**Faculty Survey on Pilot Use of Turnitin**

*1) What level was the course in which you used Turnitin?*

100 200 300 - 1 400 - 1 Graduate - 4

*2) What category was your course?*

Course in the major – 5 General Education Elective - 1

*3) Have you used Turnitin before this pilot project?*

Yes - 3 No - 2

*4) Please describe how you made use of Turnitin at Oswego.*

I had my students submit their literature reviews to Turnitin prior to turning in their assignment to me. They were to look at their results and determine if they needed to revise their assignments to avoid plagiarism.

It was used by the XXX capstone students to determine the originality of their final term paper.

My class used it to catch errors in attribution. I used its “GradeMark” routine to mark papers. I really enjoyed it and I am sure that it increased my productivity and enabled me to give better feedback to my students on their writing.

In xxx and xxx, research papers were submitted to Turnitin.

Students prepared 1st drafts of lit reviews (this is a research class) and ran them through TII before submitting to me. They were able to evaluate their own use of citations, excessive quites, etc., before handing in the final product.

If they had questions about citations, quoting, etc. we were able to discuss the questions and concerns prior to formal submission.

*5) What did you like or dislike about Turnitin?*

Easy to use. I thought the reports were easy to interpret.

It is a good tool to check your text for its originality and likely use of others tests that may constitute plagiarism. During this exercise we coult not download the processed files separately for corrections.

GradeMark was a surprise hit with me. On Turnitin itself, I was surprised at the “grey” issues that came up.

Like: color-coded highlighted areas and related sources were easy to see and evaluate.

Dislike: the vast majority of highlighted materials were from papers that used similar sources and there was little room to reword the original matieral, so clearly most highlighted material wasn’t a violation.

Students learnt more about issues of potential plagiarism than I could ever explain. By seeing how their work was viewed through an objective lens (that is, how TII “picked up on” what they wrote), they began to recognize the importance of citing and of interpreting (rather than using someone else’s words)

*6) If there were problems, how were they resolved?*

There were no known problems.

Greg Ketcham was quite helpful in answering questions.

I wasn’t clear when results were displayed to students, the local Angel help list was a great aid.

No problems.

None.

*7) By using Turnitin, what did you learn about student research and writing?*

Not really much. Students turned in original work and the feedback did not result in any cases that I know of where a student made revisions based on these results. The feedback provided did not result in much if any learning by my students. Turnitin seems best suited for identifying plagiarism, and may help some students learn what plagiarism is, but for this class, it did not do much except assure me and the students that no one was plagiarizing on this assignment.

I don’t see Turnitin being as much of a useful teaching tool as I had hoped.

Some students are careless and with the extensive use of internet end up copying some tests that may constitute an act of unintended plagiarism. It is an are of huge challenge.

I did catch some issues of improper citation that I wouldn’t have caught otherwise. The site in the paper that requires it.

One student clearly has a poor sense of citation (doing it at the end of a long passage instead of at the site in the paper that requires it.

Even grad students do not understand the importance of citation nor do they recognize the limits of quoting. Students are unable to analyze and synthesize ideas across the literature... Grad students believe (at first) that “good research” does not involve independent thinking

*8) By using Turnitin, what do think your students learned about student research and writing?*

I don’t think they learned very much. I spend a fair amount of time on writing skills and writing in APA format for this class. However, this was a graduate class and they may be different than undergraduates in what benefits they might receive.

At least they were made aware of the problem and the need for a corrective action.

A subset of my students learned about the importance of proper attribution.

Hard to say. Most are nervous about be charged with a violation.

Using TII challenged the students to think critically about what they were doing. When they asked me why TII was going nuts about their use of quotes, we were able to unpack their thinking processes and begin to make sense of what the students were trying to say.

*10) Additional comments*

In my capacity as xxxxxxxx, I used turnitin to detect plagiarism in a paper. It worked very well at identifying this.

This may be considered for adoption in senior (writing oriented) courses.

I would rather have it than not. It provides a psychological incentive to take more care in producing the product.

*11) I would use Turnitin again*

1. strongly agree - 3
2. agree - 2 (in my xxxxxxxx role)
3. don’t know
4. disagree
5. strongly disagree

*12) In my course, Turnitin helped improve student work*

1. strongly agree - 3
2. agree - 1
3. don’t know
4. disagree
5. strongly disagree - 1

*13) In my course, Turnitin helped me discourage plagiarism*

1. strongly agree - 3
2. agree - 1
3. don’t know - 1
4. disagree
5. strongly disagree

*14) In my course, Turnitin helped me teach good writing and research*

1. strongly agree - 1
2. agree - 2
3. don’t know - 1
4. disagree
5. strongly disagree - 1

*15) Turnitin was easy to use*

1. strongly agree - 2
2. agree - 3
3. don’t know
4. disagree
5. strongly disagree