

Making technology work for academic integrity in Malaysia

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ABSTRACT

This paper reports on an initiative in the communication course of a business degree program jointly run by Taylors University College, Malaysia and the University of South Australia. The innovation was designed to assist students understand academic integrity and avoid inadvertent plagiarism. The text-matching software program *Turnitin* was used in a student-centred way, to enable students to take responsibility for ensuring that their essays were not plagiarised. Students were required to submit a draft of their essay to *Turnitin*, and use the Originality Report to make revisions as necessary, prior to formal submission of the assignment. The findings demonstrate that this initiative resulted in second submissions with lower percentage text-matches, a reduced number of plagiarism cases, and students' evaluations that suggest an increased understanding of academic integrity issues.

1. INTRODUCTION

The advent of the Internet, new electronic technologies, internationalisation of higher education, and changing work-life balance for students are events which have coincided with the public perception that plagiarism¹ is on the rise (Bretag & Carapiet 2008, forthcoming). In this climate, educational institutions around the world have scrambled to establish appropriate responses, often in terms described by Carroll (2003, p. 19) as “detering, detecting and dealing with it fairly”.

Manual detection of plagiarism can be difficult and time consuming, with the result that some academics are reluctant to pursue potential cases (Carroll, 2003; Devlin, 2003; Duggan, 2003; McCabe, 2005; Zobel & Hamilton, 2002). According to Carroll (2003), “electronic detection is not a magic bullet but it is a splendid way to entice people into thinking about plagiarism and it has a place as part of a holistic approach” (p. 16). She further suggests that “we know so little yet about electronic detection’s impact on teaching and learning” (Carroll 2003, p. 16).

During the last five years, a number of educators/researchers have begun to address this gap in knowledge. It is generally agreed that electronic detection is not the solution to eliminating plagiarism and nor can it address the myriad, complex reasons why students plagiarise, either deliberately or inadvertently. Purdy (2005) warns that detection software can change the role of instructor to that of “hunter...sleuth or private detective” (p. 289) and recommends that instructors reflect on an overall teaching strategy which uses detection software as *part of instruction*, rather than as means of investigating a potential crime (2006, p. 290).

In a special issue of *Assessment and Evaluation in Higher Education* (2006) Culwin and McKeever explore the pedagogic use of detection software. Culwin (2006) demonstrates an imaginative use of detection software within one course as part of an overall plagiarism prevention strategy. McKeever (2006), in her overview of electronic detection services, cautions that without sensitive handling, the use of detection software has the potential to “build...a culture of resentment among students, and fear among staff, with institutions becoming embroiled in future cat and mouse games as the plagiarists try to beat the system” (p. 162). However, McKeever (2006) concludes that electronic detection software can be a “beneficial educational tool” (p. 163), enabling tutors and students to work collaboratively on the development of academic skills.

Donnelly, Ingalis, Morse, Castner and Stockdell-Giesler (2006) explore a range of issues relating to the use of electronic detection, including student consent, intellectual property, ethics and the complexity of plagiarism, academic writing practices, and the potential for electronic detection to be used as a teaching tool. Morse concludes by arguing for

¹ While plagiarism is ethically, educationally and linguistically complex and therefore difficult to define, for the purpose of this paper, we use the definition provided by the Council of Writing Program Administrators, based in the United States: “...plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (‘Defining and avoiding plagiarism: The WPA Statement on Best Practices’, 2008).

...a proactive response to plagiarism, such as class discussions and assignments examining the many complexities and implications of plagiarism combined with students adopting Turnitin.com as a writing tool [which] allows instructors to engage students in responsible academic writing (Morse in Donnelly et al 2006)

Keuskamp & Sliuzas (2007) also maintain that text-matching software can provide educative opportunities, but suggest that students' academic literacies may need further development to fully benefit from the quantitative reports generated.

This paper adds to the existing research by examining the use of *Turnitin* as part of a holistic approach which aimed to educate Malaysian students studying in an Australian business degree program, about academic integrity generally, and using academic conventions specifically. *Turnitin* was chosen for this task because it has been assessed by the NCC report (Scaife 2007), as the top scoring commercially available electronic detection software product with 10 million users in over 80 countries. It is important to note that all existing electronic plagiarism detection services focus on 'text-matching' of the paper under review with other material found on the Internet, previous papers submitted and journals. At present, the vast amount of material which could be plagiarised from paper-based sources is not available for text comparison.

