

ANALYZING TURNITIN ORIGINALITY REPORTS

Originality Reports

An Originality Report from Turnitin is NOT a plagiarism report, but it can help you the lecturer/tutor to identify POTENTIAL sources of plagiarism.

The Originality Report from Turnitin simply indicates the similarity between work submitted in the Turnitin database and other works previously submitted in the database, websites and other electronic sources.

If there are matches between what is submitted and other sources then Turnitin will alert you to this by highlighting the matched sections and a summary at the right of the screen (See screenshots below).

For each matched section it will state the percentage of similarity of the entire paper. Therefore the total figure given is an addition of the percentages of all sections or instances of similarity. If for example a total of 34% is given, this means that the paper is overall 34% similar to others and 66% original.

Low/high percentage/no matches

A **low percentage** on an originality report does not necessarily mean plagiarism is not detected, neither does a **high percentage** mean that there is high evidence of potential sources of plagiarism. An Originality Report may not have **any matches**, far from indicating no potential sources of plagiarism, it may mean that the student did not do enough research , reading, as well as referencing of other sources. Such papers still have to be carefully examined, because not many resources are in the plagiarism database, and the resources that are only available in the printed form may only be detected by your own knowledge.

Steps in Analysis

To get a more accurate report percentage, references must be excluded. The report icon is colour coded. Note the overall Similarity Index percentage and match against the colour code. The lighter the colour the less match is found as indicated below.

SIMILARITY INDICES

| | | | | |
|-------------------|----------------------------|-----------------------|----------------------|------------------------|
| | | | | |
| No matching words | 1 word – 24% matching text | 25%-49% matching text | 50-74% matching text | 75%-100% matching text |

Safe /unsafe percentages

A percentage below 15% (blue-green) may be considered safe, however within that 15% may be potential instances of plagiarism. Therefore these must be examined to see if students have proper in-text citations.

A high percentage could possibly be any figure over 25% (yellow-orange-red). However again each instance must be carefully examined, because sources may be properly referenced but because the database may not be familiar with the sources referenced but with other links, it may show potential plagiarism by highlighting these sources. Therefore it is always good to check each instance.

Quotes should be placed within **quotation marks** and carefully referenced to avoid being highlighted.

If the work is not properly **paraphrased**, then these must be corrected to demonstrate good academic writing.

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Words that are common or form part of the **jargon** and **terminology** will be matched by Turnitin, but this is normal and should be considered when analysing the Originality Report.

AN ORIGINALITY REPORT

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Originality GradelMark PeerMark

Information Literacy (IL): Making Law Resources More Accessible through
 BY KARLENE ROBINSON

turnitin 33% --
 SIMILAR OUT OF 0

Match Overview

| Match Number | Source | Percentage |
|--------------|--|------------|
| 1 | Internet source | 10% |
| 2 | www.wuni.edu.et Internet source | 4% |
| 3 | www.cbdd.wsu.edu Internet source | 4% |
| 4 | www.ats.edu Internet source | 4% |
| 5 | www.rcpos.org Internet source | 2% |
| 6 | www.mia.albizu.edu Internet source | 2% |
| 7 | Hanyang Luo. "An Publication | 2% |
| 8 | www.greenhill-internat... Internet source | 2% |
| 9 | sebt.umwestern.edu Internet source | 1% |
| 10 | www.congovision.com Internet source | 1% |
| 11 | www.cde.athabascau.ca Internet source | 1% |
| 12 | Md. Safiul Hoque, Shah... Publication | <1% |

Information Literacy (IL): Making Law Resources More Accessible through the Use of Information Communication Technologies (ICT)

Education, ICT & IL

Education is seen as one, if not the main component to economic development and general improvement of individuals as well as nations. Information communication technologies (ICT), adds value to education, in that it is an engine for information exchange and increased learning because it allows for increased access to information: anytime and anywhere through its various infrastructures. However the greatest ¹¹ added is information literacy in that information literate individuals would immediately be able to benefit from the wealth of information, resources and opportunities opened ⁹ them through ICT. Information literate individuals, recognize that they have a need for information and have the ability to locate, evaluate and use the information accessed effectively and responsibly. This is especially crucial in an age where we are constantly bombarded by the seemingly endless growth of information in its various forms and formats. There is no end to the growth of legal resources and ICT has made it possible for them to be available in a multiplicity of formats, which users must be able to access for their value to be apparent.

Purpose of the Paper

¹⁰ This paper intends to look at the role of ICT in education, the role of IL in education and how IL can impact law. It seeks to look at areas where the delivery of law education as well as the practice of law can incorporate IL, as well as some basic ICT can be used in the teaching and practice of law.

