

MOODLE-TURNITIN INTEGRATION PILOTS

*This report presents findings of the Moodle-TurnItIn integration pilots
2014-2015*

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Executive Summary

This report presents findings of the Moodle-TurnItIn (TII) integration pilots, which took place in the 2014/2015 academic year. The purpose of the pilots was to examine the feasibility of integrating the originality check provided by the external TII online service within the Moodle submission portal. Moreover, TII as an integrated component of Moodle allows teachers to also take advantage the additional functionality that TII provides (for example, teachers can use the TII GradeMark for marking and feedback provision, QuickMark sets – a feature that allows teachers to provide feedback on specific criteria when using a rubric on an essay (e.g. structure, argument, data collection, analysis etc.). The integration further includes PeerMark – a feature whereby students are able to comment on each other’s work.

This report details findings pertaining to the process and ease of use for integration, including the GradeMark, PeerMark and QuickMark sets features.

A summary of the findings is as follows:

For Students:

- Students found uploading their documents easier as they did not have to log-on to another system to ensure their work would be checked for originality. In a regular case, a student would have to upload his/her assignment via Moodle and separately upload the same document to Turnitit for an originality check. The integrated system was therefore seen to be less confusing and more convenient

For Teachers:

- Teachers found it relatively easy to set-up assignments through the integration and generally affirmed the GradeMark and QuickMark sets were useful in facilitating the marking and feedback process.
- Teachers who marked on regular PCs had a different experience as compared to those using ipads. The ipads enable a seemingly preferred method of offline marking.

For Administrators:

- There are cases where students submit coursework onto Moodle with Departmental administrators then downloading the submissions and uploading them onto TurnItIn for originality checking. Administrators would check the reports and flag any issues that required follow-up by course teachers. Due to the integration, administrative staff did not have to be involved in checking student submissions, thereby making the process more efficient.

Overall, where the Moodle-TII integration worked, the feedback was largely positive. In the instances where the integration did not fully work, the issues identified were significant and cannot be ignored. As such, LTI’s review of the integration has led to a decision to keep the Moodle-TII integration software as a pilot project until a greater portion of the software issues can be resolved.

Introduction

This report presents findings of the Moodle-Turnitin (TII) integration pilots, which took place in the 2014/2015 academic year.

The report is based on feedback from academic staff and staff at Learning, Technology and Innovation (LTI). The pilot is part of a wider project to enhance assessment and feedback with technology, led by LTI.

Background

The Turnitin online service (<http://www.turnitinuk.com>) has been available to LSE academic departments for more than a decade; departments can submit student essays to the Turnitin online service for originality testing as well as use Turnitin's GreadeMark and PeerMark functionality for marking purposes.

In the 2014/2015 academic year, LTI tested the integration of Turnitin with LSE Moodle (Moodle-TII integration) with a limited number of teachers who volunteered to participate in the pilots and report their findings. Moodle-TII integration does not require teachers or departmental administrators to log into the Turnitin online service for originality testing, as it allows that function to be completed directly through Moodle.

Note: LSE Moodle-TII integration is using Moodle assignments ("mod_assign") with Turnitin as a Plagiarism Plug-in (version: 2015040107).

Process

Subsequent to testing the different integrations available, LTI concluded the "Moodle assignments ("mod_assign") with Turnitin as a Plagiarism Plug-in" noted above would be the most suitable for LSE staff.

The selection process followed the stages:

- **Phase 1:** LTI testing
- **Phase 2:** Departmental testing
- **Phase 3:** Report/Evaluation

Once phase 1 was completed, LTI sent a call to all Departmental Managers (DMs) for volunteers.

Those who volunteered to take part in Phase 2 had the Turnitin plug-in enabled in their Moodle course(s). Once enabled, the integration provided Moodle (Editors) access to the '*Turnitin plagiarism plugin settings*' when setting up Moodle assignments (see below).

▼ Turnitin plagiarism plugin settings

[QM](#) Launch Quickmark Manager

Enable Turnitin

Display Originality Reports to Students

When should the file be submitted to Turnitin?

Allow submission of any file type?

Store Student Papers

Check against stored student papers

Check against internet

Check against journals, periodicals and publications

Report Generation Speed

Exclude Bibliography

Exclude Quoted Material

Exclude Small Matches

All volunteers were informed of the risks and uncertainty that characterize pilot projects and were advised to develop contingency plans to circumvent unanticipated outcomes.

The Terms of Reference developed to define and support the partnership effort can be found in Appendix 1.

All teachers were given access to the Moodle-TII integration [site](#) where test assignments (sandbox) created by LTI were made available for practicing and testing the integration prior to use.

Participants to the pilots were also asked to report any issues in the database of issues available on the same [site](#).

All participants to the pilot were listed on the site. Communication between participants and LTI was handled both via the site and via emails.

