

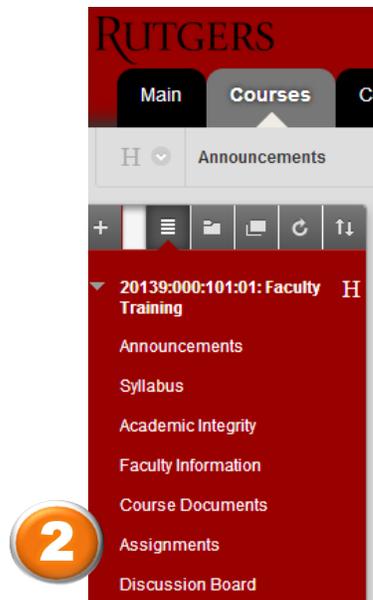
Turnitin

Getting Started Creating a Turnitin Assignment (essay exams, reports, etc.)

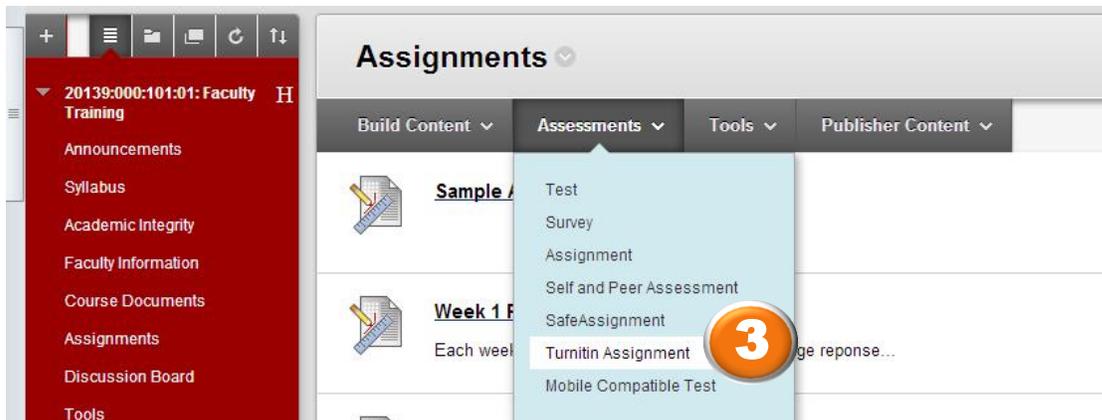
1. Click on your course name in Blackboard.



2. Click on the **Assignments** section of your course.



3. Under **Assessments**, click on **Turnitin Assignment**.



4. Check that **Paper Assignment** is selected as the type of assignment.
5. Click **Next Step**.

Select your assignment type

4

Paper Assignment

PeerMark Assignment

Revision Assignment

Paper Assignment

Paper Assignment -The paper assignment type is the base assignment for all other assignments types (PeerMark, Revision, and Reflection).

When creating a paper assignment there are three dates that instructors will need to set: the start date, the due date, and the post date.

Next Step **5**

6. In the **Assignment Title** box, enter the name of your assignment.
7. In the **Point Value** box, you have the option of entering the number of points the assignment is worth.
8. In the **Start date** section, enter the date and time the assignment will be available to students.
9. In the **Due date** section, enter the due date of the assignment.
10. In the **Post date** section, you have the option of entering the date you would like student scores to be