2. BACKGROUND

Cheah, Sou Wan and Tracey Bretag share the coordination of the core communication course (*Managing Communication in Business* [MCB]) in the Bachelor of Finance, Bachelor of Marketing and Bachelor of Commerce degree programs, jointly run by Taylors University College Malaysia and the University of South Australia², and taught in Malaysia. A key objective of the course is for students to be aware of academic integrity, and Western academic conventions involved in writing essays for assessment. In the first three offerings of the course, students were required to submit all of their hard copy sources with their first essay so that both the student and teacher could check that sources had been cited appropriately. In the fourth offering, university requirements stipulated that all assignments be submitted electronically through the University's internal submission program AssignIT. This requirement threatened to undermine the rationale behind the first assessment which was to ensure that students had a clear understanding and application of academic conventions.

Working collaboratively, the Coordinators decided to use the text-matching software program *Turnitin* in a student-centred way, to enable students to take responsibility for ensuring that their essays were not plagiarised. Students were required to submit a draft of their essay into *Turnitin*, and use the report to make revisions as necessary.

2.1 The assignment

² MCB is also offered in Adelaide, Singapore and Hong Kong.

For their first assignment in the course, students are required to submit a 500 word essay on a relevant communication topic (worth 15% of the course grade), following five weeks of lectures and tutorials on academic essay writing skills, academic integrity and referencing. See Table 1 below which details the course syllabus for the first five weeks.

Week	Topic	Forum
1	Introduction to communication topic	2 hour lecture, 2 hour tutorial
2	Effective reading for academic purposes	2 hour lecture, 2 hour tutorial
3	Note-taking, paraphrasing and summarising	2 hour lecture, 2 hour tutorial
4	Essay writing: Developing an argument	2 hour lecture, 2 hour tutorial
5	Academic conventions: Referencing and avoiding plagiarism	2 hour lecture, 2 hour tutorial
Weeks 1-5	Academic skills development	Additional consultation for self-identified students requiring additional support

As Table 1 indicates, students were provided with substantial instruction and support to learn the conventions for writing an academic essay in the context of an Australian degree. The Australian instructor (Bretag) spent one week in Malaysia introducing each of the topics. This was followed by the traditional weekly lecture/tutorial format conducted by the local instructor (Cheah), as well as opportunities to seek one-on-one consultation throughout the semester. An online discussion list provided another avenue of support, coupled with comprehensive online learning materials (University of South Australia 2008).

The following extract from the Course Information Booklet, clearly explained the rationale behind the assignment:

The purpose of this assignment is for you to demonstrate your mastery of the academic skills covered in Part 1 of the textbook³ (referencing, avoiding plagiarism and developing an argument using academic sources) using a topic relating to business communication. (Bretag, *MCB Course Information Booklet* 2007, p. 8).

The marking criteria (also provided in the Course Information Booklet) indicated clearly the importance of correct referencing, with 7 out of 15 marks allocated to this skill (See Appendix 1 for the full marksheet). While this weighting may seem disproportionate, MCB is one of the 'core' (compulsory) courses in the business program, and it is

³ *Communication skills for international students in business* (Bretag, Crossman & Bordia 2007).

assumed that if students have passed this course that they understand how to reference sources appropriately in an academic essay. Students who are found to have plagiarised in subsequent courses tend to be treated with less leniency⁴.

Before submitting the final copy of their essay, students were required to submit the essay to *Turnitin* to check the 'Overall Similarity Index' (the text-match percentage). If no revisions were required, students could then submit both the essay and the *Turnitin* Originality Report to Assign IT for formal evaluation and feedback. If the Overall Similarity Index indicated a high text match⁵ in the first *Turnitin* Originality Report, students were then required to revise their essay and resubmit it to *Turnitin*. Finally, they were required to submit the two *Turnitin* Originality Reports together with their essay to AssignIT⁶.

