

## **Not just for plagiarism anymore: Turnitin for fast, easy feedback**

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There is a persistent gap between the amount and quality of feedback lecturers think they are giving compared to what students believe they are actually receiving (Adcroft, 2011). Nevertheless, there is evidence that student improvement is strongly linked to receiving good feedback (e.g. Vardi, 2009).

Turnitin can also be a powerful tool to make marking faster and easier for instructors, and to improve student's writing through targeted, detailed and efficient feedback (Penn & Wells, 2017). However, Turnitin is still widely viewed by students and staff as a burdensome, punitive program for detecting plagiarism.

In this workshop, participants will first learn how to use Quickmark and Rubric tools within Turnitin. These tools can significantly reduce marking time while increasing the amount of feedback provided and improving consistency between markers (van der Hulst, Boxel & Meeder, 2014).

In the second part of the workshop, participants will learn the principles of best practice for writing online feedback that students will actually use, and will apply these skills to writing Quickmark comments for their own unit. Lastly, we will provide suggestions on how participants can help their students access and understand their Turnitin feedback.

This workshop is designed to assist staff who have access to Turnitin or are required to use Turnitin by their university, but haven't ventured far beyond the Originality Reports. Participants are encouraged to bring their own laptops or tablets to take part in online activities.

By the end of the workshop you will:

- Understand how the principles of good feedback apply to online feedback;
- Have a bank of QuickMark comments you can use and share, including at least one comment you have written;
- Have take home resources to share with tutors and students showing how to interpret Originality Scores and access feedback.

### **References**

- Adcroft, A. (2011). The mythology of feedback. *Higher Education Research & Development*, 30(4), 405-419.
- Penn, P., & Wells, I. (2017). Enhancing Feedback and Feed-Forward via Integrated Virtual Learning Environment Based Evaluation and Support. *Psychology Teaching Review*, 23(2), 60-65.
- van der Hulst, J., van Boxel, P., & Meeder, S. (2014, October). Digitalizing Feedback: Reducing Teachers' Time Investment While Maintaining Feedback Quality. In *European Conference on e-Learning* (p. 243). Academic Conferences International Limited.
- Vardi, I. (2009). The Relationship between Feedback and Change in Tertiary Student Writing in the Disciplines. *International Journal of Teaching and Learning in Higher Education*, 20(3), 350-361.