Revision Plan for High Similarity Papers

As you sit with the similarity report for your interpretation or term paper, you may feel daunted by revising it for resubmission. To prevent feeling overwhelmed, it's helpful to create a revision plan, which may include breaking the job into smaller tasks and creating a timeline for finishing each endeavour. Examine the similarity report and the original paper, identifying where you've used paraphrasing to modify terminology or sentence structure and where you've closely followed the original wording. Mark these areas on a challenging copy of the report and direct your focus to the ones that reveal high rates of similarity, especially the ones that are most like the source. Next, compose a brand-new version of the paper using your highlighted copy as a reference. This could be done on a computer or a clean sheet of paper. Don't consult with the first paper. Instead, restate the thoughts in the first paper using the source material and your own words. This procedure will help reinforce your comprehension of the subject and prevent you from creating a paper that is patched together from the initial and source materials. After you've completed the new version, revisit the similarity report and assess the similarity rates of this paper versus the first. Repeat this process as necessary.

5.1. Analyzing the similarity report and identifying problematic areas

When first examining a similarity report for a high-scoring paper, writers may be uncertain where to start. Identifying areas of high similarity is a complex process involving uncovering and understanding various writing problems. The following method provides steps that take you through the report analysis and into the essential next stage of revising and paraphrasing problematic areas. Begin by viewing the All Sources Overlap table. This summarises all the sources in the paper and their overall levels of similarity. If the similarity to a single source is high, this can cause problems with excessive borrowing from one author, so it is a good idea to investigate those sources first. Clicking on a source number in the left-hand column will show you the source text and the paper text in a dual-pane window, highlighting any similar or matching text in a specific colour to that source. This is an excellent way to see exactly where the problematic text is and judge whether the source has been cited and referenced correctly. It is often easy to forget to reference paraphrased text because the author's argument is conveyed in new words, so a citation is still necessary. Remember that copying/pasting a referenced passage is not considered plagiarism, but it will still appear similar if it has not been appropriately quoted.

5.2. Creating a step-by-step revision process

Turnitin states that the most common way students try to cheat on their college applications is to lift paragraphs containing a school's name from an existing college application essay that can be found online. It is easy to isolate and may become tempting, especially if it involves the college one wants to attend. The internet makes these actions much easier to do and harder to get caught. This increases the importance of students developing and mastering efficient paraphrasing skills. To teach students the importance of paraphrasing, it is important to build activities and strategies that involve paraphrasing. This will help students see how it can be easier to fall into the practice of plagiarism and teach them how to avoid it. Start by giving students a direct quote and asking them to paraphrase it. Compare their response to the original and see if they can serve the same message. If it does not, have them try it again. Or move on to a section where you have provided several sources of information and ask them to paraphrase the information using just one source. This is an essential step in teaching students to avoid plagiarism as it will show them how sources can easily get mixed up, and students will tend to forget which information came from where. This tactic can also be used to gain better results and to check if changing the wording or sentence structure of an original sentence can prevent it from becoming a plagiarized sentence.

5.3. Seeking feedback and guidance from professors or peers

After completing a preliminary revision, the authors recommend seeking feedback from professors or peers before finalizing a revised draft. "External feedback can provide new perspectives, identify overlooked problems, and suggest methods to improve the paper" (p. 38). It is especially helpful to consult with individuals familiar with the subject matter. When seeking feedback, it is beneficial to provide the reader with a copy of the Safe Assignment Report so that they can identify potential problem areas without having to make a detailed comparison with the original paper.

A Comprehensive Revision Plan for High Similarity Papers can help guide your reviewers.

Feedback from professors can be obtained during office hours and serves as a valuable opportunity to clarify any assignment or revision guidelines. Students should take care not to directly ask the professor to identify instances of plagiarism, as this can be potentially incriminating and may damage the student/professor relationship. Instead, ask the professor to provide feedback on whether or not the revised paper effectively addresses all aspects of the assignment and demonstrates a clear understanding of the subject matter. If there are specific problem areas, provide the professor with details so that they can better assist you. Remember that the end goal is to produce an influential paper, and not all instances of poor paraphrasing are detrimental to the final product. Any papers or drafts given to professors should be safely secured to prevent unwarranted accusations of academic dishonesty.

6. Strategies for Avoiding Plagiarism in Academic Writing

Understanding the definition and various types of plagiarism is crucial in academic and professional settings. Plagiarism refers to presenting someone else's work, ideas, or words as your own without properly crediting the source. It is considered unethical and can have severe consequences, such as academic penalties, damage to reputation, and even legal implications. The different types of plagiarism include direct plagiarism, which involves copying and pasting a passage or entire work without attribution. Self-plagiarism occurs when you submit your previous work without acknowledging it as such. Paraphrasing without proper citation is another form wherein you reword someone else's work but fail to credit them. Another type is mosaic plagiarism, which combines ideas, phrases, and sentences from various sources without proper citation or acknowledgement. Accidental or unintentional plagiarism can also occur when you fail to give credit due to carelessness or lack of appropriate referencing skills. Understanding the intricacies and nuances of plagiarism is essential for any individual engaged in research, writing, or any form of academic or professional discourse. By familiarizing oneself with plagiarism's various types and consequences, one can actively avoid unethical practices and uphold intellectual integrity.

Over 20 years ago, Harris (2002) determined that 97% of students from the University of Nevada, Reno, did not understand what constituted plagiarism. He argues that most students plagiarise unintentionally due to this misunderstanding of intellectual property. It is necessary to comprehend the issue of plagiarism and identify it in one's work and others to initiate change. The Office of Student Conduct at the University of Florida suggests it is essential to be able to define and differentiate between the terminology of cheating, plagiarism, and academic dishonesty.

They identify the following behaviours of plagiarism:

1. Copying or purchasing someone else's work and submitting it as one's own.
2. Hiring someone to do the work and then submitting it as your own.
3. Turning in a paper from a free essays website.
4. Copying ideas, theories, and opinions and representing them as your own.

You are arguing that plagiarism is a type of cheating that fails to credit sources correctly and provide information on where and how certain information was obtained. This leads to the incorrect assumption that all information in the work, including that which is not a direct quote, was invented by the author.

6.1. Understanding the definition and types of plagiarism

The word 'plagiarism' comes from the Latin word plagio, which means "a kidnapper, or man-stealer." This shows that in the past, and some societies even today, plagiarism is regarded as a minor crime akin to theft or kidnapping. However, plagiarism is considered a serious breach of an ethical code in the academic world. In some cases, it may result in anything from the loss of reputation to expulsion. According to Behrens and Rosen, it is the uncredited use (intentional and unintentional) of source material by writers and speakers. This definition is a good start towards understanding the concept of plagiarism because it clarifies that there is not only one way to commit plagiarism but also that plagiarism can occur both actively and passively. Allen, who devotes an entire book to the topic, suggests that students new to the academic world are often unaware of plagiarism and how to avoid it. This is especially so in the case of students who come from non-academic backgrounds or who are studying in a second language. For example, in Asian academic culture, rote learning is a common way to absorb information, and students may not see much wrong in memorizing and repeating another's work. Unfortunately, this often includes not only the memorizing of ideas but also the intonation of the original writer. Allen tells us an anecdote of an Indian student who turned in an essay written in excellent English. Still, the language style used was not natural to the student. This student was charged with plagiarism, though he had no intention of stealing another's work. This shows how subtle and difficult it can be to define plagiarism.

6.2. Techniques for proper paraphrasing and citation

This might be because numerous understudies lack information on what constitutes plagiarism. With most establishments using their academic misconduct approaches understudies should clearly understand plagiarism to avoid overstepping the marks.

Understanding the genuine significance of plagiarism is essential to keep away from it. According to the Oxford Word Reference, plagiarism is taking another person's work or thoughts and giving that person credit. This definition doesn't measure the gravity of the offense as it is. According to an examination done by Birmingham College on numerous understudies about their comprehension of plagiarism, many didn't understand that what they were doing was plagiarism.

Improper paraphrasing has gotten the sets of a few understudies to an issue because, in the wake of putting forth a strong effort, they wind up accomplishing helpless imprints in their papers. This is on the grounds that they have an absence of information on what plagiarism is or as a result of their powerlessness to interpret others' work in their own words. It has likewise gotten numerous understudies into a charge of academic deception, which brings about much more brutal punishments like removal from the organization or, occasionally, even criminal accusation. Great techniques for paraphrasing incorporate comprehension of the first content, rewording all focus, contrasting it with the first content, and remedying context or more afterwards. See Figure 45.

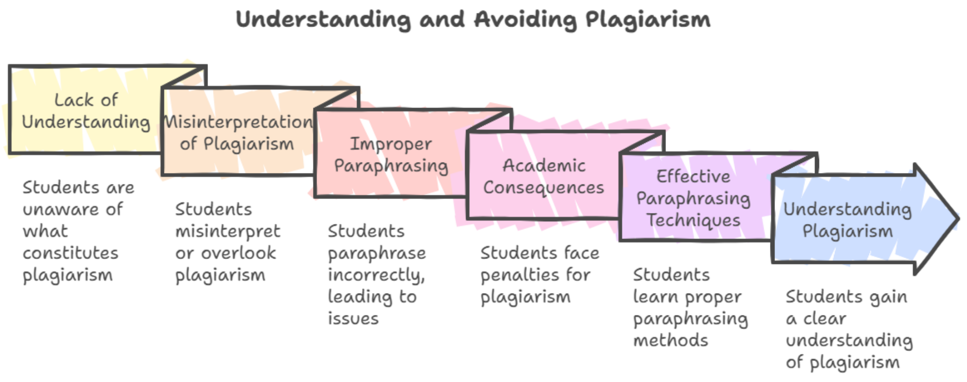

Figure 45

6.3. Developing good research and note-taking habits

One of the most widespread misconceptions about research is that it only occurs at the computer. Many students feel that if there is a source document, it does not need to be copied and pasted into their paper, and it does not need to be cited. This misunderstanding leads to careless research and can mean the difference between an intentional and an unintentional act of plagiarism. Students need to understand that while reading and taking notes from a source, they should always have their assignment open to ensure that they are writing ideas into their own words and associating notes with specific material in their assignment. In the case a student finds that another person's idea just cannot be paraphrased or the language is too perfect in the original form, a direct quote is in order. A good strategy for quoting a source is to double-check and make sure that the quote has been copied word for word and that the student has not mistakenly paraphrased it in their notes. Comparing one's quotes to the source is one of the easiest ways to avoid accidental plagiarism.

When we look at the underlying causes of high similarity in student papers, poor research and note-taking practices are probably the most significant culprits. When a student has not left enough time to do sufficient research or has failed to take careful notes, writing a paper using their own words and internalising the information acquired is difficult. A hasty or disorganized approach to research is the surest way to produce a paper with unintegrated material and a high risk of plagiarism. This is why developing good study and note-taking habits is so important.

7. Overcoming Common Challenges in Rewriting and Paraphrasing

Another method for clarifying difficult text is isolating individual sentences and working on them. If re-conceptualizing a punishment is still daunting, try writing a word above each keyword in the sentence to denote its relationship with other words. Then use the isolated words to construct a simpler, more straightforward sentence. This method will also help ensure the reworked sentence remains faithful to the original.

This section provides some general suggestions for working with difficult text that requires clarification. According to Lauer and Asher, one of the most effective ways to clarify a difficult passage is to talk through it with someone else, either another student in the class or with the instructor. If that is not possible, students are often surprised at how much talking to oneself about a passage can accomplish. The key is to try to explain the passage in one's own words.

Effective revision and paraphrasing require intense engagement with the source text. The goal is not simply to substitute a few words here and there but to re-conceptualize the topic in light of the content and purpose of the original. This is far from simple, and students often struggle to clarify or rephrase adequately for a number of reasons.

7.1. Dealing with complex or technical language

The author must carefully consider each section of the article with respect to the intended meaning. Suppose a passage is understood, and the meaning can be discerned. In that case, the author must ask himself/herself how this meaning can be re-communicated in a more easily understood or generally understood form. The ultimate objective of this process is that someone who is not an expert in the topic can read the modified document and still glean the same meaning as one who is an expert in the topic after reading the original.

The first example details a paraphrase, which, although technically different from the original, has lost its intended meaning. The sentence

"Moustapha and Clifton's paper describes a digital frequency synthesizer implemented in MATLAB, which compares favourably with prior art using a similar technique to generate a numerically controlled frequency and provide a prototype" was paraphrased to: "A prototype provided by prior art utilizing a similar technique to generate a numerically controlled frequency comparing favourably, on a digital frequency synthesizer implemented in MATLAB, with a N N N numerous." This paraphrase has seriously distorted the original meaning and, at times, does not make sense. So, how can an author avoid this type of distortion in their paraphrasing?

The next section of the paper will deal with strategies for modifying documents containing complex or technical language. Modifying complex or technical papers can be significantly daunting when the author's grasp of the topic exceeds that of the reader. Paraphrasing and changing such a document can sometimes lead to a slight distortion of the original meaning or, worse, loss of the meaning altogether.

7.2. Maintaining the original meaning while rephrasing

While revising and paraphrasing, it is not uncommon to struggle with retaining the original meaning from the source material. Often, meaning can be lost or altered, resulting in a paper that lacks coherence or an inaccurate representation of the original work. One of the most common causes of this problem is that the reviser has not fully understood the material that the original author has written. An excellent way to ensure that you know the material is to read the information a few times before putting it into your own words, even going as far as to work with it one sentence at a time. It is important to remember that your logic in making sense of the material is not the same as understanding the material. If you are still struggling with your comprehension, try referencing other material on the same subject on the chance that it may explain the subject in a different way. If you have the means, try discussing the material with some other person with a solid understanding of the subject. Create questions for the material and try to answer them. Remember that the objective is not to understand the material to a point where it becomes part of you but to understand it just enough to convey the same meaning in your own words.

7.3. Balancing the use of direct quotes and paraphrased content

When a source contains information that is well put or difficult to paraphrase, often the best option is to quote directly from the source. Generally, quotes should be kept to a minimum and relatively short. Quoting too often can suggest a lack of understanding of the source or bias on the author's part. Quote only when the original words are so well presented or the context of what was said is so important to convey that rewording it would be a disservice to the reader. The latter is more a matter of opinion, but it's a useful concept to remember when deciding between a direct quote and a paraphrased excerpt. An example of the former might be a physics explanation given by Einstein. An example of the latter might be attempting to paraphrase an overly complex explanation to make it more understandable.

In the latter case, quoting the original might be a good idea to show you understood it. Generally, showing the marker that you have understood the material is useful. This will help you justify the balance between quoted and paraphrased material. The marker, and possibly other work readers, may find it frustrating if the student has quoted everything because it's the easy way out without showing evidence of critical thought about the material. On the other hand, quotes can serve as solid evidence of understanding when used sparingly to convey points the student felt were so powerfully expressed in the original that anything less would be a butcher of the original idea. The decision of what constitutes the "easy way out" and "evidence of strong understanding" is again a matter of opinion. Still, one should develop a feel for it through discussion with tutors and practice.

8. Enhancing Writing Skills to Reduce Similarity Scores

Improving writing skill comes from regular practice. The more you write, the more you develop a style and voice that is unique to you. So, when you're set to write a paper, spend time on the top of it on how you can expect to get to your result. A scatterbrained paper that results from last-minute effort won't usually reflect the thought and care you've taken with the material, and the habits you've developed for understanding and explaining the course material won't be very transferable or valuable in the long run. Regularly exchanging your written work with peers and instructors for feedback is another way to improve your self-expression skills. Accurately conveying your understanding or interpretation of what you've learned presents a solid foundation for critically analysing any topic. High-end writing skill always simplifies and precisely explains complex ideas. Perfecting this will significantly aid your capacity to spin other people's writing into something you feel is both unique and accurate.

One of the most effective long-term strategies for reducing levels of unoriginal text in written assignments is to enhance your writing skills. Many students, for example, find that as they improve at paraphrasing and including proper citations for borrowed information, their reliance on direct quotations decreases, as does their motivation to plagiarize. Suppose you know your abilities to understand a writing assignment and create an original paper. In that case, you will be less inclined to look for sources and more likely to discover and engage with information and ideas. See Figure 46

Figure 46

8.1. Improving overall writing proficiency and clarity

Students often misunderstand the need to acknowledge the use of others' ideas because they do not see the difference between their thinking and the thinking in source materials. This worksheet is designed to help students understand the difference. To use another's words or ideas, one must evaluate the information available, interpret it, and then determine if the information is useful to their purpose. If, through this process, the student changes the wording and sentence structure of the information source and uses the altered form of the information, this is still considered the use of someone else's "idea" and is called a paraphrase. Once they understand paraphrasing, the second activity, using someone else's specific terminology or unique concept, is emphasized in teaching students how to summarize sources. Similar to the above process, after weighing the usefulness of the information, a student must determine the essential content and logical sequence of the ideas for re-expression in the student's own words. By knowing how to acknowledge both summarized and paraphrased information in text, students should be able to avoid plagiarism, which is the misuse or use of someone else's work throughout the written assignment without acknowledgement. The following exercises are designed to help you identify paraphrased and summarized material.

8.2. Developing effective research and critical thinking skills

In any case, the first thing to do is read what information is available on the claim and take notes on it. This helps to avoid having to look for the claim and evidence multiple times in subsequent sessions. Then, articulate the evidence in an organized manner, usually with a quote on the claim and the direct source of the quote. This makes it easier to look back at what you are trying to explain and helps peer reviews to track that it's on topic. This is where one of the most crucial paper-writing skills comes in handy: the ability to explain and analyze said information to show how it is relevant to the claim at hand. This can still present issues for students with ESL problems, as explaining something with a lot of writing tends to have a higher chance of mosaic plagiarism in an effort for on-the-spot, almost exact information use. In such cases, a student might want to use a tutor's services to discuss the interpretation of the information and have the tutor share how they would explain it.

Steps for developing evidence and strengthening claims with on-topic analysis are similar to other types of theses. For data-driven claims, you will want to find what is being claimed and analyze it directly. Claims with an interpretation of something tend to be the more difficult evidence to explain, as it can lead to straying off course due to a lack of understanding.

Writing research papers is one of the toughest and most demanding tasks. Most research papers focus on developing and defending their thesis using evidence, which mainly entails an explanation and supporting claims with either primary or secondary data. It is what the research paper stands on: claims backed by evidence. Now, evidence comes in all shapes and sizes and tends to cause the most trouble, as students can potentially stray off-topic with the use of evidence and be unable to analyze and explain how it is relevant to their thesis. Unintentional plagiarism may occur in these situations. To avoid this situation, consider the type of evidence that will be found first before diving into a heaping amount of information. What kind of evidence will best support the claim? How is it relevant to the thesis? What is the source of the evidence? It may be necessary to outline the course of action the paper will take to develop and defend the thesis. Narrowing down the track of writing can limit the possibility of straying off topic.

8.3. Utilizing proper grammar, punctuation, and sentence structure

To combat plagiarism, paraphrasing involves changing words and sentences while maintaining the initial content. Paraphrasing is widely accepted in analysis papers and argumentative essays, often considered a higher order of utilizing data. A well commonly utilized manner in preserving high similarity score. In contrast to the moral fallacy, college students must be mindful of the differences between acceptable and unacceptable use of written material. An alternate useful tool for students is to be able to summarize data and concepts learned from an academic article. Plagiarism often occurs when students have simply read, highlighted, or taken notes on a source and later forgot whether the words written were their own or that of the authors. Often times using the exact words the author has written. In this situation, where the student is learning new ideas and ideas and should articulate their understanding in written form, it’s useful for students to compare their explanations with the originals to test for understanding. Forgetting the comparative figure overlaying two documents helps students notice if they're simply "rewriting" an article to pass it off as their work. See Figure 47

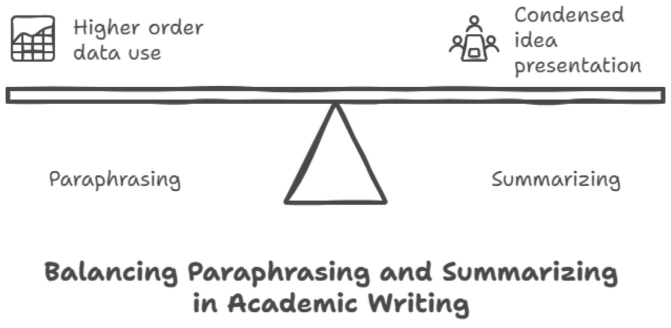

Figure 47

9. Seeking Assistance and Support for High Similarity Scores

Writing centres or tutors can be valuable if you seek professional assistance. Many campuses now have writing centres or tutoring services. Check with your campus learning assistance centre for information. Remember that tutors can help you locate error patterns rather than fixing papers for you. If you take a paper to a tutor, ask them to help you identify any patterns of grammatical error. Then, proofread the paper after a few days and see if you can catch those errors independently. Usually, improvement takes time and effort. Therefore, regularly visiting a writing centre or tutor over a semester is more beneficial than seeking last-minute help. Tutors can also help you with study strategies for exams. Another method of getting external assistance is to ask for proofreading help from fluent English speakers you may know. Perhaps you have a friend, relative or colleague who can help identify grammar and usage mistakes and awkward writing. Remember that the Writing Centre offers a free online 'paper review' service for the University of Sussex students. However, you may be delayed during busy periods before submitting a paper.