Participants were informed of the 4 scenarios LTI were interested in testing and evaluating and were asked to indicate which of the scenarios they wanted to be a part of:

- **Scenario 1:** The integration itself (i.e. checking originality reports)
- **Scenario 2:** The use of TII grader (teacher provide feedback using TII GradeMark)
- **Scenario 3:** TII peer assessment tool (teachers using TII PeerMark).
- **Scenario 4:** The use of TII as plagiarism prevention tool (i.e. make it available to students)

Evaluation Methodology

Once the pilots were completed, LTI held face-to-face interviews with staff who participated in the courses and on a few occasions, followed-up via email to solicit more information or clarify comments. Of the 9 courses where teachers volunteered to participate in the pilot, 6 were fully completed, 3 were withdrawn, and 1 was partially completed. The findings below detail comments from teachers who completed the pilot process entirely.

Findings

The following courses completed the pilot and feedback has been solicited from each of the academic leads involved. The feedback below is categorized based on the benefits to staff, students, and administration and is derived primarily from interviews with academic leads and in two cases from student surveys (TQARO).

Course	Scenario piloted	Number of students	Date	Exam Date Exam type (Summative/Formative)
ST327- Market Research: An Integrated Approach	Scenario 1	61	May 2015	Summative
PH400 - Philosophy of Science	Scenario 1 Scenario 2	16	February 2015	Formative
PH201 - Philosophy of Science	Scenario 1 Scenario 2	25	March 2015	Formative
MC419 - Modern Campaigning Politics	Scenario 2	30	February 2015	Formative
MC425 - Interpersonal Mediated Communication	Scenario 2	32	February 2015	Formative
GV100 - Introduction to Political Theory	Scenario 3	>50	May 2015	Formative

Benefits for Students

Students found uploading their documents easier as they did not have to log-on to another system to ensure their work would be checked for originality. In a regular case, a student would have to upload his/her assignment via Moodle and separately upload the same document to Turnitin for an originality check. The integrated system was therefore seen to be less confusing and more convenient. With regards to feedback, TII GradeMark allowed students to filter comments based on individual criteria in those cases that a rubric was used (i.e. a student can filter and view all instances of feedback related to the 'Argument' criterion etc.). The latter would be expected to support students in improving their academic performance, as feedback is more coherent. The TQARO survey results generated in two of the pilots suggested that students did in fact read the comments provided and further followed-up on feedback generated by the system in the lecturer's office hours.

Benefits for Staff

TII as an integrated component of Moodle comes with QuickMark sets— a feature that allows teachers to provide feedback on specific criteria when using a rubric on an essay (e.g. structure, argument, data collection, analysis etc.). Feedback in each of these criteria can be filtered for easy review by students. Teachers' generally affirmed the QuickMark sets were useful in facilitating the feedback process.

With regards to setting up the assignment:

"Setting up the assignment was trivially easy."

"All was very straight forward."

The integration allows teachers to see originality reports from within Moodle without having to separately log into the TII online service. The integration allows teachers to have access to a colour coded report, where each colour indicates a different source from where copied text was found.

"Very much liked the colour coding; it's very easy on the eye, user friendly and identifies sources."

One teacher who used an ipad (without external keyboard) to download and mark offline stated:

"I like that I could work comfortably from home, on the go from the office."

One teacher who had been using a QuickMark sets in GreatMark for feedback provision through the TII online service was able to import all previously created QuickMark sets to the integrated system. Moreover, the integration successfully imported the rubric that has also been previously created on the TII online service.

Benefits for Administration

There are cases where students submit coursework onto Moodle with Departmental administrators then downloading the submissions and uploading them onto TurnItIn for originality checking. Administrators would check the reports and flag any issues that required follow-up by course teachers. Due to the integration, administrative staff did not have to be involved in checking student submissions, thereby making the process more *“straightforward and time efficient.”*

One staff member reported that their department has a double-signed marking policy for summative assessments. For departments with such a policy in place, the integration can allow both the 1st and 2nd marker to both add their comments/grades in Moodle. The system can further facilitate access to external examiners to check feedback and grades on Moodle. In the current scenario, when using the TII online service, the second marker (and the examiner) cannot see the comments/grades of the first marker unless the same account/password is shared. Considering accounts/passwords are ‘personal,’ such sharing is not promoting good information security practice. Thus, it seems that if the integration is successful, the access issues pertaining to those departments with double-signed marking for summative assessments can be resolved to accommodate both a second marker and the external examiner.

Issues identified during the pilots

The full table with details all the issues encountered with the integration are listed in Appendix 2.

Concluding remarks – Next steps

Where the Moodle-TII integration worked, the feedback was largely positive. In the instances where the integration did not fully work, the issues identified were significant and cannot be ignored. In most cases, workarounds provided solutions; however as a result of the relative uncertainty associated with the functionality of the integration software, LTI will not scale Moodle-TII but continue supporting the integration in the form of pilots. As such, the plug-in will be made available to those who want to use it (i.e. teachers will have an opportunity of requesting the plug-in from LTI for any given course).

In this way,

- i) LTI will have full control of who is using the plug-in and thereby have the opportunity to explain to all users the potential problems associated with Moodle-TII integration. Participants in this case would also be asked to contribute to the LSE community effort to identify as many issues as possible with the integration.
- ii) Teachers will be able to use the plug-in but teachers would equally be responsible for contingency planning specific to their use of the

plug-in (e.g. depending on the scenario chosen, the unanticipated problems vary and require a different set of alternatives).

The **timescales for the 2015/2016** are as follows:

- **Phase 1:** LTI and Departmental testing (all academic year 2015/2016)
- **Phase 2:** Report/Evaluation (1 June 2016 - 31 August 2016)

Appendix 1: Terms of Reference

Aim: This pilot is designed to help Learning Technology and Innovation (LTI) decide whether the TurnItIn Moodle Integration ("the integration") can be made available to all Moodle users.

Pilot users will:

1. Configure the Turnitin Plagiarism Plugin Settings on their Moodle assignments in accordance with their requirements
2. Ensure students are aware that they are participating in a pilot, and that unforeseen problems may arise
3. Ensure you provide a way for students to report problems (we recommend a Database of issues similar to the one we have created for you in this course or a forum)
4. Work with LTI to develop a contingency plan in case the integration does not perform as expected
5. Maintain a log of any problems and report them on the [Database of issues](#) set-up for this purpose
6. Ensure that assignment deadlines fall within working hours (0930 to 1730, Monday to Friday) so that LTI can provide timely support and that Moodle maintenance scheduled outside these hours does not prevent students from submitting their work
7. Answer student queries arising from the use of the service
8. Monitor the [TurnItIn System Status](#) page

LTI will:

2. Support pilot users in their use of the integration, and report problems to iParadigms
3. Provide documentation in the [TurnItIn Moodle Integration Moodle page](#) and post notices in the [Announcements and communication forum](#)
4. Monitor the performance of the integration
5. Meet with pilot users to review their experience of using the integration
6. Provide advice on developing contingency plans

LTI will not:

1. Guarantee that pilots will be successful
2. Be able to rectify all problems that may arise, since TurnItIn is a third-party hosted service
3. Provide direct support to students in their use of the service

Appendix 2: Issues identified

Issue	Description	TII case	Status
Close button on Rubric popup	When a student launches the rubric to view it, this will appear on a pop up window. There is a 'Close' button which when you click on nothing happens. To close the rubric's pop-up window you have to click anywhere outside it. Not very obvious considering there is a "close" button	Case #00429484	Partially resolved
Missing originality % icon in grading screen	The originality '% icon' in grading screen is missing from some submissions. Instead an X icon appears	-	Resolved
Turnitin reports not generated	Originality reports were not generated for two students	Case #00410268	Resolved
Peer marking – not initially enabled	To launch peer review you have to set up an assignment and enable Turnitin. You then have to save and close and then go back in to see the Launch PeerMark manager option.	Case #00410268	Closed – Not resolved
Students unable to peer mark	Some students were not able to access the PeerMark service. All students were asked to upload their work to the assessment so they would have had to accept the Turnitin EULA. Despite this, they were still taken to the Turnitin login screen www.submit.ac.uk when they attempted to access the PeerMark section. Logged as a call with Turnitin (Turnitin Help Desk Case #00410268) and have provided screen shots, emails from students and a screencast which demonstrates the error.	Case #00410268	Closed – Not resolved
Marking offline	Unsure if it is possible to somehow mark offline. Is there a way to download assignments, mark offline and then upload?	Case #00429541 - 139	Resolved
QuickMark sets	While it is possible to create new QuickMark sets, it does not seem possible to delete predefined markup sets.	Case #00429541 - 139	Closed/Not resolved

Teacher unable to see peer reviews	<p>Students completed their peer reviews online but teachers could not see that they had completed them. To ensure students had not just saved and forgotten to submit their peer review, students were asked to double-check and submit their reviews. LTI staff additionally went into the system to complete and submit peer reviews to ensure it was not a question of not submitting. It still did not appear as submitted for the teacher view despite being 100% submitted in the student view.</p> <p>Case has been logged with Turnitin (Turnitin Help Desk Case #004102680) with emails and screen shots.</p>	Case #004102680	Closed/Not resolved
Students unable to complete self-review	<p>Some students can access the peer review section of the PeerMark service but they cannot access the self-review section. This was a common problem amongst the students and occurred for some of the test accounts. There did not seem to be any reason for some students being able to access both peer and self-review and others only being able to access the peer review.</p> <p>Logged as a case with Turnitin (Help Desk Case #00410268) and sent emails from students.</p>	Case #00410268	Closed/Not resolved
Moodle course reset and originality reports	<p>Unclear as to what happens to originality reports after the Moodle courses' reset. Are records retained? If yes where? How can the department access them in case of a dispute?</p>		
Feedback only if numeric grade is available	<p>Student cannot see feedback unless the teacher provides a Numeric Grade in TII GradeMark rubric. However, teachers are using a Qualitative rubric (non-numeric scoring)</p>	Case #00433849 - 9982	Resolved
Marking workflow is ignored	<p>Marking Workflow is ignored. The grades are released to students, regardless of the selected workflow state been in 'In Marking'. Marks should only be released if marking workflow is set to 'In release'.</p>	Case #00433865 - 9982	Open (ETA on when this bug will be fixed)
Number of Parts setting not available	<p>Despite following the instructions available online (Step 3), where teachers are able to set the number of parts to a given assignment, this feature was not available on the integration.</p>	Case #00410268	Closed/Under LTI investigation

Rubric icon in 'PeerMark assignment' does appear initially	Logging in a Student, we couldn't see the Rubric initially (see Screenshot 8). However it appeared later on (see Screenshot 9). We are not sure how/why it was generated later.	Case #00410268	Resolved
Rubric can only be used a reference for 'PeerMark assignment'	Students need to be able to highlight individual rubric elements as specified in the scenario above. It seems that the rubric can only be used as a reference and cannot highlight the rubric elements (see Screenshot 10)	Case #00410268	Closed/Not resolved
Unclear about "Additional Settings" options in PeerMark	Unclear about the option 'Allow full points if review is written' (see Screenshot 6). Where do we set up how many points students get for peer marking? Moreover, the setting for 'Paper(s) automatically distributed by PeerMark' must be at least 1. We do not want papers automatically distributed. Is this '1' overwritten if we use the 'Distribution' tab (see Screenshot 7)?	Case #00410268	Closed/Not resolved
Student cannot see their grades	1. The assignment is graded, however: a. They are not 'tagged' as graded on the teacher's screen. b. Students cannot see their grades. Work around - re-open the grading options and grades appear to students	Case #00423291 - 9982	Resolved
Originality report not being shown to students automatically	Upon student submission of a file, the originality report does get generated but does not get shown to the student unless the teacher refreshes the TII submissions via the course settings.	Case #00446456	Originality
Multiple file submission	If an assignment allows for multiple file submissions and the students submits a file named "file 1" then the next time they go to submit it MUST have a different file name. If it does not have a different file name, TII will not produce an originality report for the student or teacher.		Resolved
Zoom in-out rubric in iPad app	We are using the TII iPad app to mark student submissions. The problem we have is that we have a rather long rubric with lots of criteria and scales. One thing we noticed using the iPad app is that we cannot zoom in/out of the rubric to be able to view/highlight. This is an issue as considering the length of the rubric; teachers are not sure whether all cells are marked and most importantly, if the right cells are marked as they cannot have a full picture of it. Is there any way/plan to be able to use the iPad	Case #00453134	Closed/ Not resolved

	functionality (i.e. zoom in-out)		
Deleted assignments on Moodle page are not removed in TII iPad app	LTI set up a number of assignments on a Moodle course one of which was deleted. This deleted submission can still be viewed via the TII iPad app.	Case #00453032	Resolved
Groups do not apply when viewing assignments via TII iPad app	<p>LTI set up an assignment with groups, as different teachers are supposed to grade their respective students' submissions. By doing this, a teacher can choose his/her 'own group' – only the students who belong in their group will appear on the screen.</p> <p>Looking at the submissions through the web browser, the submission appears as described above. However, when looking at the same submissions via the TII iPad app, there is no option to choose a particular group. All student submissions appear on the list.</p> <p>This is a big problem for courses that have lots of students registered and multiple teachers managing them.</p>	Case #00452285	Closed/ Not resolved
Anonymous submissions appear eponymised (not anonymous) when viewed via TII iPad app	<p>Assignments can be set up to accept anonymous submissions. When looking at the submission through the web browser, they appear as anonymous submissions.</p> <p>However, when looking at the same submissions via the TII iPad app, these appear eponymised (not anonymous). Keeping anonymity is critical for teachers that are getting ready to use mark submission for the coming term via the TII iPad app.</p>	Case #00452217	Not resolved
Limited to 13 characters only for rubric Criteria	<p>The number of characters for any rubric criterion is limited to 13. This restriction does not accommodate longer rubric descriptions such as 'Data collection.'</p> <p>Currently, the longest criterion being used is 'Organisation of the essay and understanding'</p>	Case #00454539	Closed/Not resolved