New Assignment

6 Assignment title ?

Mid-Term Exam ✓

7 Point value ?

100 ✓

Optional

8 Start date ?

14-Oct-2013 ✓

at 8 : 00 AM

9 Due date ?

16-Oct-2013 ✓

at 8 : 00 AM

10 Post date ?

17-Oct-2013 ✓

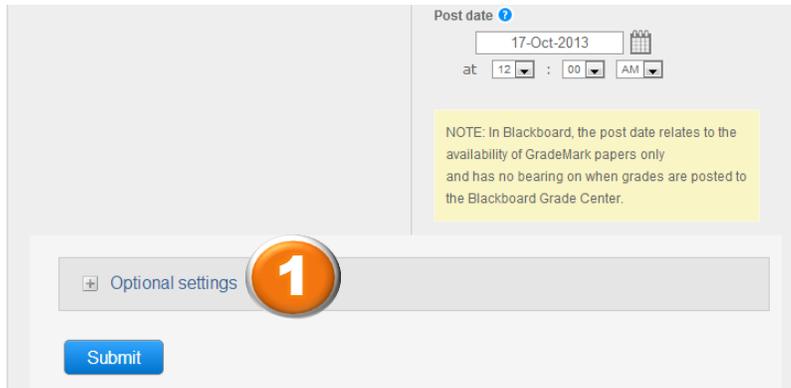
at 12 : 00 AM

NOTE: In Blackboard, the post date relates to the availability of GradeMark papers only and has no bearing on when grades are posted to the Blackboard Grade Center.

displayed.

Optional Settings in Turnitin

1. Click on **Optional Settings**

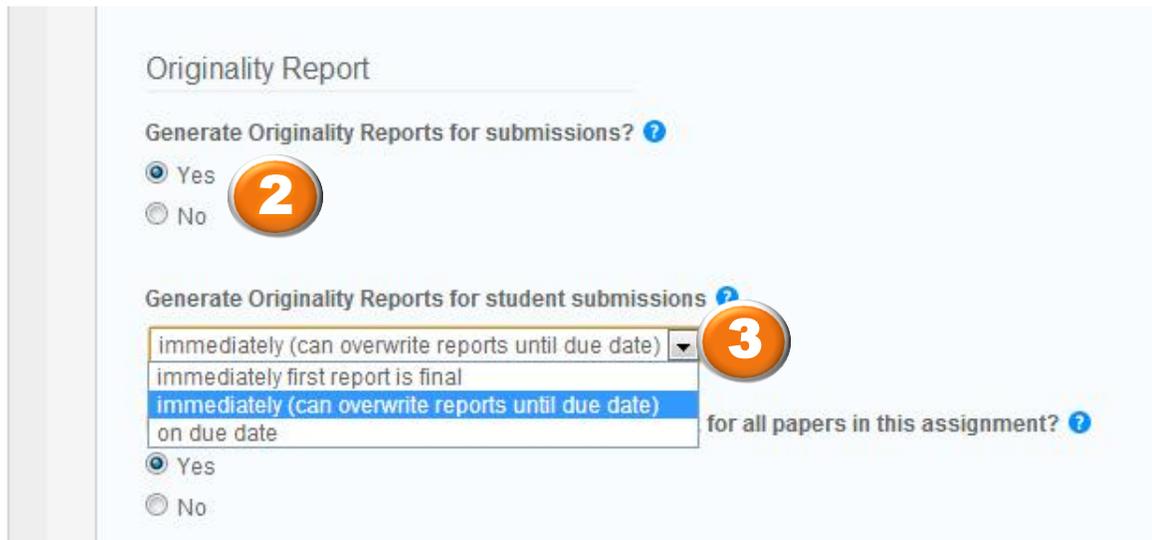


Post date [?]
17-Oct-2013 
at 12 : 00 AM

NOTE: In Blackboard, the post date relates to the availability of GradeMark papers only and has no bearing on when grades are posted to the Blackboard Grade Center.

Optional settings **1**

2. Under **Generate Originality Reports for submissions**, click **Yes**.
3. Click on the arrow next to the drop box for **Generate Originality Reports for student submissions** and select when you would like the Originality Report created.



Originality Report

Generate Originality Reports for submissions? [?]

Yes **2**

No

Generate Originality Reports for student submissions [?]

immediately (can overwrite reports until due date) **3**

immediately first report is final

immediately (can overwrite reports until due date)

on due date

for all papers in this assignment? [?]