9.1. Consulting with writing centres or tutors

Students concerned about high similarity scores on papers should consider visiting a writing centre or contacting a tutor. Because writing centre consultants are authorities on creating scholarly articles, they can offer students valuable advice on the causes of a high similarity score and suggestions for revision. According to a study by Dr. Dev Ahmod and Dr. Bernie Miller of Minnesota State University, “engagement with peers or tutors appear to be the most likely source of change” regarding improving writing. In an investigation of students with high similarity scores, many began rewriting their papers after consultations with peers or tutors and in the end, received lower similarity scores. Improving writing is the desired result for any student concerned about a high similarity score, so visiting a writing centre or talking to a tutor is a logical choice. Many college courses require students to see a writing centre or speak to a tutor before turning in writing assignments, so students concerned about plagiarism can kill two birds with one stone by getting advice on their papers and fulfilling course requirements. Focused individual instruction is another advantage, as tutors can offer students tailored support to meet their specific writing needs (Bhatty, 2020) (Miller-Thompson, 2022) (Ahmed, 2020) (Boateng et al., 2022). This one-on-one support was practical for students in developmental English in a study by Robert A. Leslie of Winthrop University. Students in the study experienced a “significant drop” in similarity scores after receiving additional instruction.

9.2. Utilizing online forums and communities for guidance

If you are unable to distinguish the source of your unoriginal content and are unsure whether or not you have committed an act of plagiarism, posting a short excerpt and the rough citation of the content in question on an internet forum could be an efficient way of getting a quick answer to your question. Many forums exist for specific academic disciplines, so if you see your unoriginal content in chemistry, for example, you may want to post at a chemistry forum and see what other students and professional chemists think about your issue. Even if you are confident your unoriginal content is not a case of plagiarism, it is still a good idea to seek a better understanding of the material that you are attempting to paraphrase (Anastasiou et al.2023) (Bazhenova et al.2021) (Patience et al., 2020) (Ng, 2021) (Miles & Price, 2023). An informed member of the community may provide you with a clearer understanding of the material that allows you to express the same ideas more clearly, or the feedback you receive may inform you that the material is fine as is and should not be touched. This is a much better alternative than revising an unclear piece of writing only to receive a poor grade because your revision made the content more confusing.

9.3. Collaborating with classmates to improve writing skills

My classmates are also high-scoring students. Each commented on how helpful and crucial feedback from their peers was in finalising their papers. One student said, "The best way to revise is to do it with someone else in the same boat," another mentioned, "Hearing someone else's perspective is refreshing and can clear up any confusion." Together, they noted that suggestions and tips from one another have helped improve writing style and grammatical issues. This essentially echoes the words of Tardy (2007) and what she explains about collaboration improving critical thinking and problem-solving skills. My classmates have found that revising and paraphrasing together is more motivating and, in some ways, more accessible. When weak areas are noticed, the writer can immediately apply changes, and the brainstorming done together can save a lot of time in planning later on (Al-Shaye, 2021) (Ahmed et al., 2021) (Sudirman et al., 2023) (Moonma & Kaweera, 2021). All of us have found that collaborating has decreased the uncertainty in some revisions and has ultimately provided confidence in knowing that the papers are improved from the original versions.

10. Conclusion

It is always a good idea to start a paper on detecting and avoiding plagiarism by discussing the topic before diving into the research. Publishing drafts to Turnitin or other text-matching sites is a valuable tool. It can indicate potential areas of plagiarism and provide the student with the evidence they need to change the questionable text. Professors can also use this tool to provide students with the same advice. Revising and proofreading are steps that lead to the prevention of plagiarism. Now, I can relay these tips to my students effectively and practice what I preach by assuring my work is my own. A severe consequence is losing points or failing a course because of an academic integrity issue. Knowing the consequences and how to avoid questionable acts is the best tool to prevent plagiarism. Although it has taken some time and is a continuous learning process, I have a good grasp of ways to avoid plagiarism, and

I can demonstrate this in my class and play the role of a mentor to my students in the area of written work. This information is valuable and can be used effectively by teachers and students.

Questions and Answers

1. **Q: What is the significance of addressing high similarity scores in Turnitin reports?**

   A: Addressing high similarity scores is crucial for maintaining academic integrity, preventing plagiarism, and ensuring the originality of submitted papers.

2. **Q: What are some consequences of submitting papers with high similarity indexes?**

   A: Consequences include academic penalties, damage to reputation, and potential legal ramifications.

3. **Q: How can rewriting and paraphrasing effectively reduce similarity scores?** A: Rewriting and paraphrasing involve expressing the same ideas in your own words, which can significantly reduce similarity scores by demonstrating original thinking and understanding.

4. **Q: What role do citations and referencing play in reducing similarity?** A: Proper citations and referencing acknowledge the sources of information, distinguishing between the student's ideas and borrowed content, thus reducing similarity scores.

5. **Q: Can you name some tools and resources for checking similarity scores?**

   A: Besides Turnitin, other tools, including plagiarism detection software and online plagiarism checkers, can help assess and improve similarity scores.

6. **Q: What is a revision plan for high-similarity papers?**

   A: A revision plan involves analyzing the similarity report, identifying problematic areas, and systematically addressing them through rewriting, paraphrasing, and correct citation.

7. **Q: What techniques can be used for proper paraphrasing and citation?**

   A: Techniques include changing the structure of sentences, using synonyms, and integrating sources with original commentary, along with adhering to the citation style prescribed by the academic institution.

8. **Q: How can one develop sound research and note-taking habits to avoid plagiarism?**

   A: Summarizing information in one's own words, tracking all sources accurately for later citation, and critically engaging with the material during the research process.

9. **Q: What are some challenges in rewriting and paraphrasing complex or technical language?**

   A: Challenges include maintaining the original meaning without copying the text, finding appropriate synonyms for specialized vocabulary, and rephrasing without losing technical precision.

10. **Q: How can writing skills be enhanced to reduce similarity scores?**

    A: Through practice, feedback from peers or instructors, and utilizing resources such as writing centres, online tutorials, and writing guides to improve clarity, structure, and expression.

11. **Q: Why is consulting with writing centres or tutors recommended for high similarity scores?**

    A: They provide expert advice strategies for effective writing and paraphrasing and can help students understand and apply academic integrity principles in their work.

12. **Q: What is the first step in analyzing a similarity report for high-similarity papers?**

    A: The first step is to review the submission in Turnitin, focusing on the highlighted sections that indicate matched text and identifying the sources of similarity.

13. **Q: How does utilizing synonyms and alternative sentence structures help in paraphrasing?**

    A: It helps to reword the text while retaining the original meaning, reducing direct matches with the source material and lowering similarity scores.

14. **Q: Why is maintaining originality important in academic writing?** A: Originality reflects the student's unique perspective, understanding, and critical engagement with the topic, essential for academic growth and integrity.

15. **Q: How can feedback and guidance from professors or peers aid in addressing high similarity scores?**

    A: They can provide insights on improving originality, offer constructive criticism on drafts, and suggest ways to integrate better and cite sources.

16. **Q: What defines unintentional plagiarism, and how can it be avoided?**

    A: Unintentional plagiarism occurs when sources are not properly cited due to oversight or misunderstanding citation rules. It can be avoided by thorough proofreading and familiarizing oneself with citation guidelines.

17. **Q: Describe a technique for identifying and replacing plagiarized content.**

    A: One technique is to compare the suspected plagiarized text with the source, then rewrite the content in one's own words and ensure proper citation is provided.

18. **Q: What is the importance of using referencing styles in academic writing?**

    A: Referencing styles ensure consistent citation of sources, allowing readers to verify sources and understand the basis of the author's arguments and conclusions.

19. **Q: How can peer collaboration improve writing skills and address high similarity scores?**

    A: Peer collaboration offers diverse perspectives, critiques, and suggestions for improvement, which can help refine arguments, enhance originality, and reduce similarity.

20. **What future steps are suggested for students dealing with high similarity scores?**

    A: Seeking additional training in academic writing, continuously using Turnitin for self-checks, and embracing feedback for ongoing improvement.

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CHAPTER 10

Turnitin for Educators

Focusing on instructors, this chapter outlines best practices for using Turnitin in the classroom. It covers setting up assignments, grading, providing feedback, and using Turnitin to teach proper paraphrasing and citation techniques.

1. Best Practices for Instructors

By default, Turnitin will store all assignments in the standard paper repository. This allows for future submissions to be compared against the current and previous students' work (dependent on the options selected for that assignment). If you never intend to check a current or future assignment against another, you should consider placing it in the no repository. This is particularly useful if you use Turnitin to mark draft assignments, as this will prevent matches against draft submissions. Suppose you want to use one student group's assignment to check against another. In that case, it is possible to request the Turnitin Administrator to shift these to the institution paper repository so that sharing assignments will facilitate the comparison of papers.

After creating your Turnitin assignment and while patiently waiting for the very first submission to generate a comprehensive and detailed

Originality Report, it is highly recommended and indeed a wise move to embark on trying the submission process yourself by uploading a file. This proactive step can be highly beneficial as it aids in swiftly and effectively identifying, addressing, and rectifying any potential issues or obstacles that your esteemed students may encounter while attempting to submit their meticulously crafted assignments with absolute ease and seamless convenience.

1.1. Setting Up Turnitin Assignments

Step 5: Details and Add My Paper: From here, you can download the current version of the Turnitin document viewer and, at the bottom, access the assignment Inbox. Turning on the "Allow any file type" option will allow your students to submit any file type. Note that if you enable the option "Allow submitting papers in any file type," the papers must still enable the file type software for the specific file type they are trying to submit. This is the safest way to ensure that a file submitted by the student is compatible with our available file types. File types that are not enabled will attempt to be converted by Turnitin to a readable format. Due to file type compatibility and in rare cases where the submitted file is poorly constructed, the paper may be unreadable by the student or instructor. File conversion is available for the following file types.

Step 4: Submit Paper: When you are finished creating your assignment, you will be brought to a success screen. Click the submit paper button to begin submitting papers to the Turnitin repository.

Step 3: Option Part 1: This is where you will set your Turnitin-specific assignment options. These options are broken up into several parts, which you can access by using the navigation links on the right-hand side or by clicking the save and proceed button at the bottom of each part.

Step 2: Choosing a Paper Repository: This step has been removed from the assignment creation process, as creating a new assignment using a Turnitin paper repository is no longer possible.

Step 1: Assignment Type and Parameters Title and Submission Dates: Here, you will name the assignment and, if the assignment options allow, set the dates for the assignment to be due and post-dated. This step asks you to name the assignment and specify when papers are due. This does not include setting up a Turnitin assignment.

Using the assignment creation wizard above your list of assignments, you will be brought through all steps in the assignment creation process for new tasks or existing assignments that have not been opted into the new Turnitin.

After creating an assignment, the instructor is brought to the assignment Inbox. The assignment Inbox is your main page for a specific assignment where you will manage the assignment and student submissions. Using quick submit from the assignment Inbox will allow you to manually upload student papers or check for possible plagiarism by generating a Similarity report.

Creating a new assignment in Turnitin is a simple process that has been refined into several steps. When a new assignment is created, the instructor is brought to the assignment creation quick Submit page. This is a shortened version of the total assignment creation form. Instructors can use this to quickly and easily create an assignment and set its essential options. This quick form can be submitted without filling in any additional options to take advantage of the default settings.

This valuable resource will guide instructors through setting up assignments in Turnitin. Instructors must understand how to properly create an assignment in Turnitin to help facilitate student paper submission and achieve the best results in generating similarity reports. Suppose an assignment is not set up correctly. In that case, instructors may end up wasting time and causing frustration by needlessly dealing with technical support to solve simple problems that could have easily been avoided.

1.2. Understanding Similarity Reports

The match overview bar on the right side of the screen provides a great deal of information about the instance of matching text. The colour of the bar indicates the severity of the match: blue indicates 1-29% matching, which is a low risk of poorly paraphrased content or the matching text has been appropriately cited and referenced; then there is the colour of the bar is aqua, which indicates matching at the 30-49% level, a potentially high risk of poorly paraphrased content that has been copied with a few words changed, or proper citation and referencing are not entirely there; then there is the colour of the bar, which is purple, indicating matching text of 50-74%, where there is a high level of risk where the paper contains content that has been copied and pasted with minimal changes from the source and which is not referenced; and the highest level, a match of 75-100%, which is marked by light purple and dark red, where there is a severe risk of plagiarism and the student has probably lifted content directly from a source, and this content will need to be addressed. This information can be used to quickly locate and identify problem areas with the paper, and the sources implicated can be used to verify if the matching text is properly cited and referenced. Changing the colour emphasis threshold will change the colour of the highlighted text and sources in the paper so that only matches of a selected level and above are highlighted. The default setting is to highlight all matches.

The document view shows the submitted paper with sources found by the similarity index. The sources will be colour-coded and listed similarly in the right-hand column. Clicking on a source will take you to the match instance in the paper, and the source will be highlighted in the paper and the right column. A direct source comparison is also available by clicking on a source in the right column.

Similarity reports summarise matching or similar areas of text found in a submitted paper. There are two overall views for similarity reports. The first is the document view, which is the default view and shows the paper text with colour-highlighted matching text and a numerical breakdown of matching areas. The second is the overall view, which shows a list of sources (this view applies only to Turnitin Direct, where multiple papers are compared to each other and a paper is compared to a set of sources) in order of similarity to the paper with a navigation bar to move between matches from different sources.

1.3. Addressing Plagiarism and Academic Integrity

According to Turnitin, plagiarism can be addressed in two key areas. Preventative steps that help educate students on proper citation and the effective management of sources, as well as detection that identifies improper citation or lack of citation in students' writing. For best prevention, students should be educated with consistent and clear instructions on the value of citation, the importance of proper source management, and a basic understanding of what constitutes plagiarism and proper citation. Teachers can use available resources to paraphrase and summarize adequately, and they should clarify to students how much improper citation can affect their paper. Turnitin can aid the prevention process by allowing an instructor to provide a student with a rough draft report, which can be confirmed through resubmission after proper revisions. While the match is present on initial submissions, no similarity or matches to the student's prior submissions or submissions by other students will be made.

Understandably, many Turnitin users hold the false impression that Turnitin will somehow "catch" instances of plagiarism and immediately report them to the instructor and school administration. The instructor determines what is or isn't "plagiarism".

Plagiarism is the Achilles' heel of many educators regarding Turnitin. No generation of teachers or students is more guilty than the next regarding taking information and failing to credit the source. The internet makes it all too easy. Whether due to a lack of understanding in documentation or a conscious decision to re-use someone else's work, plagiarism in its many forms is the all-too-common plague of education. So how do we address it, and what can Turnitin do to help?

1.4. Providing Feedback and Grading in Turnitin

Providing feedback and grading is the section of the guide that most instructors are familiar with using Turnitin. It is the ability to grade papers efficiently while providing the student with valuable feedback. Turnitin has sophisticated tools for evaluating and responding to student work. Firstly, after students have submitted papers to a Turnitin assignment, the documents will be displayed in the digital Dropbox in Originality View if the instructor has set this preference. This view is the same as that of Grade Mark, with the instructor feedback tools available, and all papers can be accessed and graded via the Digital Receipt. Next, an instructor can use the GradeMark tool to mark a student's paper. In GradeMark, instructors can edit and leave custom feedback comments using tools such as inline comments, quick marks, rubrics and grading forms, voice comments, etc. Comments can be created and saved to a comment bank for use across multiple assignments. Turnitin users have also given us feedback that voice comments are an excellent tool for improving the efficiency and tone of delivering feedback. Using Turnitin to grade papers has been very effective for instructors as less time is spent grading and correcting the same mistakes message. Finally, grades are displayed in the Grade Centre and can be returned to students via the GradeMark tool and the paper in the digital Dropbox. See Figure 48.

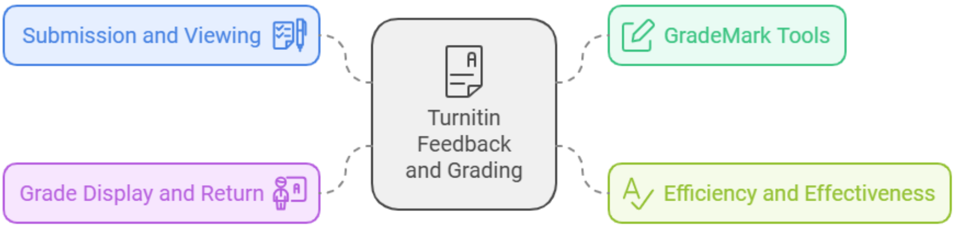

Figure 48

2. Creating Assignments in Turnitin

Click the "Create new assignment" button on your homepage or the Assignments tab. Fill in the assignment menu, selecting the part from your repository corresponding to the work you ask your students to submit. Make sure to choose the type of paper the student will submit. If, for example, the student is to submit a PowerPoint or a spreadsheet, select that type of paper. If the student is to check for plagiarism on a draft assignment and wishes to resubmit to Turnitin after the due date, be sure to create a 2nd assignment link for that specific student, directed back to the same Turnitin assignment, but with the "Allow any file type" option selected. This will ensure the student has two separate submissions under the same assignment. After you have typed a name and generated a paper ID, click submit. This will take you to a page listing the assignment name and dates.

To prevent students from "self-checking" a paper for plagiarism and to ensure that the student submits the paper to the correct Turnitin assignment, do not give the student the direct URL to the Turnitin assignment. Instead, post the direct URL to the learning materials so the student can click on the assignment link. This way, the student will either need to sign in to Turnitin through the site or be prompted to upload the file, but without the option of selecting from the Turnitin repository.

2.1. Configuring Assignment Settings

The configuration of any Turnitin assignment is essential to ensure that it works how you expect it to. Before students can submit papers, a Turnitin assignment part must be created. This is done from the Control Panel by selecting Build Content > Turnitin Assignment. A list of existing Turnitin Assignments will be shown, and you can create a new one. Clicking on a Turnitin Assignment link will allow you to view the settings and change the dates. Clicking on Grade or GradeMark will take you to the GradeMark interface to start grading papers.

To create a new assignment, click on any content area in the Control Panel (e.g. Learning Materials) and then select Build Content > Turnitin Assignment > Single or Multiple Submission. You must choose the part where the students will access this assignment. If you have created your part in the Blackboard Control Panel and your Blackboard and Turnitin part IDs are the same, then the correct part will be selected automatically. If your Turnitin part ID is different or the part does not exist in Turnitin, you may see the following page. This page provides a list of Turnitin part IDs and titles. Click the radio button next to the ID corresponding to the part you want to select, then submit. After selecting the part, you will be taken to a page for entering the assignment settings. These settings can be changed anytime by using the edit icon next to the assignment on the part homepage, so don't worry if you are unsure about something.

2.2. Setting Submission Dates and Times

Consider setting up an assignment start date which hides the assignment from students before this date. The assignment due date will still be in effect; however, if a feedback release date is also set, the student will receive any feedback after the feedback release date. Feedback release dates are optional - if this is not set, the default date is the post date of the last submission. Feedback release dates are optional. If a feedback release date is set, any feedback and grades associated with the assignment will not be released to students until after the feedback release date. Feedback release dates are applicable for both single and group assignments. Feedback release dates are also applicable when the due date has passed.

If a student has been granted special access to an assignment, it is possible to set a different start date, due date, and feedback release date for that specific student. This is helpful when a student misses an assignment deadline due to exceptional circumstances. A start date in the past will not display the assignment until the current date is equal to the start date or after. In the example above, the student's due date is June 29th, and the feedback release date is July 7th.

