Turnitin Handbook

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Using the Turnitin Tools within Blackboard

1. Introduction

1.1 What is Feedback Studio?
Turnitin’s software tool called Feedback Studio is an originality checker which enables lecturers to assess the quality of students’ writing and can enable students to confirm that they have correctly referenced all sources. Feedback Studio also comprises a tool for marking and providing feedback and a tool for peer review called PeerMark.

1.2 How does it work?
When a student submits a paper to a Turnitin assignment, the text is compared to a vast database of 12+ billion pages of digital content (including archived internet content that is no longer available on the live web) as well as over 110 million papers in the student paper archive, and 80,000+ professional, academic and commercial journals and publications. Unless the tutor creating the assignment stipulates otherwise, the student’s paper is also submitted to Turnitin’s repository.

1.3 Repositories
Turnitin utilizes multiple types of repositories in the generation of the Similarity Reports. There are currently four types of repositories:

- Current and archived internet - billions of active and archived web pages from the internet. Internet sources indicate a date of download on the Turnitin Similarity Report if the match is not found on the most recent download of content from this site
- Institution paper repository - the institution’s paper repository of student papers
- Periodicals – a repository of frequently updated content from professional journals, periodicals, and publications
- Student paper repository – a repository of papers previously submitted by Turnitin users

1.4 The use of Feedback Studio within the university
At the time of writing, the university is licensed to utilise Turnitin tools within the Virtual Learning Environment for HE students. Full details of the license and policy may be found here: https://mahara.uhi.ac.uk/view/view.php?id=418. Staff should ensure they have an officially-created account prior to using Turnitin and this may be obtained from the ServiceDesk on 01463 279150 or servicedesk@uhi.ac.uk.

Staff members who view an existing Turnitin assignment in a Blackboard module will be automatically allocated an account by Turnitin but this account is much more restrictive and can be prone to technical issues. If there are problems, the account could be locked and, in that case, the ServiceDesk will contact you.

The university’s Turnitin licence covers the product’s integration with Blackboard. Assignments should not be set up on Turnitin’s website. Having said that, whereas most functions can be carried within Blackboard, there are occasions where staff may wish to use the Turnitin website – for bulk archiving for example. Students should not be asked to visit the Turnitin website except in exceptional circumstances.

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1 https://turnitin.com/static/resources/documentation/turnitin/sales/Answers_to_Questions_Students_Ask.pdf
2. Creating a Turnitin assignment

2.1 Single part assignment with commonly-used settings

To create a Turnitin assignment, navigate to the assignments area of the module and select ‘Turnitin Direct Assignment’ from the ‘Assessments’ menu. There are a number of settings as follows:

Enter an assignment title and description. The File Submission most commonly used is File Upload. The file types allowed are standard document formats. Files should contain at least 25 words. Enter the maximum grade.

Start Date is when the assignment becomes available to students and the Due Date is the deadline. Further down the settings, it is possible to allow/disallow Late Submissions. The Post Date is the date that marks and feedback become available to students. There would normally be a gap between Due Date and Post Date to allow for marking, depending on your course arrangements. Post Date also works in conjunction with another setting further down the page – ‘Reveal Grades Immediately’ should be set to ‘No’.

Turnitin recommend that dates are not changed once students have started submitting to an assignment. Assignments must be recycled before the start of each session and details are given in a separate chapter of this document.

See Appendix 1 for an example originality report. Turnitin’s originality report on a paper will inevitably include some words and short phrases which are in common use and the top two settings in the image above can be used to reduce these. If ‘Exclude Small Matches’ is used, the following setting ‘Minimum Value’ is also required and a small figure should be used here, eg 3 or 4 words. These settings can also be used in handling excessive matches resulting from cover sheets (see Appendix 4).
Generally, tutors would select to store student papers in the standard repository. This ensures that these papers would be checked against future submissions. The following three settings stipulate whether existing stored student papers, the internet and journals and other publications are checked and these are all usually set to ‘Yes’.

If ‘Reveal grades immediately’ is set to ‘No’, the Post Date setting controls when students will receive their grades. It should be noted that, for Turnitin assignments, the settings in the assignment take precedence over the setting ‘Hide (column) from students’ in the Blackboard Grade Centre.