Yes

No

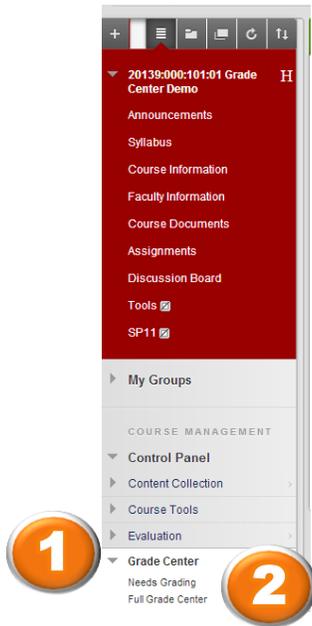
4. Select **Yes** under **Allow students to see Originality Reports** if you would like students to be able to review the reports.
5. You can grades displayed to students all at the same time by selecting **Yes** in the **Reveal grades to students only on post date** section.
6. In the **Submit papers to** section, select **standard paper repository** if you would like the students' papers to be added to Turnitin's database of student papers. Otherwise, **select no repository**.
7. Click **Submit**.

The screenshot shows a portion of a Turnitin submission settings form. It includes three sections with numbered callouts:

- 4**: A radio button selection for "Allow students to see Originality Reports?". The "No" option is selected.
- 5**: A radio button selection for "Reveal grades to students only on post date?". The "No" option is selected.
- 7**: A dropdown menu for "Submit papers to:". The "standard paper repository" option is selected and highlighted in blue.

Below the dropdown menu, there is a "Search options:" label and a partially visible "Student..." field.

Reviewing Assignment in Turnitin



1. In the Control Panel, click on the **Grade Center**
2. Click on **Full Grade Center**

3. A green box with an exclamation mark indicates an assignment is available for grading. Hover over the circle with the down arrow to the right of the exclamation mark.

4. Click on **Attempt** followed by the date.



5. To see the student's assignment, click on the blue icon next to **User's Paper**.

6. To review the originality report, click on the blue icon next to **Originality Report**.

2. User's Work

User's Comments

User's Paper

Originality Report

Mid-Term Exam



3. Feedback to User

Reviewing Originality Report

1. When the Getting Started message appears, click the box next to **Don't show this message again**.
2. Click **Close**.

3. The highlighted sections of the student work are the items that matched other sources.
4. The figure above the word **Similar** is the percentage of the document that matched other sources.
5. The colored numbers in the **Match Overview** section provide details about each match that was found in the document.

3 proliferation of computers and public access to the Internet in the 1990s came a new expectation that schools explicitly teach students how to use technology. The U.S. Department of Labor (1991) claimed that those not able to use technology would face a "lifetime of menial work" (p. 13). This issue escalated when a discrepancy in access to the Internet was discovered. Findings from a U.S. Department of Commerce national survey (1995) highlighted that the United States was being divided into a country of haves and have-nots because of unequal Internet access. This digital divide tended to alienate rural from urban residents as well as younger from older citizens. In response, the **14** U.S. Congress passed the Telecommunications Act of 1996 (U.S. Congress, 1996) to assure Internet access to school classrooms, libraries, and health care providers. In appealing for funding for this legislation, the U.S. Department of Education (Riley, Kunin, Smith, & Roberts, 1996) declared technology literacy a national priority, asserting that the future economic health of the nation depended upon students developing **16** 21st Century skills. The CEO Forum on Education and Technology (2001), bringing together chief executives from industry and education, concurred with this belief and specifically defined **11** 21st Century skills as digital literacy, inventive thinking, effective communications, and high productivity. Using the rationale of economics, schools were expected to equalize the opportunities for all children by teaching students how to use technology so they could become prepared 21st Century workers.

Later, **8** UNESCO (United Nations Educational, Scientific and Cultural Organization,

Match Number	Source	Percentage
1	courses.ischool.berkel... Internet source	3%
2	ipat.sri.com Internet source	2%
3	Submitted to EDMC Student paper	2%
4	www.tojet.net Internet source	2%