2.3. Customizing Assignment Instructions

A valuable feature of the TII assignment creation is the ability to prevent late submissions. This can be done by customizing the assignment start and due dates. If using the TII assignment tool, you will be redirected to the site where the assignment can be configured, but a dates and time tab can be found on the page. Late submissions can be prevented by checking the second option and entering a date and time for when the assignment is due. Any student trying to submit after the date provided will be presented with a warning.

Staff members can create TII assignments from the course homepage assignment tab. The settings can be configured later, which can be more beneficial as it allows the assignment to be visible to students but does not accept submissions. Customizations of the assignments can be done using the links on the assignment page. These options allow you to specify the dates the assignment should start and when it should stop accepting submissions. The cut-off dates can be helpful as they automatically hide the assignment from the course homepage after the date has passed.

The paper talks about a new plug-in used in Moodle, which replaces Turnitin, known as TII. The plug-in is used to create and configure Turnitin assignments. The configuration process is very similar to Turnitin, and it does not take long to get to grips. However, support documentation/FAQ/Troubleshooting is minimal, and it is advised that any staff member who wishes to use the TII plug-in should at least run one assignment first to see the results.

2.4. Enabling or Disabling Anonymous Marking

Anonymous marking is a feature that can be turned on or off by an instructor who creates an assignment. When anonymous marking is enabled, the instructor's name is not revealed to the instructor while grading a student's paper. This is the ultimate form of anonymity. Using this form of anonymity, instructors can be assured that the grade given to a student is given objectively and not influenced by the student's identity. An instructor will still have access to the student's name, but it will not be shown next to the paper in the instructor's view. This enables an instructor to assess a student's work without bias, reducing the chance of discriminatory marking. Still, if an instructor wishes, they can turn off anonymous marking. This feature is most useful for group assignments. If their grade is desired to reflect a student's input or effort, then it would be best not to use anonymous marking.

3. Grading in Turnitin

Clicking on GradeMark or the red pencil icon from the Document Viewer will launch the online grading mark tools. This is also the access point for using rubrics, grading forms, and inline comments. Clicking on the red pencil icon will bypass the rubric or grading form and begin with the online grading mark tools. Clicking on Similarity will generate the Similarity Report.

In the same way, if you are accessing a Revision Assignment, you can enter the document viewer for the student's paper under the appropriate layer of the assignment by clicking on the layer title and clicking on the Similarity or GradeMark icons.

To grade a Paper Assignment, click on the title of the assignment. You will be taken to the Assignment Inbox. From the Assignment Inbox, click on the name of the student whose paper you would like to grade.

In Turnitin, the grading component takes place entirely in the Feedback Studio. You can access student papers, view Similarity Reports, use online grading mark tools, rubrics and grading forms, and provide feedback.

3.1. Accessing and Reviewing Student Submissions

To access an assignment, click on its title from the assignment inbox. This will open the Document Viewer, where Similarity Reports, GradeMark and PeerMark (if available) can be accessed. If this is the first time the assignment link has been clicked, the assignment will be queued for processing, and the user will be directed to the Similarity Report. The assignment will be processed for a maximum of 15 minutes. Refresh the page to display the Similarity Report if the report is not available after 15 minutes. Submissions to assignments which allow any file type can be downloaded in their original format. Suppose the student has submitted a paper to an assignment with a known content source. In that case, the submitted paper will be checked against the specific content source in addition to the standard repository, and no option will be given to open it in the Document Viewer. Known content sources are periodicals (All grades), books (All grades), 24/7 References (All grades), and all paper repository options. More information can be found in the Viewing an Originality Report section.

3.2. Utilizing Rubrics and Grading Forms

When grading with rubrics and grading forms, it is essential to do so paperless to take advantage of Turnitin's efficiency. You may create a grading form for an assignment in the assignment inbox. You can drag and drop the form from the assignment to the Document Viewer to grade a student's paper digitally. The form may also be associated with a rubric. Rubrics are created in the Digital Dropbox and may be related to an assignment. The rubric will be saved to the assignment, allowing you to grade papers that have been submitted without having to recreate the rubric. You can formatively grade the paper by clicking directly on the rubric cells and dragging the rubric from the assignment to the Document Viewer. The rubric score will be saved, and a final score for the paper will automatically be calculated. GradeMark will enable instructors to provide more effective feedback to students on written work, leading to improved learning outcomes. With GradeMark, instructors can attach a custom QuickMark set or previously created rubric to their comments, edit a paper directly within Turnitin, or generate general voice comments.

3.3. Providing Inline Comments and Feedback

Overall feedback provided by an instructor is usually in the form of a general summary of the assignment. With Turnitin's Summary Comments, you can create a bank of these comments and easily drag them onto the student's paper. Each comment is saved as an original copy in the comment bank. This feedback can also be provided through the use of a rubric. If an instructor creates a rubric for an assignment in Turnitin, they can associate a general feedback comment with each criterion. When grading using the rubric, the general feedback comments will automatically be applied to the paper as each criterion is graded. See Figure 49

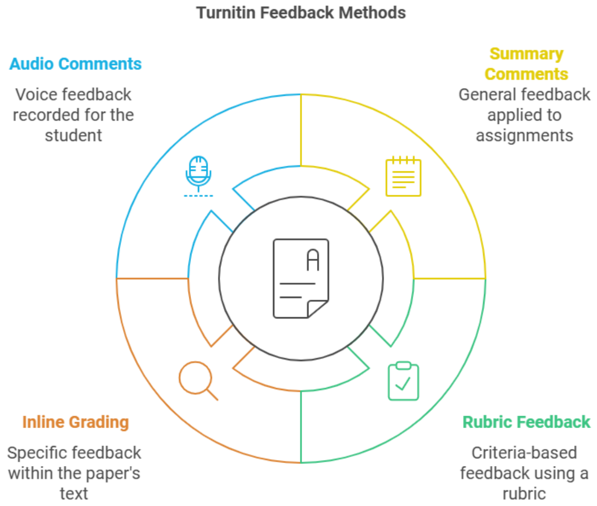

Figure 49

The inline grading feature in Turnitin's GradeMark allows instructors to provide specific feedback within the body of the paper. Instructors can highlight text and write a comment in the bubble on the paper. The comment is also saved in the comment bank associated with the specific paper to be easily reused for future instances of the same error. Audio Comments allow instructors to create a recording for the student on the paper. This recording can be up to three minutes long and tagged with a specific writing style or grammar-related voice comment. Overall, the inline comments provide a way for students to receive specific feedback on their writing that they can use for subsequent attempts. This feedback can be text-based or in the form of a spoken message.

3.4. Using QuickMarks for Efficient Grading

QuickMarks is a library of marking comments that can be used to annotate student submissions. The QuickMark Manager allows you to browse, search and manage your QuickMark sets. You can also create your own QuickMark sets. QuickMarks are also grouped into sets to make it easier to find a QuickMark when marking. When a new assignment is created, an 'F'

(Fair) QuickMark set is automatically created. You can use it, customize it, create new sets, copy it, and even delete it, as with any other set.

To create a QuickMark set, click on the 'cog' icon next to the QuickMark set box. To start marking with QuickMarks, click on the QuickMark icon. This will bring up a list of QuickMark sets and comments down the right-hand side of the page. To add a QuickMark to the paper, click on the relevant comment. The QuickMark will appear on the paper, and you can drag it into position. If the submitted paper was done in a language other than English and the QuickMark comment is also in that language, the QuickMark will be given a score. If the QuickMark language is English, a score will not be provided.

3.5. Calculating Final Grades and Syncing with Learning Management Systems

The first time you sync an assignment from Turnitin to your LMS, you may wish to update your settings or to see if your LMS plugin is compatible with Turnitin. This can be done using the integration settings link. If you know your integration settings are already correctly configured, click the "Sync this Assignment" button. This will display a page that shows the grades you are about to send to your LMS. You can confirm the sync by clicking the "submit syncing grades" button if all grades are accurate. Please note that administrators can lock assignments to prevent further syncing changes for instructors or students.

The most accurate way to maintain assignment grades and grade changes is to sync your assignments once you've finished grading and rubric scoring. To start things off, go to the class you would like to sync an assignment grade and click on the assignment in the assignment inbox. If you have not created the assignment in your LMS and wish to do so, click the optional step to learn how to make the assignment. Clicking on the assignment will take you to the "View Assignment" page, where you should see an Integration Synchronization block on the right side of your screen.

When assigning final grades in Turnitin, instructors can calculate assignment grades within Turnitin or separately and manually input the grade into their institution's LMS. Suppose you want to calculate final grades within Turnitin. In that case, you can generate a grade report and download it into an Excel file. Then, you can enter the grades into your institution's grading system. We advise instructors syncing grades with their LMS not to delete the class, as this action will remove all assignment data from the class, including grades.

4. Guiding Students in Interpreting Similarity Reports

This is an integral part of educating students on the value of referencing and citation to give credit to the original author. A crafted approach must be taken when educating students about correct and incorrect ways to reference someone else's work. Students need to appreciate that the source's words can be used sparingly to support an argument, that excessive use of direct quotations is counterproductive, and that simply changing a few words here and there is still considered plagiarism. The feedback provided by the Turnitin Similarity Report can highlight to students where they have gone wrong in referencing and how they can correct it. This could involve access to improving a written assignment that has already been submitted or serve as a prelude to an assignment that has not been finalized. In both instances, it is beneficial for the student to use the assignment's 'old' and 'new' versions to compare similarity reports and observe the impact of correct referencing.

Teachers also need to stress the importance of students preserving their individuality in work and the ability to implement critical thinking and analysis as part of their learning. Similarity reports can emphasize students who have relied too heavily on reproducing someone else's ideas, looking to poke holes in what was already concluded rather than attempting to take the next step in understanding and figuring out something for themselves. By encouraging students to use the feedback from Turnitin to proofread their assignment and identify areas of work that may be too close to the source, they can begin to develop confidence in their writing and move towards developing original thoughts and ideas.

4.1. Explaining the Meaning of Similarity Scores

Similarity score ranges can vary. Old or previously submitted papers for other classes will increase a student's overall similarity index. This might give a false positive indicating potential plagiarism or inflate the numbers for the current paper if the student is recycling a topic or paper. Similarity can be attributed to common phrases. If you suspect poor paraphrasing skills, simply looking at the source and the matching text can quickly confirm your suspicions. The best practice is to look at the match in its context. Often, students will look at the game simply as seen verbatim; the match highlighted the matching text, and the source is shown on the right. It may be better to print or view the source and matching paper and review it alongside the student, emphasizing your knowledge of the source material and the attempt at paraphrasing. This approach may reveal areas in the students' writing where they have misunderstood the source material and potentially highlight areas where the student did properly cite and reference the source.

Similarity scores can be pretty tricky for students to understand. They often equate the similarity of writing assignments with "copying" and consequently "failing". Similarity index scores do not indicate whether specific instances of matching text constitute plagiarism. You may wish to reference Turnitin's 'What do the colours mean?' and 'Interpreting the Similarity Report' guides, which are included as links in the settings you use to create/edit an assignment. You can also use our Realize the Full Power of Teaching with Turnitin summary as a quick reference. Here are a few guidelines to reinforce positive student learning:

4.2. Teaching Proper Paraphrasing Techniques

In the English language, he explains how to teach students to paraphrase. He asks students to select a sentence from a well-known author and write it on a slip of paper. Then, in a separate pile, have students reword the sentence without looking at the author's version. Once they have reworded the sentence, have them compare their sentence with the original. He claims that if the student understands what makes his sentence different from the original and whether or not those differences are grammatically and logically correct, he has learned how to paraphrase. This method allows students to think critically about their writing and understand the fine line between using language that is too similar to the original and so muddled that it has lost its effectiveness. Another effective method Smith suggests is having students imagine they are the original work's author and someone has stolen their ideas. He claims their paraphrasing is highly effective if the student desires to use that person's ideas and feel like it is their creation. Smith's methods will help students understand the importance of using their voices and genuinely understanding borrowed ideas and give them quality standards to strive for.

4.3. Addressing Common Misconceptions about Plagiarism

To come up with the best results in guiding students to interpret the Turnitin Similarity Report, it is best to start on the first day of class. It is essential to familiarize your students with Turnitin and how it works. This not only notifies students that you are aware of the program, but it also makes students feel at ease knowing that you are entirely aware of everything regarding their assignments. The best way to familiarize students with Turnitin is to take one of your papers and generate a report. This will show the class what the finished product looks like and the areas you must avoid. If no internet assignments on Turnitin are available, a sample report can be demonstrated by setting up a fake assignment with one paper. Many students will encounter various technical terms and phrases while investigating the similarity scores on a report and the matching or similar content found in the Turnitin database. Although some can be self-explanatory, others are less obvious. Throughout the explanation process, it is highly recommended that a list of these terms and phrases be created. It may also be a good idea to develop a cheat sheet to be given to the students. This will give them a visual aid to help them remember some of the things discussed. The student can review the sheet as they correct and resubmit future assignments.

4.4. Encouraging Originality and Proper Citation Practices

The best schools encourage originality and creativity while imparting solid academic skills. When similar processes are made explicit in assessment tools, this often serves as an implicit instruction to students about what is and is not permitted. In Turnitin's case, the service can teach students about citation conventions, original writing, and the difference between the two. If your goal is to encourage proper citation practices with the student, it is essential to recognize that most students want to do the right thing. They do not understand what is expected of them regarding academic citation and referencing. To Australian students, the guidelines surrounding when and how to provide a reference to a source are often quite vague. Many will know they must give a reference when directly quoting a source but may be unsure when or how this should be done for paraphrased information. See Figure 50.

Cycle of Citation and Writing Improvement

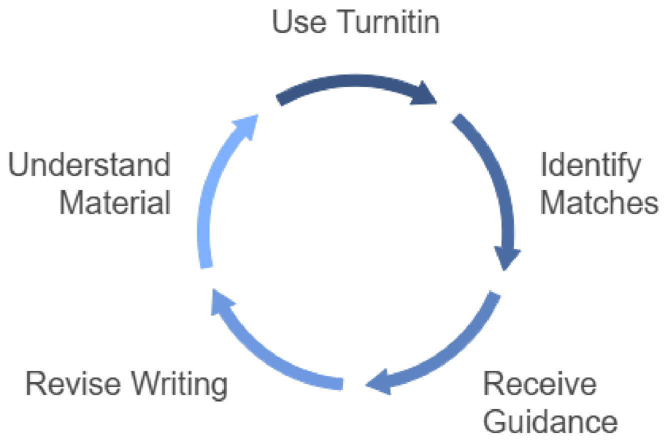

Figure 50

Asking a student to compare a piece of their writing to a Turnitin Similarity Report can identify matching text and be a self-checking tool to detect accidental plagiarism. This can be a positive experience if the student is alerted to the match by tutoring on correctly referencing this particular instance of paraphrased information. Consider the following example: a student has paraphrased information from a source but has done so too closely to the original and has not provided a reference. When it is pointed out that this passage has been too heavily borrowed from the source, the student can improve their writing with a minimal loss of information by using synonyms to change the wording of the passage and then providing a proper reference to the source of information. This will serve as a valuable lesson to the student on appropriate citation and referencing, resulting in a higher level of language and a sharper understanding of the material. It is important to distinguish between willful plagiarism and poor writing techniques for improper paraphrasing and near-direct copying of a source. This is an excellent opportunity to clear a student of any accusation of academic dishonesty and guide them on reworking the writing in their own words with a better understanding of the material.

4.5. Collaborating with Students to Improve Writing Skills

Direct students to their feedback. In settings where students have paper submission privileges, instructors can allow students to submit papers to keep drafts or resubmit a new draft after the due date has passed. PeerMark is a peer review assignment where students can read and review one or many papers assigned to them. This is an excellent way for students to learn from other students. They can see how other students interpreted the same assignment, what mistakes they made, and what they did well. This can be a valuable learning experience. An instructor can also use PeerMark to create and build upon assignments to allow students to critique and assess each other's work using criteria designed by the instructor. This is a valuable teaching and learning experience where students assess fellow students' work. There are several implementation options. Instructors can decide how many papers each student must submit before the reviews start. They can use a signup form or create reviewing groups for the assignments. An instructor can choose whether the reviews are anonymous. Once the reviews have been written, students can access the reviews written about their papers and read and review other students' papers. This can often lead to peer feedback as students discuss each other's papers. Finally, instructors must evaluate the reviews and decide if and how grades will be assigned for the PeerMark assignment.

5. Troubleshooting and Technical Support

Common issues when using Turnitin may include periods of downtime or slow service. Find that papers are not processing, that reports are not generating or that it is taking a long time to load assignments or access Originality Reports. It may be that there is a known issue with the Turnitin service. This sort of issue should resolve itself, and the best course of action is to check the Turnitin website status at [Link]. If the service is functioning normally and you are still experiencing issues, it is worth looking at the error messages you receive and contacting Turnitin support for assistance.

With the vastness of the internet, it is always possible that you may encounter an issue while using Turnitin that you have not experienced before. Technical support is an essential tool in helping you to resolve these issues and to ensure that you are making the most of Turnitin in your classes. You may choose to contact Turnitin directly, or you may wish to attempt to resolve the issue yourself first. This section offers advice on familiar topics and contacting support.

5.1. Common Issues and Error Messages

Another common issue is using an outdated bookmarked link instead of accessing Turnitin through Blackboard. Older bookmarked links to Turnitin may become obsolete and broken if there is a change in the account and institution name. To create a new link, please access the Turnitin account through Blackboard and select the content area to create a new Turnitin assignment. This will generate a new link to the most up-to-date Turnitin account associated with Blackboard. If you do not have a content area to create a Turnitin assignment, the administrator may not have correctly configured the Turnitin building block. Please see the Blackboard direct v2 integration section for information on link updating and building block configuration instructions.

If you see the error message “Sorry, we are experiencing a problem right now. Please try again later.” If this problem continues, please get in touch with our helpdesk. It can be due to a communication error between the user and Turnitin servers. In most cases, this can be resolved by clearing your browser’s cache and cookies. Instructions on how to do this can be found here. It may be a local issue if the problem persists after clearing your cache/cookies. Please run through our basic computer system and browse the requirements checks for Turnitin to ensure your system is correctly configured to work with Turnitin. If the problem continues, it may be due to a temporary issue on Turnitin’s end; please wait a few hours and then try again. If the problem persists after taking these steps, please get in touch with the helpdesk with the specifics of the error you are receiving, including the full text of the error message.

When using Turnitin, you may encounter a variety of error messages. Here are some of the most frequently seen error messages and the steps to address them.

5.2. Contacting Turnitin Support for Assistance

Instructor account ID numbers:

1. Login to your Turnitin account.
2. Click on the class name for the class wherein you are experiencing trouble.
3. Under the class stats, the user ID number will be listed directly beneath the class name.
4. Make sure to list this ID number when contacting Turnitin for support. This will allow our support representatives to better assist you in resolving the issues you are experiencing.

Administrator account ID numbers:

1. Login to your Turnitin account.
2. Click on the 'edit' icon at the top.
3. Your account number will be listed directly under the word 'administrator'.
4. Make sure to list this ID number when contacting Turnitin for support. If you lose access to your email account and have forgotten your password, the account ID number will be crucial for user verification.

Every Turnitin account has an account and user ID number that administrators and instructors will need for efficient service. Listed below are the steps for locating the account and user ID numbers.

5.3. Tips for Optimizing Turnitin Performance

When a paper is submitted to Turnitin, the system processes it to check for unoriginal content. The document is checked for duplicate content, and if any is found, the duplicate content is given proper citation credit to the source of the duplicated content. After the document is processed, an Originality Report is generated. There are instances when an instructor may experience a delay in the processing of a submitted paper. Listed are a few tips for an instructor to optimize their paper submission so that it processes more quickly and generates better Originality Reports. The most common reason for a delay in paper processing is that the server in which the student is enrolled has not been optimized in the Turnitin system. To fix this problem, have the students resubmit their paper by enrolling to a new class. When papers are submitted to Turnitin, the system acts as if the paper is being submitted to the server from the most recent class enrollment. By resubmitting an old paper to the current class enrollment, the system will automatically update the server, and the paper will process much more quickly than it previously did. It is important to note that resubmitting a paper to a more recent class enrollment will overwrite the old submission for that paper.

5.4. Integrating Turnitin with Other Educational Tools

Using the Direct v2 LTI integration from your LMS/VLE to Turnitin will create all assignments in your LMS/VLE directly within Turnitin. An icon will appear next to each assignment, allowing instructors and students to access Turnitin without leaving the LMS/VLE. Any edits, checks, and GradeMark papers submitted through the Direct v2 LTI link will also be returned to your LMS/VLE. This allows a quick and easy way to access Turnitin and any marked papers.