ICT provides individuals with access to education, and according to the Wollega website, "as access to information continues to grow exponentially, schools, colleges and universities cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time." ICT therefore has this vast potential to enhance the quality of education because it enables information to be transmitted ² a multiplicity of modes and for learning to take place through a variety of formats and methodologies. "ICT's are enablers that ² optimize student-centered teaching and learning methods" states the Wollega website, noting that "distance education through ¹² E-learning has got a thrust after the evolution of ICT-based education system". ICT has the potential to improve the quality of

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The Turnitin database gives a **33%** for this paper. This is arrived at by adding all the percentage for each section where potential plagiarism is highlighted. However if you were to check each citation that is highlighted, you will realize that they are all properly referenced. This brings home the point that we cannot go solely by the overall index number but must consider each highlighted section.

The screenshot shows a Turnitin Document Viewer window. The document title is "Information Literacy (IL): Making Law Resources More Accessible through". The author is "BY KARLENE ROBINSON". The similarity score is 33% (SIMILAR). The match overview table is as follows:

| Match | Source | Percentage |
|-------|---------------------------|------------|
| 1 | www.ats.edu | 10% |
| 2 | www.wuni.edu.et | 4% |
| 3 | www.cbdd.wsu.edu | 4% |
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| 11 | www.cde.athabascau.ca | 1% |
| 12 | Md. Safiul Hoque, Shah... | <1% |

The document text includes several highlighted sections, such as: "turn in their assignments as well as enter chat rooms and discuss topics with other students. ICT technologies facilitate learning and exchange of ideas and resources through online learning made possible through teleconferencing and collaborating. Teleconferencing 'involves the interactive electronic communication among people located at two or more different places' (Rao 1994). It makes use of networked computers and the Internet. Rao believes that these are 'the ICTs that enable interactive and collaborative learning best [and] their full potential as educational tools will remain unrealized if they are used merely for presentation or demonstration'. Teleconferencing enhances tele-collaboration and allows students to access formal courses through the Internet thus extending its use. Therefore through a computer and access to the Internet all types of learners, educators and researchers, scientists collaborate through: email, listservs, message boards, real-time chat, and Web-based conferencing. Judi Harris defines tele-collaboration as 'an educational endeavor that involves people in different locations using Internet tools and resources to work together'. Much educational tele-collaboration used today are based on the curriculum and designed and coordinated by teachers and use e-mail to help participants communicate with each other and are supported by Web sites.

Additionally tertiary level institutions have been capitalizing on ICT infrastructure to improve their programme offerings in terms of quality and to reach more students through distance and virtual learning. 'The Virtual University of the Monterrey Institute of Technology in Mexico uses a combination of print, live and recorded broadcasts, and the Internet to deliver courses to students throughout Mexico and in several Latin American countries. Similarly, the African Virtual University, initiated in 1997 with funding support from the World Bank, uses satellite and Internet technologies to provide distance learning opportunities to individuals in various English-speaking and French-speaking countries throughout Africa' (Mariki cited Wikibooks p. 2). 'At the University of the Philippines Open University, course materials are still predominantly print-based but online tutorials are becoming a convenient alternative to face-to-face tutorials especially for students unwilling or unable to go to UPOU's various physical learning centres. About 70-90% of UPOU's degree courses offer online tutorials as an option, while in several of its non-degree courses tutorials are conducted only online.' (ibid)

The use of ICT in libraries and education would therefore allow users greater and easier access to information through the use of digital learning resources where there seems to be no end to their growth in quality and quantity. Since to harness ICT this requires the use of computers the Internet libraries would assist in reducing the divide between those who have and those who do not have access to computers and the Internet. However to get the greatest benefit individuals need to be able to know what they need, when they need it and know where to go. This is where the role of IL becomes critical.

Note that Match 1 is properly referenced but it is not citing the source identified by the database. This is the same for most of the others highlighted by Turnitin.

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Originality GradeMark PeerMark

Information Literacy (IL): Making Law Resources More Accessible through turnitin 33% SIMILAR OUT OF 0

BY KARLENE ROBINSON

perform at home, at school or on the job. IL competencies empower individuals and transform them to critical independent thinkers and learners. Law is one discipline where the information grows exponentially and therefore information users and handlers must harness information literacy and the information technologies that come with it to great advantage.

According to the American Library Association (ALA) IL is defined as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information". IL becomes increasingly important as information grows and the rapid technological growth fuelling it. This information is available in multiple media and unfiltered formats and therefore must be assessed for accuracy, reliability and validity. It is the information literate individuals that will be able to wade through the vast abundance of information and locate the material they need in record time and use it responsibly. An information literate individual according to ALA is defined as one who is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

While IL, ICT and education are inextricably linked, and the growth of IL to some extent has depended on the expansion of ICT, they can and should be distinguished. IL takes into account the intellectual capabilities involved in using information, as well as the capabilities of using the necessary technologies that provide or contain the information. On the other hand ICT is simply the hardware and the software used in the delivery of the information and IL is important for efficiency. Over the years IL has been used in libraries in a variety of ways to assist users to gain efficient access to information.

IL & ICT in Libraries

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