In most cases, ‘Ignore Turnitin grades’ is set to ‘No’ and this ensures that the grades are fed through to the Blackboard Grade Centre when the papers are marked in Feedback Studio.

Grademark is the online grading tool which is now referred to as Feedback Studio. There is an iPad app which is equivalent.

There are three options for the setting ‘Report generation speed’.

- The first, ‘Immediately, first report is final’, means that students will be able to submit only once to the assignment.
- The second, ‘On due date’, means that students only receive one originality report, on the due date. They may submit as often as required until the due date but not thereafter.
- The third option, ‘Immediately, reports can be overwritten until due date’, means that students can use the originality report to improve their paper and resubmit as often as required until the due date. Please note however that the first originality report is generated fairly quickly (half an hour at the time of writing) but subsequent reports will take 24 hours. The university recommends this option as it has been shown to improve academic writing.

Students can go back into the assignment to collect their originality report. If the message “Pending” can be seen, students can click on their paper title to open it and the report may become available within a minute or two.
Turnitin does not handle group assignments where one submission is made per group. The setting ‘Blackboard group’ allows for an assignment to be created for a group of students but each student is required to submit their own paper. It can also be used for marking by multiple markers or reviewers. The groups need to be created beforehand and should not be amended after the assignment is created.

The setting ‘Grading Schema’ enables tutors to select the grading schema used within the course.

‘Students view originality reports’ is usually set to ‘Yes’ so that students can see where their referencing is not adequate etc.

‘Allow late submissions’ would be set according to the policy followed within the course.

‘Save instructor defaults’ will save a little time if tutors use Turnitin in the same way in each of their modules. The setting referring to system defaults should be left at ‘No’.

That concludes all the settings required for a standard Turnitin assignment. Click the ‘Create Assignment’ button when finished. If an error was made, it is possible to make amendments to the assignments setting at this point by hovering over the title and selecting ‘Edit’ from the menu arrow.

Turnitin do recommend that assignment settings are not changed after students have started to submit. The university requires that, where a module is recycled from year to year, the Turnitin assignments are also recycled.

When an assignment is opened, either by clicking on the title or by editing, the default tab is the ‘Submissions Inbox’. Students may not notice that they need to click on the ‘Submit’ tab to submit their paper. Tutors can submit files on behalf of students from the ‘Submit’ tab.
2.2 Multi part assignment
Multi-part assignments may be created in the same manner as single-part assignments, except that ‘Number of parts’ should be set to the required number. The assignment is created giving the same dates to each part but it is possible to edit the assignment and assign different dates. The assignment should be edited as outlined on the previous page so that the ‘Submissions Inbox’ is open. Under the heading ‘Tools’ there are a number of icons and the pencil icon stands for ‘Edit Parts’.

[Image]

Having clicked the pencil icon the following screen opens and it is possible to adjust the dates, the headings and overall grade for each part.

[Image]

2.3 Late submissions
If late submissions are allowed, these will be highlighted in red in the ‘Submissions Inbox’.

[Image]

One issue that should be borne in mind when allowing/disallowing late submissions is that, currently, students very occasionally are unable to upload their file. If the matter has to be referred to Turnitin, it may take some time to be resolved, in which case the deadline may have passed.
3. The Submissions Inbox

Student names appear in a list as they submit. Each document title is a hyperlink which opens the Turnitin Document Viewer. Both the full Originality Report and Feedback Studio can be accessed from the Document Viewer. The Percentage Match column gives an indication of the extent to which matches have been found in each paper. These are colour-coded as follows:

<table>
<thead>
<tr>
<th>Colour</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue</td>
<td>(no matching words)</td>
</tr>
<tr>
<td>green</td>
<td>(one matching word - 24% similarity index)</td>
</tr>
<tr>
<td>yellow</td>
<td>(25-49% similarity)</td>
</tr>
<tr>
<td>orange</td>
<td>(50-74% similarity)</td>
</tr>
<tr>
<td>red</td>
<td>(75-100% similarity)</td>
</tr>
</tbody>
</table>

3.1 Tools

3.1.1 Rubric Manager
It is possible to create rubrics or import them from Excel for attaching to an assignment. These provide a quick way to allocate appropriate feedback on a scale to each criterion being assessed. Grading Forms are also available from the Rubric Manager. Further details on rubrics and grading forms are provided in a separate section of this document.