When a student has submitted an assignment, it may take a day or two for the Originality Report to be generated (this depends on your Turnitin administrator's repository setting). You can have the results returned to your Blackboard Grade Centre once an Originality Report has been generated. This can be done with or without GradeMark.

If your institution uses web-based email, you can set up the assignment to send notifications to your students once the assignment has been submitted. When creating or editing an assignment, under step one, Assignment type, ensure that you have selected any kind other than paper to enable ETS e-rater grammar checking. This must be resubmitted through Turnitin so your students can see the Originality Report. It will not work if you only plan to use GradeMark to leave feedback. It will allow the Originality Report to identify and highlight grammar issues within the submitted work. ETS e-rater grammar check and GradeMark are only available for assignments where students submit their papers to Turnitin.

By connecting Turnitin with other educational tools, educators can quickly check for duplicate content, leave feedback, grade their student's work, and send the results back to their institution. Combining these tools produces an efficient and effective assignment and feedback environment. There are several integration steps, and each tool has different options and configurations.

Questions and Answers

1. **Q: What is the primary goal of instructors setting up Turnitin assignments?**

   A: The primary goal is maintaining academic integrity by ensuring original assignments and facilitating constructive feedback.

2. **Q: How can instructors integrate Turnitin with their course management systems?**

   A: Instructors can integrate Turnitin by using provided plugins or APIs that allow Turnitin to seamlessly connect with various Learning Management Systems (LMS) like Canvas or Moodle.

3. **Q: What are Similarity Reports in Turnitin?**

   A: Similarity Reports summarise matching or similar text found in a submitted document compared to databases and internet resources.

4. **Q: How should instructors address plagiarism identified by Turnitin?**

   A: Instructors should review the Similarity Report, assess the context of matched content, and then discuss their findings with the student to provide an opportunity for learning and correction.

5. **Q: Can instructors customize Turnitin settings for individual assignments?**

   A: Yes, instructors can customize settings such as excluding bibliographic material, quoted material, small matches, and setting up the similarity report generation timing.

6. **Q: What role does feedback play in Turnitin for educators?**

   A: Feedback Studio allows instructors to provide timely, detailed, and constructive feedback directly on students' submissions to support learning and improvement.

7. **Q: How can instructors use Turnitin to encourage original writing among students?**

   A: Instructors can use Turnitin as a teaching tool to highlight the importance of originality and teach proper citation and paraphrasing techniques.

8. **Q: What is GradeMark in Turnitin?**

   A: GradeMark is a feature within Turnitin that allows instructors to add comments, feedback, and grades to student papers online.

9. **Q: How can Turnitin be used to facilitate peer review among students?**

   A: Turnitin's PeerMark feature allows students to review and evaluate their peers' work, providing valuable feedback from multiple perspectives.

10. **Q: What strategies can instructors adopt to reduce the incidence of plagiarism in their classes?**

    A: Instructors can set clear expectations about academic integrity, use Turnitin to educate students about plagiarism, and create assignments that encourage original thought and analysis.

11. **Q: How does Turnitin assist in the grading process?**

    A: Turnitin provides tools such as rubrics and grading forms that help standardize evaluation criteria and streamline the grading process.

12. **Q: Can Turnitin detect all types of plagiarism?**

    A: While Turnitin is highly effective at detecting similarities, it may not catch all types of plagiarism, such as paraphrased content not in its database or very novel types of plagiarism.

13. **Q: How do instructors interpret the percentage score in Similarity Reports?**

    A: The percentage score indicates the proportion of the student's paper that matches sources in Turnitin's database. Instructors must review these matches to determine if they are properly cited or if plagiarism has occurred.

14. **Q: What is the importance of setting submission dates and times for Turnitin assignments?**

    A: Setting submission dates and times helps manage workflow and ensures fairness by enforcing deadlines for student submissions.

15. **Q: How can instructors provide feedback that encourages improvement?**

    A: Instructors should provide specific, actionable feedback that focuses on strengths and areas for improvement, guiding students in enhancing their work.

16. **Q: What are QuickMarks in Turnitin?**

    A: QuickMarks are pre-set or customizable comments that instructors can easily add to student papers to highlight common errors or provide feedback.

17. **Q: How does Turnitin support formative assessment?**

    A: Turnitin supports formative assessment by allowing students to submit drafts for feedback and originality checking before the final submission, promoting learning and improvement.

18. **Q: Can instructors exclude specific sources from Similarity Reports?**

    A: Instructors can exclude sources from Similarity Reports to focus on more relevant matches and reduce false positives.

19. **Q: How do instructors adjust similarity index thresholds?**

    A: Instructors can adjust the settings to ignore matches below a specific word count or percentage to reduce the noise in Similarity Reports.

20. **Q: What practices can educators adopt to use Turnitin ethically and effectively?**

A: Educators should use Turnitin as a learning tool rather than solely a punitive measure, engage in dialogue with students about academic integrity, and respect student privacy and intellectual property.

CHAPTER

11

Ethical Use of Turnitin

This chapter explores the ethical considerations surrounding Turnitin's use, discussing institutional policies, student privacy, and how Turnitin can be used as a learning tool. It emphasizes fostering originality, critical thinking, and academic integrity.

1. Introduction

Much of this change in approach will be heavily influenced by how Turnitin is introduced to students by tutors. To encourage honesty and a positive learning experience, students must know what Turnitin is and how it can be used. An effective way of doing this would be to have students and tutors work through an assignment that matches a source or an incorrectly referenced work and discuss how mistakes were made and how they could be corrected in the future.

Students must avoid the mentality that the written assignment ends the academic process. By utilizing the feedback given either through matches or GradeMark, students can improve their assignment writing and citation skills. This marks a movement toward a formative process where mistakes are acknowledged, and education is used for correction instead of a surveillance tactic and a summative punishment (Pecorari, 2003).

Believes that students see Turnitin as another form of surveillance where tutors scrutinise their every move. For this approach to dispel and for Turnitin to be seen as a beneficial tool, students must acknowledge their mistakes and learn from them. A step in the right direction may be using GradeMark. GradeMark allows tutors to mark on screen how Microsoft Word track changes would work. This can enable faster and more effective feedback, which can be used as a learning tool (Turnitin, 2012).

High standards are expected of students who understand that Turnitin can confirm potential plagiarism or act as a guide, yet these standards must be based on the ethical use of the service. The current practice can negatively impact how students approach Turnitin (Park, Turnitin UK, 2003).

1.1 Importance of Ethical Use of Turnitin

When educators decide to use Turnitin as a learning tool, their students are compelled to produce various drafts of their essays or projects. Hence, students can improve their writing progressively. Students can learn from the mistakes in their previous submissions because Turnitin can store previous students' submissions. This can reduce plagiarism in the future because students will compare their previous work and current work. Turnitin is also usually used to preview the similarity of student work with other online resources. This will also help students ensure their work is free from 'copy-paste' plagiarism. Educators will not only encourage students to fix their mistakes, but they will gain intrinsic motivation to learn. Turnitin can promote student learning at the highest levels of cognition by fostering original and critical thinking. By working in class with one or more of the assignments, instructors can open a Peer Review page and assign students to exchange papers and make peer reviews. This exchange will change practice for the students to compare and contrast their work with their classmates' or peers' and then return to their work. Using an open-ended question as the basis, students can also make a PeerMark assignment where the reviews are more guided towards the rubric. This will increase the reviewer's metacognition, articulate the writer's insight, and learn what changes to make to similar and dissimilar content. All of which can guide the class to the next step - clarifying the higher-order concerns.

1.2 Benefits of Turnitin as a Learning Tool

Turnitin's efficacy as a learning tool is inseparable from the effectiveness of its plagiarism detection system. The former is contingent on providing tutors and students with the means to detect unoriginal content, while the latter is a necessary precondition for practising academic honesty. Instructors have found Turnitin frees them from the role of policing and allows them to put more energy into teaching and mentoring. Students can use Turnitin's ability to help them identify areas for improvement in their work and work with instructors to address those areas. Practice in citation and paraphrasing, feedback on organization and flow, and the understanding that written work will be reviewed for its originality and cited sources are all means to the same end—better writing and critical thinking skills. Given the demands placed on today's students, many of whom juggle multiple responsibilities, part or full-time work, and large student loan debts, their desire to succeed by any means possible can be discouraging. Turnitin offers a positive and constructive way to address this behaviour without creating an adversarial relationship between faculty and students.

1.3 Fostering Originality and Critical Thinking

Good critical thinking skills and originality play a crucial role in students' academic and personal development. After all, critical thinking is evaluating and analyzing information and applying it to a decision-making process. At the same time, originality is defined as the ability to produce fresh and unusual content or ideas. Given that its main principal centres on text comparison, there is the possibility that students may view Turnitin as an enemy which stifles originality, almost to the point of outlawing the use of paraphrasing (Barrie and Presti, 2000, p. 66-79). However, it is well documented in cognitive psychology that it is only when rule-based knowledge is combined with an active and often heuristic manipulation of the information that critical thinking is improved (Langer, 1992, p. 41-65), and promoting such thinking is something that can often only be achieved in mastery learning. The Langer and Applebee study is something that teachers should be aware of. Langer and Applebee had one group of students using worksheets to learn about the American revolution and another composing essays. The students then completed a multiple-choice test. Both groups then used a multiple-choice test. Forty-five minutes before a second test a week later, students in the essay condition scored 72% compared to 38% in the worksheet condition (Camacho et al., 2023) (Baan, 2023) (Maharani et al., 2022). A week later, despite a strong showing from the worksheet group, there was still a 25% differential in the group scores (Langer and Applebee, 1987, p. 81). See Figure 51

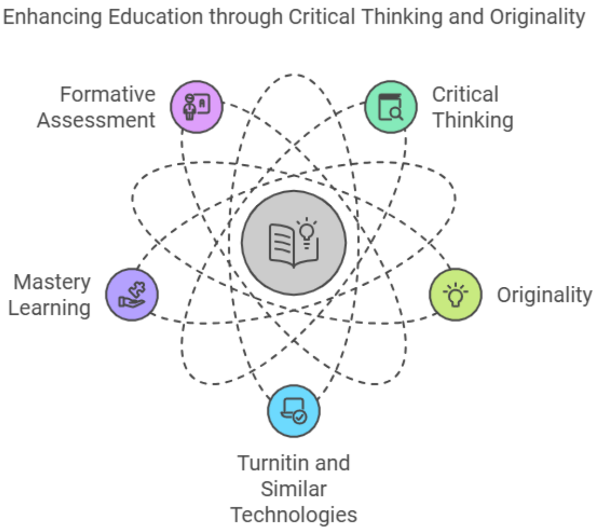

Figure 51

Within today's mainstream education, not just in the USA, teachers must often use Turnitin and similar CTL technologies to adhere to official policy and ensure that they always promote student learning. So if we assume that it is still possible for a student to learn while completing an assessment, it is only logical to imply that practising skills useful to the thinking up and creating of some written content are far more significant than those same skills were in the context of the student's previous work that is to be re-learned if this writing is to be successful. As such, teachers should consider the weighting of specific skills and the ideal use of formative assessment with heavy consideration.

A field-based study in New Zealand by Gibbons et al. found the use of DJ artwork designs and redesigns at three points during the project, each marked under contrasting assessment conditions. Step one was a formative assessment with high teacher direction, which encouraged students to understand and access the teacher's assessment and use it to improve. This resulted in a student's tendency to produce work to get it out of the way fast and little self-directed learning or higher-order thinking. Step two was a similar assessment marked with a rubric strategy where the teacher assessed DJ and the student assessed teacher feedback and input (Anderson, 2020). This has shown a positive correlation between student self-revision and teacher promotion of high-order student thinking. An attempt to promote this activity found widespread student refusal or inability to shift back into formative assessment due to student disinterest in re-learning or the value of this activity regarding status in the assessment board (Gibbons et al. 2010, p. 25-26). The study believes that the value of redirection is not enough to outweigh changed condition factors and that it has clear metacognitive transfer implications.

2. Policy Considerations

Institutional policies on using Turnitin for formative purposes are an essential precursor to implementation. “Policies must be contextualised to suit the needs and culture of an organisation, but must be clear and transparent to ensure acceptance and understanding” (O’Rourke, 2008). This involves addressing the purposes for which text-matching software is used, approaching student notification and education, dealing with text-matching reports, and handling textual student submissions and an appeals process. In the absence of clear policies, there may be a tendency for users to misuse the software to detect plagiarism rather than promote academic honesty. Gray (2002) discovered a trend for using Turnitin to lead to more detection and punishment of plagiarism rather than prevention. O’Rourke (2008) stated that staff who are unclear of the purpose of using text-matching software may use it to specifically detect students who are plagiarising rather than using it as a tool to educate students on the importance of academic honesty and academic writing skills. This poses a significant risk to the motivation and morale of students, given that they are often punished and labelled as ‘cheats’ or ‘plagiarists’ without opportunities for explanation or defence. Finally, Turnitin policies should address issues of data security and intellectual property. Any data submitted to Turnitin servers belongs to the submitting institution, and students have intellectual property rights to their work. Measures should be taken to ensure that this data is kept safe and is not used for any purpose other than that agreed upon by the submitting institution (Malesky et al., 2022) (Fudge et al., 2022) (Lux & Knight, 2021).

2.1 Institutional Policies on Turnitin Usage

Institutional policies regarding Turnitin usage are usually the result of extensive discussion at faculty meetings and other committees. Unfortunately, the policies are often diffuse and are contained only in the minutes of those meetings, if they are written down at all. There are a few progressive policies, such as one at Kennesaw State University in Georgia, which strongly advocates using Turnitin, emphasising an educational rather than punitive use of the service. There has also been a move in various US and Canadian schools to allow students to submit their papers to the service.

Regardless of the specific policies regarding the usage of Turnitin, there are generally few or no policies about the use of the services in the context of writing and research instruction. This is a significant oversight. The most important consideration is that Turnitin and similar services must be utilised consistently from a student's first to their last writing-intensive class, preferably with the same instructor. A typical scenario reflects a student who turns in a paper to the service only to receive feedback regarding unoriginal content or improper citation. If the student has never been taught how to incorporate and cite the work of others properly, they will likely have no idea how to revise the paper or avoid the same problem in the future. This will lead to frustration for the student and teacher and is not conducive to student learning (Saba'Ayon, 2020) (Alua et al., 2023) (Zheng, 2021) (Mtshali, 2021).

2.2 Guidelines for Faculty and Students

Guidelines for Students: Barring extraordinary circumstances, students should be informed well in advance when submitting their paper to a given assignment requiring Turnitin. In such cases, the student will have the option of just selecting to drop the class or selecting another class in which Turnitin is not being used. Steps could be taken when an instructor becomes aware that a student has committed an academic offence. The student's previous breach of academic integrity should not be used to single them out for unnecessarily scrutinizing scrutiny. Turnitin should be to the student's advantage in preventing mistakes of the past, not as a tool to ensure that the student will not deviate from past transgressions.

Despite the convenience, Turnitin must be used cautiously, and students should not be trained to select the pertinent statement or conclusion. While the ease of checking for textual similarities can be helpful, the nature of an algorithmic analysis may foster a reductive approach to deciding which parts of the paper to evaluate. In doing so, students will miss the chance for spontaneity and serendipity in learning. This uncertainty can often lead students to discover an intrinsic interest in a topic they have not explored patiently thus far.

2.3 Ensuring Fairness and Transparency

A key strategy in safeguarding student interests is to build precautions that prevent the unauthorized use of a student's work. Faculty can achieve this by requiring the student to submit their work directly or by using features in Turnitin that limit access to work once submitted to a particular class. When the instructor requires a student to submit work to Turnitin, the student should be informed of what will happen next to the work. Suppose the work submitted is early and perhaps incomplete. In that case, the student has reasonable cause for concern that the faculty member will later use the same work to check for proper citation and originality of the fully polished final draft. To avoid misunderstanding or accusation of self-plagiarism, the instructor who uses Turnitin serially on multiple drafts should (verbally or in writing) confirm to the student the specific draft to which the tool will be applied. In all cases, when a student feels that the use of Turnitin was unclearly explained or that its application was unjust, the student, in consultation with their instructor, should be able to remove the work from the Turnitin database. Turnitin has a similar process for any institution seeking to remove its archived paper collection as part of a discontinuation of service.

In developing our policy, we sought to balance encouraging original work and ensuring students understand and comply with best academic practices. By allowing faculty to require students to submit their assigned work to Turnitin electronically, and where no faculty requirement is made, students have the option to use Turnitin. This "opt-in" system permits a faculty member to direct student use for any work within a class. In every case, a student's informed consent is essential, and the burden of educating the student about the reasons for using Turnitin and its application in that instance of work rests on the faculty member.

3. Ethical Considerations

When utilizing Turnitin's originality checking service, teachers may encounter papers that contain a high percentage of unoriginal material. Still, upon closer examination, they may find that the student has adequately cited the work. In such cases, the student has probably paraphrased the source material, and it will be up to the teacher to determine whether this constitutes a lack of original work. By informing students about Turnitin and using the service with academic papers, a teacher can discuss with students the significance of original work and proper citation and referencing methods. Through this dialogue, teachers can guide students to understand the subtle pitfalls of plagiarism and how to avoid it. In this context, Turnitin can be seen as a tool for prevention.

While it is essential to set standards for academic integrity, educational institutions must also be mindful of student privacy concerns and the implications of expropriating student intellectual property. In creating a service agreement with Turnitin, schools must strive to balance the need for a culture of academic honesty with comprehensive safeguards for student rights in the digital environment.

3.1 Respecting Student Privacy and Data Protection

Collected student data stored by Turnitin is only to be removed by the user's specific request or in violation of the original intent to use. This will include the submitted paper, the Originality Report, and all information. Data removal will consist of preventing any future data collection on said user. In a world where user data has been sold without the user's knowledge and subsequently misused to legal consequences, Turnitin's further safeguard of collected data is a good step in maintaining peace of mind for the user. To protect student work, instructors can allow submission to Turnitin repositories or the central student paper archive, designed to facilitate student papers' comparison over time. This, nonetheless, prompts an ethical issue as to what point student papers become a part of the collective repository and how past student work might affect future assignments. Being active in the prevention of misuse of student data can help Turnitin prove its concern for student privacy (Somers et al., 2023) (Jones et al., 2020) (Kumar, 2023).

Data protection and student privacy represent essential issues in higher education, given the enactment of privacy laws and increased student awareness of their rights. How data collected from student submissions is used and shared is a concern. While Turnitin has committed to protecting student data, essentially functioning as a custodian of the data and applying no rights to it, it reserves the right to change its position and policy. Such changes have included the shift from the self-archive option to storing all student papers in a shared institutional repository. Also, intended use is always subject to change, and specific data uses may not require the user to notify us. Where Turnitin maintains a clear position, more needs to be done to ensure that data usage is not only safe from breaches in security but uses of the data are minimally invasive and made transparent to the user. See Figure 52

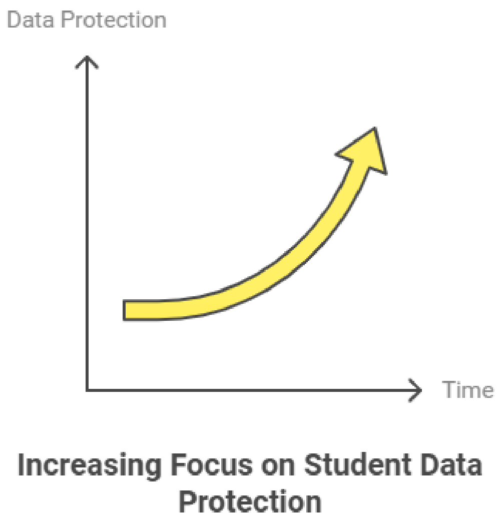

Figure 52

3.2 Maintaining Academic Integrity

Maintaining academic integrity. This paper now examines modern educational trends stemming from the simplistic view that text-matching equates to 'cheating' and the pressures this places on students. These can lead to the underdevelopment of critical graduate skills. Sheltering students from potential mistakes can lead to a lack of initiative, resourcefulness, and emotional resilience, all undesirable characteristics in today's workforce.