3. METHOD

Preliminary analysis was conducted to determine learning outcomes by comparing the percentage text-match of students' first submissions with the text-match of their final, revised submission. Detailed information was kept regarding any final submissions which were deemed to breach academic integrity guidelines (that is, contained plagiarism). Students were also asked to anonymously complete an evaluation of the *Turnitin* pilot (see Appendix 3), based on the three core questions:

What do you think of the *Turnitin* programme?
How has the programme helped you avoid plagiarism?
What are the drawbacks of using this programme?

Five statements pertaining to each the questions were constructed and using a five- point Likert scale, students were required to agree or disagree with the statements. Students were also provided with an opportunity to provide qualitative feedback.

4. RESULTS AND DISCUSSION

4.1 Learning outcomes

One hundred and fifty two students submitted the assignment, and Cheah noticed a significant drop in the text-match percentage in the Similarity Index in all resubmissions. All Originality Reports with more than 20% text matches were manually checked to ascertain the reasons for these matches. In four cases reports had more than a 50% match. In the first case, the student had not understood the assignment requirements and had not

⁴ Prior to 2007, students were not permitted to proceed in MCB if they did not pass this first assignment, and therefore had the option of resubmitting the essay until they could demonstrate competence. The option to resubmit has been removed as a result of resource issues, but students are still permitted to pass the course, provided they score an overall grade of 50%.

⁵ Students were advised that all text-matches should be checked for appropriate in-text referencing, and that substantial revisions of the whole essay were needed if the text match was 30% or higher. In subsequent offerings of the course, students have been provided with a more detailed guide entitled 'Using Turnitin to avoid inadvertent plagiarism' (see Appendix 2).

⁶ Submitting the *Turnitin* Originality Report to AssignIT proved onerous and in subsequent offerings of the course, students have not been required to do this. The instructor simply accesses each student's Originality Report via the *Turnitin* website.

revised their second submission at all. Two students' reports indicated 75% and 71% matches with 35% and 38% respective matches from the Internet. The two other papers included matches from students' papers from other universities. There was evidence of plagiarism and all four students received formal counselling (and a Fail grade for the assignment).

Although many Originality Reports had text-matches above 20%, this text match did not necessarily mean that students had plagiarised. Generally, the matches were from the assignment cover page, quotations (which were properly referenced) and the reference list, which added up to the overall percentage. Elements of plagiarism were present in areas where ideas were inaccurately paraphrased and similar original phrases and words from sources were used, but these were relatively low. There were cases where ideas were quoted without quotation marks but in-text citations were clearly provided. Importantly, and in light of the fact that in previous offerings of the course there had been up to 20 or more cases of plagiarism every time Assignment 1 was marked, there was no indication that students knowingly copied chunks of information from sources without referencing. It was clear that the main issue for this group of students was that they needed to improve their academic skills.

During the same study period, MCB students in Singapore were also required to use *Turnitin* to redraft their essay submissions. In line with the results from Malaysia, there was a noted improvement in students' second submissions in all cases. Some examples which demonstrate the clear reduction of text-matches from one submission to the next, include the following:

Student 1: Originality Report 1: 33%, Originality Report 2: 7%
Student 2: Originality Report 1: 38%, Originality Report 2: 20%
Student 3: Originality Report 1: 27%, Originality Report 2: 10%
Student 4: Originality Report 1: 25%, Originality Report 2: 15%

It is clear that having the opportunity to submit a draft of assignments to *Turnitin* had a positive impact on learning outcomes for the students enrolled in MCB at Taylors University College, Malaysia. In addition to the fact that all students succeeded in reducing their 'Overall Similarity Index' (percentage text-match) in their second submission, there were significantly less plagiarism cases needing investigation than in previous offerings of the course.

4.2 Student evaluation of the *Turnitin* pilot

One hundred and twelve students (out of 152) anonymously completed an evaluation of the *Turnitin* initiative, following the completion of all assessments (see Appendix 3). The overall evaluations were very positive, with the exception of the difficulties in submitting the essay a second time (question 1d)⁷.