3.1.2 QuickMark Manager
Feedback Studio enables tutors to mark papers online and to store standard or commonly-used editing marks. Further details on Feedback Studio and QuickMarks are provided in a separate section of this document.

3.1.3 Peermark Manager and PeerMark Review
It is possible to assign student submissions to peers for review based on a series of free response and scale questions created by the instructor. Peer reviews can be anonymous or attributed.

3.1.4 Edit Parts
This tool enables a tutor to change date or add more parts to an assignment, although this should only be done before students start to submit.

3.2 Export
The Word and PDF icons export the original papers submitted in the appropriate format – all papers in a single zip file. The Excel icon exports the grades including the originality percentage in spreadsheet format.
4. Feedback Studio Interface

Clicking on a document title in the ‘Submissions Inbox’ will open it in Feedback Studio.

At the bottom left can be seen the number of pages in the current document and the word count. To the far right, there is a tool to zoom in and out. There are arrows at the top right of the page which enables a tutor to move from submission to submission – this is submission 2 out of a total of 3. More importantly, you will also notice the textbox to enter a grade towards the top right of the screen.

By default, the right panel is collapsed and the Originality Report buttons are shown in red with the Feedback Studio buttons in blue. When any button is clicked the right panel expands.
5. Analysing Originality Report

The percentage is generated by the amount of similar or matching text compared to the number of words in the submission in total. Turnitin state that they do not highlight instances of plagiarism but that they provide tutors with a tool to assess whether deliberate plagiarism has occurred. It is not possible to give a percentage beyond which plagiarism will have occurred as the settings of the assignment affect this result as well as the length of the text.

5.1 Match Overview

As you hover over any of the sources in the right column, an arrow appears and clicking on that will reveal a breakdown of the matching sources. The matching sources are colour-coded.

Clicking on the arrow to the right of any source will show a further breakdown and will give detail where there are a number of matches from the same source. Clicking on the superscript will display the exact text in the source in a small popup window and clicking on the book icon in the popup window will display the whole of the text in the right panel. Use the X button to return to the summary view.
On occasion, it may occur that the matching source is a paper submitted by a student to another university. In that case, it is possible to request to view the paper by clicking on the university name in the popup window. You will be asked for your email address and a copy paper will be emailed to you. This university’s policy is not to provide the paper.

5.2 Excluding sources
If a tutor judges that a match is not giving concern, it is possible to exclude that source by clicking on ‘Exclude source’ at the bottom right of the Document Viewer. The sources are then displayed with a tick box and it is possible to tick any or all of the sources and click the red ‘Exclude’ button which appears at the bottom.

This is a possible technique for handling matches that arise from the use of assignment cover sheets. Sometimes a reference only can be matched so this also could be excluded. Other types of text that can be excluded are common terms and phrases, particularly in technical or scientific documents.

5.3 Filters
The Filters button re-opens the filters settings of the assignment and these can now be adjusted if required. You can choose to exclude quotations and bibliography and you can choose to exclude common words of phrases. A suggested number of words in a string would be 4-6 or you could use a percentage but, in that case, you would need to consider the number of words required for the assignment.

5.4 Downloading Originality Report
There is a grey download which enables the tutor, or the student, to download the Originality Report in PDF format (based on the current view), the digital receipt for the submission or the original file that was submitted.
6. Marking using Feedback Studio

To access Feedback Studio, open the document in the Document Viewer and click on any of the blue buttons towards the top right. This opens the panel fully.

![Image of Feedback Studio interface]

6.1 QuickMarks
By default, the QuickMarks are open in the right column and there are 5 categories of these:

- Commonly used
- Composition
- Composition Marks
- Format
- Punctuation
- Usage

To use these QuickMarks, just drag and drop onto the paper and they can also be repositioned by dragging. Students can view the comments of the QuickMarks by hovering over them. To remove a QuickMark from a paper, hover over it until you see a popup with a bin icon.

You can also highlight a sentence to enter a comment. When you do this, a small set of icons appears. The icon on the left, which has a tick, opens the sets of QuickMarks so that you can work without the right panel. The bubble icon in the middle opens a textbox which enables you to enter your own comment.

You can select from 5 colours to highlight the text and, if you reposition the QuickMark, it remains attached to the highlighted text by a line. You will also see a command to save the bubble comment as a QuickMark.