The ability to learn from one's own mistakes is a skill in itself. Trial and error is an effective learning strategy, and if students are dissuaded from risking academic failure, they will unlikely get the chance to improve themselves. Students may play it safe and produce work well below their capability, deeming success as merely getting a passing grade. This is not conducive to developing innovative thinkers and future leaders. Students require clarification of where to draw the line between legitimate and dishonest text-matching and the consequences of the latter. Confusion over this and a real fear of unknowingly plagiarizing can lead to negative attitudes and beliefs about one's academic ability and potential. This promotes a fixed mindset, believing intelligence is a static rather than dynamic construct. Studies have shown that students with a fixed mindset are more likely to avoid challenges and have a shallow approach to learning to maintain a sense of being 'intelligent' with minimal effort. This attitude is detrimental to the individual's learning and the academic institutions they are part of.

3.3 Addressing Ethical Concerns of Students

Some students will feel their rights are violated when institutions require blanket use of Turnitin, such as scanning every assignment, regardless of its learning objectives. While students should practice good referencing habits on all written work, we should acknowledge that many low-stakes assignments are not of a publishable standard. Since originality checking is primarily a tool for preventing misconduct, the requirement for submission may not be justified, and thus, a disproportionate burden is placed upon the student. To address this concern, the recommendation is to speciate the type of work that will be checked for originality and a clear explanation of its pedagogical purpose (Von Eschenbach, 2021) (Tveden-Nyborg et al., 2021) (Imana et al., 2021). This could be communicated to students via course or assignment documentation. Faculty members can demonstrate their commitment to this issue at a higher level through a system that exempts selected assignments from originality checking. At the extreme, this may lead to the hypothetical option whereby an institution can prove that overall integrity has improved to the extent that the use of Turnitin becomes unnecessary.

These considerations have articulated potential ethical issues related to using Turnitin as a learning tool. Each institution needs to address the issues raised. Here, we strive to propose measures that could be taken to address those issues at the student level. While it is understood that a multi-level approach will be necessary to resolve the ethical problems fully, student-level action is the initial stepping-stone. Measures should be supported by all relevant policies and demonstrated in practice as part of an integrated strategy.

4. Turnitin as a Learning Tool

The Turnitin software is generally viewed as a plagiarism detection service. However, some students have also utilised it as a peer review and editing tool. Surveys revealed that students were largely positive about using the Originality Report as a learning tool to check for potential errors and areas for improvement. Most students also found the PeerMark service of peer reviewing and editing their peers' assignments valuable. Teachers have also found that utilizing the GradeMark feature provides in-depth and consistent feedback to all students. These methods suggest that Turnitin offers an effective means to check for and prevent plagiarism and a powerful tool to guide student learning. An effective teaching and learning strategy may involve utilising the Originality Report feature to guide students in correctly referencing and citation instead of simply checking their final draft. Instructors may also create an assignment draft submission link to allow students to submit a draft for review and feedback and then use the feedback to improve their work before the final submission. Students may improve their writing and literacy skills using Turnitin in these methods. This process may also help to reduce the number of students who copy and paste from their sources at the final hour because they have used Turnitin to continuously check their work throughout its development (Zheng, 2021) (Nketsiah et al., 2023) (Hapsari et al.2020). The result is to promote original writing and the critical analysis of sources rather than mere regurgitation. As well as increasing the use of Turnitin in teaching and learning, it is essential to convince students and colleagues that the usage of Turnitin is not an attempt to catch wrongdoers but rather a positive means to guide student learning towards improving their writing and literacy skills.

4.1 Incorporating Turnitin into Teaching Strategies

Encouraging original writing in a second language can require more specific strategies. Many languages have characteristic phrases that don't always translate directly into English. Some cultures place a higher value on eloquence and flourish (like Arabic) than do speakers of English. At the same time, other writers may be accustomed to stringing together long series of indirect quotations from multiple sources, with little or no analysis or synthesis. These writing traits can result in a higher likelihood of unoriginal writing. Retargeting errors of unoriginal writing can be tricky; it is often easier to identify and change the words or grammatical structure than to wrestle with the underlying concept. Students may need to rework whole paragraphs or pages. Instructors needing to balance the value of doing so against other aspects of the assignment can use Turnitin's trademark tool to provide targeted feedback on specific passages and attach this to the relevant part of the paper.

4.2 Enhancing Writing Skills through Feedback

Most formative feedback provided to students is in the form of annotations written directly on a hard copy of the student's work. The instructor uses a blue or red pencil to describe errors or make suggestions, writes a general notice about the assignment, or meets with the student to discuss the assignment. The trouble with this particular feedback is that it is much more impactful in enhancing learning than giving an unhealthy student a guide to change the topic, although it's pretty late. Effective intervention in a student's composing process needs monitoring changes in the assignment, multiple feedback instances, and reinforcement of learning development. This is where the Turnitin Digital Receipt can ease a better feedback process. A teacher can intervene timelily and with higher impact by identifying the stages of a student's submitted paper and indicating critical points to review or add comments. Using the GradeMark online grading tool, teachers can make comments directly within the essay's text that the student can use to revise specific areas. The uses of Turnitin and some case studies for formative feedback are explored further in a different CGE report.

Higher education today is quite vibrant. As a result, students are requested to show increased levels of reflective and significant thinking in narrative/essay assignments located on course content. A central component of class assignments is the development of writing skills among students. Currently, there's a belief that the capability to write is an index of the thickness of an individual's intellectual abilities, and particularly at UK HE, it's just by observing and seeing the writing of pupils that teachers may estimate the learning happening. Unfortunately, if performed efficiently, this is a resource-intensive exercise since it involves teachers continuously supplying individualized formative comments to students.

4.3 Promoting Critical Thinking and Analysis

Turnitin promotes critical thinking and analysis to develop a clearer understanding of issues and to encourage deeper learning. These are fundamental skills for a successful academic and professional life. Many assignments that can be submitted to Turnitin require students to support ideas with evidence, analyse and evaluate a process or product and reflect on their learning. Originality Reports can help scaffold these skills by providing proof of academic integrity (or lack thereof) when students can see if citations and referencing are missing or if they have forgotten to paraphrase or plagiarised too much of the source. If tutors use Turnitin to aid formative assessment, they may ask students to submit drafts of work and provide feedback for resubmission. This process can provide rich insight and understanding for the student. An Originality Report can often surprise a student who believes that they have adequately paraphrased and referenced an idea but has fallen back to copying the original text. This student can then compare their work with the source highlighted in the Originality Report to make an informed analysis of the mistake and take action to correct it. With no detriment to the student’s final grade, this can be a valuable lesson on proper citation and paraphrasing.

5. Encouraging Originality

The ultimate goal of creating a writing assignment is to promote critical thinking and original writing. Due to a lack of understanding about what constitutes plagiarism, coupled with the use of a readily accessible cut/copy and paste method of extracting information, a serious problem arises in the classroom. This problem is one of students not understanding what it means to create an original work and the serious consequences that can occur should they fail to do so. Teachers must take proactive steps to assist students in developing these skills. This may include working with students to help them understand the value of creating their work, revising and improving it over time and learning how to utilize and credit the work of others effectively. The following are methods and tips for achieving these goals.

5.1 Nurturing Creativity and Independent Thought

We believe the key to preventing plagiarism is encouraging students to develop their academic voice. This involves creating a learning environment where students can work towards developing their ideas. Such an environment is one where original thought is valued and rewarded. If students are to learn the importance of original thought, they must be put in a position where they can think independently. This implies a certain amount of freedom. However, some strategies can be applied within coursework to steer students towards independent thought. One such strategy is to break assignments into two components: a draft phase and an assessment phase.

Students can submit work to the repository at the draft stage and receive a Similarity Report. This will show the student how much of their work is unoriginal and allow them to improve their work before the assessment. This process is a form of scaffolding where students receive continuous feedback to improve their work. Another strategy is to create assignments that are interesting and relevant to the student, thus allowing them to engage with the assignment on a personal level. Ewell (1985) distinguishes between surface learning, and deep learning, where surface learning is memorising facts and rote recitation, and deep learning is an approach that leads to the internalization of knowledge and understanding. The ultimate goal of promoting original thought is achieved when students can engage in deep learning. Thus, it is essential to ensure that assignments are designed to encourage critical thinking.

5.2 Educating Students on Proper Citation and Referencing

Teaching students about proper citation and referencing is the first and easiest step towards promoting academic integrity. However, it is essential to remember that, as Turnitin.com pointed out, students will often need clear guidance to understand what constitutes plagiarism, and it's often necessary to present this information in different ways at different stages throughout a student's academic career to ensure a deep level of understanding. Above all, it's important to remain positive and to show that learning how to acknowledge the work of others can be a rewarding experience for all students, regardless of ability. An inspiring example of a summative resource pertaining to citation and referencing for students can be found here.

One important strategy for deterring plagiarism is to ensure that students are clear on what constitutes plagiarism and that they understand the principles of correctly acknowledging the work of others. This applies not only to written work but also to images, graphs and other resources. It has been our experience that many students do not set out to cheat deliberately but have failed to differentiate between their work and that of others. They often lack confidence in their abilities to express ideas in their own words and are unaware of the wealth of resources, other than the internet, that are available to them.

5.3 Developing Effective Research Skills

The ability to think critically and originally comes in large part from practising. Thomas (1988) emphasizes the importance of systematic problem-posing as a means of learning. Problem posing is risky. Suppose students are to pose issues and actively pursue their solutions. In that case, they must be prepared to make errors, as most of the incorrect grammar and misused vocabulary are marked wrong regardless of whether the essay structure and argument are sound. The fear of being penalized for such errors often prevents students from applying creativity and originality to assignments. One way to offset this is by allocating marks within assignments for a process of work. For instance, if 10% of an essay grade is based on a draft submission, draft review, and final submission, it is less likely that a student will repeat the same errors. Incentives will be provided to students who make expressive efforts to correct their mistakes, and in the end, their writing will hopefully improve.

No matter how we look at it, the future of our society is dependent on the resources available, how these resources are employed, and who can access them. We can safely say that in the 21st century, access to information and the knowledge of how to employ this information is the key resource in many ways. People who can access and process information, objectively analyzing and evaluating its relevance to their decision-making processes, will undoubtedly be more successful than those who do not have these skills (Rios et al., 2020) (Farrokhnia et al., 2023) (Boldureanu et al., 2020) (Maniou & Veglis, 2020). However, the pace at which this information changes means that professionals are, in effect, being trained for jobs that do not exist using technologies that have not yet been invented. So it is not just what we know but how we learn new important things. In promoting originality and critical thinking, it is hoped that we can better prepare students at all levels for an increasingly complex and demanding future. We will examine how encouraging originality in written assignments can further develop practical research skills.

6. Enhancing Assessment Practices

There is little argument that the primary function of Turnitin is to prevent plagiarism by detecting unoriginal content in student papers. The database, comprising current and archived internet documents, a repository of previously submitted student papers, and many published works, is a potent tool for educating students about what is and is not original content. In identifying unoriginal content, the teacher is better armed to inform, guide and instruct students through the paradigms of correct citation and referencing. In providing students with a clear and informed understanding of correct citation and referencing of original content, teachers can lead students from the potential minefield of plagiarism towards the cultivation of a proper synthesis of ideas and critical thought required at higher levels of education.

In many ways, teachers and students are using the tools of the information age to explore questions about plagiarism and ownership that were formed long before the computer was a glimmer in anyone's eye. The ethical code of practice regarding using the internet, online resources, and Turnitin has become a bone of contention among students and teachers alike. Teachers and students must be sure to find a healthy medium in using the abundance of resources and tools available to higher education in today's 21st century without compromising values or being unethical in their treatment of others' work and intellectual property. With the help of informed research and thoughtful analysis, today's academics can take charge of an ethical approach to their work, reshape outdated and misinformed policies, and move towards a more proactive and beneficial system of academic critique and feedback.

6.1 Using Turnitin to Inform Formative Assessment

A student learning profile from Turnitin can provide the instructor with a detailed look into the student's ability to access the assignment, the student's behaviour, and data regarding the specific areas of struggle or success for the student. This data provides a window into the student's process with the assignment and can predict the level of success the student will achieve in the end. While we want to challenge students with high expectations, the student learning profile can provide insight into the differentiated needs of students and define the modifications of assignments to best suit the needs of individual learners. With the knowledge of specific areas for struggles or success, an instructor can ask a student to reflect on their process rather than making assumptions about the student, leading to an open and honest conversation about the student's needs. This conversation can redefine goals and set a course for a successful mastery learning experience. In addition, the assignment profile can provide an overall picture of the class reality to help inform instructional decisions. An instructor can tailor instruction to meet students' needs by understanding the class patterns. Whether reteaching the whole class, small group instruction, or individual conferencing, the available data will drive decisions to build the most effective learning experience.

6.2 Utilizing Turnitin Reports for Constructive Feedback

When a student submits a paper to Turnitin, the paper is compared to the content within the Turnitin database. The Similarity Report is the result of a comparison between the text of the submitted paper and all the material contained in the Turnitin database. The Similarity Report visually indicates the submitted paper's text and any potential matches found within the database. This will help students identify content within their submission that can be cited, referenced, or reworded. Instructors can simplify the comparison search by excluding small matches of commonly used or quoted material. This is also known as filtering matches. Excluding matches can help exclude quotes and bibliographic material. Also, instructors can exclude quotes from a specific source using match options. This is helpful if the student has been instructed not to quote from particular origins. See Figure 53

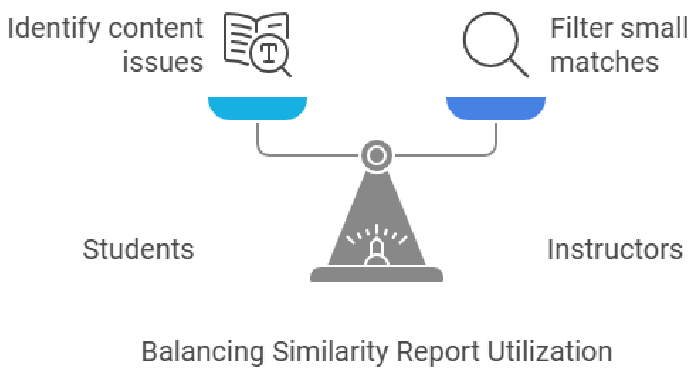

Figure 53

Using Turnitin, faculty members can show students the value of honest, authentic work in a controlled and supported environment, resulting in originality verification for written work. Originality reports provide evidence of original writing and can be used as a tool to reinforce proper citation and referencing. The similarity report offers a suite of tools to assist students in understanding the integrity of their work. Simple colour-coded sources can quickly show the student where the content was unoriginal in their paper. A detailed breakdown and percentage result allow students to see the unoriginal areas of their work at a glance.

6.3 Addressing Plagiarism and Academic Misconduct

The severity of plagiarism in academia is cause for concern at all educational levels. A 1998 study by Donald McCabe, a leading academic on cheating, revealed that 70% of high school students and 54% of college students admitted to having cheated personally. A follow-up study conducted in 2001 showed even more alarming statistics, with more than 80% of undergraduate students admitting to cheating. The researcher also found that 40% of students in a Canadian university self-reported acts that met the definition of serious cheating using Turnitin. Cheating runs deep in academic culture and must be addressed with conviction. Miller (2005) found that beliefs about student cheating and perceptions of academic dishonesty profoundly affect how education professionals respond to it. He sought to unspecified cognitive "scripts" held by teachers, where they viewed cheating as different from previous generations and accepted it more readily. Keen script awareness is necessary as students caught cheating often provide psychological excuses and external attributions to their behaviour to avoid consequences. Cheating pathways need to be altered by strengthening the negative connotation of academic dishonesty and the perceived severity of consequences, and students are less likely to engage in acts of misconduct.

7. Overcoming Challenges

When first encountering Turnitin, it is common for students to submit a practice essay before final submission. The purpose is to allow students to familiarize themselves with Turnitin (e.g. How do I submit an assignment? What file types are supported?) and to check whether their prepared draft has textual similarities against internet sources or the Turnitin repository. However, as submitted papers are compared to the vast and constantly changing content of the Internet, students will often receive an Originality Report that does not reflect the effort they have put into a piece of work, serving to deter students from using Turnitin in the future or resulting in a reluctance to practice and improve writing skills through fear of an adverse Originality Report. In extreme cases, students have been known to withdraw from a course. The issues here are likely to be of perception, with concepts of the use of Turnitin and awareness of textual similarity often being quite different from the pedagogical aims of the tutor. An appropriate resolution would be to raise awareness of Turnitin and Originality Reports among students, emphasising implementation and the aim of developing academic writing and citation skills. An understanding of how Turnitin and feedback will be used in assessment should also ease student anxieties, with formative feedback and Originality Reports being used to identify areas of improvement. See Figure 54

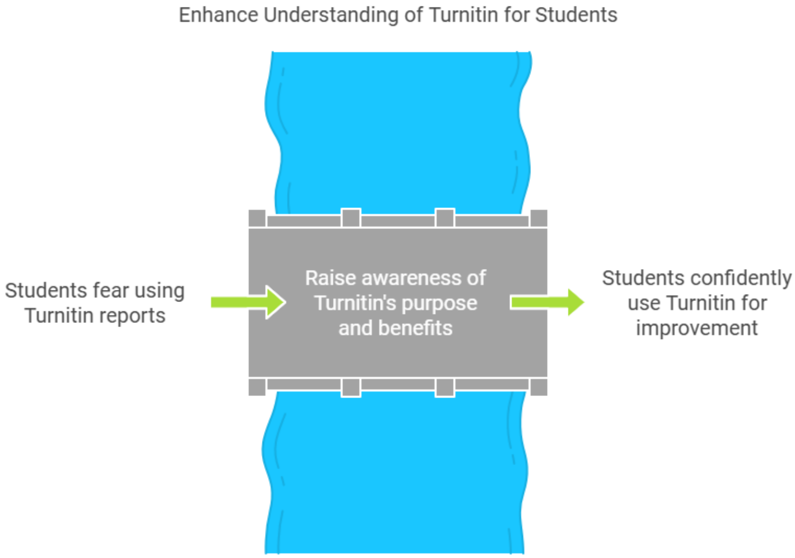

Figure 54

Previous sections of this essay have discussed the ethical use of Turnitin in the context of deterring plagiarism, promoting original writing, and encouraging students to develop critical thinking skills. In this context, challenges to using Turnitin may be seen as counterproductive since they work against these goals. Yet resolving a challenge often strengthens and consolidates achievements, which is the case with the challenges discussed in this section. Within this, support must be provided to students so that they view Turnitin and the development of academic writing skills as a positive process.

7.1 Managing Student Resistance to Turnitin

There are many possible reasons why a student might resist using Turnitin. To some, it may feel like "big brother" is watching and keeping tabs on all the submitted work. They may perceive it as a double standard for they are not rewarded with proper recognition from later self-citation of their paper. Others might interpret the use of Turnitin as a way to catch them in the act of cheating or to possibly "narc" on them if you will. The best way to approach students who are feeling this way is formative. Try explaining to the student that the use of Turnitin is not to persecute or punish them. Gather data on student papers. Document proof of increased student writing. Compare the attitudes of the students before and after data is collected. This method comes from a case study on an English 101 class at Edmonds Community College. Students felt a significant increase in focused written work and a decrease in confusing and frustrating errors in written mechanics and usage. By operating at the project level and involving both students and parents, teachers can gain support on Turnitin from students and show them the direct benefits of improved writing.

It may also help a student understand and learn from examples about plagiarism and the consequences that come from it. By teaching to many students who are either visual or hands-on learners, there needs to be an interactive way to show how plagiarism can affect the result of a written project. This occurs in Sutherland Secondary School's Presentation on Plagiarism. This student assembly involves PowerPoint, video, drama, and debate. Students were the leaders in putting on these presentations for their peers and were able to relay the importance of practical and ethical written work in several forums. An interesting twist was to reverse the scenario, have teachers commit the "offences", and then have the students decide on the fair consequence. This method allowed students to have a firm understanding of plagiarism without feeling the strict enforcement coming from above.