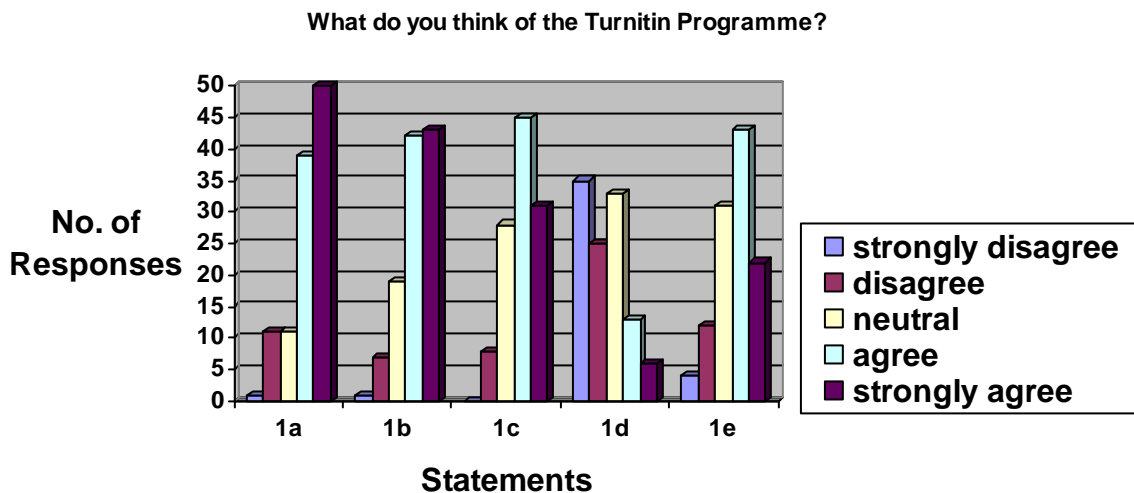
⁷ As this was the first time we had used *Turnitin* to allow students to submit more than one draft, we did not use the full capabilities of the program. An error in setting up the submission process resulted in the need for the instructor to delete students' first drafts before they could submit their revised draft. This also resulted in a flood of student email queries, and unnecessary anxiety for all parties. In subsequent offerings

Section One of the questionnaire related to the technical aspects of the *Turnitin* programme. 79.5% agreed or strongly agreed with Statement 1a: *I have no difficulty logging into this program*. Students generally found it easy to use the programme as the instructions were clear (75.8% agreed or strongly agreed), and the Originality Report was comprehensive (67.9% agreed or strongly agreed). The only area where disagreement was expressed related to the difficulties of resubmission (an administrative error on our part, rather than *Turnitin*'s), as reflected in their response to statement 1d (53.6% disagreed or strongly disagreed with Statement 1d: *I can resubmit the essay without difficulty*). This issue was also reiterated in their individual comments (discussed in the section below entitled Qualitative Feedback). Generally students' perception of this programme was that it was helpful, with 59.6% agreeing or strongly agreeing, and only 18.6% disagreeing with Statement 1e.

The following summarises the responses to Section 1: *What do you think of the Turnitin programme?*

- 1a. I have no problem logging into this program (79.5% SA/A)
- 1b. I can follow the instructions as they are easy to follow (75.8% SA/A)
- 1c. I can understand the report as it is very comprehensive (67.9% SA/A)
- 1d. I can resubmit the revised essay without difficulty (53.6% SD/D)
- 1e. I find the program helpful in general (59.6% SA/A).

Please see Figure 1 below which demonstrates the full responses to Section One of the survey.



of the course, this glitch has been rectified and students can submit multiple drafts without instructor intervention.

Figure 1: Students' responses to the question: *What do you think of the Turnitin programme?*

Section Two of the survey aimed to ascertain if students perceived that *Turnitin* had helped them avoid plagiarism. Based on the data gathered, the programme was perceived to be useful. It helped students develop skills in avoiding plagiarism because it highlights sections of their essays which match information from electronic sources in its database (71.4% agreed or strongly agreed with Statement 2a). These matches made it possible for students to revise their essays and also compelled them to paraphrase ideas in their own words and not lift information directly from the sources (74.2% and 56.2% expressing agreement and strong agreement with statements 2b and 2c respectively). In addition, the matches also alerted the students to carefully check their in-text referencing. Direct quotations not placed within quotations marks and properly cited can be clearly seen in the highlighted sections of the Originality Report.

70.5% of students agreed or strongly agreed that they were now more aware of academic integrity and the importance of academic conventions. Students generally gave positive feedback on the benefits of using this programme in helping them to avoid plagiarism (67% of students expressed agreement or strong agreement with Statement 2e). Interestingly, a small percentage (10.1%) disagreed with the final statement: *I will think twice before lifting information from sources and not acknowledging it*.