The third icon in the set of three produces a red strikeout effect on the text.
With the right panel open and using the cogwheel button, it is possible to add your own QuickMarks to each of these categories and it is possible to create new sets.

6.2 Feedback Summary
The Feedback Summary button is used to enter longer comments, that might refer to the document as a whole for example. It is also possible to record audio feedback but this can be up to only three minutes long.

If a tutor wishes to attach a file containing feedback, this would be done through Blackboard’s ‘Needs Grading’ as can be seen in Appendix 2.
7. Using Rubrics with Turnitin Assignments

A rubric is a table or grid that lists the criteria required in an assignment and defines the different levels of performance possible for each. If a student has access to a rubric prior to undertaking an assignment, he or she is able to see what level of performance is required for each possible grade. This also assists in providing feedback to the student following grading. Rubrics assist tutors in the grading process by enabling them to compare each submitted assignment to the standards required at each level for each criterion, rather than comparing each student’s work with another. Rubrics can be used along with Feedback Studio to provide guidance on assignment requirements and feedback to students.

At the time of writing, it is not possible to attach a rubric to a Turnitin assignment at the time of assignment creation. Rubrics are attached through Feedback Studio when at least one student has submitted. It is possible to create or import a rubric when the assignment is created by clicking on the Rubric Manager icon in the Submissions Inbox but it is not possible at this stage to attach the rubric to the assignment.

Since it is likely that tutors will wish to share a rubric with students prior to completion of the assignment, it may be as well to create it in a format that is accessible to students and to position it in the Blackboard module as a content item.

Rubrics created in Excel can be imported into Turnitin assignments. Files containing rubrics within Turnitin have the extension .rbc and can only be used within Turnitin.

A sample rubric\(^2\) created in Excel can be found in Appendix 3. The criteria need to be in the first column and the levels of achievement should be in the first row. Each cell in the grid then contains a description of each criterion for each level of achievement. Note that there are no line breaks in each cell containing the description.

7.1 Types of rubric
There are three different types of rubric:

1. standard rubric which uses percentages for both weighting and scale values;
2. custom rubric in which you can enter your own scoring;
3. qualitative rubric which does not use numeric scoring at all but is used to provide feedback only.

Note the section at the bottom of the overlay frame which refers to rubric scoring.

\(^2\) Michael Vigorito, 2013, Seton Hall University https://www.shu.edu/assessment/upload/Rubric_Examples.xls
7.2 Importing a rubric

From the Submissions Inbox, use the icon indicated in the above graphic to access the Rubric Manager which appears as an overlay to the assignment.

The icon to the top right of the frame is the Import and Export button. Having clicked that, you are given the opportunity to browse your computer for the `.xls` or `.xlsx` file. This is also how Turnitin rubrics with the file extension `.rbc` are imported.

When the file has successfully loaded, the arrow towards the top left of the frame will take you back to the Rubric Manager and you can select the imported rubric from the menu button towards the top left of the frame. Grades and weighting need to be entered at this point.

Different weighting can be added to the criteria in the left column by clicking on the 0%. These should total 100% if that is the Overall Grade given in the assignment setting. Grades can be added to the top row by clicking on the 0.00. These do not need to total 100 and could be 40, 55, 70, 100 or 5, 10, 15, 20.
7.3 Associating a rubric with an assignment

You need to be in Feedback Studio to attach a rubric to an assignment, i.e. at least one student must have submitted to the assignment. You can click on the title of a student’s submission to open that paper in the Document Viewer. The Rubric Manager icon is the bottom icon in the blue group.

The overlay panel that opens may be populated with the rubric mostly recently used. If not, use the cogwheel to attach a rubric.

Use the menu button on the top left of the panel to select the required rubric from the list. The icon to attach the rubric is at the bottom left of the overlay panel. A rubric can be unattached from an assignment but, if it has previously been used to grade papers, these will be lost. A rubric cannot be edited after it has been attached to an assignment.

7.4 Using the rubric to grade

With a paper open in Feedback Studio, you should click on the rubric icon. This opens the rubric in the right panel and grading can be done by clicking in one of the cells for each criterion. Hovering over each cell reveals the description. It’s possible to resize the bottom half of the panel which gives details for each criterion.

If you click the icon next to the cogwheel, the rubric will open in an overlay panel which might be easier to work with.