7.2 Supporting Faculty in Ethical Use of Turnitin

As Turnitin is used to promote and teach about the importance of academic honesty, it is necessary to ensure that faculty members adhere to it. Often, misconceptions and misuse of Turnitin lead to frustration and resistance from students shown towards Turnitin. One common misconception is turning Turnitin into a tool for catching students who have intentionally committed acts of academic dishonesty. This is prevalent among many faculty members and can cause misuse of Turnitin. Others think that Turnitin is a tool that can remove plagiarism, whereas Turnitin is just a tool to aid instructors in finding possible areas of plagiarism (Underwood and Szabo, 2003). A study shows that many students felt that the purpose of using Turnitin is to detect and catch plagiarism acts (Leong, 2007). An interview with professors who are heavy users of Turnitin showed that they agreed that Turnitin had changed the way teaching and writing is used; however, it has also brought lots of unpleasant feelings, especially among students. They felt that their work was being monitored and they were being labelled. They also admitted that there were times when they saw the similarity index and started to have prejudices towards some students' work. This suggests that the faculty members themselves need to have a clearer understanding of what Turnitin is really about and how it should be used so that it will not go against the academic integrity that they are promoting. It is important to provide and educate faculty members with proper guidelines, training, and understanding on when and how to use Turnitin to educate and encourage academic honesty, not as a tool to detect and punish acts of academic dishonesty.

7.3 Balancing Turnitin Usage with Other Assessment Methods

It is important to remember that Turnitin is a tool that assists in educating students about writing and proper citation methods. It is not a tool to grade writing, and it is not a punitive measure. In recognizing this, faculty can choose to use Turnitin for certain assignments, or even a draft, before it has been polished for a grade. Its use in high-stakes assignments is generally recommended against, simply because these are instances where students are most likely to resort to contract cheating. Other assessment methods can include lower-stakes assignments, which engage students in the writing process and allow them to learn from their mistakes. In-class writing and discussion are two ways to assess student learning, and they cannot be plagiarized. Faculty can assign papers for a higher grade later in the semester by focusing on specific content, allowing students to write about the same topic after learning more. This will deter students from plagiarizing, allowing the instructor to discuss writing methods and proper source citations with the class. Finally, taking the time to make a personal connection with a student by critiquing a paper during office hours will make it less likely that a student will plagiarize in future. These assignment methods, paired with Turnitin and the proper interpretation of Originality Reports, can lead to a more incredible culture of writing and citation at McMaster.

8. Conclusion

In sum, if the goal is to create a campus culture where original thinking and writing are highly valued, backed by the appropriate assessment and feedback, Turnitin can provide a mechanism to help promote that culture. It cannot do so alone. It must be done in strategic partnership between the faculty and their educational institutions. This use of Turnitin must be ongoing, teaching students to become better writers, critical thinkers, and self-directed learners over time. Rather than simply being a mechanism where students submit papers and receive plagiarism prevention reports, Turnitin can become a tool that supports formative writing skill development and higher-order learning. In addition to work done in individual courses, faculty should look to department-wide and program-level strategies to determine how best to integrate Turnitin and writing skill development across the curriculum. This ongoing, scaffolded use of Turnitin is key to creating long-term improvement in student writing and thinking.

8.1 Recapitulation of Ethical Use of Turnitin

Educating students about citation and referencing and what constitutes plagiarism is integral to promoting academic integrity. Currently, and for the foreseeable future, students will encounter automatically generated Turnitin references when searching Google or Google Scholar. Failing to cite and reference commonly known facts or phrases can land even the most honest student in the realm of unoriginal content. This makes it essential for students to understand the concepts of common knowledge and overly obscure information. Annotated bibliographies and adequately referenced papers submitted to Turnitin can help teachers ensure students are on the right track. A well-explained constructive use of Turnitin can help prevent frustration and negative student perceptions about the program. This prevention strategy is the best form of damage control when text-based information can be easily copied and pasted.

While lecturers may find Turnitin helpful for grading, students may see the originality reports generated by the program as an indictment of their academic writing proficiency, and less confident students may feel disheartened by the identified textual similarities. It is paramount that these students be identified and offered assistance rather than punishment. By reaching out to students who have had unoriginal submissions, teachers can help guide these students away from paraphrasing and direct citation and towards more analytical writing and original expression of ideas. Turnitin needs only to be used to teach students about writing conventions and detect unoriginal content. Offering extra credit to overwrite a previous paper and resubmit it to Turnitin can also be an effective motivator for students to improve their writing.

8.2 Future Directions for Turnitin Implementation

Substantial effort has been placed into improving Turnitin to promote originality and critical thinking in written work. However, given the reality of written work, many educators and students feel that the most Turnitin can accomplish is to act as a red pen, highlighting the need for further revisiting and improvement. Especially in light of students' negative connotations with Turnitin, it is important to keep sight of the goal of any method for assessing written work, which is to promote improvement, and this is best accomplished in an environment where the student is motivated to produce quality work. Looking to the future, there are several means by which Turnitin can further improve the assessment and learning outcomes in student written work. An ideal means of promoting improvement in student writing is to offer early and frequent feedback. The information displayed in Originality Reports already goes a long way in accomplishing this. Still, improvements to the efficiency of the grading process can make teacher feedback more timely and detailed. One such means can come from the GradeMark feature, which allows the direct grading and marking student papers. Greater ease of use of this feature may increase the feedback a student receives on a given paper. Furthermore, it is common for students to submit multiple drafts of a given paper to assess how well they have improved it. Support for side-by-side comparisons of a student's multiple submissions can help them better understand the specific effects of their revisions.

Questions and Answers

1. **What is the primary importance of the ethical use of Turnitin?**

   - A: The ethical use of Turnitin is essential for fostering originality and critical thinking while ensuring fairness and transparency in academic evaluations.

2. **How can Turnitin serve as a learning tool?**

   - A: Turnitin can serve as a learning tool by promoting the development of writing skills, enhancing feedback mechanisms, and encouraging critical analysis among students.

3. **What are the critical considerations for institutional policies on Turnitin usage?**
   - A: Key considerations include adherence to data protection laws, defining clear guidelines for faculty and students, and maintaining academic integrity standards.
4. **How does Turnitin support the development of writing skills?**
   - A: Through feedback and similarity reports, Turnitin helps students understand the importance of originality and proper citation, thus improving their writing skills.
5. **What role does Turnitin play in promoting originality among students?**
   - A: Turnitin promotes originality by highlighting similarities in texts, teaching students the importance of creating unique content, and attributing sources correctly.
6. **How can educators ensure fairness and transparency when using Turnitin?**
   - A: Educators can ensure fairness by applying Turnitin consistently across all assignments, explaining the significance of similarity reports, and providing guidance on avoiding plagiarism.
7. **What ethical considerations should be taken into account when using Turnitin?**
   - A: Ethical considerations include respecting student privacy, protecting data, and using Turnitin results responsibly without making baseless accusations of plagiarism.
8. **How can Turnitin be integrated into teaching strategies?**
   - A: It can be integrated by using its reports as a basis for discussing academic integrity, incorporating it into peer review processes, and using it to provide targeted feedback.

9. **What are the benefits of nurturing creativity and independent thought in students through Turnitin?**
   - A: Benefits include the development of unique and innovative ideas, fostering a deeper understanding of subjects, and preparing students for challenges in their future careers.
10. **How can Turnitin inform formative assessment practices?**
    - A: By providing early feedback on assignments, Turnitin helps inform the teaching and learning process, allowing educators to address academic integrity issues proactively.
11. **What challenges might educators face in the ethical use of Turnitin, and how can they overcome them?**
    - A: Challenges include resistance from students and misunderstanding of Turnitin's purpose. These can be overcome through education on its benefits and clear communication about its use.
12. **What steps can be taken to manage student resistance to Turnitin?**
    - A: Educating students on the purpose of Turnitin, demonstrating its benefits for their academic growth, and ensuring transparency in its use can help manage resistance.
13. **How does respecting student privacy factor into the ethical use of Turnitin?**
    - A: It involves securing students' submissions, ensuring the confidentiality of the reports, and using the data responsibly in accordance with privacy laws.
14. **What is Turnitin's role in maintaining academic integrity?**
    - A: Its role is to provide a platform for checking the originality of works, deterring plagiarism, and supporting educators in upholding high academic standards.

15. **How can Turnitin address students' ethical concerns?**
    - A: By ensuring transparency in interpreting similarity scores, providing clear guidelines on its use, and addressing any misconceptions about its function.
16. **In what ways can Turnitin enhance assessment practices?**
    - A: Turnitin enhances assessment by providing detailed similarity reports that can inform grading, support constructive feedback, and highlight areas for improvement.
17. **What are the consequences of not adhering to ethical practices when using Turnitin?**
    - A: Consequences can include undermining trust in the educational process, potential legal issues related to data misuse, and a negative impact on students' learning experiences.
18. **How can Turnitin foster a culture of honesty and integrity in academic settings?**
    - A: By serving as a tool for education on plagiarism, encouraging proper research and citation practices, and providing a means to verify the originality of students' work.
19. **What future directions might Turnitin implementation take to promote academic integrity further?**
    - A: Future directions could include integrating AI to provide more nuanced feedback, expanding databases for similarity checks, and enhancing educational resources on plagiarism prevention.
20. **How can Turnitin be used to develop practical research skills among students?**
    - A: Turnitin can teach students how to identify credible sources, paraphrase effectively, and integrate research into their writing in an original manner.

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CHAPTER

12

Beyond Turnitin: A Broader Perspective on Academic Integrity

The final chapter broadens the scope to discuss academic integrity beyond Turnitin. It offers holistic approaches to foster integrity, educational strategies to discourage plagiarism, and ways to promote original work and honesty within the academic community.

1. Holistic Approaches to Foster Integrity

To a large extent, fostering integrity in students can be synonymous with promoting ethical behaviour. Traditionally, academic dishonesty is seen as a character flaw, and academic integrity is assumed to be resolved by instilling the "right" values in students. It is undoubtedly important for students to have a strong moral compass, but integrity is a complex phenomenon, and promoting ethical behaviour is a rather simplistic approach (Fudge et al., 2022). We must remember that students are not homogeneous in their study approach and attitudes to cheating. An extensive body of research exists which investigates why students cheat.

While some students are unethical, many more are motivated by a desire to do well but are disenchanted by an education system that places too great an emphasis on assessment and grades. For these students, the answer to the question "how do I get ahead?" is inextricably linked to the assessment question. If we consider cheating a means to get ahead, the issue of academic integrity becomes an issue of mistake management. To deter these students from cheating, we need to create an environment in which the perceived gains of cheating are outweighed by the perceived risks and their confidence in their ability to succeed through legitimate means is maximized (Cusi et al., 2023) (Inkong & Gampper, 2021) (Lazarus, 2020). In short, they must feel that doing the right thing pays off. This is an application of a rational choice model to integrity and suggests that we will be more successful in deterring academic misconduct by altering the cost-benefit analysis for the student than by simply telling them to "be good".

1.1. Promoting Ethical Behavior

The main goal of providing higher education is to improve or further develop students' abilities to function more effectively in society. At the same time, the general mission of most universities includes a statement about the importance of students' acquisition of not just knowledge and skills but also the development of personal and social responsibility. However, a lot of questionable behaviour is often attributed to innocent ignorance when students are unfamiliar with academic integrity policies or unaware that they have violated some fundamental ethical standard. Coming down hard on such students with punitive measures seems contradictory to the goal of developing personal and social responsibility as a part of education. See Figure 55

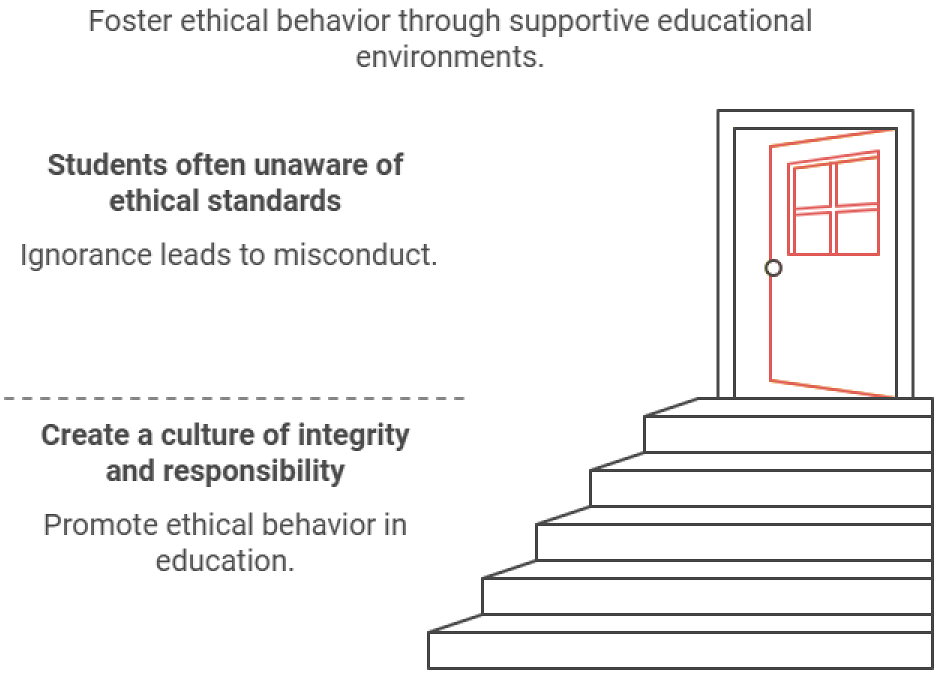

Figure 55

A better approach is to realize that ethical behaviour is still behaviour and can be influenced most effectively by shaping the environments and influences that affect it.

Several deterministic psychological theories can generally be paraphrased with "the situation determines the behaviour". Drawing from criminology, the broken windows theory states that signs of disorder and incivility lead to further disorder and serious crime. The differential association theory states that individuals who associate with groups that hold norms at odds with the broader society will become more deviant. Though not focusing on deviance, Merton's social structure and anomie theory explain that improper behaviour results when individuals cannot achieve societal goals through legitimate means. Though many take these ideas for granted when considering crime and delinquency, some, when considering students' behaviour, forget that misbehaviour and deviance can occur without any inherent disposition towards it. This is relevant to a discussion on promoting ethical behaviour because the theories suggest reciprocal causality conceptions. Misconduct can cause an individual to no longer feel welcome in an environment and thus leave it or be excluded. An individual who associates with groups where cheating is the norm may change his attitudes and beliefs, adopting the cheating behaviour as his own. According to psychological models of mentality, this behaviour may lead to rationalization and reinforcement of the attitude by the belief that it is more important to the self to maintain consistency with one's prior behaviour than to act in a way that is in the general interest. Internalizing this "cheater" identity is a worst-case scenario in which the loss of integrity can be prevented by avoiding the behaviour in the first place. Thus, in applying our understanding of how behaviour is shaped to the issue of academic integrity, we can create an environment that fosters behaviour opposite to that in which academic misconduct is likely to occur.

1.2. Encouraging Critical Thinking

If possible, simply using unique assignment topics every semester would be effective. Another possibility is to embed academic integrity into the teaching and assessment of critical thinking. Critical thinking is a desirable outcome of higher education and is highly associated with academic integrity. Assignments requiring students to think critically rather than report on an issue are less likely to be plagiarized, as no source material to draw from addresses the specific assignment question or task (Carroll, 2002). An example would be a business report that asks students to critically analyze the applicability of a management theory to a given organizational situation. This assignment requires original thought and opinion and cannot be accomplished simply by copying someone else's work. The likelihood of the student's work being higher is higher, as researching the theory to determine its applicability develops a higher understanding. Tasks such as these can be used to develop critical thinking skills explicitly. The results should be communicated to students, such as a skill development profile identifying the stages at which a student meets various learning objectives. In this way, students can be shown how their higher-level thinking skills are improving.

1.3. Emphasizing Research Skills

There is a familiar but unsubstantiated story that business recruiters tell about new college graduates. It is said that when asked to write a paper, the graduates complain, "This is too hard; I don't know how to do this," but when asked to prepare a PowerPoint presentation, the graduates nod enthusiastically and begin work straight away. If the story is true, it would indicate an educational failure on the student's teachers' part, but the failure's nature is unclear. In particular, it is unclear whether the problem lies with a decline in student writing skills or whether the students do not understand the relationship between writing and thinking in an academic context. The two are different: a well-known study of Harvard undergraduates found that "nearly 90% of students' written work argued for a thesis that the student did not believe." When asked about the contradiction, the students replied that they were only taught to take a neutral, disinterested stance when writing. This indicates a misunderstanding that is less about writing skills and more about what is expected in an academic paper. This demonstrates the complexity of 'writing skills' and suggests that the decline in student writing is not a lost art but a lost understanding. This is significant because while writing and presentation skills are essential and valuable, they are more important because they are expressions of prior intellectual skills. If students avoid writing, they are likely avoiding the complex and uncertain process of finding and testing ideas.

Moreover, it is probably not that the students do not wish to think, but rather that they do not see paper writing as an effective means of discovering their beliefs. In such a situation, we cannot simply tell students to try harder; we need to give them a clear idea of what is required and how it is beneficial. Writing is like a mirror to critical thinking, and both must be practised and reinforced. A valuable method of promoting writing is to create an environment in which the student is inwardly motivated to write, believing it is valuable and worthwhile. This is to be contrasted with an environment in which the student is bribed or coerced into writing, for example, by requiring drafts or giving easy grades. A student who writes out of inner motivation will be more diligent in working through problems. It is essential, therefore, to integrate writing with learning, assigning short and low-stakes assignments throughout a course. Finally, given that writing ability often reflects reading ability, we should remind students that active engagement with written material is an essential precursor to effective writing. See Figure 56.

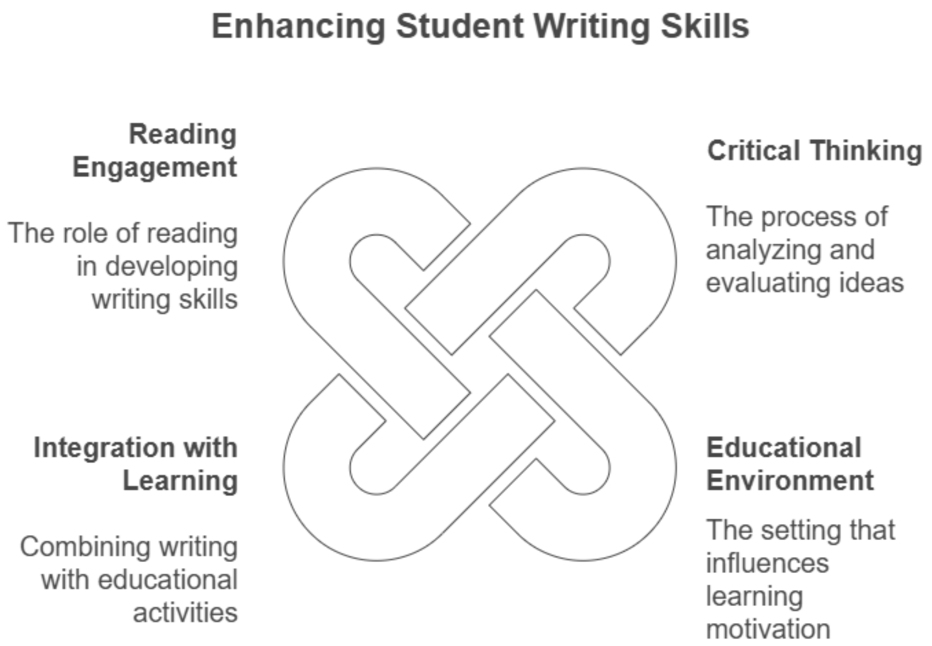

Figure 56

2. Educational Strategies to Discourage Plagiarism

This may sound simple, and one would assume that students know how to cite a resource properly, but this is not the case. When term papers are returned with comments like “You need to cite the source of this information” or “This is considered plagiarism”, it is evident that the student does not know how to acknowledge the source of information properly. Teachers must confront this issue and understand students’ difficulties when citing sources. These difficulties may include not knowing how to paraphrase information properly or knowing what information is common knowledge and does not need to be cited. Thus, teachers cannot assume that students learn how to cite information and should try to teach proper citation techniques systematically. A few strategies may include handouts on the types of citing formats with examples, in-class group work on paraphrasing and properly citing information and giving a take-home assignment using a real or fake source, in which students must cite it, and the teacher can provide feedback.

As we had mentioned earlier, there is a slight importance of enhancing the positive, individualistic factors and getting the students involved in active work so that they have less chance of the time and opportunity for plagiarism. Using educational strategies, to no surprise, is the best solution for the prevention of academic dishonesty. These strategies assist students to develop the skills and habits that render plagiarism unnecessary and provide students with the type of feedback and reinforcement that acknowledging the sources of information is essential. It is comforting to know that some skills that are developed would benefit their effort to compete in the job market. At least a handful of these strategies are being used in American and European college institutions.