The following summarises the responses to Section 2: *How has the programme helped you avoid plagiarism?*

- 2a. I can identify sections of the text that I have copied directly from electronic sources (71.4% SA/A)
- 2b. I am able to identify the areas where I need to edit to avoid plagiarism (74.2% SA/A)
- 2c. I am able to improve my paraphrasing skills (56.3% SA/A)
- 2d. I am more aware of academic integrity and the importance of academic conventions (70.5% SA/A)
- 2e. I will think twice before lifting information from sources and not acknowledging it (67% SA/A).

Please see Figure 2 below which demonstrates the full responses to Section Two of the survey.

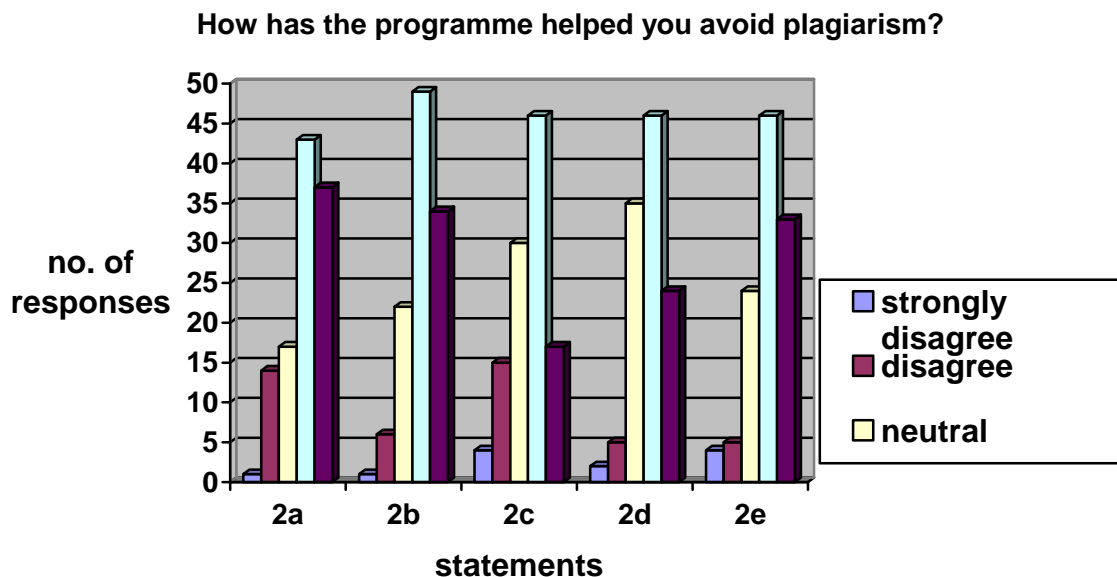


Figure 2: Students' responses to the question: *How has the programme helped you avoid plagiarism?*

Section Three of the survey addressed the potential drawbacks of the programme. This section yielded the least conclusive data. Statement 3a: *I have copied phrases from the textbooks and got away with it*, showed an almost equal split between those who strongly agreed or agreed (33.8%), those who were neutral (34.8%) and those who strongly disagreed or disagreed (32.2%). Dissatisfaction was expressed in relation to Statements 3b: *I have to wait quite some time for the report* (49.1% strongly agreed or agreed) and Statement 3c: *I cannot use this programme without the lecturer's help* (40.2% strongly agreed or agreed). Statement 3d: *I prefer to refer to my lecturer for help than using the programme* also resulted in inconclusive data. 33.9% of students strongly agreed or disagreed with this statement, 36.6% were neutral and 29.5% strongly disagreed or disagreed.

Even though there was clear dissatisfaction expressed with the difficulties of submitting the second draft (and as noted earlier, this can be traced to the way we set up the submission process, rather than anything to do with *Turnitin* itself), 54.4% of students disagreed with Statement 3e: *I have not learned anything from using this programme*. A relatively small but disconcerting number of students (19.7%) strongly agreed or agreed with this final statement.