Having selected the appropriate criteria, use the ‘Apply to Grade’ button.
7.5 Creating a new rubric
From the rubric overlay pane, select Create New Rubric from the menu at top left. This opens an empty form where you can enter the titles and details for each criterion, the appropriate marks for each scale etc. The + at the top of the Criteria column can be used to add more rows and there is also a + to add extra columns. Note that there are three possible scoring methods.

7.6 Grading Forms
Grading forms are used to provide less structured feedback to students and may be suitable for subject areas such as Music, Drama etc. Grading forms are also created from the rubric overlay panel by selecting Create Grading Form from the menu. The form that opens enables you to enter a title and description for each criterion. Having attached the form to an assignment and saved it, it can be used as an empty form to provide individual feedback to each student. Marks can be added also but this is not mandatory.
8. Recycling Turnitin Assignments

If a Blackboard module space is being re-used from year to year, it is a good idea to recycle the Turnitin submission data as part of Blackboard housekeeping at the end of each session.

Recycling Turnitin submission data removes the submissions made previously so that the assignments can be used with a fresh cohort. This affects all the Turnitin assignments in the module.

8.1 Archive First
It would be good to retain an archive prior to recycling assignments.

**Archive Papers and/or Grades**

This can be done by navigating to each Turnitin assignment in the module and selecting at least two of the export options available (towards the top right).

The Word and PDF icons export the original papers submitted in the appropriate format – all papers in a single zip file. The Excel icon exports the grades including the originality percentage in spreadsheet format.

**Archive Papers and Feedback**

It is not possible to archive the feedback with the papers from Blackboard. To do that, you will need to log into your Turnitin account on [https://www.turnitinuk.com](https://www.turnitinuk.com). If you have forgotten your password, click the ‘forgotten password’ link on the login screen and follow the instructions. When you have logged in to your Turnitin account, your modules will be listed as shown below.
You should click on the required module to see a list of the Turnitin assignments in that module, followed by the ‘View’ button on the assignment you wish to archive.

When the submitted papers are listed, clicking at the top of the left column will select all papers for archiving.

A bright yellow message appears along with a ‘Download’ button and you should select ‘Grademark paper’ from the dropdown list.

A second message is displayed indicating that you will receive a message when the files are available for download. This message will be available towards the top right of your Turnitin dashboard.
Having opened the message in your Turnitin dashboard, you have the opportunity to save the file to your drive.

The file is a zip file so, on a Windows computer, you should locate the file (probably in the Downloads folder), right-click it and select ‘Extract all’ from the menu. The manifest.txt file gives a list of the contents of the zip file and the PDFs are the submitted papers with the feedback.

Example of PDF File Contents:

This is the document that would have been submitted to the Blackboard Turnitin assignment

This is the feedback (not an exemplar!)
8.2 Recycle Assignment

To recycle the Turnitin assignments in a module at the start of session, navigate to the module and select Turnitin Direct Tools from Course Tools in the Control Panel.

The following message appears:

Having clicked the ‘Recycle Turnitin Direct Assignments’ button, you must remain on that page until you see a green message at the top of the screen indicating success.
Appendix 1

Sample Originality Report
Appendix 2

Needs Grading View

![Image of grading view interface]

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Status</th>
<th>Start Date</th>
<th>Due Date</th>
<th>Post Date</th>
<th>Grade Total</th>
<th>Tools</th>
<th>Export</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completed</td>
<td>02 Nov 2016 15:05</td>
<td>02 Dec 2016 15:05</td>
<td>02 Dec 2016 15:05</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Paper Title/Author:
- Text: Student - Test of Rubric