2.1. Teaching Proper Citation Techniques

Although most students are forced to learn proper citation in first-year composition classes, many still do not grasp the concept, which becomes a discouragement throughout their college careers. This is most likely because students are only required to learn a singular citation method—generally, the one used for that class. Even though the knowledge of a singular citation method is better than nothing, it is also detrimental to the learning process. Students who cram MLA rules into their heads for two months and dump them to learn APA for the next two months are not learning how to cite correctly; they only learn to retain information temporarily. While this may sound like a learning process, it is not the process that will promote long-term memory of citation rules and methods. To truly grasp the concept of the citation, one must practice the different techniques over a long period. Students should be allowed to use all sorts of varying citation methods. This is the point that the internet can come in handy. Whether it is one source with several methods of citation or many sources with one method, students can now easily access the information that will help them learn how to cite correctly. With all that information so easily accessed, it is an unexpected skill to possess the knowledge of various citation methods. Because of that, we must ensure that students have a solid direction to where they can find the information and the result without repeating it in an unethical manner.

2.2. Enhancing Information Literacy

Finding and critically evaluating information is crucial to developing a solid knowledge base. Librarians and faculty have made great strides in developing and teaching information literacy skills recently. An information literate individual is defined as one who can "recognize when information is needed and can locate, evaluate, and use effectively the needed information." If the skills of locating and evaluating information are done effectively, its use can be done ethically, avoiding incidents of plagiarism. The first step in avoiding plagiarism is educating students on properly paraphrasing and summarising information. To do this, students must have access to the information to be paraphrased. This is often why students cut and paste text directly from an electronic source into a paper. It is as though they are thinking, "I'll just print this then and read it later." They do not realize until it is too late that they cannot locate the correct words to express the idea, and now it is too hard to re-find the information. This is why instructors must provide guidelines and practice exercises for paraphrasing and summarizing. An excellent way to do this is through a library research-based assignment. This assignment should require a topic to be broken down into several smaller parts due at different times throughout the semester. Annotated bibliographies are also helpful in requiring students to summarize and evaluate a source and decide whether it is worth using for their assignment. This helps the student to connect with the source and determine whether it is relevant to the assignment.

2.3. Incorporating Personal Reflection in Assignments

One early educational approach to developing students' understanding towards the value of writing assignments with original representation is by encouraging reflective writing. Reflection involves actively contemplating and translating an experience or knowledge into an expression. A well-known reflection model is the Gibbs Reflective Cycle, which has six stages. Those stages are Description of the assignment, Feeling, Evaluation, Analysis, Conclusion, and Action Plan. Students must make a self-review (the higher-order thinking of evaluation and analysis) on their submitted work. This can be done by hoping future assignments are modelled from projects done by senior students that can be obtained elsewhere and uploaded into VLE, as those can be detected by text-matching software.

Then, they or the students compare the previous students' work and their work on the assignment. If they discover similarities in the work, they can make corrections before sending it. Reflection is generally a personal look at what you think and feel as a result of solving a particular problem or completing an assignment, as well as looking at what went right, what went wrong, and what you do about it next time. By associating reflection in the assignment process, students hope to consider how doing the assignment honestly can improve their skills for future benefits. The idea was to make students think more before wanting to copy from others given the assignment works, also motivating them to put more effort into doing assignments. Some UKM lecturers have implemented this idea by requiring students who submitted programming or practical works to comment on each part of the source code. This can be easily implemented on assignment papers by asking a general question on what they have learned from doing that assignment topic.

2.4. Utilizing Peer Review Processes

Peer review processes are an often-neglected strategy for assessing and encouraging academic integrity. Traditional research papers can be difficult and time-consuming to grade in a way that provides feedback to the student and encourages them to use it to improve their writing in the future. Peer review can give additional feedback and a different perspective on strengths and areas for improvement in student writing. Peer review can also discourage plagiarism by making the originality of each student's work more transparent. When students are required to bring a complete draft to peer review, the instructor can be assured that the paper did not come together the night before it was due. Peers will be less likely to give a higher rating to a paper they know was done at the last minute and more likely to point out the areas where the student could improve a paper that they know is still in rough form. Finally, providing feedback on another's writing is known to help improve the reviewer's writing. This is an essential indirect strategy for discouraging plagiarism, as students who are more confident in their writing ability are less likely to feel the need to substitute another's words for their own.

3. Promoting Original Work

Students who develop and build their knowledge are less likely to commit acts of academic dishonesty. We need to teach students to go beyond rote learning and surface understanding and instead seek to understand the material truly. Encouraging students to think critically helps them develop their opinions and ideas on a topic. This will lead to greater understanding and stronger memory of the topic and make it less likely that the student would need to engage in any form of dishonesty to complete a piece of assessment.

When students take the time to think deeply about their work, they seek to produce something original and innovative. By providing opportunities to engage in authentic problems from their field or set by the instructor and create something that has the potential to be used beyond the classroom, we are providing students with a chance to apply their learning in a way that is both creative and innovative. Students must also understand what constitutes a violation of academic integrity. Often, students do not deliberately engage in plagiarism but are unaware that a piece of work copied and pasted may count as a stolen idea. Assessment tasks should clearly state the expectations of the piece of work and what constitutes a violation of academic integrity to prevent this from occurring.

3.1. Nurturing Creativity and Innovation

To a large extent, innovations are generated by mixing or applying ideas in ways different from their original applications. Thus, it is imperative to nurture creativity and innovation in our students and ensure they can generate and develop their ideas. One approach to fostering innovation is providing students with "wicked" problems. Wicked problems are those with no clear solution, where the solution of one aspect of the problem may create another problem. These are the problems students will face in the future. Helping students develop skills in identifying and solving wicked problems will increase their innovativeness. An approach for implementing this in a course is to integrate wicked problems into regular coursework, but this can be time-consuming. A more accessible approach may be to use technology to aid problem-based learning. An Australian study applied qualitative methods to investigate and compare the differences between engineering students who used the InnoProblemTool and those who didn't use it across three categories: innovative problem-solving skills, motivation and satisfaction in problem-based learning, and beliefs in the value of PBL. This enhanced learning tool offers a creative approach that promotes the development of more complex and well-formulated problems. Technology has made it easy to implement an experimental teaching style, and it is said to be the most effective method of teaching to increase problem-solving skills and motivation for engineering students in PBL. This shows that technology can be implemented in a specific field to aid learning and innovation.

3.2. Encouraging Independent Thought

Plagiarism is often the result of a lack of critical and original thought in students' work. Aside from the issues of assistance and collusion in copying work, often, students have not engaged initially with the material. Most learning does not involve new information being presented to students but rather students being forced to engage with existing information in a new manner. This process develops critical thinking, complex analysis, and original creative thought. If students are to engage in such a process, they must have a wide range of perspectives and data available on which to operate. Often, students plagiarize because they have left an assignment to the last minute and see no way to complete it to the expected standard using their current skills and knowledge. At this point, the temptation to copy is enormous. Therefore, we must ensure students do not encounter dead-ends in their learning to discourage plagiarism. They need to be constantly pushed, but working within their current abilities should still be possible to achieve a high standard. An environment in which the bar is set very high is not conducive to original thought if students do not have the means to reach this bar. High expectations must be backed up with support and a structured progression to allow students to meet these expectations. This will involve close monitoring of student ability and regular feedback. In any case, assessment tasks should be designed to be achievable if students have the right skills and knowledge. If students know that they can do something, it is most likely that they will. Therefore, impossible or challenging tasks often result in poor or plagiarized work.

3.3. Providing Opportunities for Self-Expression

Step 1 for these students breaks destitute motivational patterns and contempt for low self-worth, often resulting in a lack of feedback or low feedback outcome. One of the biggest problems is that many students are unaware that the feedback was unsuccessful or are not led to reflect upon it. Feedback to enhance the self-regulation of these students must be systematic and specifically related to the work; it must also lead to these students discovering by themselves what went wrong and guide them to take action on the feedback. Step 2 and the goal of the student when in an ideal state must be to achieve self-regulation and effective self-monitoring with high-level self-reactiveness. This can be achieved by the student creating a feedback loop and systematically comparing their work or performance to a standard. Self-reactiveness will involve the positive reinforcement of behaviour and redirection of the self-system if the feedback is negative. This will be daunting for many students who are used to having relative autonomy from the judgment of their work and will necessitate the strategic bypassing of the students' defence mechanisms focused on preserving self-esteem.

Many factors can affect the locus of control in students, including the structure of their courses and how they are assessed. Interesting research has been done on academic intrinsic motivation using self-determination theory, a broad theory of human motivation that has important implications for psychology in education. It is also a sub-theory of the social cognitive approach and directly affects an individual's locus of control. Students with high intrinsic motivation typically have an internal locus of control and are ideal candidates for producing original work. The most important thing for autonomous motivation and internalization of the locus of control for these students is satisfying their need for autonomy and facilitating self-regulation of their behaviours.

In plain language, students with an internal locus of control want to do things for their reasons and by themselves. They are said to have a greater sense of personal causation and do not like feeling pressured to do things. These students will ambivalently approach tasks where they feel competent, knowing that an external contingent outcome will regulate success. Fueling anxiety, they are fearful of failure and, therefore, are motivated by a fear of ego involvement and loss of competency.

Inhibiting failure avoidance concerns procrastination and maladaptive behavioural patterns. And finally, what the students mentioned above are trying to avoid is low self-worth and the implications of failure on their self-esteem. Failure-avoidant students usually err on the side of doing comfortably well with the least effort as long as the chance of failure is minimal. Students with these traits need to be brought back to a state of intrinsic solid motivation with an internal locus of control, and it is our goal to ensure that this type of student produces work to their full potential.

The third pillar of promoting original student work providing opportunities for self-expression, is directly related to encouraging independent thought but emphasizes a narrower and more specific psychological trait: that of internal locus of control. Locus of control is a psychological concept that refers to how individuals believe they can control events that affect them. People with an internal locus of control believe they control their own lives, while those with an external locus believe others do. Success in education has been linked with an internal locus of control, and promoting original student work in higher education must involve identifying the factors that can affect it and manipulating it.

3.4. Supporting Diverse Perspectives

A focus on promoting original work within the education community must not lose sight of why quality, innovative, and creative thought begins with diverse perspectives. We have discovered that plagiarism and academic integrity are complex and cannot be defined through a black-and-white set of rules and values. Global societies offer a variety of cultural, social, educational, and moral standards, and it is naive for international education communities to assume that a singular set of Westernized values and beliefs regarding knowledge and information is uniform across all cultures. Failure by the education community to recognize this can lead to misunderstanding and misinterpretation of academic integrity issues for students from minority cultural or educational backgrounds, potentially isolating and further disadvantaging these groups. See Figure 57

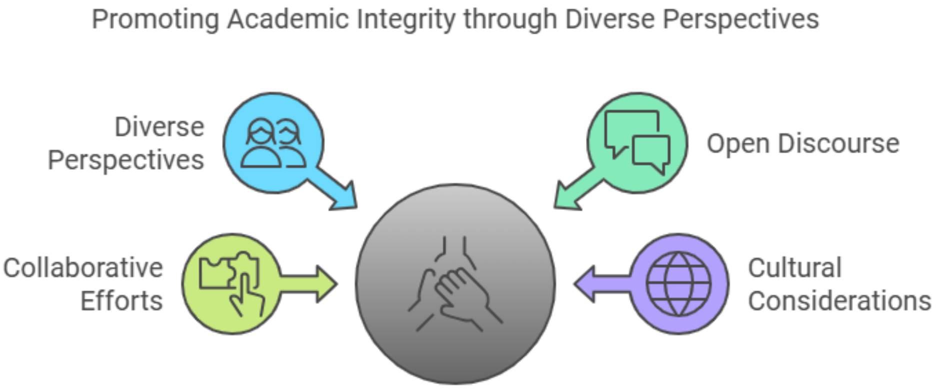

Figure 57

To avert this possibility, diverse perspectives must be considered at all policy levels, and strategies must be implemented to promote original work. Open discourse between parties is necessary to understand how different cultures and socio-economic groups interpret and understand academic integrity issues. This can be followed by a collaborative effort to adapt and customize academic integrity strategies in a way that is relevant and meaningful to minority groups, with the overall aim of inclusion and participation rather than avoidance of plagiarism. Beyond Turnitin provides a prophetic example of this with the comparison of a student of Maori background who was deterred from achieving his potential due to a lack of consideration for his cultural perspective to the proactive approach of a Canadian education community who, through open dialogue and understanding, sought to develop a strategy for their minority aboriginal students.

Recognising the role diversity of ideas plays in creativity and innovative thought is essential. People from different cultural and socioeconomic backgrounds can provide fresh perspectives and approaches to problem-solving. While this kind of diversity is mainly seen in contemporary society with an increasing trend towards globalization, we must acknowledge and cater to the relatively diverse group of students in the learning community within Australia. By demanding all students adhere to a set of standards or pre-existing values regarding the originality or authenticity of their work, we can prevent some students from expressing their diverse and alternative viewpoints. This, in turn, can hinder their ability to communicate effectively within the education system and inhibit their potential to make significant non-conventional contributions to their chosen field of study. This is not to say that we should advocate plagiarism for minority groups. Still, we should consider these groups' values and understandings regarding information and knowledge and work with them to translate this into academic integrity. This will often involve an open dialogue of negotiation and clarification between teaching staff and students, thus contrasting Turnitin's discipline-focused strategies.

4. Building a Culture of Honesty

To minimize incidents of academic dishonesty, there must be a positive learning environment where open communication between students and instructors is encouraged. When students and instructors are comfortable discussing academic issues, it is easier for the instructor to convey to the student what is expected of them. In a climate of open communication, students are more likely to seek clarification on an assignment if they are unsure of what is expected. Students who commit academic dishonesty often do so because they are unclear about what is expected of them and feel it is too late to seek clarification. Open communication also facilitates a sense of trust between students and instructors. When a student feels a personal connection with the instructor, they are less likely to disappoint the instructor by committing an act of academic dishonesty.

Establishing clear expectations for academic integrity is essential for maintaining the highest ethical standards. Many students come from high schools where academic integrity issues are not addressed or dealt with inconsistently. To expect such students to understand what is expected of them in college or university without specific instruction is unrealistic. To set clear expectations, institutions must have a concrete code of conduct. Such codes should be explicit in what constitutes academic dishonesty and the consequences should a student be caught violating the code. This would minimize the often-vast disparity between what the instructor feels is academic dishonesty and what the student feels to be such. If there is any question about what is expected of students, one cannot reasonably expect that they will meet these expectations. Therefore, it is in the best interest of both students and faculty that institutions explicitly define what acts are considered academically dishonest.

4.1. Establishing Clear Expectations

One of the principal ways academic organizations communicate their expectations about integrity is through codes of conduct or honour codes. Ideally, these codes are developed and upheld by the entire school community and regularly communicated to students, faculty, and administrators. Clarity about what constitutes academically dishonest behaviour is crucial. So, it is helpful to back general statements such as "do your work" with specific discussions of what is and isn't permissible in completing homework assignments, lab reports, tests, and other evaluations. The objective is often missed here; the more precise the message regarding what is expected of student behaviour, the less room for misunderstanding and misinterpretation. A second strategy for communicating expectations is using contract or commitment forms. Research has shown a doorway to increase awareness of standards and facilitate self-regulation. Working out agreements about what behaviour is permissible and the importance of shared responsibility between faculty and students in maintaining academic integrity provides a platform for ongoing dialogue.

Finally, classroom behavioural norms can and should be established to reflect the values of the academic community concerning integrity. This discussion might involve asking questions about how students and faculty would like to feel about their experience in the classroom and what they would and would not want to have to happen to ensure that this feeling is maintained. Once the conditions that promote an ideal learning environment are established, the discussion can focus on what specific behaviours of students and faculty will be necessary to uphold this ideal.

4.2. Fostering Open Communication

Encourage students to discuss assignments with one another, to seek clarification from the instructor or teaching assistant, or to drop by the instructor's office hours. Discussion often helps students to generate ideas for papers and to clarify their interpretation of the assignment. An open policy on student discussion may help dispel the notion that collaboration is synonymous with cheating.

Make a deliberate effort to thoroughly and extensively engage in meaningful and impactful conversations about the vital and fundamental concept of academic integrity throughout your instructional sessions. It has been observed that a substantial number of students fail to recognize the gravity and significance of the severe transgressions of plagiarism and cheating until they witness firsthand the severe consequences that accompany the act of getting caught and subsequently receiving penalties. However, by strategically incorporating a carefully timed and thoughtfully planned discourse within the confines of the classroom setting, you possess the ability to effectively and persuasively implore and motivate students to actively refrain from participating in deceitful practices, concurrently imparting upon them the indispensable knowledge and understanding required to avoid such actions altogether. Additionally, such discussions have the potential to exponentially heighten and enhance their cognizance and comprehension regarding the established and enforced guidelines and regulations about academic integrity set forth by the esteemed university (Sopcak and Hood2022) (Mulisa & Ebessa, 2021) (Drach & Slobodianiuk, 2020) (Ferguson et al.2022).

Be approachable and open to discussions and inquiries regarding correctly citing sources and avoiding plagiarism. It is essential to recognize that numerous students often lack clarity on which types of work require adequate citation or might have encountered misleading or insufficient information about these critical matters. As instructors review and assess written assignments, they might encounter recurring issues. They can provide valuable guidance and support to students through recommended resources, such as informative handouts or university writing centres. These resources can significantly aid students in enhancing their skills and understanding in these critical areas, ultimately fostering academic growth and integrity.

Effective communication is critical to the successful prevention of academic dishonesty. It is essential for international and ESL students who may not fully understand the conventions of academic citation and documentation or realize that specific practices such as copying an internet text or buying a paper from an online service constitute plagiarism. Yet even for students who do understand what plagiarism is, open channels of communication increase the likelihood that they will seek clarification when they are in doubt, as well as their awareness of resources designed to assist them in avoiding accidental plagiarism. To facilitate communication on issues of academic integrity, faculty can do the following:

4.3. Creating a Supportive Learning Environment

Creating a supportive learning environment is another crucial way to help students learn about academic integrity. This does not come about by talking to students or putting statements in the syllabus. It must be developed over time and involve both faculty and students. In a supportive learning environment, students are likelier to “do the right thing” even when it is difficult. They know that they won’t be given busy work and that assignments will relate to the content of the course. They are more likely to feel that they are all in it together and that the faculty member has their best interest at heart. This sort of environment encourages less student competitiveness and more cooperative learning. When students work together to learn the material, they are less likely to feel pressured to cheat one another on tests or assignments. Finally, in a supportive learning environment, students are more comfortable asking faculty members for help and more likely to seek that help (Vollbrecht et al., 2020) (Kee, 2021) (Lei & So, 2021).

There are several specific ways to create a supportive learning environment. One is for faculty members to show their enthusiasm for teaching and learning. Faculty should communicate their interests in the subject and their interest in finding ways to help students learn the material. Faculty should also be aware of the diversity of their student population and be willing to make adaptations to help all students learn the material. This faculty awareness of student diversity and willingness to aid all students are characteristics of good teaching correlated with higher student retention and student satisfaction. Several studies have shown that students’ attitudes towards cheating are strongly influenced by their perceptions of what the teacher thinks and what other students are doing. This means that teachers directly affect the likelihood of academic dishonesty and must consider ways to influence student perceptions. See Figure 58

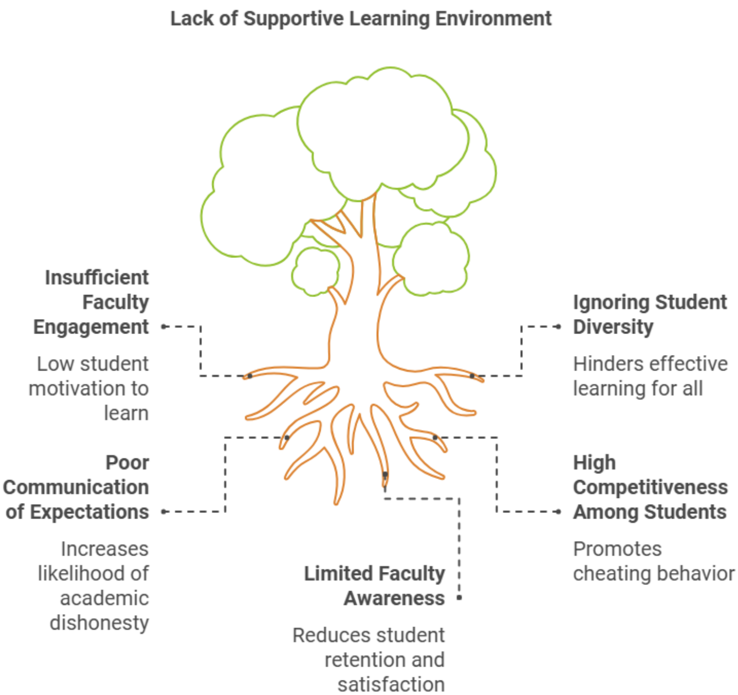

Figure 58

4.4. Recognizing and Celebrating Academic Integrity

Academic integrity is not an end but a means towards a quality of academic culture that supports teaching and learning. It is best fostered through environments in which learning is not a zero-sum game; creating such environments is both a theoretical and a practical challenge. Practically, it is important to recognize students who learn with integrity and to celebrate the contributions made by students and faculty who support a culture of academic integrity. Using approaches consistent with principles of positive reinforcement can build a campus culture in which academic integrity is the norm. This section briefly discusses four approaches to recognizing and celebrating academic integrity: (1) acknowledgement and reciprocity in the learning process; (2) recognizing and rewarding faculty who encourage academic integrity; (3) celebrating exemplary conduct in the academic realm; and (4) educating others about the importance of academic integrity. Expressions of acknowledgement and praise from others are fundamental to self-affirmation and motivation in learning. If students perceive that their instructors do not notice or value their efforts to learn with integrity, they may not see themselves as its beneficiaries (Sheffler et al., 2022) (Mao et al., 2021) (Blynova et al., 2020) (Escobar-Soler et al., 2023).