The following summarises the responses to the question: *What are the drawbacks of using this program?*

- 3a. I have copied phrases from the textbooks and got away with it. (33.8% SA/A)
- 3b. I have to wait quite some time for the report (49.1% SA/A)
- 3c. I cannot use this programme without the lecturer's help (40.2% SA/A)
- 3d. I prefer to refer to my lecturer for help than use the programme (33.9% SA/A)

3e. I have not learned anything from using this programme (54.4% SD/D)

Please see Figure 3 below which demonstrates the full responses to Section Three of the survey.

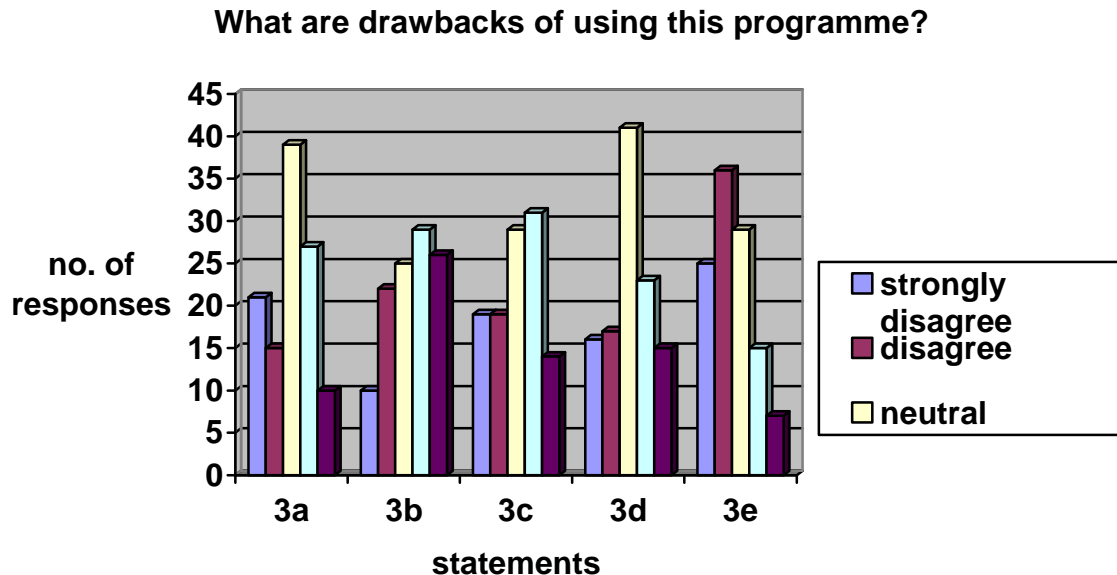


Figure 3: Students' responses to the question: *What are the drawbacks of using this programme?*

The students' evaluations of the *Turnitin* initiative provide evidence that electronic detection software offers a potentially powerful teaching tool, when used in combination with a range of other classroom and online resources on academic integrity.

Excluding question 1d: *I can submit the revised essay without difficulty*, which was the only question in the survey which received negative feedback as a result of an administrative error in the submission set-up, students overwhelmingly agreed with all statements relating to the usefulness of *Turnitin* to assist them in avoiding inadvertent plagiarism. The average percentage of students who agreed or strongly agreed with the each of the statements in Sections One and Two of the survey was 69.2%. Of all the data, only Statements 3a: *I have copied phrased from the textbooks and got away with it*, and 3d: *I prefer to refer to my lecturer for help than use the programme*, yielded inconclusive results. It was interesting to observe that over one-third of students openly admitted that they had copied from hard copy sources and 'got away with it', clearly highlighting one of the limitations of electronic detection software.

4.3 Qualitative feedback

Sixty six students provided qualitative feedback about *Turnitin*. Their comments have been categorised under five headings: resubmission, text-matching, usefulness, originality report and general comments.

4.3.1 Resubmission

Twenty one of the 66 students felt that they should be allowed to resubmit their essay without having to refer to the lecturer for help. The following comments exemplify the feedback:

Turnitin is very useful. It should be also used on other subjects too. However, there is a minor problem on resubmit. I have to get my lecturer to delete the previous one. It will be easier for the lecturer and I if I can delete it myself.

If it is possible for us student to delete our own assignment that was turn in the first time so it make it easy for us to turn in again.

I think we should give chances to change and resubmit the essay ourselves. It is quite troublesome to wait for our lecturer to receive our email and delete the essay. What if the lecturer does no check his/her email? Or we students want to edit and resubmit the essay on the last minute?