Instructor Comments:
- Optional feedback to student

Instructor Notes (Not shared with user):
- Optional feedback between instructors

Instructor Comments Files:
- No files

Download: no file selected
<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Student shows enthusiasm and presents information in logical, interesting</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
<td>Delivery not smooth and audience attention lost because there is no sequence of information.</td>
</tr>
<tr>
<td></td>
<td>sequence which engages the audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Accurate and in depth information, sufficient amount of information,</td>
<td>Accurate information, sufficient information, some resources not cited.</td>
<td>Some information is inaccurate, sufficient information, some resources are not cited.</td>
<td>Information is inaccurate, most sources are not cited.</td>
</tr>
<tr>
<td></td>
<td>proper citing of resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Student demonstrates full knowledge (more than required) and answers all</td>
<td>Student is at ease with information and gives expected answers to all</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary</td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
</tr>
<tr>
<td></td>
<td>questions with explanations and elaboration.</td>
<td>questions, but fails to elaborate.</td>
<td>questions.</td>
<td></td>
</tr>
<tr>
<td><strong>Style/Mechanics</strong></td>
<td>The electronic presentation displays elements of creativity and style, and is</td>
<td>The electronic presentation is clear and logical and contains pertinent</td>
<td>Lacks style and reads more like a list of information, than as a support for an oral</td>
<td>The presentation lacks a clear focus and there are many errors. Electronic presentation is not creative.</td>
</tr>
<tr>
<td>(PowerPoint)</td>
<td>not simply a list of information. The electronic presentation is presented in</td>
<td>information and images. Good clear oral presentation.</td>
<td>presentation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a clear and concise manner.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication &amp;</strong></td>
<td>Student uses a clear voice and correct, precise pronunciation of terms so</td>
<td>Student's voice is clear. Student pronounces most words correctly. Most</td>
<td>Student's voice is low. Student incorrectly pronounces terms. Audience members</td>
<td>Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear and/or the presentation was too brief or too long.</td>
</tr>
<tr>
<td><strong>Time Management</strong></td>
<td>that all audience members can hear presentation. The presentation was of the</td>
<td>audience members can hear presentation. The presentation was of the proper</td>
<td>audience members have difficulty hearing presentation and/or the presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>proper duration.</td>
<td>duration.</td>
<td>was somewhat short or somewhat long.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4

Turnitin and Submission Header Sheets

The use of header sheets in Turnitin submissions can give a high percentage match when viewing originality reports. There are a couple of techniques that can be used to handle this:

1. Multi-part assignments

It is possible to create a multi-part assignment in Turnitin – one for the upload of the header sheet, assigned 0 marks, and one for the assignment itself, assigned the correct number of marks. Create a Turnitin assignment as usual, using your preferred settings. The fifth setting, Number of Parts, should be set to 2 if you wish to treat the header sheet separately from the main paper.

![Turnitin Direct Assignment](image-url)
Having created the assignment, you then need to hover over the assignment title and select Edit from the drop-down menu.

This opens all the settings of the assignment but you need to select the Submissions Inbox in order to change the value assigned to the marks for each part.

Select the pencil icon to edit the parts of the assignment. It then becomes possible to change the headings of each part and the marks assigned to each part.

The disadvantage of using the above technique is that the first part of the assignment, the header sheet, will appear in ‘Needs Grading’.
2. Exclude Sources

The other possible technique which can be used in handling header sheets is to exclude the specific source which will arise for matching header sheets, ie the University of the Highlands and Islands.

Create a Turnitin assignment as usual, using your preferred settings. When the students have submitted, you can click on the title given to each document to open it in the Turnitin Document Viewer.

You may need to click on ‘Originality’ towards the top left. The percentage match is given at the top right, with further detail given in the column below. The matches are colour coded according to sources and you can see the header sheet accounts for most of the match in the image below.

Clicking on the arrow to the right of the first source will give further details.
It can be clearly seen that the first section of the header sheet which has been highlighted in red was matched with other submissions to the University of the Highlands and Islands. They are listed in the column on the right.

![Image of submission sheet](image)

Note the heading “Match 1 of 2” in the darker grey box towards the top of the column on the right. The matches displayed only deal with the first section of the header sheet. The second section, also highlighted in red, at the foot of the header sheet is Match 2 of 2.

When you are satisfied that the first match, which is the first half of the header sheet, can be ignored, you would click the ‘Exclude Sources’ button at the foot of the column on the right.
You need to tick the box opposite “Submitted to University ...” shown in red to select all the entries and then you can use the red ‘Exclude’ button at the bottom.

This process can be repeated for the second section in the header sheet that is highlighted in red by going to “Match 2 of 2” in the dark grey box above.

In this particular instance, removing the two matches for the header sheet reduced the percentage match from 34% to 15% and made it easier to see which matches needed to be examined further.

This process can also be used where the content is matched but the tutor is satisfied that no plagiarism was intended, for example, titles or common phrases.