Sometimes, they may see the undetected shortcut as a more efficient strategy. It is common in many educational contexts for the only instructor feedback to focus on whether an assignment has met a certain quality standard. Often, it is assumed that meeting this standard reflects adherence to academic integrity when students who work both with and without integrity may produce work of similar quality. Such students' interests and motives are varied. They may want to receive credit for a job well done, affirm personal talents and skills, learn something that is personally or professionally relevant, or protect a standing and reputation in the eyes of others (Gow & Sun, 2024) (Mattar, 2022) (Luck et al.2022). High-quality work produced with integrity is less likely to occur if it is not valued or linked to these motives. An essential role for instructors is identifying and affirming the relationship between specific instances of student conduct and integrity and the underlying learning behaviour or motives. This might occur through feedback and dialogue with students or through instructor communication with others involved with the students, such as TAs or supervisors in co-op positions. Consider, for instance, the difference in instructor response to the two cases below:

4.5. Implementing Consequences for Academic Dishonesty

Unfortunately, in many institutions, particularly those with undergraduate honour codes, penalties for academic dishonesty are often much more severe than the same penalty under the ordinary judicial procedure. Conversely, offenders at non-honour-code institutions are frequently given less severe penalties than the nature of the offence would merit. Furthermore, administrative practice often tolerates significant variation in the severity of fines imposed, even for similar offences, due to the discomfort of many educators with the role of judges and an understandable hesitancy to sustain a charge of dishonesty against a student who is adamant in denial. (It is beyond this discussion's scope to address whether it is fair to saddle a student with the stigma of a past offence.) A practical and consistent penalty system is predicated upon the clarity of policies and expectations. It should not hold educators to the impossible standard of always "being sure" of a student's dishonest behaviour (Tatum, 2022) (Bryzgornia, 2022) (Ampuni et al., 2020) (Cullen, 2022) (Ayala-Enríquez and Guerrero-Dib2024,). A process that is fair to the student can take place only if said student is fully aware of the charge against them and is guaranteed the opportunity to contest that charge through a due process of some description. Only with these provisions can a student's guilt or innocence regarding a specific dishonesty charge be determined.

The best university strategies we have seen devote carefully planned time and attention to the equitable and appropriate administration of penalties for violations of academic integrity policies. Faculty and administrators recognize that a failure to meet the proper consequences for cheating is a failure to take the standard of conduct seriously, which these institutions have endeavoured to set. Ironically, students may lose respect for the academic community if they perceive dishonesty as not being taken seriously. If dishonesty is condoned or tolerated, students come to believe that cheating is an accepted practice, a belief that is much harder to correct than the behaviour itself. Therefore, it is essential to communicate expectations to students regarding the consequences of academic dishonesty, to ensure that these expectations are consonant with the values of the educational community, and to provide a process that guarantees procedural fairness to students accused of dishonest behaviour.

Questions and Answers

1. **Q: What is the primary focus of Chapter 12 in "Understanding Turnitin"?**

    - **A:** The primary focus is on holistic approaches to foster academic integrity, discourage plagiarism, promote original work, and build a culture of honesty in educational environments.

2. **Q: Define 'holistic approaches' in the context of fostering academic integrity, as discussed in Chapter 12.**

    - **A:** Holistic approaches refer to comprehensive strategies encompassing not only plagiarism detection but also promoting ethical behaviour, critical thinking, and research skills among students.

3. **Q: Why is promoting ethical behaviour necessary in academic settings, according to Chapter 12?**

    - **A:** Promoting ethical behaviour is crucial to maintaining academic work's integrity, ensuring that all accomplishments are genuinely attained and reflect one's efforts.

4. **Q: How does Chapter 12 suggest encouraging critical thinking to combat plagiarism?**

    - **A:** It suggests incorporating assignments requiring analytical and evaluative skills, thus making it harder to plagiarize and encouraging students to develop their ideas.

5. **Q: What role do research skills play in academic integrity, per Chapter 12?**

    - **A:** Research skills help students gather, interpret, and cite information correctly, reducing the likelihood of plagiarism and promoting originality in their work.

6. **Q: Describe one educational strategy to discourage plagiarism mentioned in Chapter 12.**

    - **A:** Teaching proper citation techniques is highlighted as a critical strategy, helping students understand how to acknowledge sources correctly.

7. **Q: How does Chapter 12 recommend enhancing information literacy?**

    - **A:** Integrating information literacy into the curriculum ensures students can locate, evaluate, and use information responsibly in their academic work.

8. **Q: What is the significance of incorporating personal reflection in assignments?**

    - **A:** Personal reflection encourages students to connect learning with their own experiences, fostering originality and reducing the temptation to plagiarize.

9. **Q: How can peer review processes promote academic integrity?**
   - **A:** Peer review processes can help students understand the value of their and others' work, reinforcing the importance of originality and proper attribution.
10. **Q: According to Chapter 12, how does nurturing creativity contribute to preventing plagiarism?**
    - **A:** By encouraging creativity, educators can motivate students to produce original ideas and works, reducing reliance on unauthorized sources.
11. **Q: What is the role of independent thought in promoting original work, as discussed in Chapter 12?**
    - **A:** Independent thought is crucial for developing unique perspectives and ideas that are essential for originality and academic excellence.
12. **Q: How does Chapter 12 suggest supporting diverse perspectives in academic work?**
    - **A:** It suggests fostering an inclusive environment where multiple viewpoints are valued, encouraging students to explore and present varied perspectives in their work.
13. **Q: Why is establishing clear expectations important in building a culture of honesty?**
    - **A:** Clear expectations provide students with a framework of ethical conduct, helping them understand and adhere to academic integrity principles.
14. **Q: What strategies does Chapter 12 recommend for fostering open communication about academic integrity?**
    - **A:** It recommends creating opportunities for dialogue about academic integrity, including discussions, workshops, and seminars that engage students and faculty.

15. **Q: How can a supportive learning environment promote academic integrity?**
    - **A:** A supportive environment encourages students to seek help when needed, reducing the pressure that may lead to dishonest practices.
16. **Q: What is the significance of recognizing and celebrating academic integrity?**
    - **A:** Recognizing and celebrating academic integrity reinforces its value and motivates the educational community to uphold high ethical standards.
17. **Q: Describe a consequence of academic dishonesty mentioned in Chapter 12.**
    - **A:** Consequences can include academic penalties, damage to reputation, and even legal ramifications, highlighting the seriousness of maintaining integrity.
18. **Q: How does Chapter 12 suggest utilizing Turnitin reports for constructive feedback?**
    - **A:** It suggests using Turnitin reports as a teaching tool to guide students in improving their writing and research practices, emphasizing learning over punishment.

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Conclusion

Turnitin has become an indispensable tool in the educational landscape, significantly transcending its initial role as a mere plagiarism detection software. As delineated throughout this guide, Turnitin's evolution mirrors the evolving demands of academic integrity in the digital age. By integrating Turnitin into their pedagogical strategies, educators can avail themselves of a robust platform that identifies potential plagiarism and serves as a pedagogical instrument that enhances students' understanding of academic honesty, research ethics, and the nuances of scholarly writing. For students, Turnitin is not a deterrent but a mirror reflecting the originality of their work and a compass guiding them towards the ethical use of sources. The guide underscores the importance of viewing Turnitin not as an adversary but as an ally in the quest for knowledge and intellectual growth. When used judiciously, it is a tool that can aid in honing their research and writing skills, ensuring that their work stands on the foundation of integrity and original thought.

Educators are provided with a multifaceted utility through Turnitin, enabling them to tailor their feedback and engage with students' work on a deeper level. This guide has walked through the intricacies of setting up assignments, interpreting similarity reports, and utilizing Turnitin's suite of tools to enhance the feedback process. In doing so, it champions a proactive approach to addressing academic integrity, encouraging educators to foster an environment where originality is nurtured and plagiarism is systematically demystified and deterred. Institutions, on their part, are responsible for embedding Turnitin within a broader framework of integrity policies and educational strategies. As this guide suggests, Turnitin's efficacy is maximized in an academic culture that values honesty, educates its community about ethical scholarship, and actively works to prevent misconduct. By integrating Turnitin with institutional policies and learning management systems, educational institutions can cultivate an integrity culture permeating every facet of academic life.

Looking ahead, the trajectory of Turnitin and similar technologies is bound to evolve with the digitalization of education. As we venture further into digital learning environments, the importance of tools like Turnitin in maintaining the sanctity of academic work and fostering a culture of integrity becomes ever more paramount. Students, educators, and institutions must stay abreast of these developments, embracing new functionalities and integrating them into their academic practices. The book serves as a beacon for navigating the complexities of academic integrity in the digital age. Turnitin stands as a testament to the potential of technology to enhance educational outcomes, provided it is wielded with an understanding of its capabilities and limitations. By embracing Turnitin as a partner in education, the academic community can safeguard the originality of scholarly work, uphold the highest standards of academic integrity, and pave the way for a future where ethical scholarship is the norm, not the exception.

Recommendation

In the ever-evolving landscape of academia, the integrity of scholarly work is a paramount concern for educators and students. "Understanding Turnitin: A Comprehensive Guide for Students and Educators" emerges as an essential resource that addresses this concern head-on, offering an in-depth exploration of Turnitin, a tool at the forefront of promoting originality and detecting plagiarism. This guidebook not only elucidates the functionalities of Turnitin but also demystifies the complexities surrounding academic integrity in the digital age. For educators, this guide serves as a robust manual that aids in the seamless integration of Turnitin within their teaching and assessment methodologies. It provides detailed instructions on setting up accounts, navigating the dashboard, and interpreting similarity reports, which are invaluable for fostering a culture of honesty and integrity in their classrooms.

The book explores into the pedagogical benefits of Turnitin, illustrating how it can be used not merely as a deterrent against plagiarism but as a constructive feedback tool to enhance students' writing and research skills. On the other hand, students will find this guide an indispensable ally in their academic journey. It equips them with the knowledge to navigate Turnitin effectively, ensuring the originality of their work and understanding of the nuances of academic writing. The chapters on interpreting similarity reports and understanding Turnitin's colour codes are particularly beneficial, offering insights into avoiding common pitfalls and embracing best practices in citation and paraphrasing.

Moreover, the guide extends beyond the operational use of Turnitin to address the broader implications of academic integrity. It challenges readers to reflect on the ethical considerations of scholarly work and provides strategies to cultivate a mindset of originality and critical thinking. Through practical tips, case studies, and real-life examples, the book advocates for a proactive approach to upholding the standards of academic honesty. What sets this guide apart is its comprehensive coverage, clarity of explanation, and practical orientation. It is not merely a manual on using a software tool but a dialogue on the importance of academic integrity in shaping responsible scholars and citizens. Whether you are a seasoned educator striving to maintain the highest standards of integrity in your institution or a student keen on mastering the art of academic writing, this guide is tailored for you. The book is highly recommended for its thorough approach, insightful content, and practical value. It is a testament to the importance of integrity in academic work and a step towards fostering an environment where originality and honesty are cherished values. As the digital landscape continues to transform the educational sector, having a resource like this at one's disposal is beneficial and essential.

Glossary of Terms

- **Academic Integrity**: The ethical policy or moral code of academia. This includes honesty, fairness, and responsibility in scholarship and is the foundation of academic life.
- **Attribution**: Crediting the source of ideas, quotes, or data that one has used in their academic work.
- **Citation**: A reference to a book, paper, or author, especially in scholarly work.
- **Digital Receipt**: A confirmation provided by Turnitin upon successfully submitting an assignment. It includes a unique submission ID.
- **Feedback Studio**: A Turnitin feature integrating similarity checking, feedback, and grading functionalities in one platform.
- **GradeMark**: Turnitin's electronic grading and feedback tool allows instructors to directly mark and comment on student papers.
- **Originality Report**: A report generated by Turnitin that shows the percentage of a document's text that matches sources in Turnitin's database. It helps identify potential plagiarism.
- **Paraphrasing**: Restating text in one's own words. A method used to avoid plagiarism by not directly quoting sources, yet still acknowledging the original author.
- **PeerMark**: A feature within Turnitin that facilitates peer reviews by allowing students to provide feedback on each other's work.
- **Plagiarism**: The practice of taking someone else's work or ideas and passing them off as one's own. It is a serious academic offence.
- **Similarity Index**: A percentage score that indicates how much of a document matches sources in Turnitin's database.
- **Similarity Report**: The result of a Turnitin submission, highlighting areas of similarity between the submitted text and existing sources.

- **Submission ID**: A unique identifier assigned to every piece of work submitted to Turnitin, used for tracking and reference purposes.
- **Turnitin**: A web-based plagiarism detection service used by educational institutions to ensure academic integrity.
- **Bibliography**: A list of the books, articles, and other references cited in a scholarly work.
- **Citation Style**: A standardized method to format citations and references, such as APA, MLA, or Chicago.
- **Common Knowledge**: Information that is widely known, accepted, and does not require citation in academic work.
- **Contract Cheating**: The practice of hiring a third party to complete academic work, which is then submitted as one's own.
- **Cross-Referencing**: The method of referring to other sections within the same document or other documents for additional information or verification.
- **Direct Quote**: A word-for-word excerpt from another work, placed within quotation marks or indented, and properly cited.
- **Exclusion Filters**: Settings in Turnitin allow users to exclude certain types of content from a similarity report, such as bibliographies, quotations, or small matches.
- **Intellectual Property**: Creations of the mind, such as inventions, literary and artistic works, symbols, names, images, and designs used in commerce.
- **Learning Management System (LMS)**: A software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs.
- **Match Overview**: Part of the Turnitin Similarity Report shows where the matched text in a submission has been found in other sources.

- **Patchwriting**: Paraphrasing text from a source without sufficient citation or changing the original meaning is often considered plagiarism.
- **Peer Review**: The evaluation of work by one or more people of similar competence to the producers of the work, which constitutes a form of self-regulation by qualified members of a profession within the relevant field.
- **Primary Source**: An original document or firsthand account that has not been previously published or analyzed.
- **Secondary Source**: A document or recording that relates or discusses information originally presented elsewhere.
- **Self-Plagiarism**: The act of reusing one's previous academic work without citing it as a source, which can mislead readers about the novelty of the work.
- **Source Attribution**: Giving credit to the source of ideas, quotes, or data used in academic writing.
- **Turnitin Database**: The collection of digital content against which Turnitin checks submissions for similarity, including journals, papers, published works, and previously submitted student papers.
- **Verbatim**: The exact repetition of words from a source used in academic work to cite a direct quote.
- **Watermarking**: Embedding a unique marker in digital content (like an academic paper) to indicate its origin and authenticity.
- **Work Cited Page**: A list of references at the end of a document that gives full publication details of every source mentioned in the document's text.
- **Annotated Bibliography**: A list of citations to books, articles, and documents, each followed by a brief descriptive and evaluative paragraph, the annotation.
- **Authorship Investigation**: A Turnitin feature designed to help identify instances where the authorship of a submission is in question, focusing on style and writing inconsistencies.

- **Collusion**: Unauthorized collaboration on an academic assignment, leading to the submission of work that misrepresents the individual contributions of the involved parties.
- **Copyright**: A legal concept that grants the creator of original work exclusive rights to its use and distribution, typically for a limited time, to enable the creator to receive compensation.
- **Critical Thinking**: The objective analysis and evaluation of an issue to form a judgment is crucial in academic writing and research to formulate arguments and conclusions.
- **Digital Literacy**: The ability to find, use, evaluate, and create content using information technologies and the Internet is increasingly important in academic research and writing.
- **EndNote**: A reference management software used to manage bibliographies and references when writing essays and articles, aiding in citation organization.
- **Ethical Use of Information**: The responsible use of information by acknowledging copyright, avoiding plagiarism, and using information resources to respect the original creators.
- **Ghostwriting**: The practice of writing a book, essay, or other texts for another person named the author, which is considered unethical in academic settings when used to deceive.
- **Intertextuality**: The relationship between texts and the way that texts refer to and influence each other, an essential concept in understanding plagiarism and originality.
- **Metadata**: Data that provides information about other data, including the author, date created, date modified, and file size of a document, potentially used in authorship investigation.
- **Paratext**: The materials in a publication that surround the main text (e.g., forewords, epilogues, and explanatory notes), which can influence the interpretation and reception of a text.

- **Predatory Publishing**: An exploitative publishing practice that involves charging publication fees to authors without providing the editorial and publishing services associated with legitimate journals.
- **Reference Management Software**: For scholars and authors to record and utilise bibliographic citations (references) and manage project references.
- **Scholarly Communication**: The process by which academics, scholars, and researchers share and publish their research findings with the academic community and the wider public.
- **Synthesis**: Combining ideas to form a theory or system, a critical skill in academic writing for integrating information from multiple sources into a coherent argument.
- **Thesis Statement**: A short statement, usually one sentence, summarizes the main point or claim of an essay, research paper, etc., and is developed, supported, and explained in the text using examples and evidence.
- **Turnitin Score**: A percentage generated by Turnitin to indicate the similarity between a student's paper and existing sources; it is not a direct indicator of plagiarism but a tool for further review.
- **Validity**: The extent to which a concept, conclusion, or measurement is well-founded and likely corresponds accurately to the real world; critical in academic research.
- **Voice (in writing)**: The distinct style or expression an author brings to their writing, which can be analyzed in authorship investigations to assess consistency and originality

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About the Book

Understanding Turnitin: A Comprehensive Guide for Students and Educators by Sir Prof. Daniel Obeng-Ofori, Chukwuma Chinaza Adaobi, and Miracle A. Atianashie is an essential resource for navigating the increasingly complex landscape of academic integrity in the digital age. The book offers a comprehensive exploration of Turnitin, tracing its evolution from a basic plagiarism detection tool to a sophisticated educational resource that promotes originality and ethical scholarship. Through detailed chapters, the authors provide step-by-step guidance on leveraging Turnitin's features, such as the Feedback Studio, GradeMark, and PeerMark, for fostering better academic writing and critical thinking skills. They effectively position Turnitin not as a punitive measure but as a pedagogical tool that enhances both teaching and learning. A standout feature of this guide is its dual focus on practical usability and broader implications for academic culture. The authors address common challenges associated with high similarity scores and provide actionable strategies for rewriting, paraphrasing, and proper citation. Moreover, the book critically reflects on the integration of technology into educational practices, emphasizing Turnitin's potential to cultivate a culture of honesty and respect for intellectual property. However, while the book excels in presenting Turnitin's strengths, it could benefit from a more balanced discussion on the ethical concerns related to data privacy and the risks of over-reliance on similarity metrics. This guide is an invaluable contribution to the academic community, equipping students, educators, and administrators with the tools and understanding needed to uphold academic integrity. It transcends its primary focus on Turnitin, offering insights into the broader challenges and opportunities of fostering originality in education. This work is not just a manual for using Turnitin; it is a thoughtful exploration of the principles that underpin scholarly excellence.

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