4.3.2 Text-matching

Thirteen students felt that the text-matching facility of *Turnitin* did not provide an accurate or useful Originality Report because the software matched common phrases and references and these added up to the overall percentage, which could be misleadingly high. They also commented that only electronic sources were matched and not text books or other hard copy sources, and that this was an important limitation. The following comments exemplify the feedback:

The software takes into account combination of words which are only less than five word long. As such, commonly used phrases of figures of speech are also highlighted and stated as less than one percent match. These minor matches should be eliminated as the aggregate will amount to a lot and not give a true account of a students plagiarism.

Overall, I found Turnitin to be useful in helping to avoid plagiarism. However Turnitin can only trace electronical sources and not textbook. So I think plagiarism can be avoided better if it could also trace sources like textbooks, magazines.

4.4.3 Usefulness

Sixteen students commented that the programme was useful in helping them to avoid plagiarism and some indicated that it should be made available to students for all courses. The following comments exemplify the feedback:

Turnitin software is very useful and help me a lot in my study. I know where is my mistake and where to correct it clearly.

Turnitin should be applied for all subjects.

4.4.4 Originality Report

Four students commented specifically on the Originality Report generated by Turnitin, with three specifically referring to the difficulty of interpreting the report. The following comment exemplifies the feedback:

Turnitin is very useful in avoiding plagiarism. However some students find it difficult to read the report. The website is also quite hard to navigate.

4.4.5 Other comments

Comments from eleven students were categorised in this general grouping, with no specific theme emerging. The most insightful comment related to the need for the University's internal submission process to be linked directly to *Turnitin*:

Software should be made simple. Webpage should be made user friendly and better clarity on any problem submitting and receiving. For UniSA student AssginIT should be incorporated with turnitin to avoid "red tape" of opening a different website. That way, students can hand in their report to AssginIT and turnitin and the same time. IF possible, AssginIT should have a "turnitin" software in order to simplify the submission of reports.

Students' qualitative feedback, again excluding comments related to the flawed resubmission process, pointed very clearly to a general perception that submitting drafts of assignments to *Turnitin* was a useful learning process. Two issues arose in the qualitative feedback which were not sufficiently addressed in the survey data: the limitations of *Turnitin* to identify text-matches from hard copy sources, and the difficulty some students experienced in interpreting the Originality Report. The first issue is out of instructors' control, but the second issue has been addressed in subsequent offerings of the course by providing more detailed instructions on how to read the Originality Report and use it to redraft submissions (See Appendix 2). Furthermore, discussions are currently underway to determine the most appropriate way to link *Turnitin* with the university's own internal submission process.

5. CONCLUSION

This paper has built on existing research about the pedagogic value of electronic detection software by examining the use of *Turnitin* in a communication course, a key objective of which was to educate Malaysian students about academic integrity and Western academic conventions.

The initiative heeded the advice of Donnelly et al (2006), Purdy (2005) and McKeever (2006) not to use text-matching software in a policing or punitive way, but to integrate its use into a holistic and student-centred program of learning. Students were encouraged to take responsibility for ensuring that their essays were not plagiarised by submitting a draft of their work to *Turnitin*, and using the Originality Report to make revisions as

necessary, prior to formal submission of the assignment. The only negative feedback received from students related to an administrative error which required intervention by the instructor to delete the first submission. In subsequent offerings of the course, the full functions of *Turnitin* have been utilised to address this issue.

The overall findings demonstrate that the initiative resulted in second submissions with lower percentage text-matches, a reduced number of plagiarism cases from previous offerings of the course, and students' evaluations that suggest an increased understanding of academic integrity issues. We therefore conclude that electronic detection software, in this case *Turnitin*, while not a 'magic bullet' solution to student plagiarism, can indeed be one tool which encourages active student engagement in the effortful process of ethical academic writing.

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Appendix 1:

Marksheet for Assignment 1, Managing Communication in Business

Assignment 1	Satisfactory	Needs work	Mark
1. Language Skills			4
1.1 <i>Paraphrasing</i> (writing ideas from the readings in your own words, and referencing the original source)			
1.2 <i>Summarising</i> (providing a brief account of the main ideas in a passage and referencing the original source)			
1.3 <i>Quoting</i> (showing clearly when the exact words from the passage have been used by enclosing the words in "quotation marks" and referencing the original source).			
1.4 Sentence structure, grammar and editing			
2. Structure of Essay			4
2.1 Introduction <ul style="list-style-type: none"> • Thesis statement • Definition of key terms • Outline of argument 2.2 Body <ul style="list-style-type: none"> • Does the argument support the thesis statement? • Is sufficient reference made to research? • Is the author's "voice" clear? 2.3 Conclusion <ul style="list-style-type: none"> • Summary and restatement of main argument • No new ideas 			
3. Referencing			/7
3.1 In-text referencing <ul style="list-style-type: none"> ▪ author, date, page (books and journal articles) ▪ Websites correctly referenced ▪ Understands referencing for author / idea prominent statements 3.2 Reference list <ul style="list-style-type: none"> ▪ Alphabetical order ▪ Consistency and accuracy in how sources are referenced ▪ Matches in-text references 			
Total			/15

Appendix 2: Using Turnitin to avoid inadvertent plagiarism

In this course, students are required to submit their assignment on two separate occasions to *Turnitin* prior to submitting the assignment for marking. The first submission will be a draft and the second submission will be your final revised assignment (the same one that you submit for marking and feedback). The purpose of submitting your work to *Turnitin* is to allow you to redraft your work, and prevent inadvertent plagiarism.

To set up your student profile so that you can access *Turnitin*, go to:

<http://www.unisa.edu.au/helpstudents/turnitin/create-profile.asp>

If you are having difficulty with this task, please contact your Course Coordinator:

tracey.bretag@unisa.edu.au

Tips for using *Turnitin*

Turnitin will create an ‘Originality Report’, which will show you an overall ‘Similarity Index’. This is the percentage of your essay that matches other electronic sources available on the Internet, databases and other students’ submissions. If the overall text-match is **less than 10%** from any one source, you do not need to revise the essay, but you should still check that each text-match is shown appropriately with “quotation marks” and with the full reference (both in-text and in the reference list).

If the overall text-match is **greater than 10%** from any one source, you will need to go through the essay carefully, and reduce the text-match by paraphrasing and summarising. Remember to still provide the in-text reference wherever you have used ideas from another source. All direct quotations must be shown clearly in “quotation marks” with the full reference.

The overall Similarity Index might be as high as 30-40%, but this is not necessarily a problem if each of the individual text-matches are less than 10%, and are appropriately referenced. The important thing is for you to use the Originality Report from your draft submission to carefully check that you have referenced all sources throughout your essay. If your essay has a very high overall Similarity Index (eg. over 50%), this is probably an indication that you have not used your paraphrasing and summarising skills adequately. You will need to **carefully recraft the essay** so that you have not simply ‘cut and paste’ from sources without using your own words.

Appendix 3: Student survey to evaluate the *Turnitin* pilot

MANAGING COMMUNICATION IN BUSINESS

Survey on using the Turnitin Software

This questionnaire has been designed to allow you to indicate whether you have found the Turnitin software useful or not in helping you avoid plagiarism . It is important that you respond to every item. Please respond truthfully and your answers will be confidential.

Please tick the appropriate box to indicate how strongly you agree with each of the following statements.

1. strongly disagree 2. disagree 3. neutral 4. agree 5. strongly agree

1. What do you think of the Turnitin programme?

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. I have no problem logging into this programme | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. I can follow the instructions as they are easy to follow. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I can understand the report as it is very comprehensive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I can resubmit the revised essay without difficulty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. I find the programme helpful in general. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. How has the programme helped you avoid plagiarism?

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. I can identify sections of text that I have copied directly from the electronic sources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. I am able to identify the areas where I need to edit to avoid plagiarism. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I am able to improve my paraphrasing skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I am more aware of academic integrity and the importance of academic conventions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. I will think twice before lifting information from sources and not acknowledging it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. What are the drawbacks of using this programme?

	1	2	3	4	5
a. I have copied phrases from the textbooks and got away with it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have to wait quite some time for the report..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I cannot use this programme without my lecturer's help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I prefer to refer to my lecturer for help than use this programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I have not learned anything from using this programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.					

4. Other Comments:
