turnitin

turnitin clarity™

What's New with Turnitin?

CSU East Bay
Back to the Bay 2026

Meet your Team

Leann McArthur
Senior Customer Success Manager
lmcarthur@turnitin.com

Adam Conner
Senior Strategic Accounts Manager
aconner@turnitin.com

Access to Today’s Slide Deck & More

- Clarity sample assignment prompts
- Clarity sample rubrics
- Tips for editing multipart assignments

Customer Engagement: How can I help you?

Engage with Administrators

- Analyze and present stats
- Strategic Plan
- Replicator Engagement Events
- Fit to purpose resources

Engage with Faculty

- Faculty heads & support
- Turnitin sessions to fit pedagogical needs & interests
- Customized event registration page

Engage with Students

- Resources
- Demo/Recording

Agenda

1. Working premises
2. Current state of play with AI in Academia and the World
3. What Turnitin has been working on
4. The new assignment creation workflow
5. New assignment types
6. Student experience
7. Surfacing the Turnitin and Clarity assignment types in SpeedGrader
8. Building multipart assignments
9. Additional resources

Important - the pace of technological change in this era is rapid!

- Supplemental resources shared by Turnitin should not be understood as endorsement by the authors, unless it is a Turnitin-produced material.
- While we believe these supplemental resources are valuable, this does not imply Turnitin's endorsement of all content by the original authors or organizations.
- The materials are provided for discussion and idea generation, not as legal or procedural advice.

Our Working Premises

Working Premises

- Technology affects how academic integrity is viewed and taught
- New majority students have limited engagement with higher education due to life and financial obligations.
- Cultural backgrounds, including age cohorts, affect student understanding of plagiarism.
- Students rely on institutions to teach academic integrity, while institutions may assume others have taken responsibility for this.
- Factors such as student sense of professor presence and coursework relevance can reduce academic dishonesty.
- Academic integrity and career ethics vary by discipline.
- Academic integrity and career ethics may need to be taught in every course, every semester, throughout a student's academic career.
- AI use is implicated in downskilling, neverskilling, and poses new challenges to learner cognitive development.

ChatGPT-4 edited this content.

Working Premises in Progress

Theory	Definition	Process / Stages	Key Elements	Goal / Focus
Practical Inquiry (Garrison et al., 2001)	The process of constructing meaning and confirming understanding through collaborative and reflective processes.	Phases: Triggering Event → Exploration → Integration → Resolution. Iterative and dynamic (not strictly linear).	Collaboration, reflection, iterative engagement.	Foster deep and meaningful learning through both individual reflection and collaborative discourse.
Cognitive Presence (Garrison et al., 2001)	The extent to which learners construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry.	Ongoing reflection and discourse; requires sustained engagement.	Indicators: sense of understanding, connecting ideas, applying knowledge, generating new ideas.	Enhance teaching and learning effectiveness by focusing on meaning-making rather than content alone.
Critical Inquiry (Dewey's Reflective Thought)	The active, persistent, and careful consideration of a belief or knowledge claim in light of supporting evidence and implications.	Stages: Situation of doubt → Intellectualization of problem → Hypothesis generation → Reasoning & testing → Verification & conclusion.	Questioning, reflective thinking, collaboration, solving real-world problems.	Develop independent thought, problem-solving, and knowledge construction.
Community of Inquiry (Lipman)	A rigorous, democratic, and reflective form of discussion built over time with the same group of learners.	Sustained dialogue across time within a community.	Core elements: shared purpose, collaboration, critical dialogue, mutual respect.	Cultivate the 4Cs of thinking: Critical, Creative, Caring, and Collaborative.

References

Premise 1

Merriam-Webster Dictionary. (2022). *plagiarize.* Retrieved from merriam-webseter.com: https://www.merriam-webster.com/dictionary/plagiarize

Turnitin. (2021). *Plagiarism Spectrum 2.0.* Retrieved from Turnitin Resources: https://www.turnitin.com/resources/plagiarism-spectrum-2-0

Premise 2

DeLaet, A. (2021, October 21). AAC&U Renewing the Legitimacy of Learning: A Symposium on Academic Integrity. (C. Roberts, Interviewer)

Education Design Lab. (2021). *Who Are New Majority Learners?* Retrieved from Education Design Lab: https://eddesignlab.org/newmajoritylearners/

Lumina Foundation. (2021). *Today's Student*. Retrieved from Lumina Foundation: https://www.luminafoundation.org/campaign/todays-student/

References

Premise 2 (con't)

Lyon, K. &. (2019, August 9). *How University Leaders Can Empower the 'New Majority' Student*. Retrieved from Gallup: https://www.gallup.com/education/264299/university-leaders-empower-new-majority-student.aspx

Malm, E., & Weber, M. (2018). *Academic Transformation: A Design Approach for the New Majority.* Lanham: Rowman & Littlefield.

Premise 3

Campbell, A. (2017, December 20). *Cultural Differences in Plagiarism*. Retrieved from TurnItIn.com: https://www.turnitin.com/blog/cultural-differences-in-plagiarism

Chen, Y. (2021, September - October). Identifying Challenges in Writing Across Borders Workshop Series.

DeLaet, A. (2021, October 21). AAC&U Renewing the Legitimacy of Learning: A Symposium on Academic Integrity. (C. Roberts, Interviewer)

Education Design Lab. (2021). *Who Are New Majority Learners?* Retrieved from Education Design Lab: https://eddesignlab.org/newmajoritylearners/

Lumina Foundation. (2021). *Today's Student*. Retrieved from Lumina Foundation: https://www.luminafoundation.org/campaign/todays-student/

References

Premise 3 (con't)

Lyon, K. &. (2019, August 9). *How University Leaders Can Empower the 'New Majority' Student*. Retrieved from Gallup: https://www.gallup.com/education/264299/university-leaders-empower-new-majority-student.aspx

Malm, E., & Weber, M. (2018). *Academic Transformation: A Design Approach for the New Majority.* Lanham: Rowman & Littlefield.

Premise 4

Bretag, T., Mahmud, S., Wallace, M., Walker, R., McGowan, U., East, J., . . . and James, C. (2013, April 11). *'Teach us how to do it properly!' An Australian academic integrity student survey.* Retrieved from Taylor & Francis Online: Studies in Higher Education: https://www.tandfonline.com/doi/abs/10.1080/03075079.2013.777406

Peters, M., & and Cadieux, A. (2019, November 28). *Are Canadian professors teaching the skills and knowledge students need to prevent plagiarism?* Retrieved from BMC (Part of Springer Nature: International Journal for Educational Integrity): https://edintegrity.biomedcentral.com/articles/10.1007/s40979-019-0047-z

Stack Exchange Academia Community. (2022, January 11). *Is changing some words plagiarism?* Retrieved from Stack Exchange: Academia: https://academia.stackexchange.com/questions/181039/is-changing-some-words-plagiarism/181058#181058

References

Premise 5

Andrade, A. (2015, June 1). *The Cheating Epidemic: Reducing Academically Dishonest Behaviors Amongst College Students.* Retrieved from American College Personal Association: Developments: https://developments.myacpa.org/the-cheating-epidemic-reducing-academically-dishonest-behaviors-amongst-college-students/

Friederichs, A. (2018). *How the Adult Brain Learns: The Importance of Creating Enriched Environments When Teaching.* Retrieved from Unbound: Reinventing Higher Education: https://unbound.upcea.edu/innovation/contemporary-learners/how-the-adult-brain-learns-the-importance-of-creating-enriched-environments-when-teaching/

Pavela, G. (2022, October 1). *Advice from Students to Faculty Members on Protecting Academic Integrity.* Retrieved from Medium: https://medium.com/@gpavela/advice-from-students-to-faculty-members-on-protecting-academic-integrity-a7b09e57847

Wade, B. K. (1993, June 2). *Student Cheating: Understanding and Prevention.* Retrieved from NACTA Journal: https://www.jstor.org/stable/43765153

References

Premise 6

Bens, S. (2022, March 3). *Helping Students Resolve the Ambiguous Expectations of Academic Integrity*. Retrieved from Springer Link: https://doi.org/10.1007/978-3-030-83255-1_19

Bretag, T., Mahmud, S., Wallace, M., Walker, R., McGowan, U., East, J., . . . and James, C. (2013, April 11). *'Teach us how to do it properly!' An Australian academic integrity student survey.* Retrieved from Taylor & Francis Online: Studies in Higher Education: https://www.tandfonline.com/doi/abs/10.1080/03075079.2013.777406

Canary, H. (2007). Teaching ethics in communication courses: An investigation of instructional methods, course foci, & student outcomes. *Communication Education*, 193-208.

Discipline-Specific Approaches to Academic Integrity. (2016). In T. e. Bretag, *Handbook of Academic Integrity* (pp. 673-675). Singapore: Springer Science & Business Media.

Rhode Island College Library. (2022). *Academic Integrity and Ethics Across the Disciplines*. Retrieved from Rhode Island College Library: https://library.ric.edu/proethics

References

Premise 7

Bens, S. (2022, March 3). *Helping Students Resolve the Ambiguous Expectations of Academic Integrity*. Retrieved from Springer Link: https://doi.org/10.1007/978-3-030-83255-1_19

Bretag, T., Mahmud, S., Wallace, M., Walker, R., McGowan, U., East, J., . . . and James, C. (2013, April 11). *'Teach us how to do it properly!' An Australian academic integrity student survey.* Retrieved from Taylor & Francis Online: Studies in Higher Education: https://www.tandfonline.com/doi/abs/10.1080/03075079.2013.777406

Canary, H. (2007). Teaching ethics in communication courses: An investigation of instructional methods, course foci, & student outcomes. *Communication Education*, 193-208.

Centre for Teaching, Learning & Technology, University of British Columbia. (2022, June 6). *Let's Talk About Academic Integrity: How, What, and When to Incorporate Academic Integrity*. Retrieved from YouTube.com: https://youtu.be/9ieehHdKpms

Discipline-Specific Approaches to Academic Integrity. (2016). In T. e. Bretag, *Handbook of Academic Integrity* (pp. 673-675). Singapore: Springer Science & Business Media.

Löfström, E. (2006). Academic Integrity in Social Sciences. In T. e. Bretag, *Handbook of Academic Integrity* (pp. 714-728). Singapore: Springer Science & Business Media.

References

Premise 8

When Using AI Leads to “Brain Fry”. Harvard Business Review. Retrieved 05 29, 2026, from https://hbr.org/2026/03/when-using-ai-leads-to-brain-fry

Chirikov, I. (2026, 05 01). Artificial Intelligence and Grade Inflation. Higher Education Working Papers Series, 26(3), 1-38. Retrieved 07 08, 2026, from Artificial Intelligence and Grade Inflation

Chirikov, I., Smirnov, I., & Kizilcec, R. F. (2026, May 21). Generative AI use and misuse call for assessment reform in higher education. *Science*, 818-820. doi:https://doi.org/10.1126/science.aec5115

Ke, Y., Jin, L., Ong, J. C., Thirunavukarasu, A. J., Car, J., Cheung, C. Y., . . . Tan, P. (2026, May 22). AI-induced never-skilling in medical education. *Nature Medicine, 32*(6), 1997-2006. doi:https://doi.org/10.1038/s41591-026-04438-y

Kim, P. (2026, May 21). *AI Use Leads to Cognitive Overload and Mental Fatigue*. Retrieved 07 07, 2026, from AI & the Human Mind: https://pilyoung.substack.com/p/ai-use-leads-to-cognitive-overload

Shen, J. H., & Tamkin, A. (2026, 02 01). *How AI Impacts Skill Formation.* doi:https://doi.org/10.48550/arXiv.2601.20245

Stanciuc, A.-M. (2026, July 13). *Never-skilling: the research says juniors using AI never learn to debug*. Retrieved July 13, 2026, from TheNextWeb: https://thenextweb.com/news/ai-never-skilling-critical-thinking-research

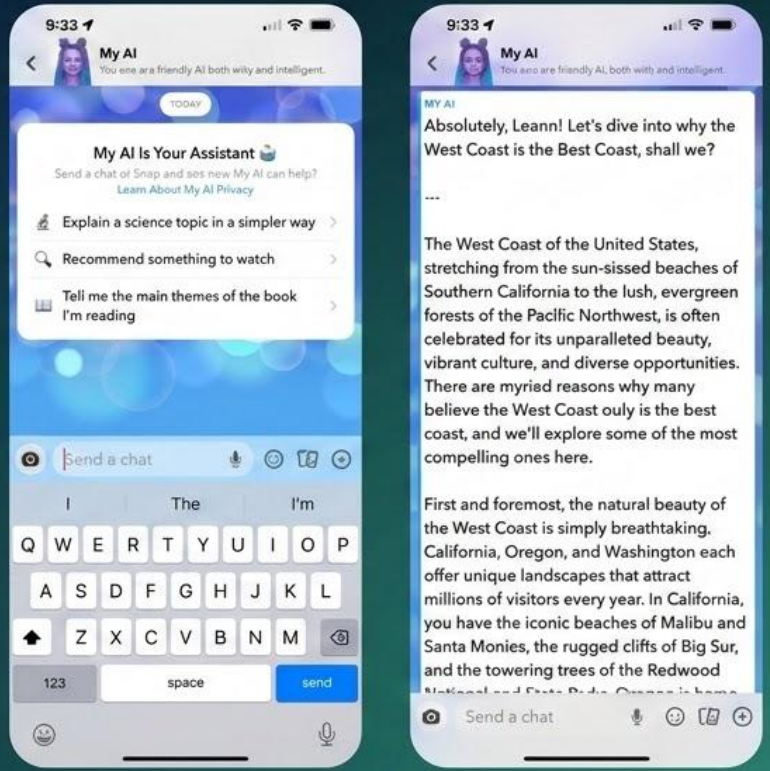
Perspectives on AI-assisted writing tool usage in higher education & the world

AI at Your Fingertips

turnitin

Facebook/Instagram Meta AI

SnapChat My AI



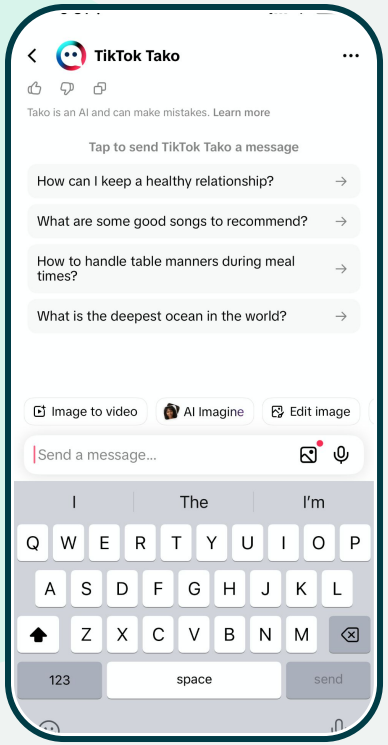
Where do most teens get first access to AI?

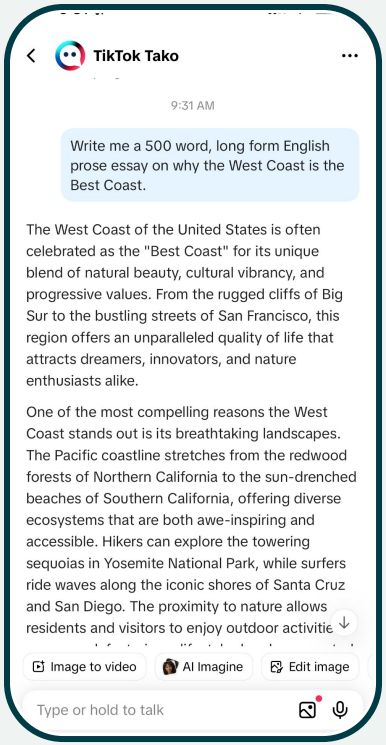
68%
of teens use TikTok

63%
of teens use Instagram

55%
of teens use Snapchat

New as of February 2026: TikTok Tako AI





Source: Pew Research, 2025

K12 Student AI Top Use Cases 2024-2025

Students are most often using AI to get started and brainstorm, find information quickly, and summarize information.

RANK 01

Brainstorming

To help me get started and brainstorm on my assignments.

Currently Using AI	41%
Perceived Benefit	32%

RANK 02

Fast Answers

To get the answers or information I need more quickly.

Currently Using AI	37%
Perceived Benefit	29%

RANK 03

Summarization

To summarize information for me.

Currently Using AI	35%
Perceived Benefit	31%

Source: Microsoft Education, 2025

K12 Student AI Top Use Cases 2025-2026

Students are still using AI to get started and brainstorm, find information quickly, and summarize information, but the *frequencies for each use case have changed.*

RANK 01

Summarization

To summarize information for me.

45%

+Δ 10%

RANK 02

Fast Answers

To get the answers or information I need more quickly.

42%

+Δ 5%

RANK 03

Brainstorming

To help me get started and brainstorm on my assignments.

40%

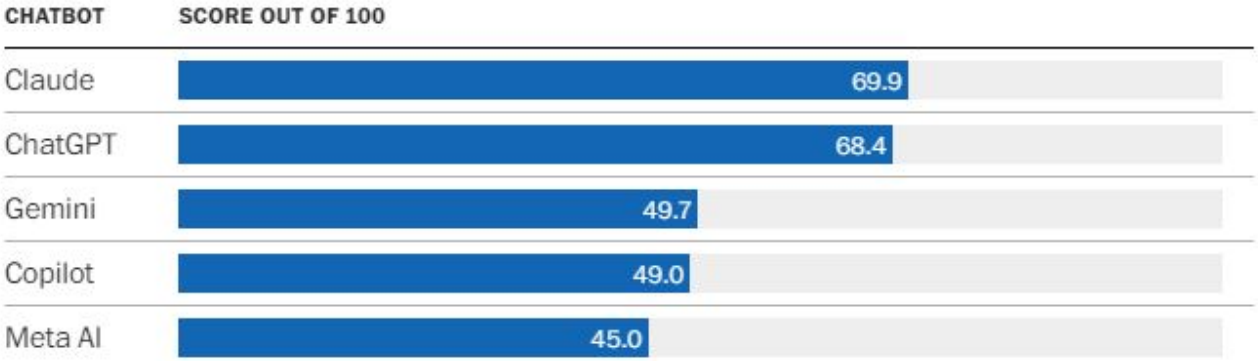
-Δ 1%

Source: Microsoft Education, 2026

AI Content Summarization Reliability (mid-2025)

5. And the overall winner is …

Claude edged out ChatGPT and left the others in the dust.



Overall winner Claude was also the only model that never hallucinated.

Source: 5 AI bots took our tough reading test. One was smartest–and it wasn't ChatGPT.

Anecdotal Observations About K12 Students

95% **Frequent Usage**

High school students who use AI for schoolwork at least once or twice a week.

60-70% **High-Frequency Usage**

High school students who use AI for schoolwork three days a week or more.

Highly Capable Students

- Understand the consequences of over-reliance on AI and therefore exercise restraint and caution.
- They do not avoid AI entirely, but use it with deliberate responsibility and self-regulation.

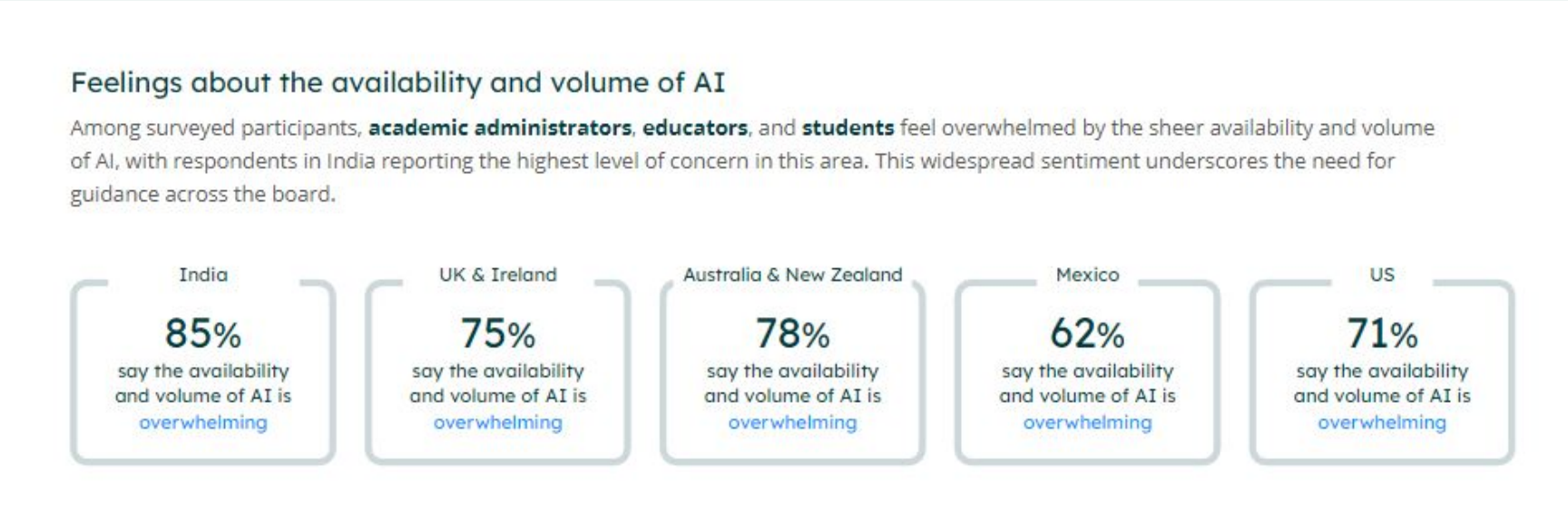
Students Needing More Scaffolding

- Often oblivious to the risks or willing to take chances. They seek shortcuts to finish work faster.
- Commonly believe AI will boost their grades, demonstrating the highest need for structured guidance.

Source: "AI Conversations Behind Closed Doors" 2025

2025: Prevalence of AI Tools

Sign up for our virtual session where we explore the myriad "AI to do your homework" apps and tools marketed to today's students



Source: Turnitin & Vanson Bourne 2025 Survey

2026: Prevalence of AI Tools

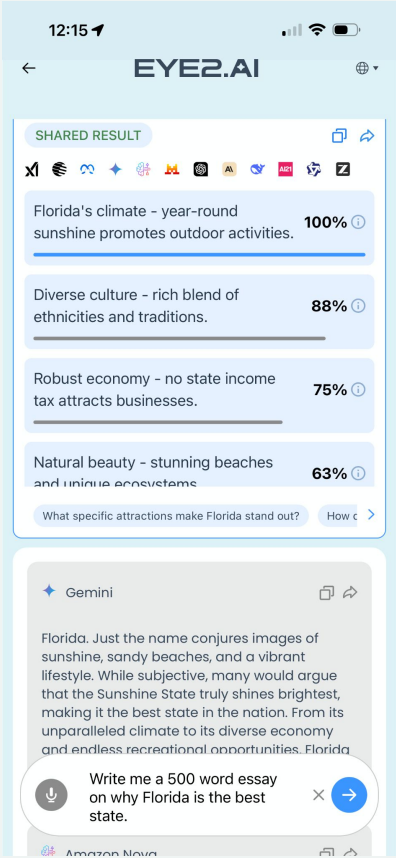
This *free* tool is marketed with the idea that if you query an array of LLMs, the outputs that “agree” must be true, and the outlier outputs must be false.

Open

SEE WHAT AIs AGREE ON
Ever wondered what happens when GPT-4, Claude, Gemini, Mistral and other leading language models all answer the *same* question? Eye2.ai lets you ask once, shows their responses side-by-side and highlights the overlap so you can trust the result.

WHY EYE2.AI

* Cut hallucinations and misinformation by comparing several models in one go
* Instant consensus view highlights agreement and disagreement at a glance
* Fast, friction-free workflow: paste your prompt, get multi-model insight in seconds
* Built for journalists, researchers, developers, students and anyone who wants reliable AI answers



What has Turnitin been doing?

Turnitin affirms guiding principles for responsible AI integration into educational technologies

- AI should help improve learning outcomes and promote and protect academic integrity.
- AI should be intentionally designed to mitigate the impact of unintended biases.
- AI should be designed, developed, and tested by a wide and diverse range of learners and educators, not only engineers and AI scientists.
- AI should be designed to adhere to high standards of privacy and data ownership.
- AI should be built with rigorous and peer-reviewed statistical and machine learning standards.
- AI should be continuously improved to make it more accessible, fair, and beneficial to learners and educators.

(Turnitin, 2021)

How We Got Here:

The Journey to a Modernized Turnitin

turnitin originality

turnitin clarity

2023

AI Writing Detection

Flag potentially AI-generated text to uphold student integrity

2024

Enhanced Similarity Report

Redesigned interface with new match group categorization

2025

Updated Assignment Workflows

Simplified, streamlined assignment workflows with one integrated inbox

2025

New Feedback and Grading Experience

Faster, more flexible feedback tools to boost student engagement

2025

AI Writing Assistance

Bringing transparency into the student writing process

2026

Continuous Improvements

Committed to making Turnitin better with every release

What you have access to

feedback studio™

with

turnitin originality™

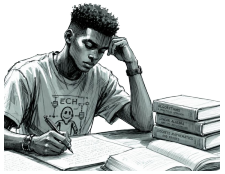
turnitin clarity™

Bringing transparency to the writing process.

One task, different processes

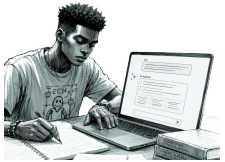
turnitin

Assessment Task Set



Student

Students compose their writing, as evidence of their thinking and learning



Student + AI

AI supports parts of the student's thinking or writing processes

AI

AI completes the thinking and produces most or all of the written response

Assess Submissions

Is AI being used to do the work, or to support the learning?

Understanding the **intent** of AI:

AI for Work (Productivity)

Designed to **complete the task**

- quickly
- efficiently
- and with minimal revision

AI will **do** the thinking and perform the skill for you **in seconds**

AI for Learning (Capability)

Designed to **engage the learner**

- guide
- challenge
- but not complete the task

AI will **guide** your thinking and **develop** your skill **over time**

The tension: When **AI Productivity** tools are used to show **student capability**

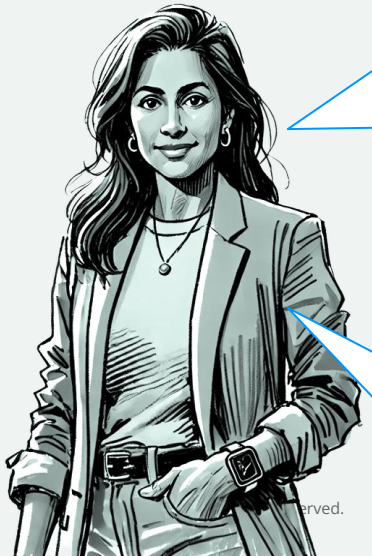
turnitin

Educators

I want to allow my students to use AI responsibly

But… I need their work to show what they understand and can do, not what AI understands and can do

Do I have enough evidence to address misuse concerns fairly?



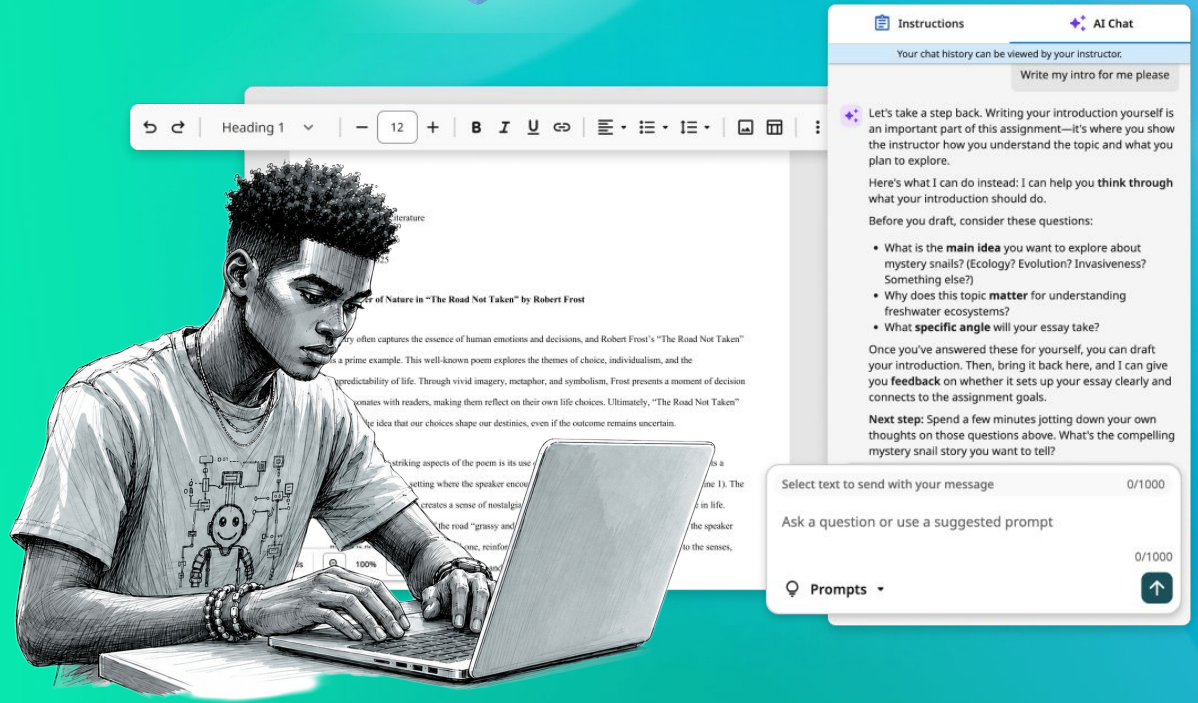
Students

I want to use AI to guide my thinking and improve my writing

But… I worry that responsible AI use may be treated as misconduct

Will the students who let AI do their work gain an unfair advantage over me?

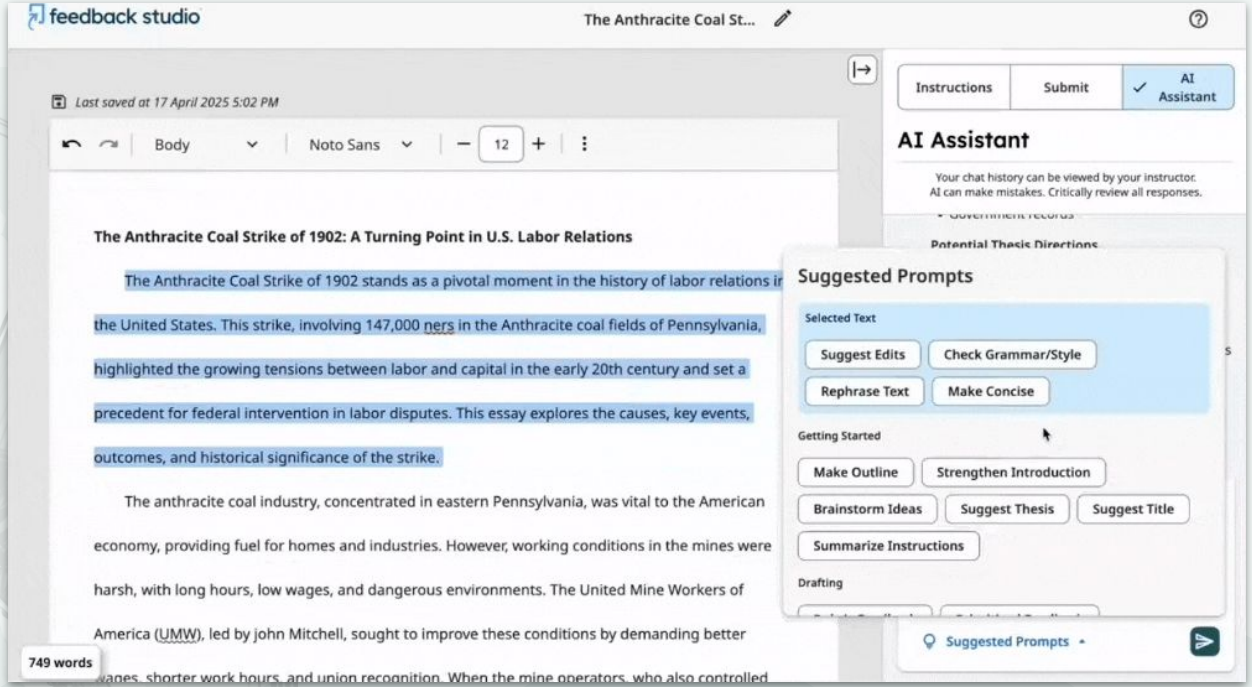
turnitin clarity™



AI designed for learning

Students access an **AI Chat** with built-in guardrails, so you can be sure the tool never writes on a student's behalf.

Student writing environment



AI Coach

Timely, actionable feedback based upon instructor writing prompt and rubric

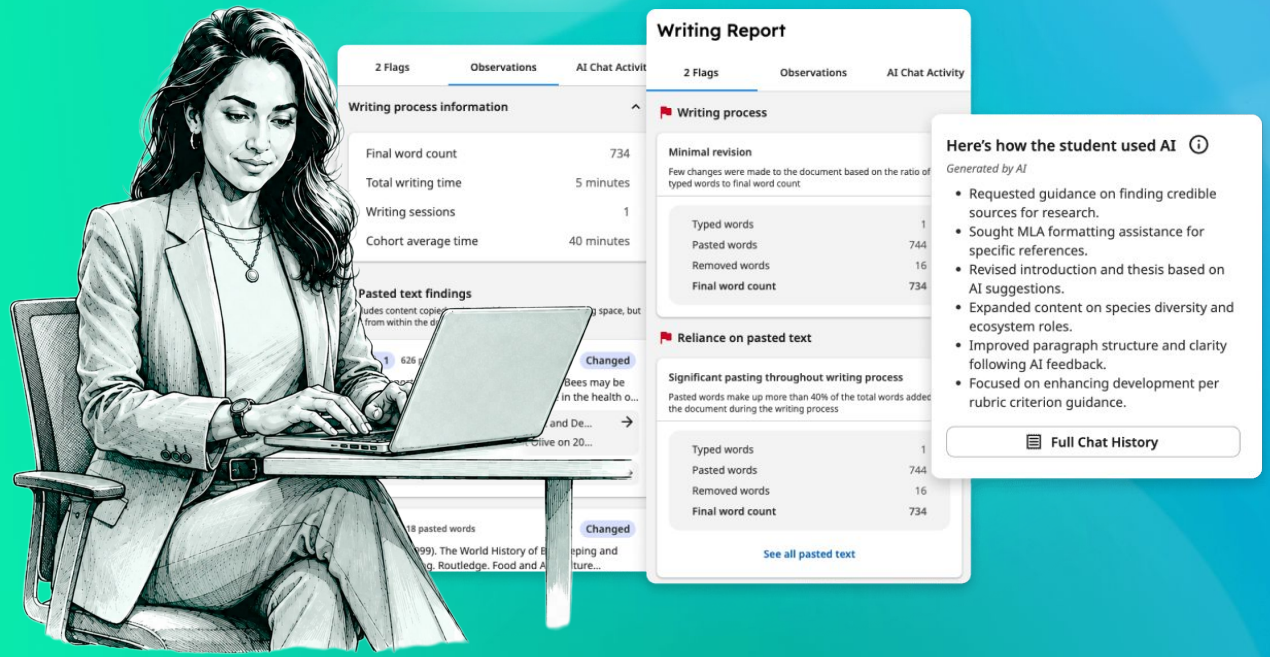
Citation & Grammar Checks

Not automated, require student involvement

Guided prompts

Formative help aligned with the assignment instructions

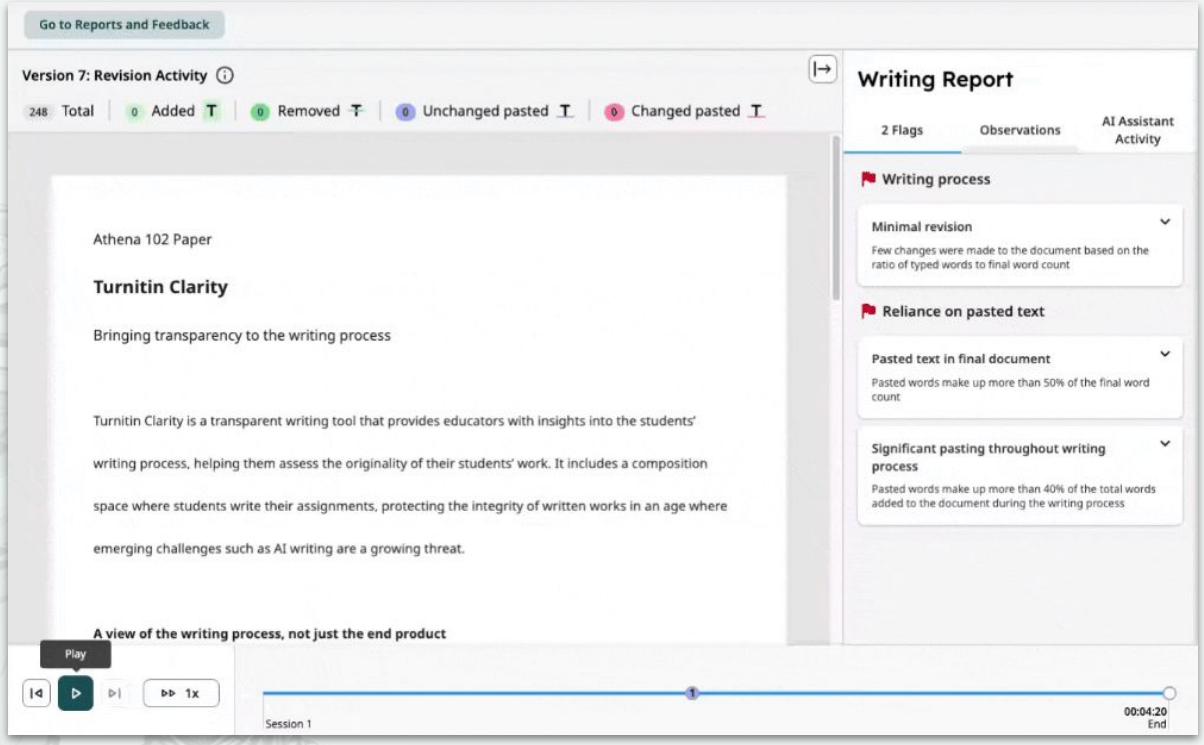
turnitin clarity™



See the work behind the words

Educators gain confidence that student work reflects genuine learning and skill development.

Transparency for instructors



Alerts for growth opportunities

Attribution issues, AI misuse, and outliers in the writing process are flagged for review

AI your way

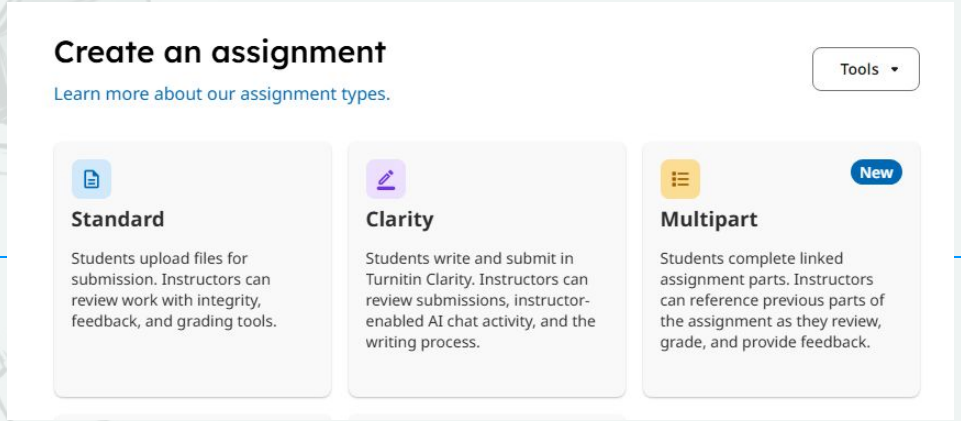
Enable the AI Coach, *or don't.* Includes temperature settings and other refinements

Playback the process

Watch the student write to better understand context

The New Assignment Picker

Similarity Report option



New option!

Turnitin assignment types

	Design the assessment	**Compose** the writing	**Assess** the writing	**Mentor** the student
Clarity Assignment		Students write in the **Student Composition Space** Access to **AI Chat** for learning	Assess the **process** and the **product**	Provide **feedback** on the process and the product
Standard Assignment		Students write in **MS Word, Google Docs, etc** Upload the final piece	Assess the **product**	Provide **feedback** on the product

Let’s take a closer look…

Design the assessment

Clarity Assignment

Best suited for:

- Individual writing tasks
- Essays, reports, case studies and reflections
- **Tasks where insight into the writing process matters**

Standard Assignment

Best suited for:

- Writing created in another word processor
- Assignments using a template or fixed layout
- Group-authored reports
- Long-form theses
- Reports created with specialist software

Let’s design an assignment

Let’s take a closer look…

Compose the writing

Clarity Assignment

Students compose and revise in the **Composition Space**, with access to instructor-enabled tools:

- **AI Chat**
- **Spelling and Grammar Check**
- **Citation Check**

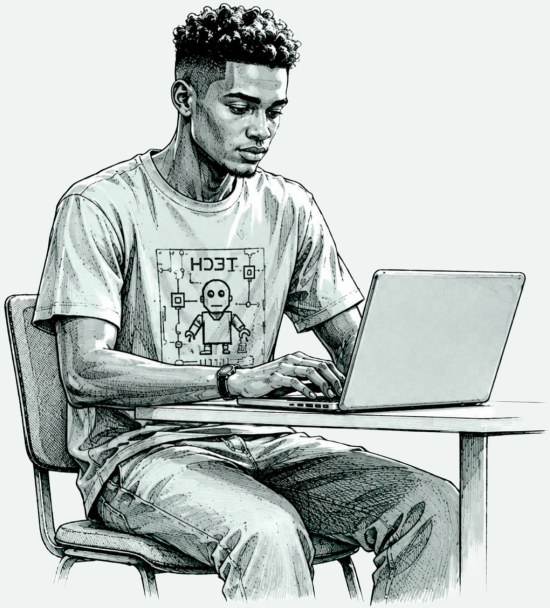
Turnitin’s AI chat uses assignment instructions and rubric to provide relevant guidance.

Standard Assignment

Students write in their choice of word processor, such as:

- **Microsoft Word**
- **Google Docs**
- or similar

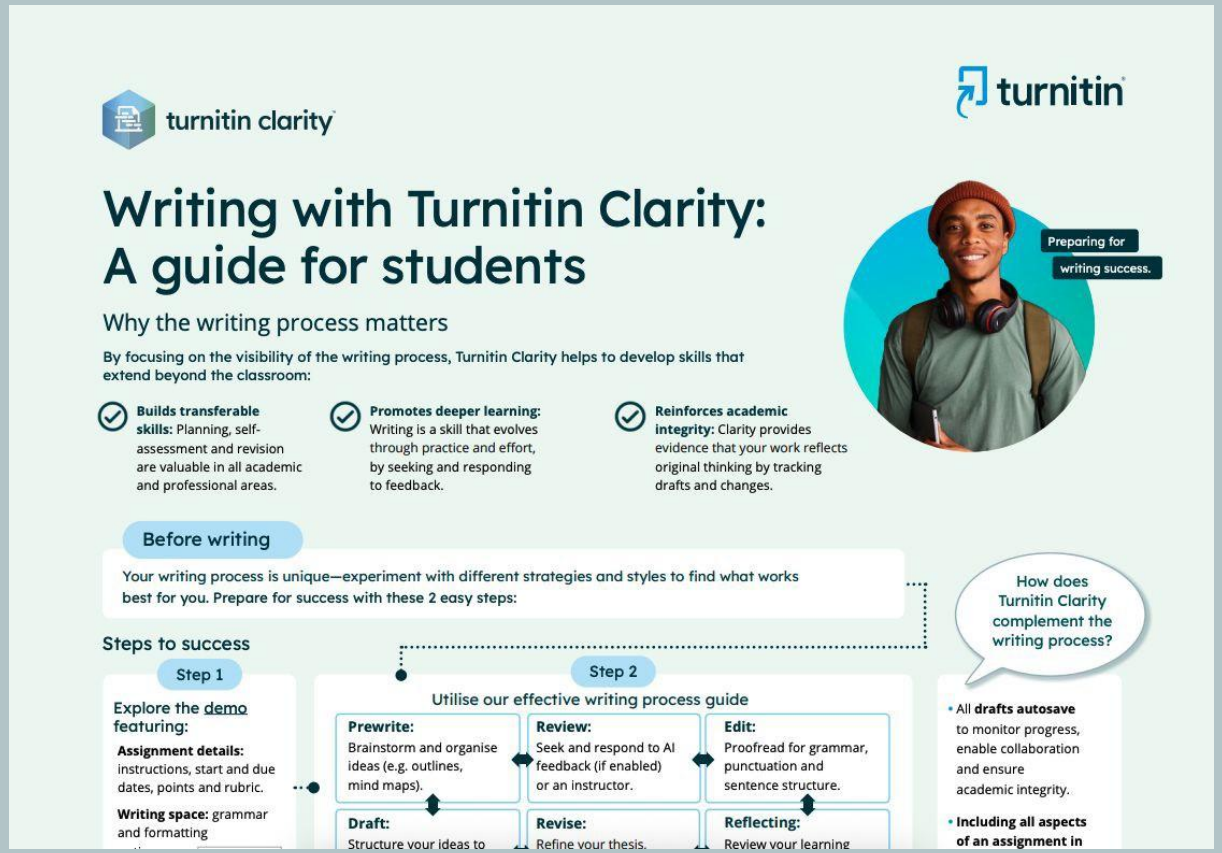
They then upload the final piece.



Let’s see how they do it: the student experience

turnitin

Scan me



turnitin clarity

turnitin

Writing with Turnitin Clarity: A guide for students

Why the writing process matters

By focusing on the visibility of the writing process, Turnitin Clarity helps to develop skills that extend beyond the classroom:

- **Builds transferable skills:** Planning, self-assessment and revision are valuable in all academic and professional areas.
- **Promotes deeper learning:** Writing is a skill that evolves through practice and effort, by seeking and responding to feedback.
- **Reinforces academic integrity:** Clarity provides evidence that your work reflects original thinking by tracking drafts and changes.

Before writing

Your writing process is unique—experiment with different strategies and styles to find what works best for you. Prepare for success with these 2 easy steps:

Steps to success

Step 1

Explore the demo featuring:

- **Assignment details:** instructions, start and due dates, points and rubric.
- **Writing space:** grammar and formatting

Step 2

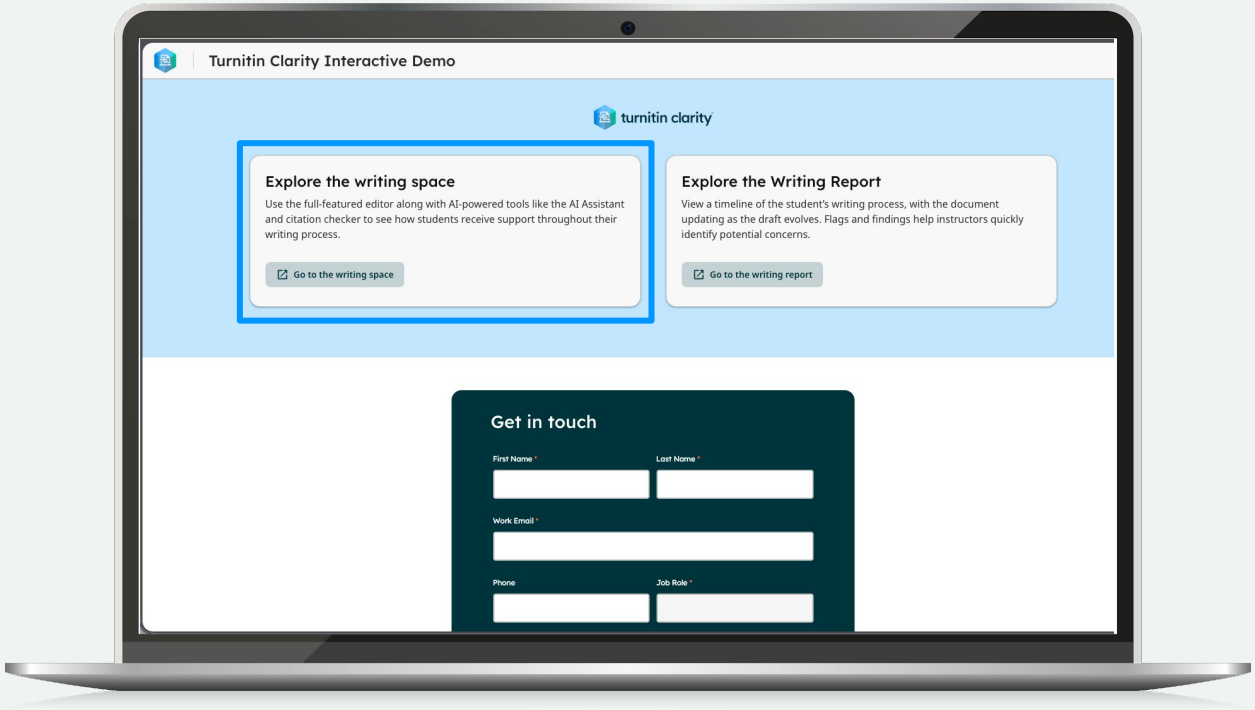
Utilise our effective writing process guide

Prewrite: Brainstorm and organise ideas (e.g. outlines, mind maps).	**Review:** Seek and respond to AI feedback (if enabled) or an instructor.	**Edit:** Proofread for grammar, punctuation and sentence structure.
Draft: Structure your ideas to	**Revise:** Refine your thesis.	**Reflecting:** Review your learning

How does Turnitin Clarity complement the writing process?

- All **drafts autosave** to monitor progress, enable collaboration and ensure academic integrity.
- **Including all aspects of an assignment in**

demo.platform.turnitin.net/turnitinclarity



Let’s take a closer look…

Assess the writing

Clarity Assignment

Assess the **process**:

Writing Report:

- **Observations** highlight writing behaviours that may warrant review
- **AI Chat Activity** summarises how the student used AI Chat
- **Document Playback** shows how the writing developed

AND assess the **product:**

- **AI Writing Report**
- **Similarity Report**
- **Integrity Flags**

Standard Assignment

Assess the final **product**:

- **AI Writing Report** highlights text likely to have been AI-generated
- **Similarity Report** is used to ensure an appropriate ratio of supportive evidence to original thought, and if that evidence is properly quoted and cited
- **Integrity Flags** identify text manipulations designed to sidestep the AI Writing and Similarity Reports

Let’s take a closer look…

Assess the writing

Clarity Assignment

Assess the **process**:

Writing Report:

- **Observations** highlight writing behaviours that may warrant review
- **AI Chat Activity** summarises how the student used AI Chat
- **Document Playback** shows how the writing developed

AND assess the **product:**

- **Similarity Report**
- **Integrity Flags**

Standard Assignment

Assess the final **product**:

- **Similarity Report** is used to ensure an appropriate ratio of supportive evidence to original thought, and if that evidence is properly quoted and cited
- **Integrity Flags** identify text manipulations designed to sidestep the AI Writing and Similarity Reports

Prioritizing Canvas Speedgrader Tools

turnitin

Mentor the student

Grading and feedback tools are consistent across both assignment types:

Comments and QuickMarks

Pin targeted, reusable feedback

Canvas Rubrics

Link comments and QuickMarks to assessment criteria

Canvas Feedback Summary

Provide overall feedback in text, audio or video

Grade

Record and return the final score to your LMS

Prioritizing Turnitin Grading Tools

turnitin

Mentor the student

Grading and feedback tools are consistent across both assignment types:

Turnitin Comments and QuickMarks

Pin targeted, reusable feedback

Turnitin Rubrics

Link comments and QuickMarks to assessment criteria

Turnitin Feedback Summary

Provide overall feedback in text, audio or video

Grade

Record and return the final score to your LMS

Let’s see how they do it: the instructor experience

Interpreting Similarity matches

Although inhospitable to human life, Mars does have some similarities to Earth. "Mars has seasons, polar ice caps, volcanoes, canyons, and weather. It has a very thin atmosphere made of carbon dioxide, nitrogen, and argon" (NASA, 2024).

Cited and quoted

Although inhospitable to human life, Mars does have some similarities to Earth. "Mars has seasons, polar ice caps, volcanoes, canyons, and weather. It has a very thin atmosphere made of carbon dioxide, nitrogen, and argon". Citation?

Missing citation

Quotation marks?

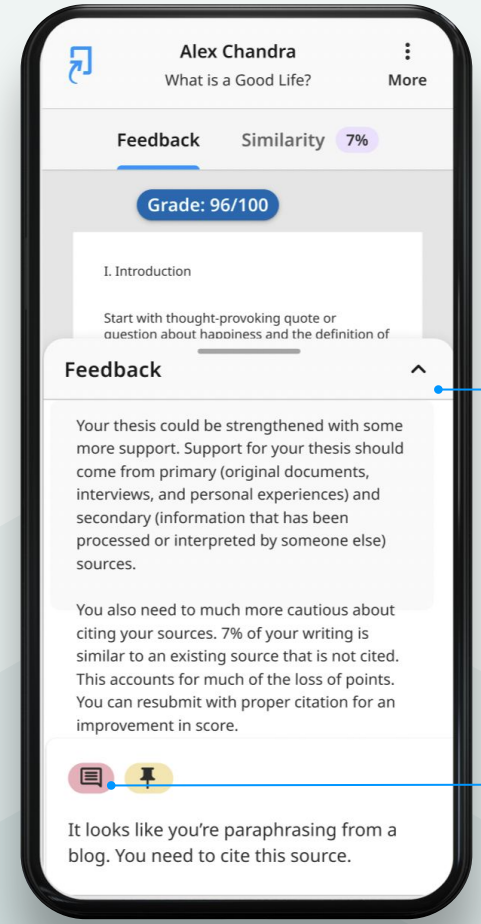
Although inhospitable to human life, Mars does have some similarities to Earth. Mars has seasons, polar ice caps, volcanoes, canyons, and weather. It has a very thin atmosphere made of carbon dioxide, nitrogen, and argon (NASA, 2024).

Missing quotation marks

Although inhospitable to human life, Mars does have some similarities to Earth. Mars has seasons, polar ice caps, volcanoes, canyons, and weather. It has a very thin atmosphere made of carbon dioxide, nitrogen, and argon.

Not cited and quoted

Feedback on the go



Check grades and feedback from anywhere

Mobile friendly

The most important feedback is pinned front-and-center

Prioritised feedback

Generative AI has made it easier to produce high-quality work, but assessment must still reveal and develop student capability.

Feedback Studio with Clarity helps educators set expectations, support responsible AI-assisted writing, interpret multiple sources of evidence and provide feedback that ***moves learning forward***.

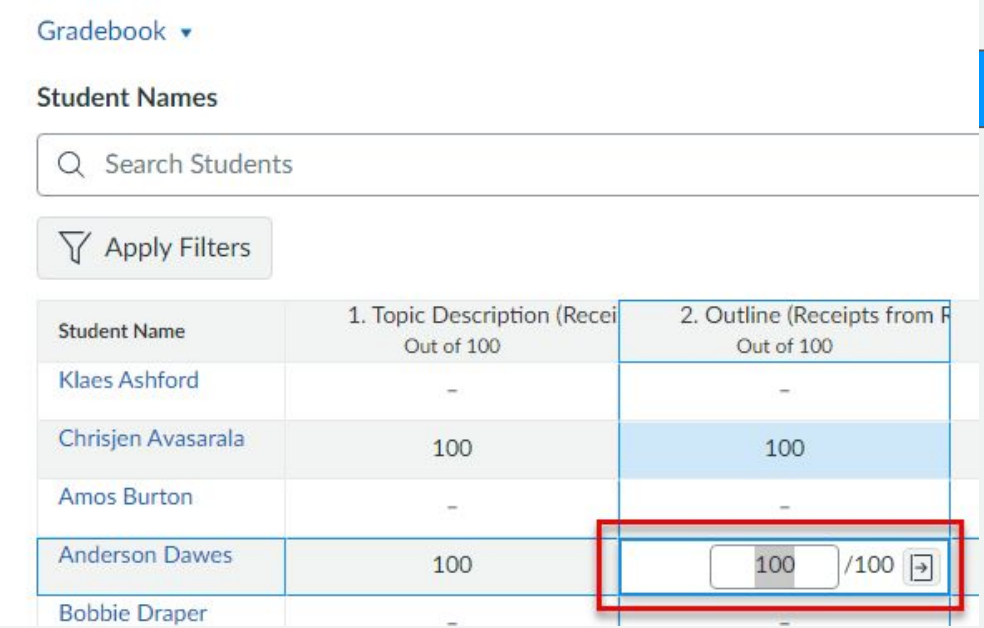
Grading & Feedback Tools

Prioritizing Canvas Tools

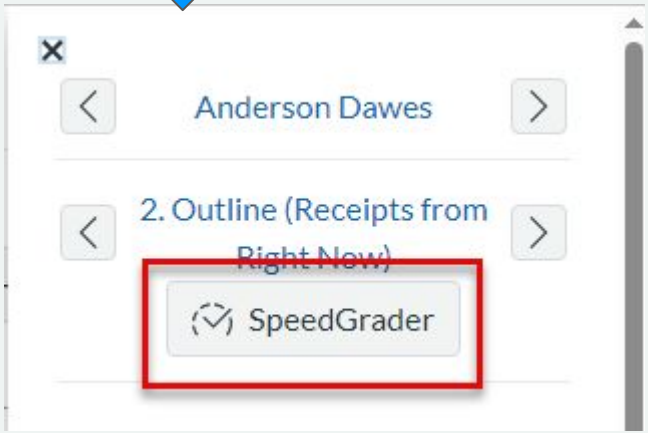
Prioritizing Canvas Speedgrader Tools

Workflow for SpeedGrader

1.

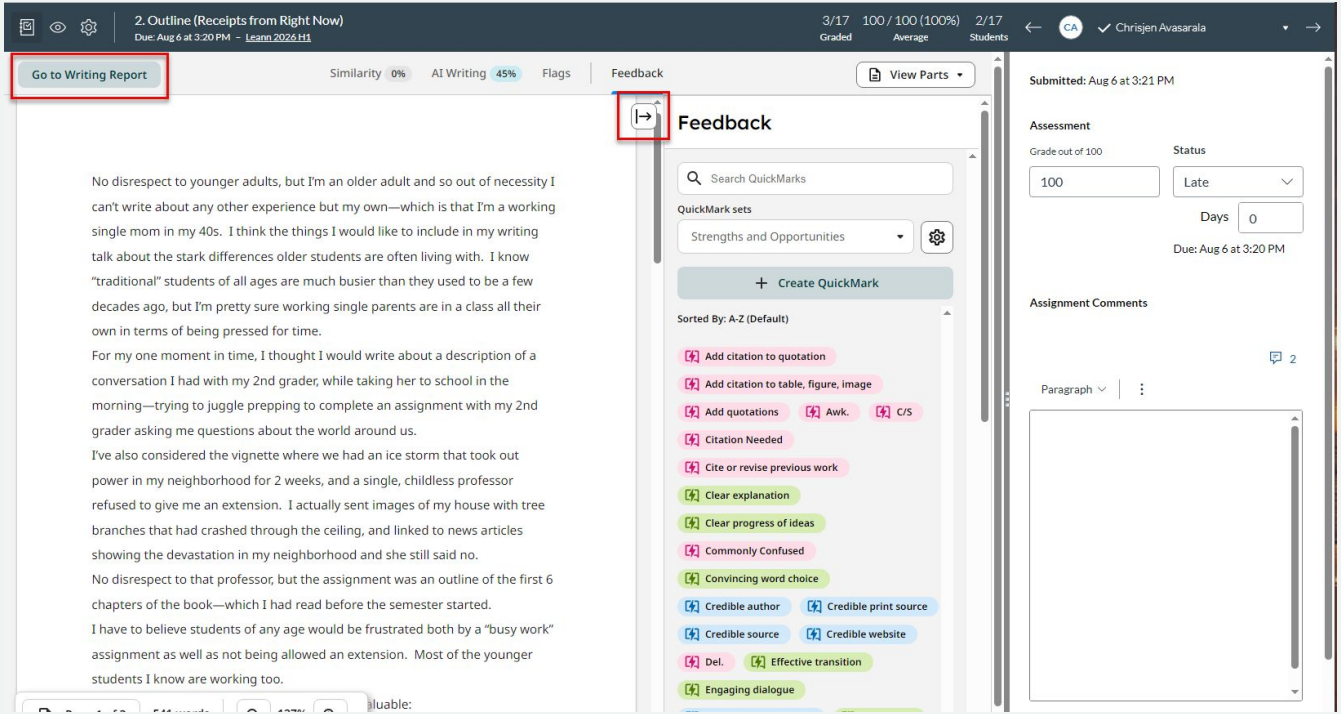


2.



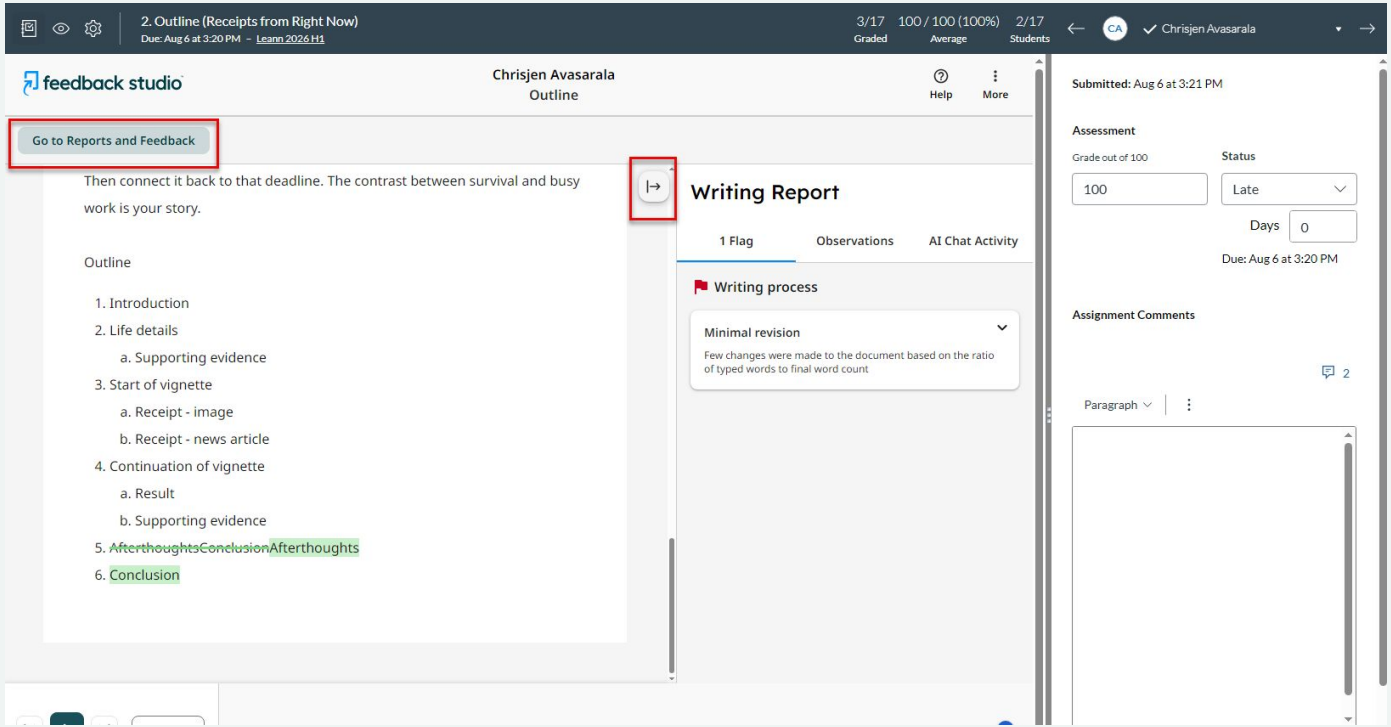
Workflow for SpeedGrader

- Toggle between writing submission and writing playback
- Collapse Turnitin Feedback panel as needed



Workflow for SpeedGrader

- Toggle between writing submission and writing playback
- Can collapse Turnitin Writing Report panel as needed

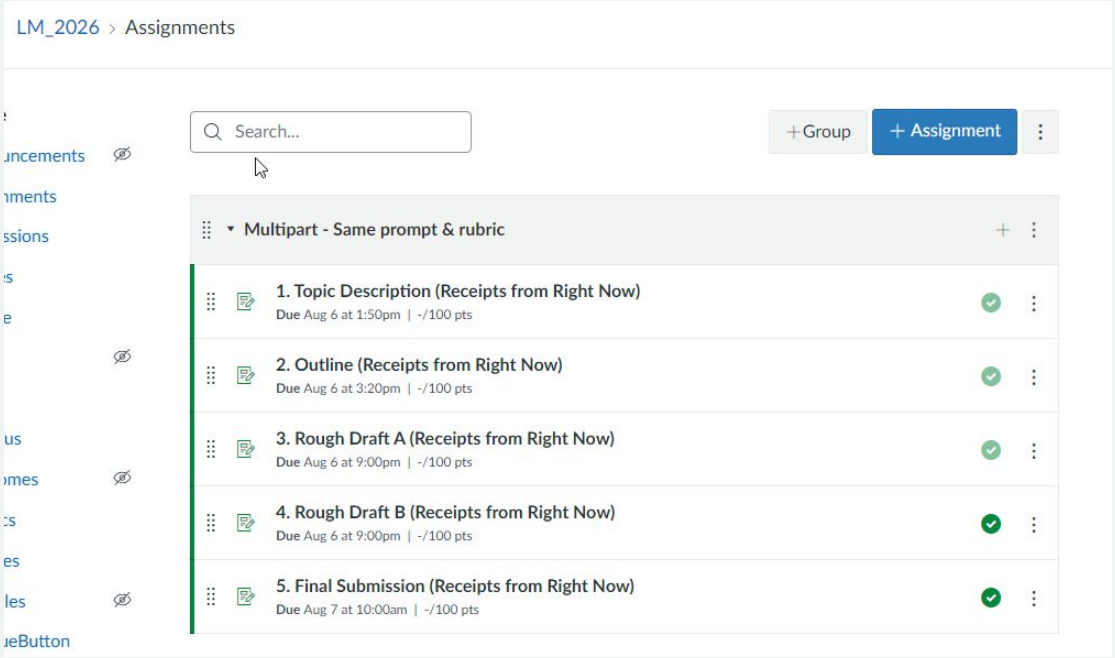


Grading & Feedback Tools

Prioritizing Turnitin Tools

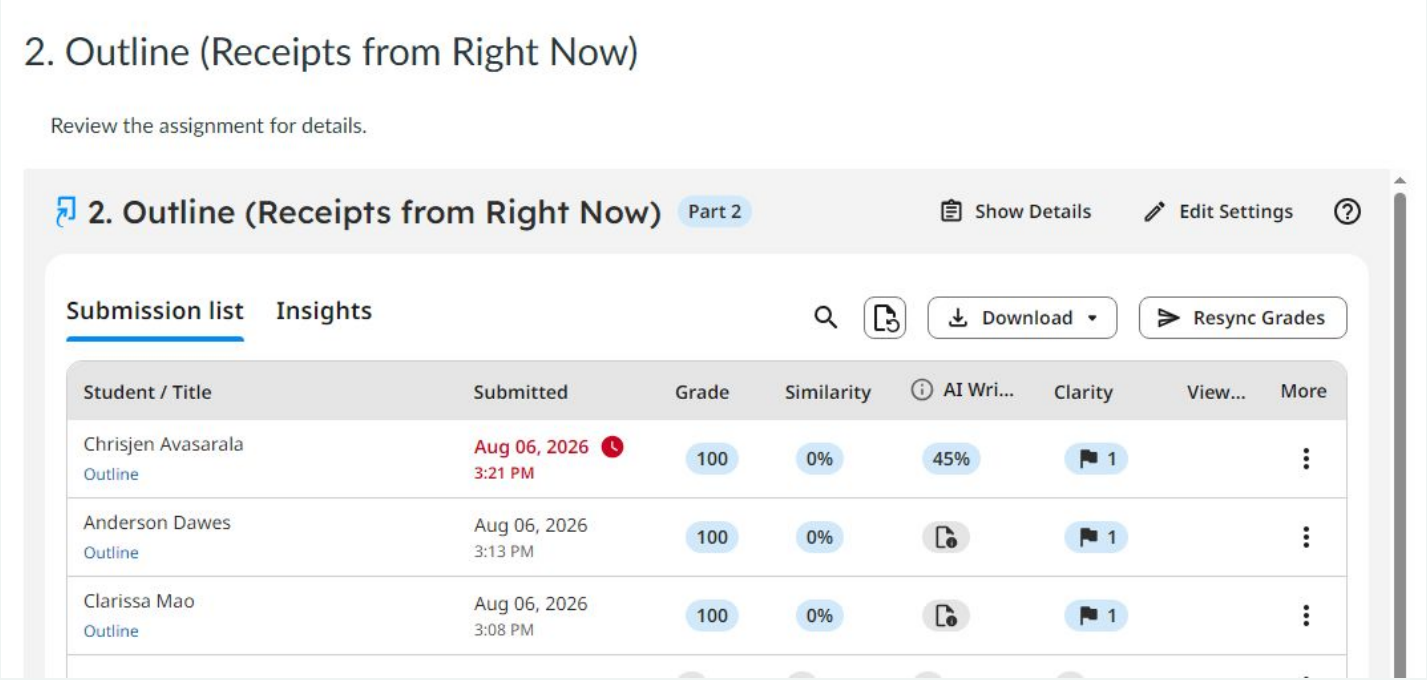
It all starts on the Assignments tab

Select the name of the assignment you would like to review and grade, and this opens the Clarity inbox.



Overview of the Clarity inbox

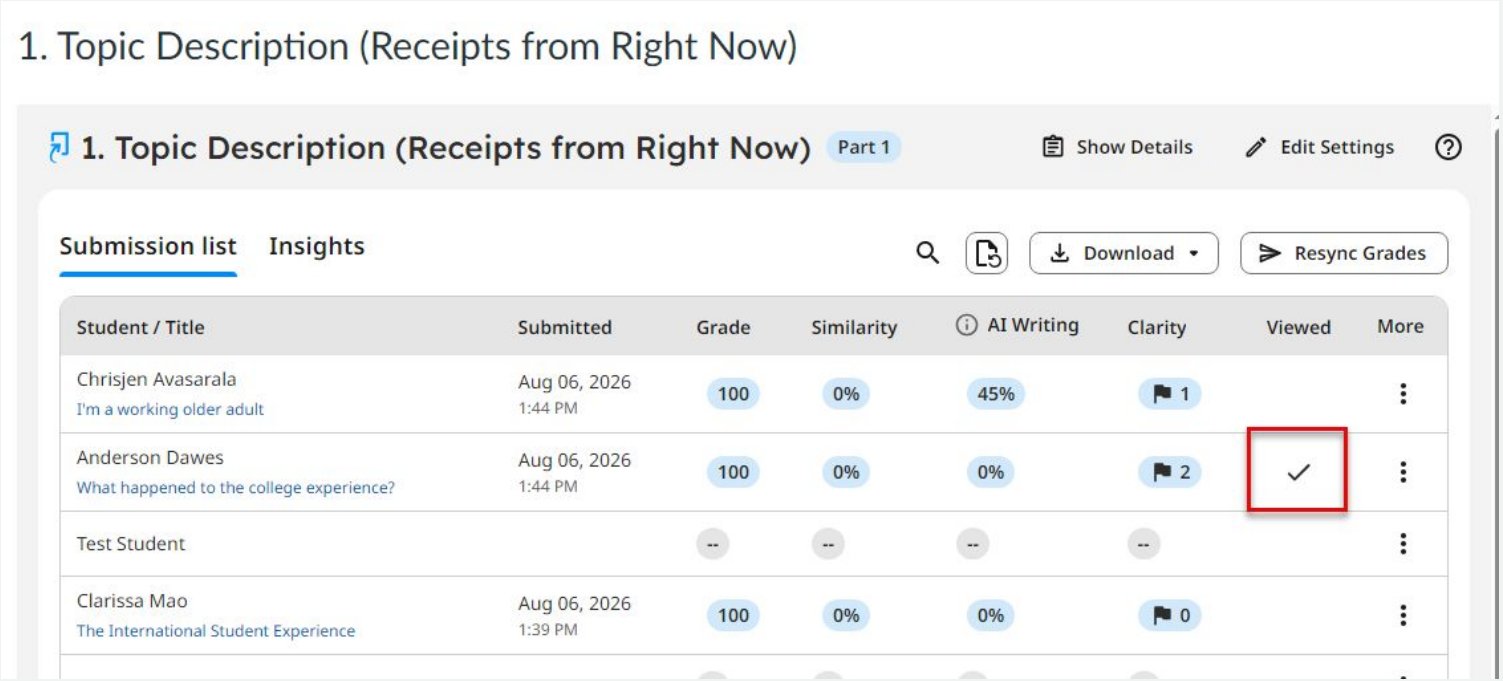
When students have submitted work late, this appears with a red clock icon



Note: AI Indication displays only for schools contracted to use Originality, and where the Turnitin admin has made this available to instructors and graders.

Overview of the Clarity inbox

When students have viewed the feedback, a checkmark appears

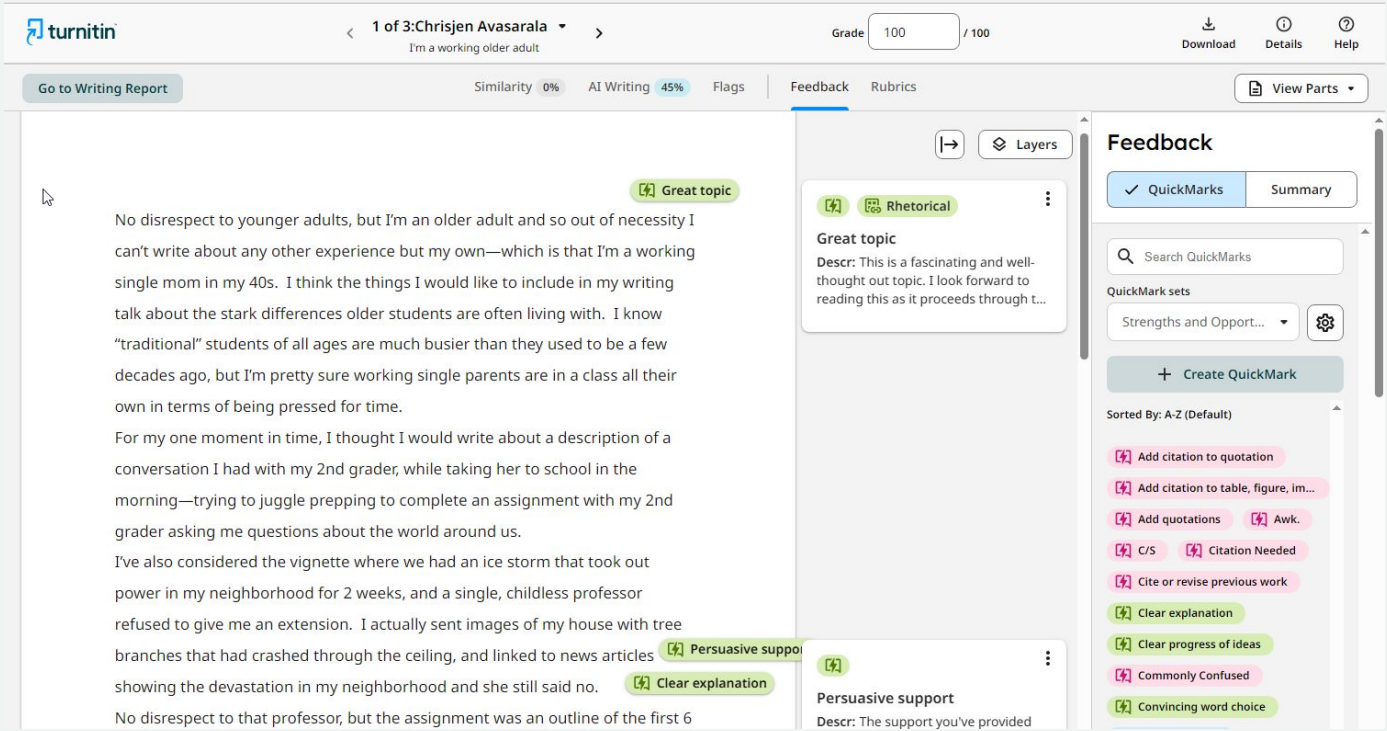


Note: AI Indication displays only for schools contracted to use Originality, and where the Turnitin admin has made this available to instructors and graders.

Feedback Tools

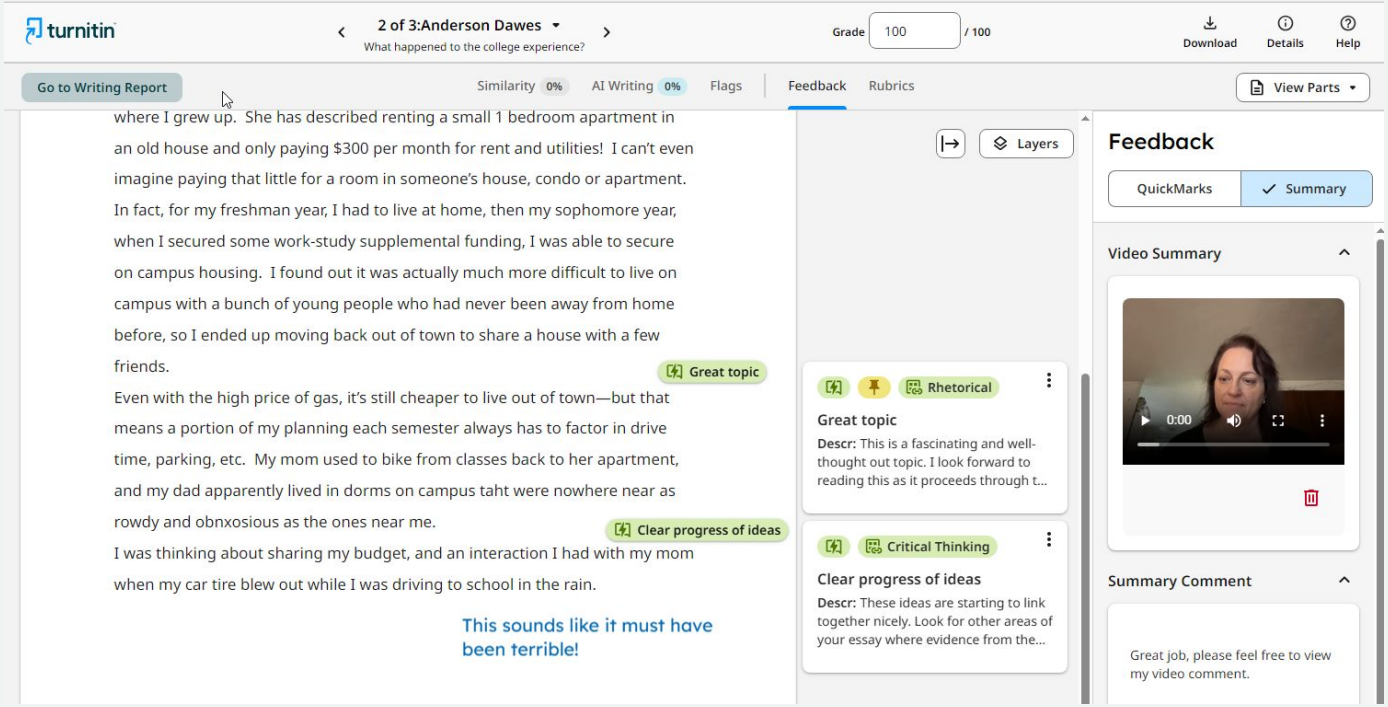
Included feedback tools

- Quickmarks
- Inline comments
- Additional Comments
- Summary



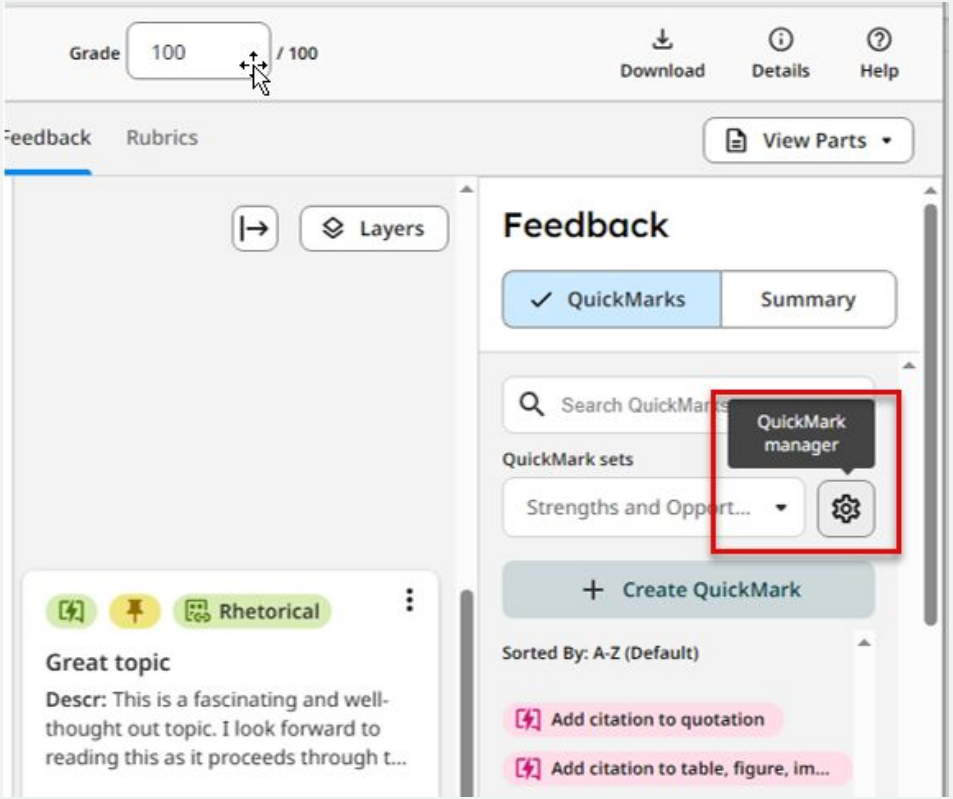
Feedback Tools

- Pinnable QuickMarks
- QuickMarks can be linked to Rubric criterion
- Video and audio summary comments



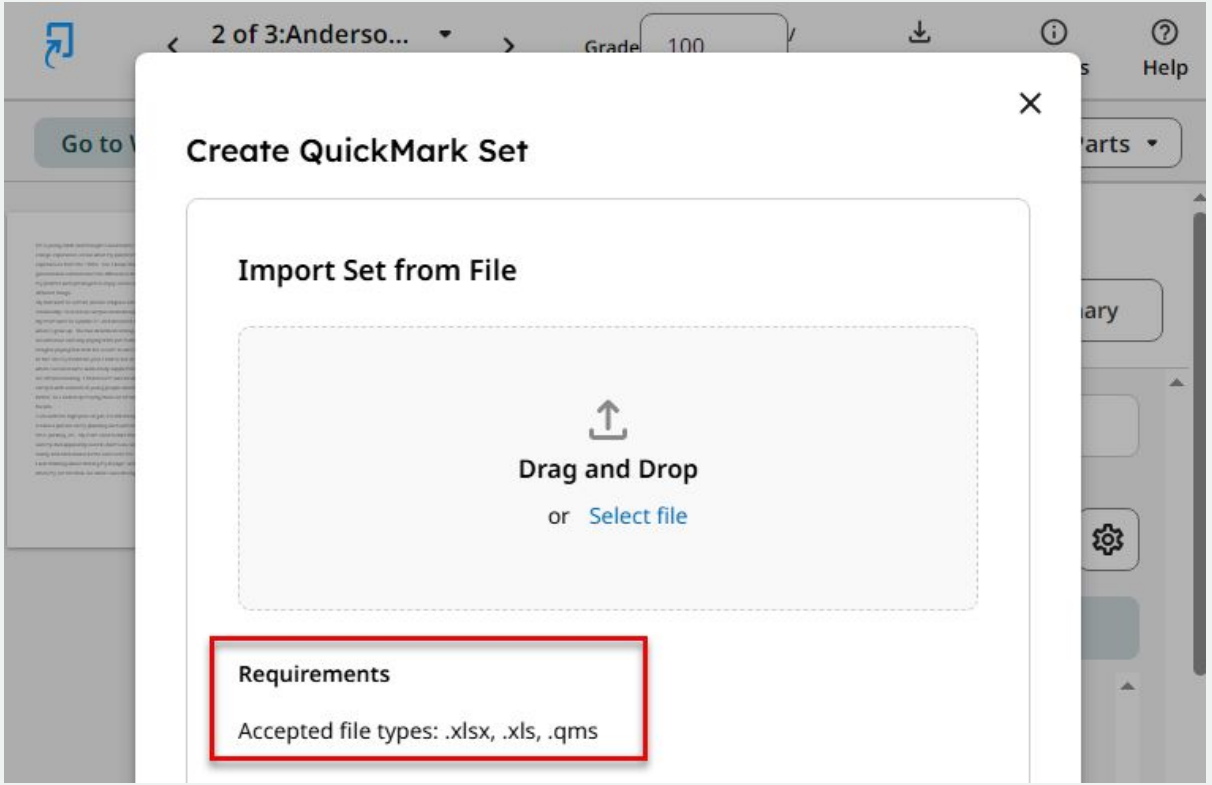
QuickMarks

- Toggle between existing QuickMarks sets
- Add QuickMarks on the fly while grading
- Open the QuickMark manager to create new sets, including import/export QuickMark sets between colleagues.



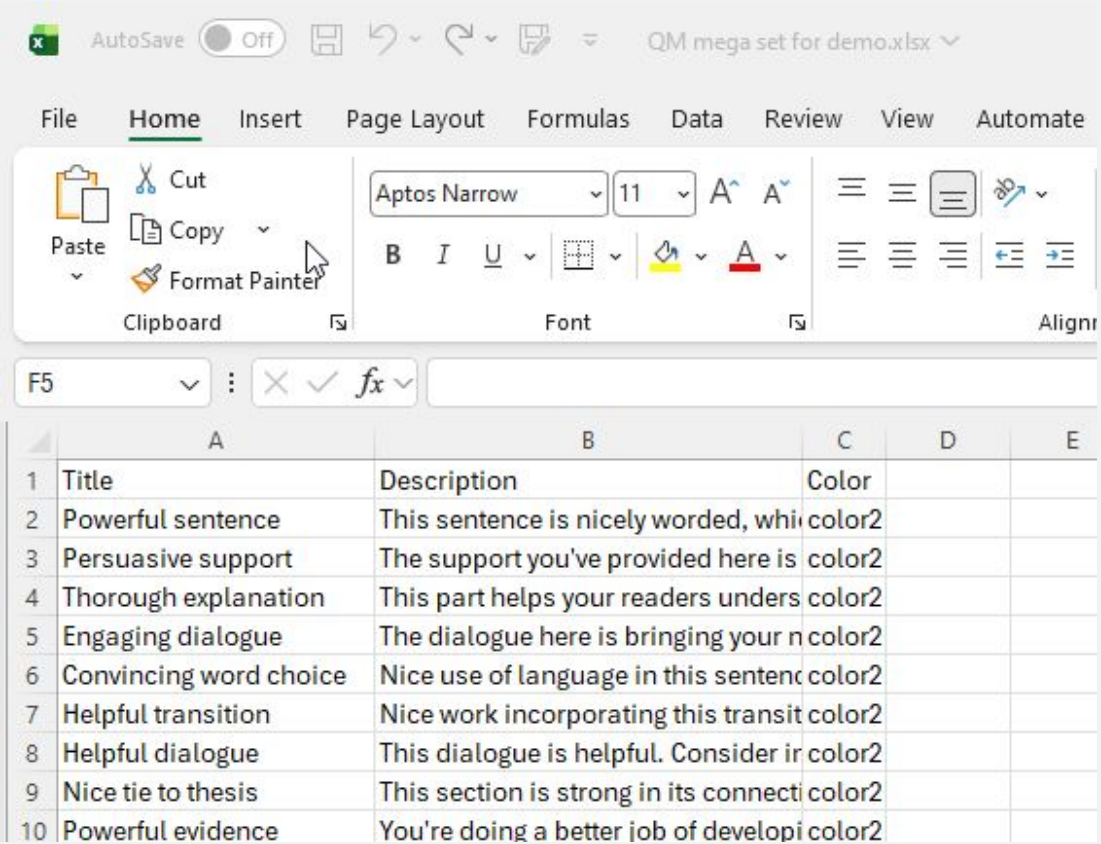
QuickMarks

- QuickMark sets can be imported and exported as these file types:
  - .xlsx
  - .xls
  - .qms (Turnitin's QuickMark specific file type)



QuickMarks Tip

- You may want to construct new QuickMark sets from a spreadsheet to later import
- The spreadsheet should be formatted with the columns for Title, Description and Color
  - Blue = color1
  - Green = color2
  - Pink = color3

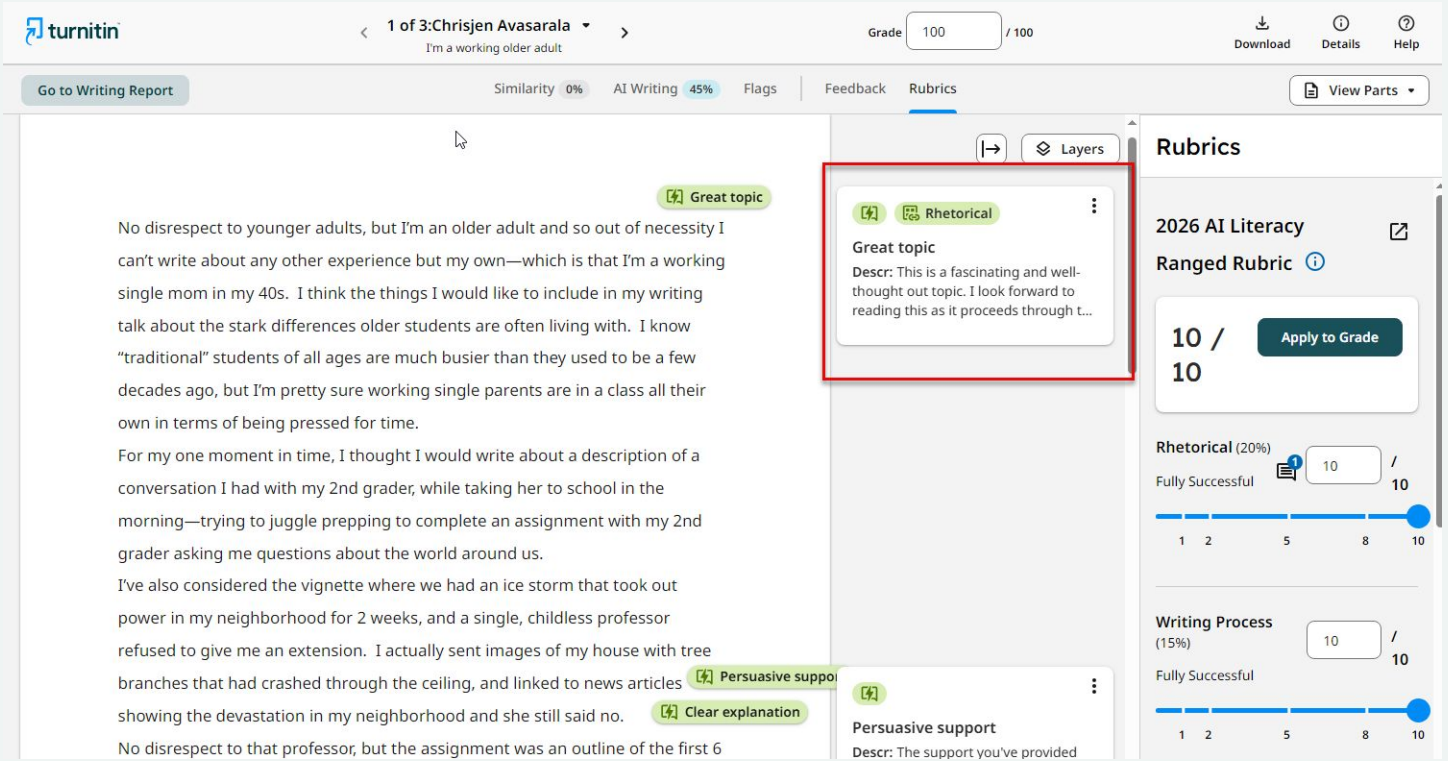


	A	B	C	D	E
1	Title	Description	Color		
2	Powerful sentence	This sentence is nicely worded, whi	color2		
3	Persuasive support	The support you've provided here is	color2		
4	Thorough explanation	This part helps your readers unders	color2		
5	Engaging dialogue	The dialogue here is bringing your n	color2		
6	Convincing word choice	Nice use of language in this sentenc	color2		
7	Helpful transition	Nice work incorporating this transit	color2		
8	Helpful dialogue	This dialogue is helpful. Consider ir	color2		
9	Nice tie to thesis	This section is strong in its connecti	color2		
10	Powerful evidence	You're doing a better job of developi	color2		

Rubrics

Included feedback tools

- Quickmarks can be linked to rubric criterion.
- Ranged rubrics can award partial point values.



Coming Soon: Tool for quick importing Canvas Rubrics to Clarity

Turnitin's AI Writing Indication

Turnitin affirms guiding principles for responsible AI integration into educational technologies

- AI should help improve learning outcomes and promote and protect academic integrity.
- AI should be intentionally designed to mitigate the impact of unintended biases.
- AI should be designed, developed, and tested by a wide and diverse range of learners and educators, not only engineers and AI scientists.
- AI should be designed to adhere to high standards of privacy and data ownership.
- AI should be built with rigorous and peer-reviewed statistical and machine learning standards.
- AI should be continuously improved to make it more accessible, fair, and beneficial to learners and educators.

(Turnitin, 2021)

A History of AI at Turnitin

How it started...

2014 - 2020

Turnitin begins to build its AI portfolio through the development of AI-powered tools that address the growing issue of essay mills and contract cheating and the strategic acquisition of AI-enabled technologies.

2020

OpenAI releases Generative Pre-training Transformer 3 (GPT-3), an autoregressive language model that uses deep learning to produce human-like text. Turnitin begins research on generative AI detection capabilities.

2021

Turnitin continues research and development around detecting paraphrased writing, AI writing, and the next generation of AI-powered item authoring as well as grading and feedback tools for all assessment types.

2022

OpenAI releases ChatGPT in November 2022, based on GPT-3.5. The application makes the technology more accessible. Turnitin accelerates development of an AI writing detector, connecting with educators to refine the key features of its capabilities.

Recent history

February 2023

Turnitin announces intent to release AI writing detection capabilities.

March 2023

OpenAI's newest model, GPT-4, is released and features plugins that allow it to access to new sources of information, including the web and specific websites, potentially turning the system into a wide-ranging interface for all sorts of services and sites.

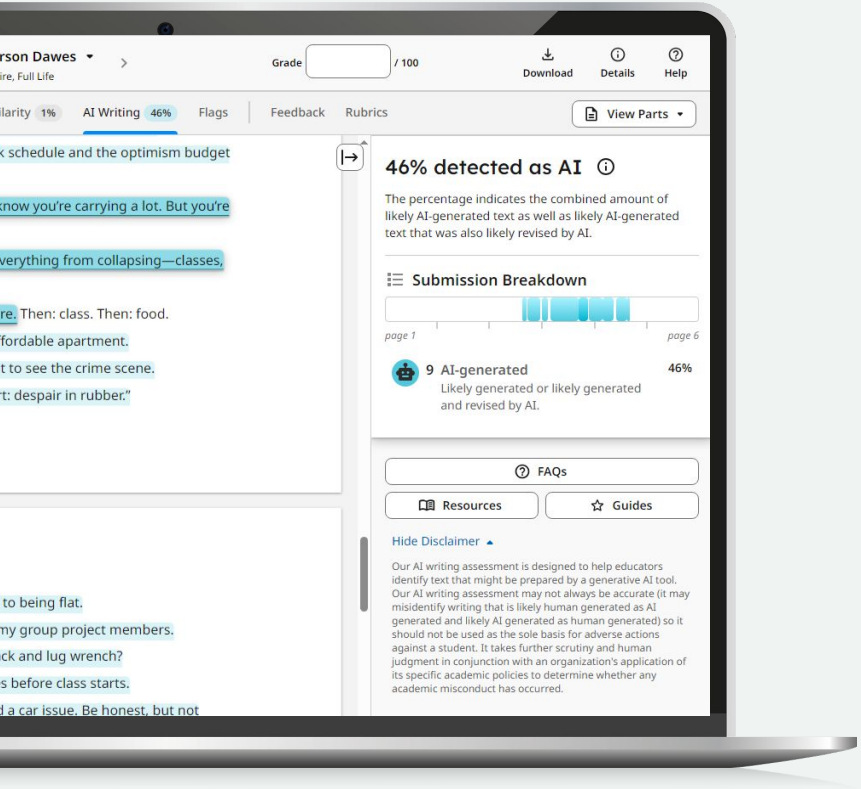
April 2023

Turnitin releases a preview of its AI writing detection capabilities for educators and institutions into existing workflows.

What do we know about AI-assisted writing?

Human Writing	LLM Writing
Humans learn through a combination of neural networks and cognitive processes.	LLMs learn language through statistical analysis of large text datasets.
Human linguistic performance is grounded in grammar, with a complex hierarchical structure.	LLMs generate language in a linear manner, predicting the next most likely token (word choice) in a sequence.
Human writing exhibits unique stylometry, a unique voice.	LLMs leave a statistical footprint or baseline which is not the same as human stylometry.
Humans are free to say anything in their writing.	LLMs cannot say just anything. They must follow the statistical protocols that are part of their data set training.
There are places where human writing may overlap with LLM writing. Human-generated poetry is an example of this.	There are places where LLM writing may overlap with human writing. LLM-generated technical writing can sometimes provide examples of this.

Simplified AI Writing Report (new as of August 2026)



AI writing report

The indicator is linked to the AI writing report which highlights the text segments that our model predicts were written by AI.

- Likely AI-generated, AI-generated and paraphrased, or AI-edited highlighted in blue

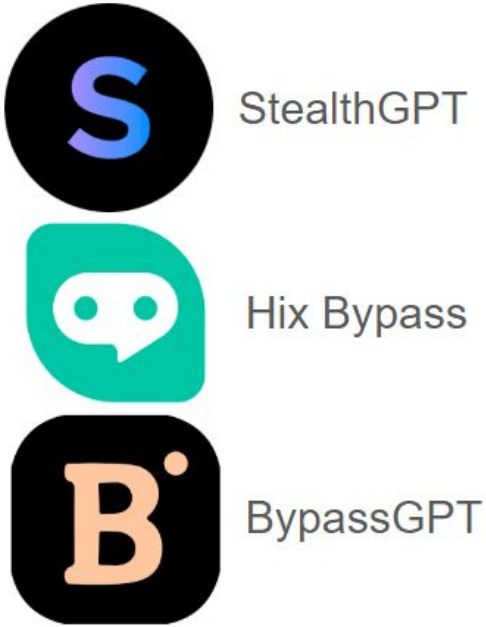
Currently only instructors and administrators are able to see the indicator and access the report.

The report can be downloaded and saved as a PDF, allowing instructors to share it with students if they wish.

By early 2027 we hope to surface AI Indication information for students as well.

About AI Bypasser Detection

What Are AI Bypassers?



- AI Bypassers (aka "humanizers") are algorithms and models that take AI generated text and seek to make the content undetectable by AI detectors.
- There are many AI Bypassers, but some of the big ones have APIs and act as central pillars of the AI Bypasser industry.
- Initially we targeted the top three API-enabled AI Bypassers with our first AI Bypasser specific detection model.

When Interpreting an AI Report

turnitin

Strong Points

- Long-form English prose
- Can detect content from an array of LLMs*
- Tools based on the above LLMS
- False positives <1%
- “Do no harm”
- Contextualized review of student work
- Continued development

Points to Consider

- What AI-assisted tools have students used? (Grammarly, paraphrasing tools, adaptive technologies & more)
- Less than 20% AI writing detected will not be displayed
- Assignment parameters

Not Supported*

- Technical writing (including resumes, ~~tables~~ & lists)
- Poetry & song lyrics
- Other LLM-generated content not listed
- Text strings under 300 words
- Decontextualized review
- Paraphrase detection not run on human-written works

*Some of these may change over time, see FAQ for current list

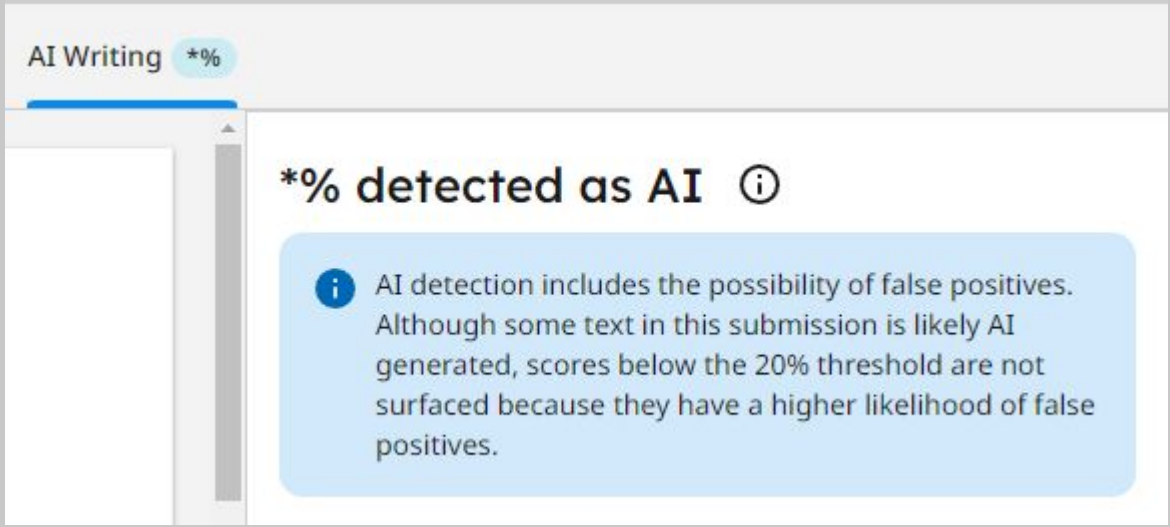
Can I use the Turnitin AI Indicator as the sole means by which I confirm cases of academic integrity?

How should instructors interpret the results?

Turnitin's AI writing detection capabilities provide data and insight to enable educators to start a formative conversation with their students in conjunction with their academic misconduct policies. The final decision on whether any misconduct has occurred rests with the reviewer/instructor. Turnitin does not make a determination of misconduct; rather, it provides tools to assist its customers understand how AI tools are being used at their institution.

What do instructors now see, when less than 20% AI is detected?

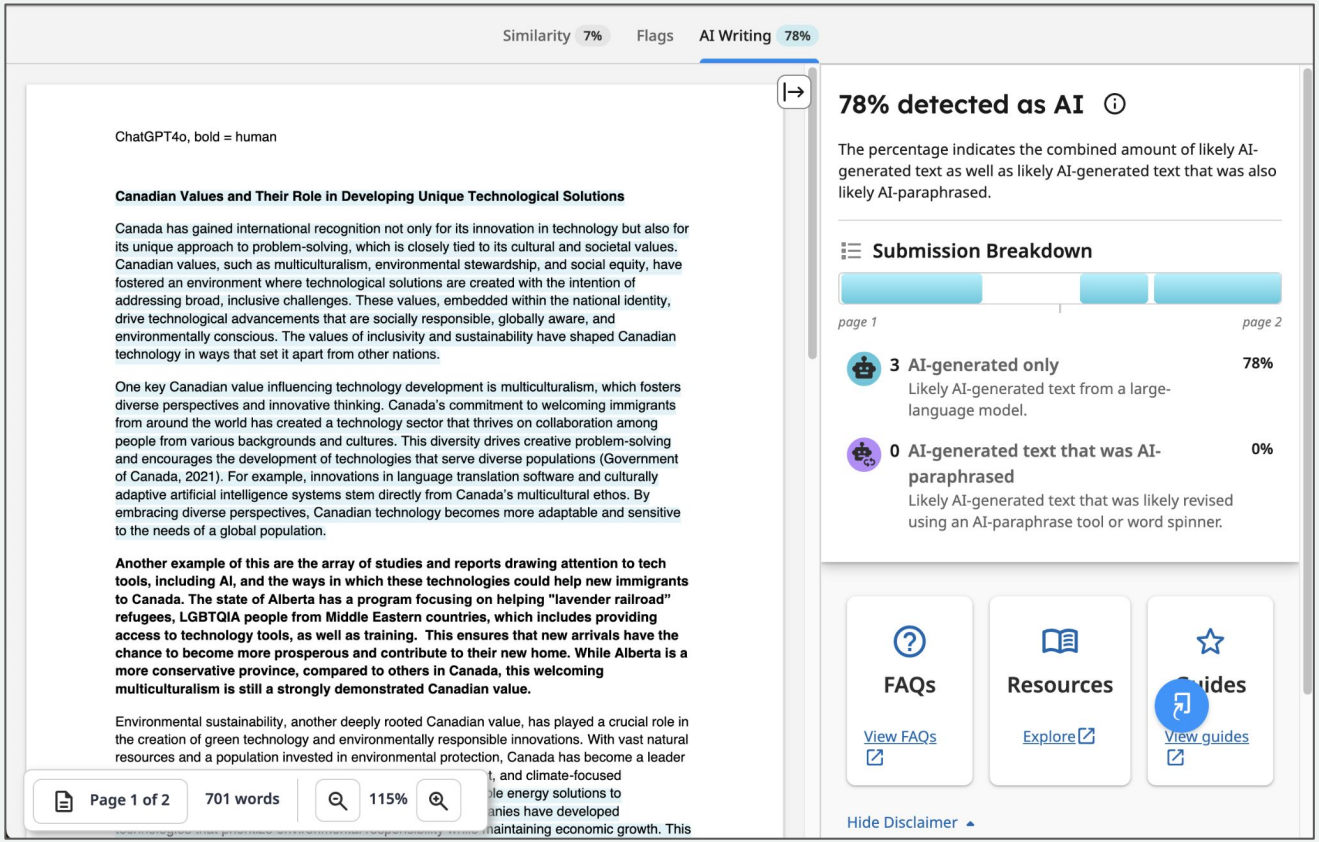
NEW



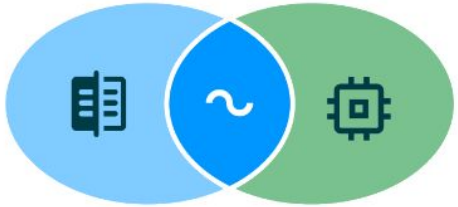
Note: False positive statistics <20% are seen by our engineering team and are calculated in our overall false positive rate testing and tuning.

Do No Harm in Action

The AI Indicator will often skip “zones of transition” between human writing and AI-generated content.



Important similarities & differences between the Similarity Score & the AI writing Indicator

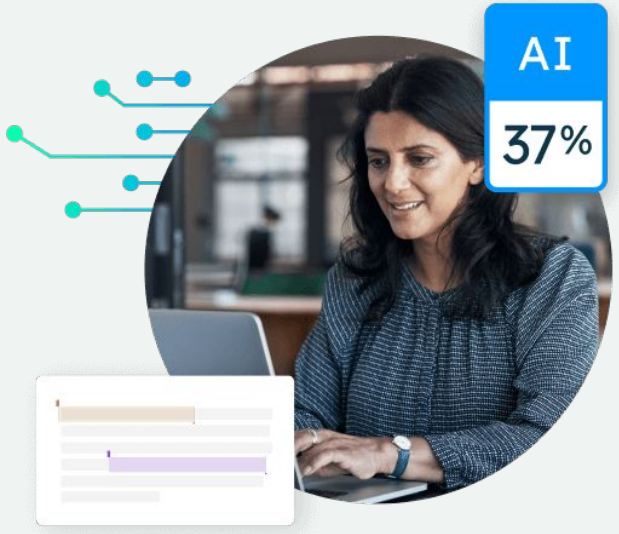


Turnitin's Similarity Score	Similarities	Turnitin's AI writing indicator
The percentage represents the amount of a submitted paper's content that matches content within Turnitin's databases.	**Neither percentage should be used as a standalone data point** in determining whether academic integrity has been compromised.	The percentage indicates the amount of qualifying text within the submission that Turnitin's AI writing identification model determines was generated by AI.
	Both percentages should be used to **begin a conversation** with a student.	
	Both percentages should be **considered in the context of a particular assignment**, its parameters, and knowledge about the student.	
The score represents exact matches to text/segments of human written text.	**The educator/reviewer determines the significance** of the percentage(s) and next steps.	The number doesn't present exact matches, but a percentage of text that was likely generated by AI.
	Both percentages might point to a student need for more instruction, e.g. clarity on paraphrasing or in-text citations, etc.	

To explore more ideas about academic integrity in the age of AI, visit www.turnitin.com/resources/academic-integrity-in-the-age-of-AI

Are there any file requirements for AI writing and paraphrase detection?

- File size must be less than 100 MB
- File must have at least 300 words of prose text in a long-form writing format
- File must not exceed 30,000 words
- File must be written in English
- Accepted file types: .docx, .pdf, .txt, .rtf
- For paraphrase detection to operate, >20% AI must be flagged



What does this mean for your assignments?

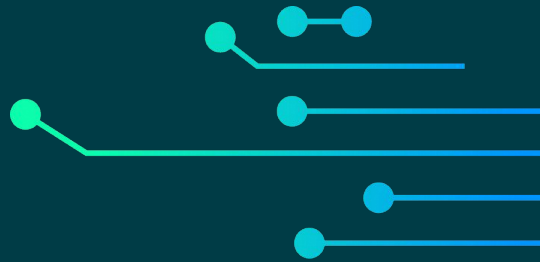
The combination of word minimum thresholds, supported file submission types, and the requirement for long form English prose as well as the presence of non-long form English prose document elements can produce unexpected results with the AI indicator.

Document Features	Possible Results
Lists (numbered or bulleted)	The AI indicator may decline to read lists
Numbered or bulleted sections with the possibility for each text segment to have fewer than 300 words of long-form English prose	The AI indicator might overlook text near numbers or bullets. If indvidual answers are under 300 words, AI indication may not be available. (May want to consider using tables.)
Tables	Based upon instructor feedback, the Turnitin AI indicator now reviews long-form, English prose within tables, provided the 300 word minimum is met. Column with long form English prose should be *widest* column of the table.
HTML (some LMSs have a text submission features which are HTML-based and may convert a document without student knowledge)	The AI indicator will not read HTML and may yield no report or a 0% report.
Short documents with a high percentage of profession or discipline-specific jargon	The AI indicator may view discipline-specific jargon as repetitive, so professors will want to evaluate results in context.

What about privacy?

- Turnitin's Services Privacy Policy is available for public review.
- Turnitin's End User License Agreement is available for public review.
- Turnitin's Guiding Principles for Responsible Integration of AI Integration Into Educational Technologies is available for public review.

AI Indication Roadmap



AI Improvements to Date

All improvements are based upon administrator, instructor and student feedback.

Administrator statistics for visibility into AI writing scores above individual submission level

Expanding capability to work with more LLMs

Demonstrated no statistically significant bias against second language learners

Improved subaccount configuration options

Released 1st version of Clarity, Turnitin's student writing space

Increased maximum word count to 30K

Revised focus to most actionable data

AI Indication scores surface in inbox (LTI 1.3 integration and turnitin.com experience only)

PDF download of AI Report

Held to <1% false positive rate

Paraphrase detection

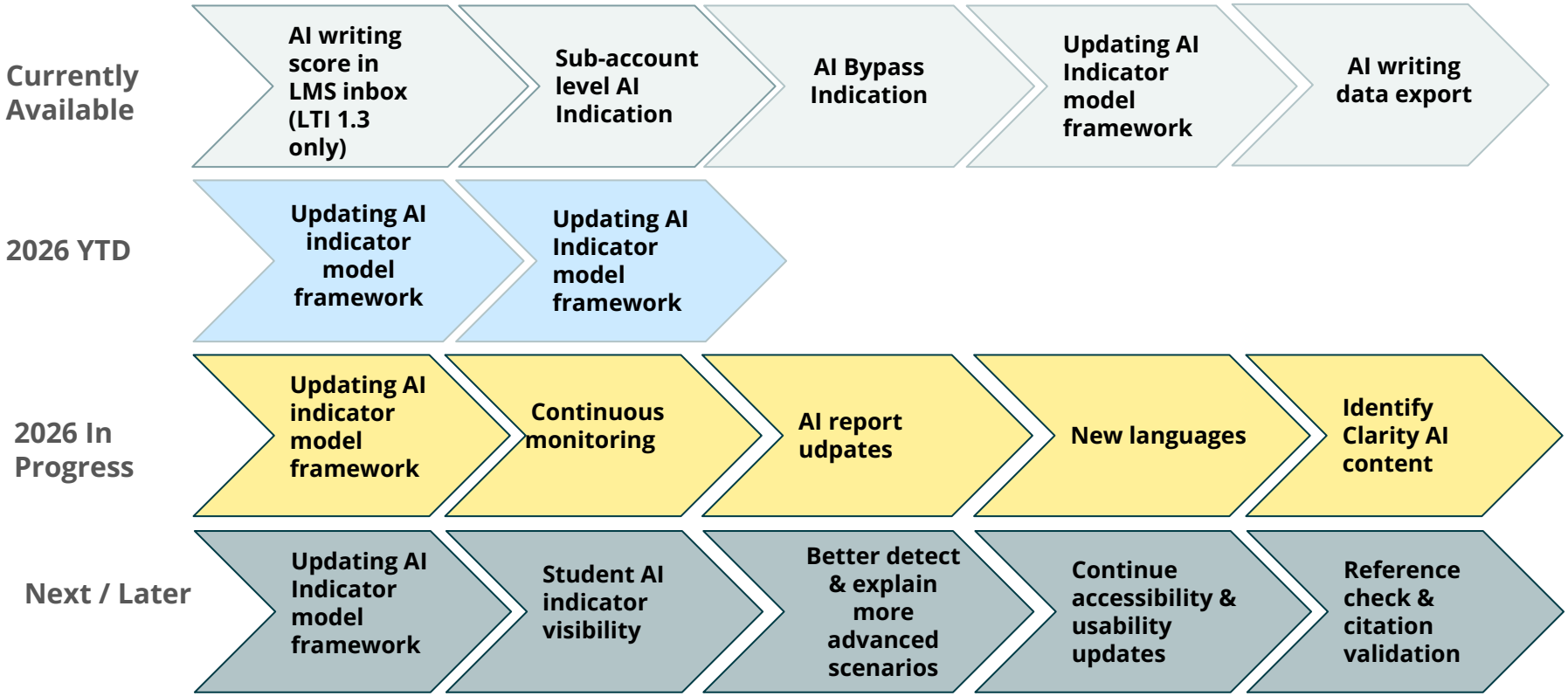
Increased testing of new models and tools as they emerge

Regularly updating resources to inform educators about working with the AI Indicator and to address false positives

AI Indication available for Spanish, Japanese

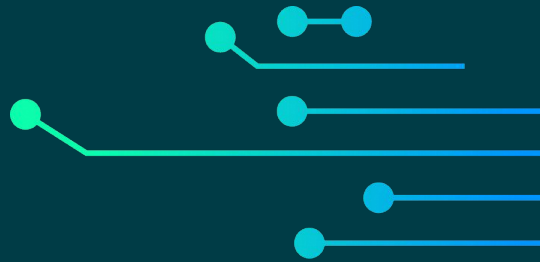
**Instructor & admin feedback always welcome*

AI Indication Updates*



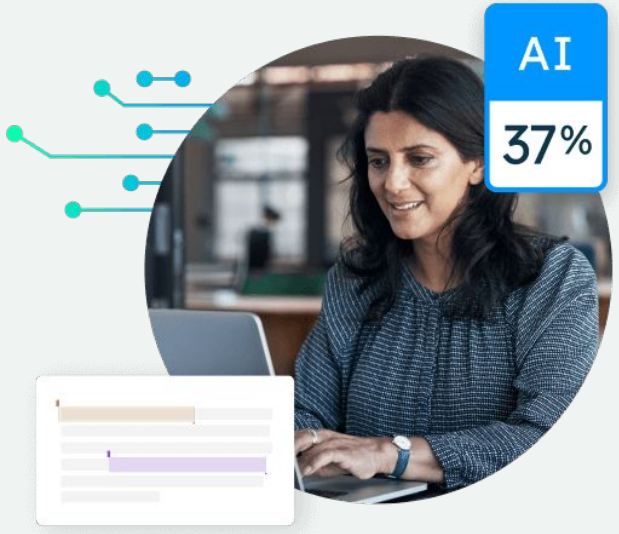
**Dates are estimates, and might be revised as new technologies or trends emerge.*

AI Indicator Minimum Requirements



Are there any file requirements for AI writing and paraphrase detection?

- File size must be less than 100 MB
- File must have at least 300 words of prose text in a long-form writing format
- File must not exceed 30,000 words
- File must be written in English
- Accepted file types: .docx, .pdf, .txt, .rtf
- For paraphrase detection to operate, >20% AI must be flagged

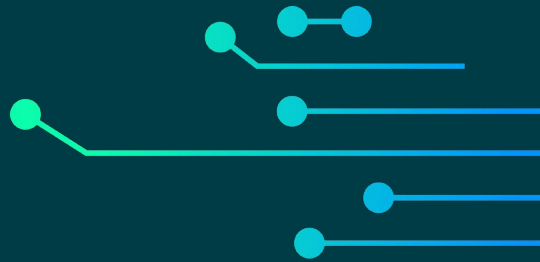


What does this mean for your assignments?

The combination of word minimum thresholds, supported file submission types, and the requirement for long form English prose as well as the presence of non-long form English prose document elements can produce unexpected results with the AI indicator.

Document Features	Possible Results
Lists (numbered or bulleted)	The AI indicator may decline to read lists
Numbered or bulleted sections with the possibility for each text segment to have fewer than 300 words of long-form English prose	The AI indicator might overlook text near numbers or bullets. If indvidual answers are under 300 words, AI indication may not be available. (May want to consider using tables.)
Tables	Based upon instructor feedback, the Turnitin AI indicator now reviews long-form, English prose within tables, provided the 300 word minimum is met. Column with long form English prose should be *widest* column of the table.
HTML (some LMSs have a text submission features which are HTML-based and may convert a document without student knowledge)	The AI indicator will not read HTML and may yield no report or a 0% report.
Short documents with a high percentage of profession or discipline-specific jargon	The AI indicator may view discipline-specific jargon as repetitive, so professors will want to evaluate results in context.

Interactions with other tools



What about Grammarly?

turnitin

If students use Grammarly for grammar checks, does Turnitin detect it and flag it as AI?

No. Our detector is not tuned to target Grammarly-generated spelling, grammar, and punctuation modifications to content but rather, other AI content written by LLMs such as GPT-3.5. Based on tests we conducted on human-written documents with no AI-generated content in them, in most cases, changes made by Grammarly (free & premium) and/or other grammar-checking tools were not flagged as AI-written by our detector. Please note that this excludes content generated by Grammarly's generative AI-powered features, including draft generation, paraphrasing, summarizing, and other features. Content produced using these features will likely be flagged as AI-generated by our detector.

If I use Grammarly's paraphrasing tool, will it flag my content as AI-generated? ?

Yes, if Grammarly's paraphrasing tool is used to modify AI-generated text, it will likely be flagged as AI-generated by our detector.

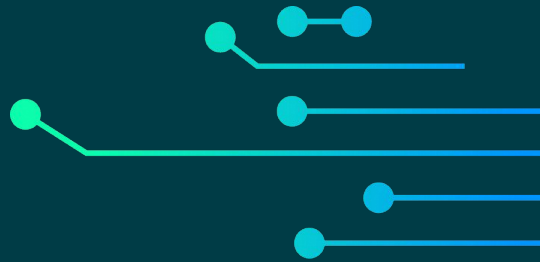
What about paraphrase tools?

Can Turnitin detect if content has been paraphrased using an AI paraphrasing tool?

Yes, Turnitin's AI indicator includes detection of AI-generated content that may have been paraphrased using a word spinner/AI paraphrasing tool. This technology is run automatically for all submissions to Turnitin by institutions that have the AI writing indicator enabled for their accounts.

In the AI writing report, likely AI-generated or AI-bypassed content and AI-generated content that was likely AI paraphrased are highlighted in different colors to enable instructors and other users to interpret results easily.

AI Indicator Research



AI Indicator Research Over Time

How it started...

Early 2023

First reports released that claim AI Indication is always biased against second language learners (Liang et. al.). Turnitin not part of the testing sample. Later, these claims cannot be reproduced or are discredited. Other AI Indication testing fails to take into account system requirements for any of the tools tested.

April 2023

Pre-April 2023 article and some social media posts claim Turnitin flags the US Constitution as AI. When tested day of the release of the Turnitin AI Indicator, US Constitution does not flag as AI.. Several other posts state problems with AI Indication, but not adhering to the AI Indicator system requirements and testing out of scope content types (such as resumes).

October 2023

Weber-Wulff et al and Walters confirm Turnitin AI Indicator <1% false positive rate. Both are start of research confirming that well-built and well maintained AI Indicators can yield low false positive rates. They also confirm poorly built and poorly maintained AI Indicators cannot provide these results.

October 2023

Turnitin released updated results of our retesting of AI Indication of 2nd language learners; confirms no statistically significant bias against 2nd language learners. The new protocol is so effective, it's added as an additional layer of vetting for all possible AI Indication models.

Recent history

April & August 2024

Chaka confirms that Turnitin AI Indicator does not have statistically significant bias against 2nd language learners. Jian et al confirms that AI Indicators designed to consider 2nd language learners do not exhibit bias against 2nd language learners. These studies again distinguish between well built and poorly built AI Indicators.

December 2024

Christopher Ostro of U Colorado Boulder begins hosting sessions covering a detailed literature review of AI Indication testing to date, affirming this timeline of AI research. This, combined with his mosaic approach to teaching writing in the era of AI convinces AI Indicator opponent, Dr. Anna Mills, to reconsider her position. Mills issues public blog post February 2025.

Today

After substantial updates to the AI Indicator, Turnitin is revising and updating the AI Indicator white paper, and FAQ. The Turnitin AI Indicator continues to hold to a <1% false positive rate, while simultaneously improving recall by a factor of 10.

What about false positives?

Weber-Wulff et al* in Context

Our AI and machine learning scientists have previously noted that 100% accuracy is not an attainable goal; however, Turnitin believes holding to our false positive rate of <1% is.

Toward this end, we will continue to fine tune, and manually update the AI indicator as needed.

5.2.1 False Accusations: Harm to individual students

If educators use one of the classifiers to detect student misconduct, there is a question of what kind of output leads to the accusation of a student from unauthorised content generation. The researchers believe that a typical educator would accuse a student if the output of the classifier is positive or partially positive. Some teachers may also suspect students of misconduct in unclear or partially negative cases, but the research authors think that educators generally do not initiate disciplinary action in these cases. Therefore, for each tool, we also computed the likelihood of false accusation of a student as a ratio of false positives and partially false positives to all cases, i.e.

$$FAS = (FP + PFP) / (TN + PTN + TP + PTP + FN + PFN + FP + PFP + UNC)$$

Table 9. False accusation ratio

Tool	01-Hum	02-MT	Total	FAS ratio
Check For AI	0	1	1	5.6%
Compilatio	0	0	0	0.0%
Content at Scale	0	0	0	0.0%
Crossplag	0	3	3	16.7%
DetectGPT	0	0	0	0.0%
Go Winston	0	0	0	0.0%
GPT Zero	3	6	9	50.0%
GPT-2 Output Detector Demo	0	2	2	11.1%
OpenAI Text Classifier	0	0	0	0.0%
PlagiarismCheck	0	0	0	0.0%
Turnitin	0	0	0	0.0%
Writeful GPT Detector	0	1	1	5.6%
Writer	0	1	1	5.6%
ZeroGPT	0	0	0	0.0%
Average	**2.4%**	**11.1%**		

*Note: The Weber-Wulff et al pre-print published 12/25/2023. (Weber-Wulff, et al., 2023)

Walter's Records 100% Accuracy

Table 4: Percentage of documents for which each detector gave correct or incorrect responses[a]

Detector	All papers			*AI* papers		GPT-3.5 papers		GPT-4 papers		*Human* papers	
	Percentage correct	Percentage incorrect	Percentage uncertain	Percentage correct	Percentage incorrect	Percentage correct	Percentage incorrect	Percentage correct	Percentage incorrect	Percentage correct	Percentage incorrect
Copyleaks[b]	100	0	0	100	0	100	0	100	0	100	0
TurnItIn	100	0	0	100	0	100	0	100	0	100	0
Originality.ai[b]	98	0	2	100	0	100	0	100	0	95	0
Scribbr	88	11	1	85	15	100	0	69	31	95	2
ZeroGPT[b]	87	1	12	92	0	100	0	83	0	79	2
Grammica	86	11	3	81	17	100	0	62	33	95	0
GPTZero[b]	81	4	15	77	5	98	0	57	10	88	2
Crossplag[b]	80	20	0	77	23	86	14	69	31	86	14
OpenAI[b]	78	6	17	69	8	98	2	40	14	95	0
IvyPanda	77	0	23	71	0	100	0	43	0	88	0
GPT Radar[b]	76	24	0	64	36	98	2	31	69	100	0
SEO.ai	72	4	24	92	0	100	0	83	0	33	12
Content at Scale[b]	71	13	15	63	15	74	2	52	29	88	10
Writer[b]	71	29	0	64	36	88	12	40	60	86	14
Sapling[b]	65	7	28	63	11	93	0	33	21	69	0
ContentDetector.ai	63	10	27	45	14	83	0	7	29	100	0
Avg. percentage	81	9	10	78	11	95	2	61	20	87	4
Standard deviation	12	9	11	16	12	8	4	28	22	17	5
Median percentage	79	7	8	77	10	99	0	60	18	92	0

[a]In each case, the percentage *uncertain* is the percentage neither correct nor incorrect. [b]Appears on at least two of the "best AI text detector" websites.

(Walters, 2023)

Walter's Records 100% Accuracy

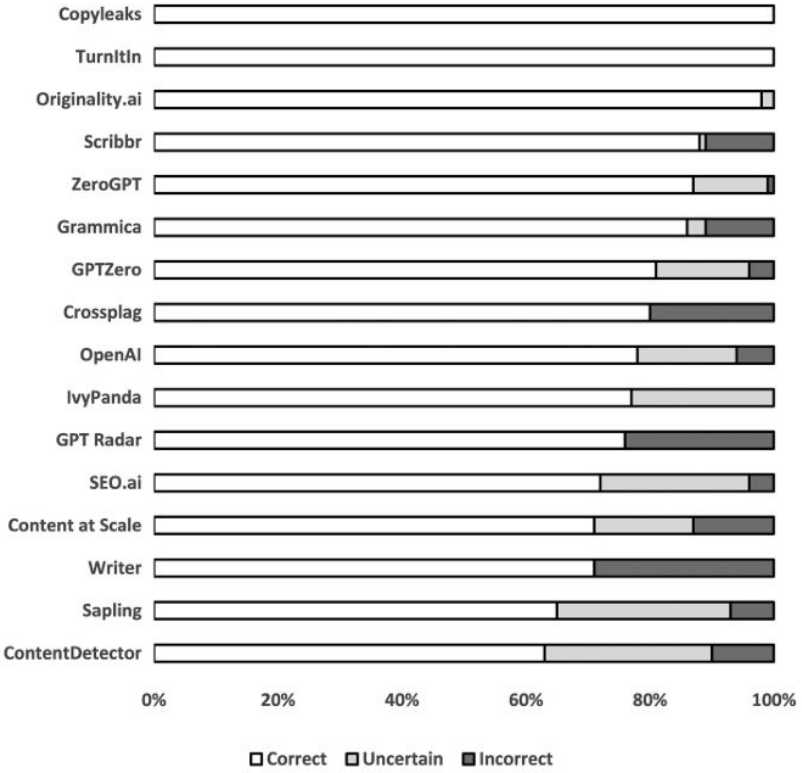
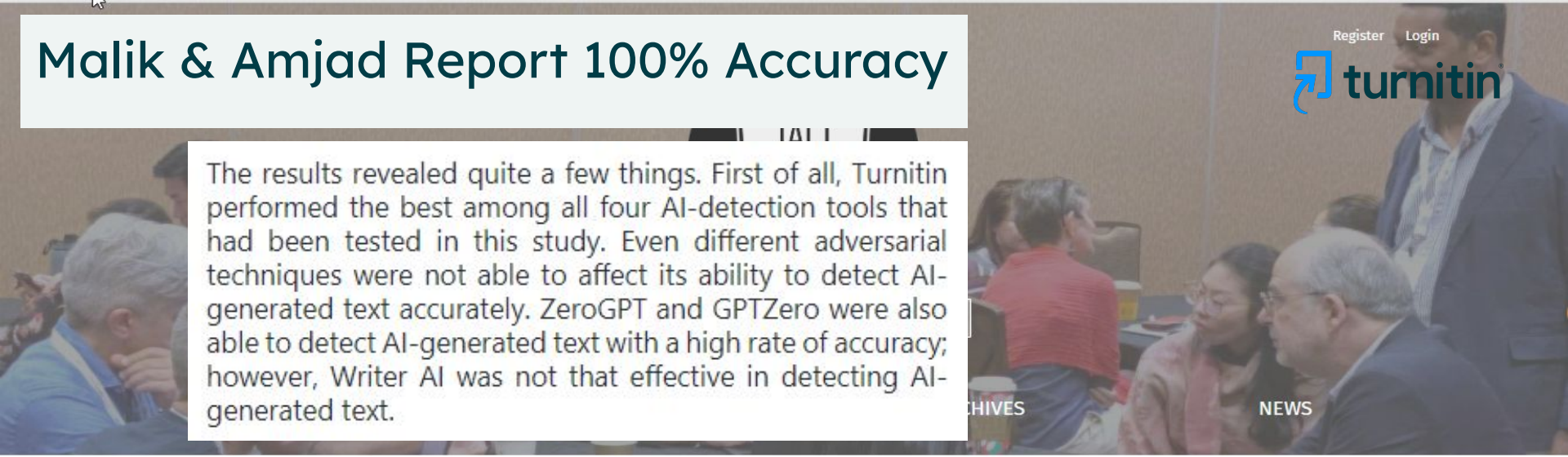


Figure 1: Percentage of all 126 documents for which each detector gave correct, *uncertain*, or incorrect responses.

(Walters, 2023)

Malik & Amjad Report 100% Accuracy



The results revealed quite a few things. First of all, Turnitin performed the best among all four AI-detection tools that had been tested in this study. Even different adversarial techniques were not able to affect its ability to detect AI-generated text accurately. ZeroGPT and GPTZero were also able to detect AI-generated text with a high rate of accuracy; however, Writer AI was not that effective in detecting AI-generated text.

Vol. 8 No. 1 (2025)

AI vs AI: How effective are Turnitin, ZeroGPT, GPTZero, and Writer AI in detecting text generated by ChatGPT, Perplexity, and Gemini?

RESEARCH ARTICLES

https://doi.org/10.37074/jalt.2025.8.1.9

Published January 12, 2025

Muhammad Abid Malik*, Amjad Islam Amjad*

What about English Language Learners?

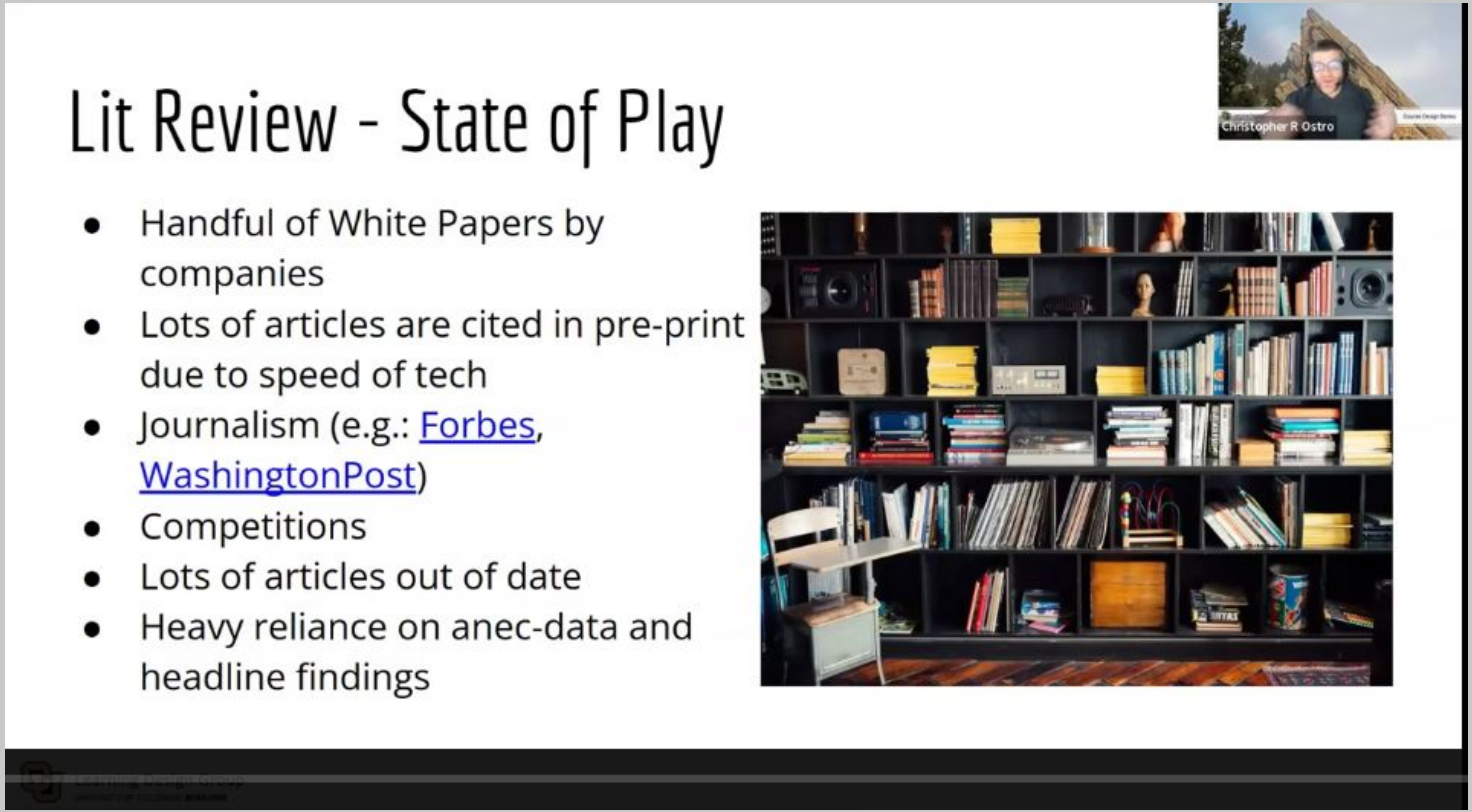
"Detectors based on linguistic features showed near-perfect detection performance.
Detectors built using well-sampled data from GRE do not show bias against non-native English speakers."

(Jiang et al, 2024)

"Fourthly, none of the 30 AI detectors tended to have a bias toward a specific English language category in classifying the four essay sets."

(Chaka, 2024)

But don’t take our word for it…



Results of careful review of AI Indicator research to date?

While many educators who previously spoke out against AI indicators based upon older, flawed research (and works that have since been refuted) are now quietly rethinking their practices, Dr. Anna Mills is one of the first to *publicly* explain her current thinking–and that her previous position had limitations.

Dr. Mills also attributes her shift in thinking in part to the previous slide's linked video of Dr. Chris Ostro's literature review. We applaud her desire to thoughtfully protect her students, which has been consistent in her approach over time.

Turnitin has always advocated for using well-developed and maintained AI indication as *part* of a curricular strategy that values opening consultative conversations with students as integral to the educational process. **The relationship between instructors and students is key.**

Why I'm using AI detection after all, alongside many other strategies

Anna Mills
Focused on AI in education. Teacher, speaker, OER textbook author, consultant. Educators can be critical, curious, playful,...

February 12, 2025

I argued against use of AI detection in college classrooms for two years, but my perspective has shifted. I ran into the limits of my current approaches last semester, when a first-year writing student persisted in submitting work that was clearly not his own, presenting document history that showed him typing the work (maybe he. typed it and maybe he used an autotyper). He only admitted to the AI use and apologized for wasting my time when he realized that I was not going to give him credit and that if he initiated an appeals process, the college would run his writing through detection software. I liked this student, had met with him

How was Turnitin's AI indicator trained & tested?

With every update to the Turnitin AI indicator, the model is stress-tested on over 700,000 papers composed before 2019. Turnitin is one of the very few organizations that can conduct a safety check at this scale.

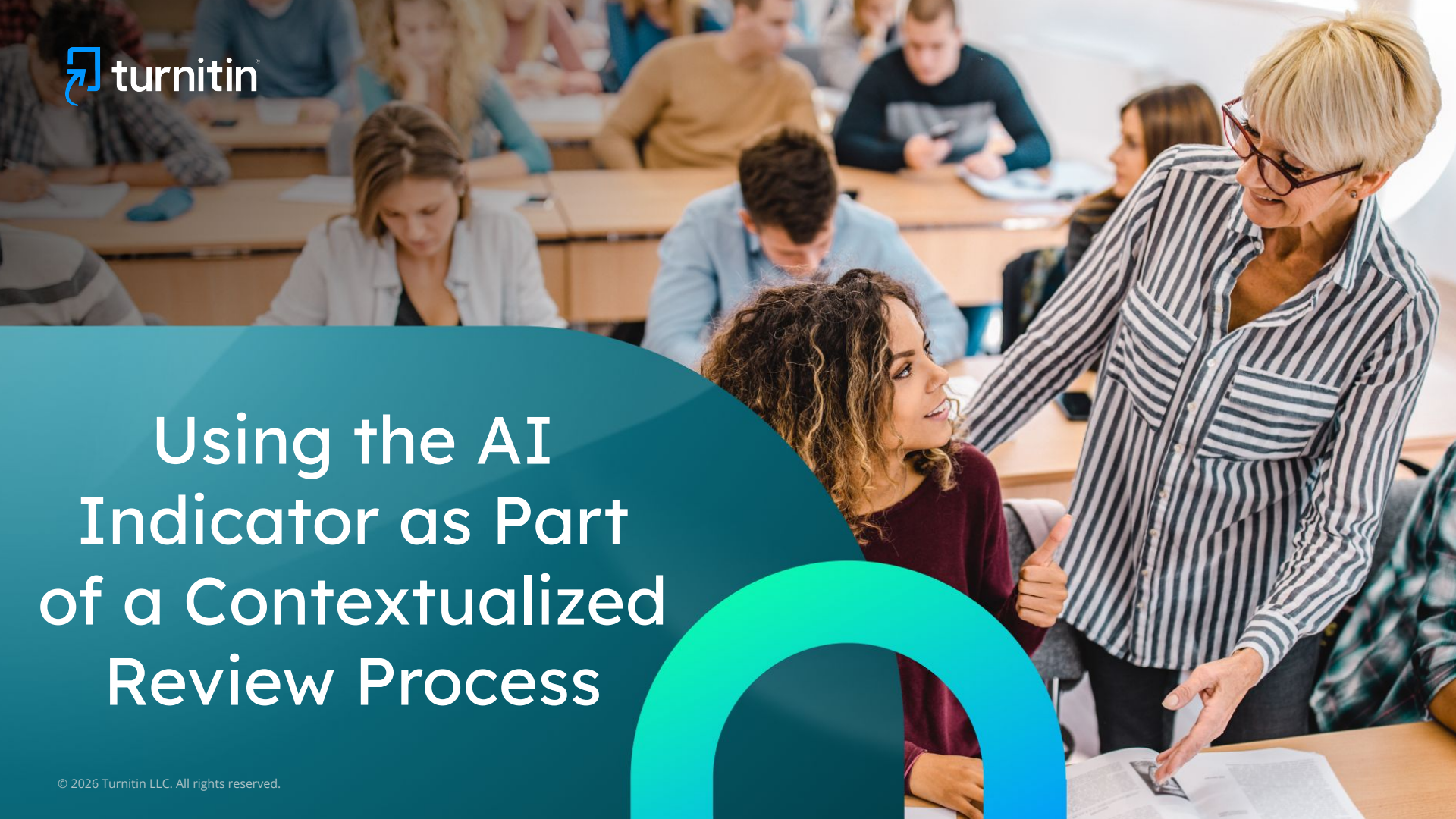
The AI indicator is trained on both AI-generated text and authentic academic writing across geographies and subject areas. We are broad and deep in academic writing, and this focus helps ensure we have crafted a robust tool built upon world-class architecture designed to evaluate academic writing *only*.

We paid special attention to statistically under-represented groups like second-language learners, English writers from non-English speaking countries, students at colleges and universities with diverse enrollments, as well as under-represented subject areas like anthropology, gelology, and sociology to minimize bias.

We recently tested false positive rates on a supplemental corpus of texts produced by English-language learners, in order to evaluate statements that all AI indicators are baised against English Language Learners. As noted on our blog, the false positive rate is statistically insignificant compared to texts written by native-English speakers.

turnitin

Using the AI Indicator as Part of a Contextualized Review Process



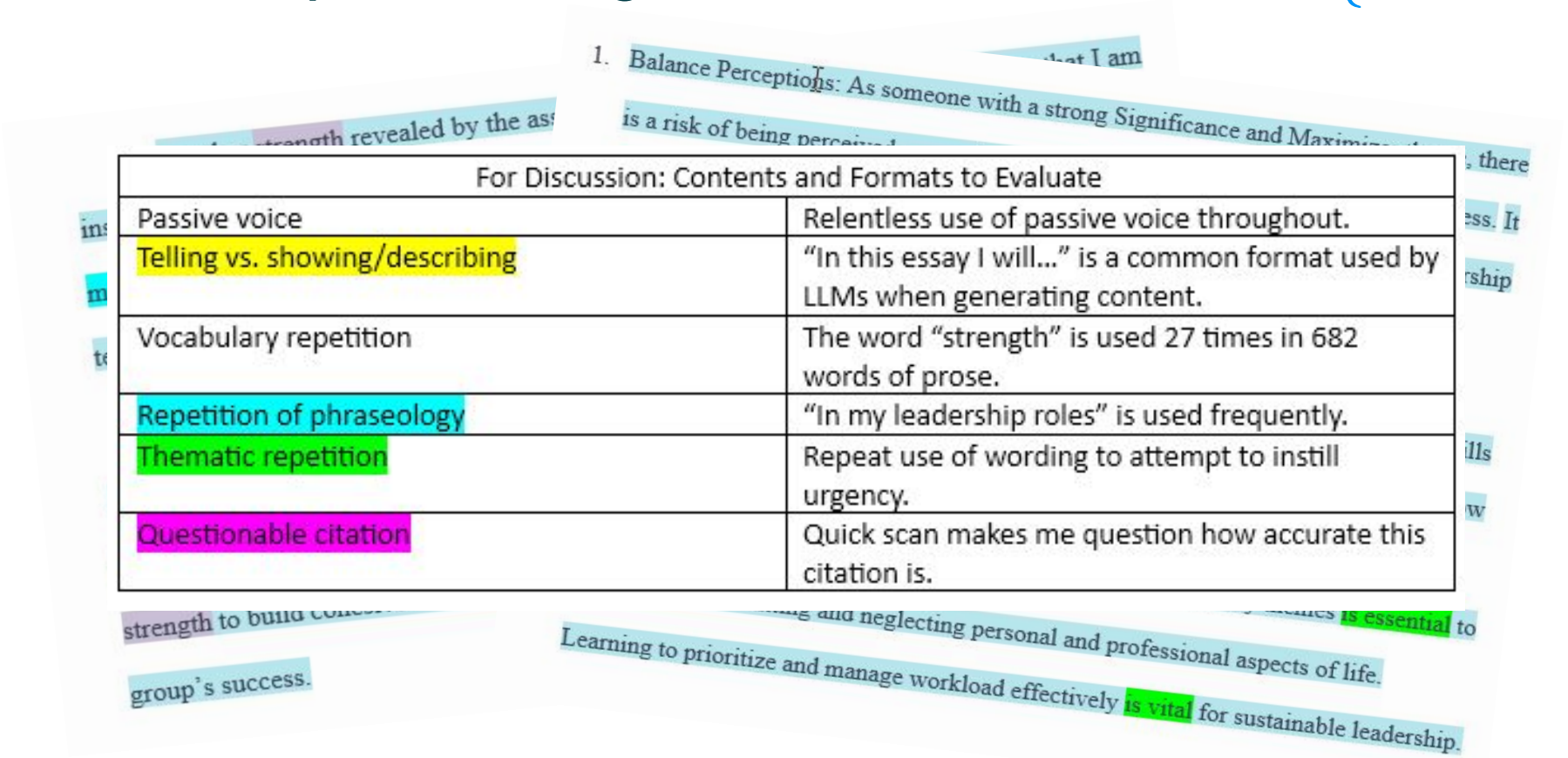
Nuanced AI Indication Review

A *possible* workflow for interpreting AI indication and choosing a formative path forward

Desired Generative AI Usage	Highlighted text (and meaning)	Contextualized review steps	Preparing & conversing with student
Integrate LLM Use Option A	**Are you concerned?** • Is there enough highlighted text? • How much revision did you suggest?	• Compare final work to draft versions • Review chat inputs/outputs and the student rationale for edits	• Difficulty revising prompts? • Is time management a factor? • Reasons for the choices made?
Mitigate LLM Use Option B	**Are you concerned?** • Examples of the student's other work? • What tools does the school provide? • Other Similarity Report signals?	• Manually review AI-generated content "tells" • Compare "tells" against student work • Compare via LLM tools • Check discrepancies (false citations)	• If offered a rewrite option, did the student accept? • Can the student demonstrate understanding of the topic? • Can the student discuss writing choices?
Unstated Use or Redesign Option C	**Are you concerned?** • Is there a formative path forward? • What tools does the school provide?	• Consider Option A, Option B, or a combination of tasks • Revise future assignments and clarify AI usage expectations	• Without prior guidelines, keep the conversation fluid and collaborative toward a solution • Encourage student to save versions of their assignments in progress • Discuss risks of overreliance upon AI

LLM = Large Language Model

What are possible signals of AI?



For Discussion: Contents and Formats to Evaluate	
Passive voice	Relentless use of passive voice throughout.
Telling vs. showing/describing	"In this essay I will…" is a common format used by LLMs when generating content.
Vocabulary repetition	The word "strength" is used 27 times in 682 words of prose.
Repetition of phraseology	"In my leadership roles" is used frequently.
Thematic repetition	Repeat use of wording to attempt to instill urgency.
Questionable citation	Quick scan makes me question how accurate this citation is.

Dr. Chris Ostro's Mosaic Approach

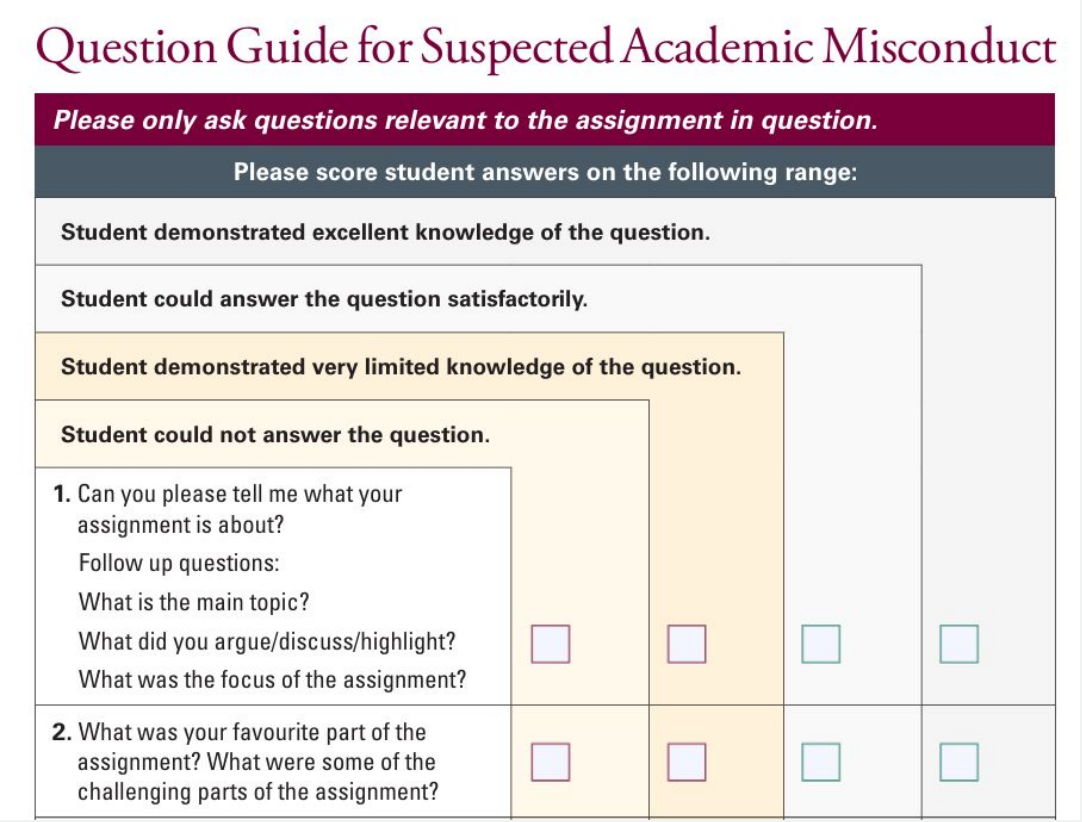
[Presentation]

[Slide deck]

[Resources]

McMaster University AI Misuse Questioning Guide

While this questioning guide is intended for use in suspected academic misconduct cases, with some editing, these questions could also be assigned pro-actively as a reflection assignment.



Question Guide for Suspected Academic Misconduct

Please only ask questions relevant to the assignment in question.

	Please score student answers on the following range:			
	Student demonstrated excellent knowledge of the question.	**Student could answer the question satisfactorily.**	**Student demonstrated very limited knowledge of the question.**	**Student could not answer the question.**
1. Can you please tell me what your assignment is about? Follow up questions: What is the main topic? What did you argue/discuss/highlight? What was the focus of the assignment?	☐	☐	☐	☐
2. What was your favourite part of the assignment? What were some of the challenging parts of the assignment?	☐	☐	☐	☐

Supplemental Materials

Resources and citations

Join the Turnitin Educator Network (TEN): A professional space for academic leadership and collaboration

What is TEN?

TEN is a global learning community where academic leaders exchange ideas and explore best practices in assessment, originality, and effective feedback using Turnitin.

Why join?

Engage with faculty and administrators on academic integrity, AI literacy, and course design.

Discover how others are integrating Turnitin to support student learning at scale.

Share your expertise and contribute to conversations that inform the future of Turnitin.

Ask questions and connect with the Turnitin team.

What you bring:

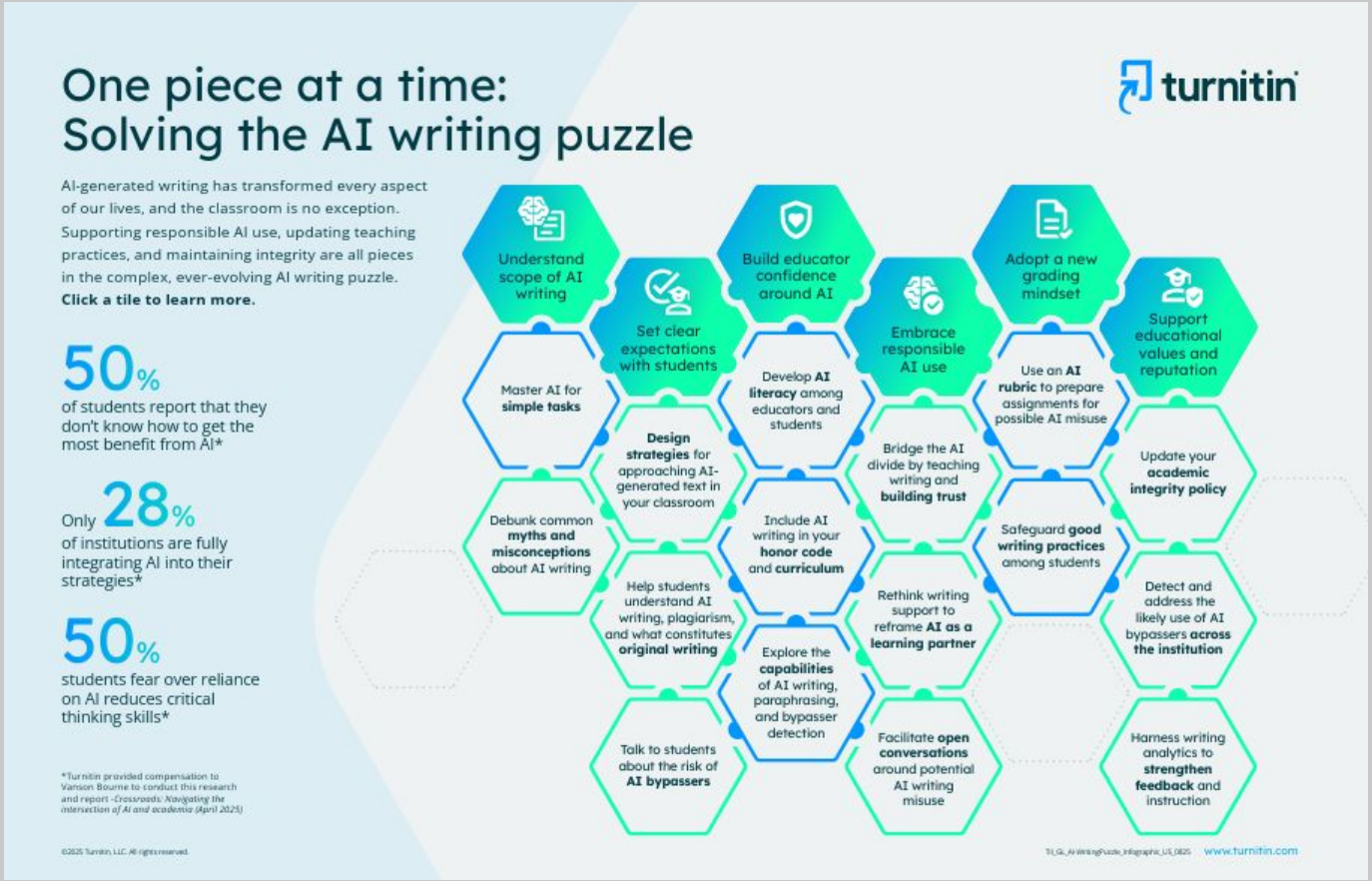
Your experience and perspective matter. As a leader in your institution, your voice helps shape innovative, practical approaches to teaching and academic integrity.

Simply use your institutional email to join. Start connecting and contributing today.

https://turnitin.forumbee.com

Overview of Turnitin AI Writing Resources

This interactive PDF is updated over time, as existing resources are updated and new resources are developed. Check back regularly!



From Turnitin: AI Writing in Context

[AI writing in academic journals: Mitigating its impact on research integrity]

AI excels in processing vast amounts of literature but lacks the nuanced understanding that human researchers offer, risking the loss of critical insights in academic writing. It's essential for institutions to recognize both AI and human contributions transparently to uphold research integrity in the AI-driven era.

[When and how to cite ChatGPT and AI in MLA / APA Formats]

Tips for instructors and students on how to paraphrase, quote, and cite ChatGPT or AI in MLA or APA.

[Navigating AI writing detection in higher education: Top five tips from Dr. Leslie Layne]

How one professor balances AI literacy alongside teaching students about academic integrity.

[Empowering students for tomorrow with AI writing tools]

“Generative AI writing is a tool of inquiry, not definitive thinking, and learning to write well is the bedrock on which every other skill is developed.”

[Webinar: Evaluating Papers Flagged by the AI Indicator]

This session is less about the Turnitin AI Indicator, and more about the contextualized human review of student papers after they have been flagged by the AI Indicator. Learn more about how to conduct a thoughtful review.

Works Cited

Drumm, L. (2023, January). *ENhance QUICK GUIDE: Artificial Intelligence, Student Learning & Assessment.* Retrieved from Edinburgh Napier University: Department of Learning & Teaching Enhancement: https://staff.napier.ac.uk/services/dlte/Documents/15%20Artificial%20Intelligence,%20Student%20Learning%20and%20Assessment%20Quick%20Guide.pdf

Gernsbacher, M. A. (2023, Spring). *Gernsbacher ChatGPT Assignment.* Retrieved from https://oregonstate.app.box.com/s/9gbz9t5d40wkv22js2nw398z3mgzq5xp: https://oregonstate.app.box.com/s/9gbz9t5d40wkv22js2nw398z3mgzq5xp

Gurung, R. A. (2023, January 17). *Tackling ChatGPT Head On: A Student Assignment*. Retrieved from OSU Center for Teaching & Learning: https://blogs.oregonstate.edu/osuteaching/2023/01/17/tackling-chatgpt-head-on-a-student-assignment/

Mollick, E. R., & Mollick, L. (2023, December 13). New Modes of Learning Enabled by AI Chatbots: Three Methods and Assignments. *Social Science Research Network*, 21. doi:https://dx.doi.org/10.2139/ssrn.4300783

Works Cited

Nayeli, E. (2023, July 5). *Student Perspectives on AI Tools in Academia in 2023*. Retrieved from AcademicHelp.Net: https://academichelp.net/research-ai-in-education/

Shaw, C., Bharadwaj, R., NeJame, L., Martin, S., Janson, N., & Fox, K. (2023, June 20). *Time for Class 2023: Bridging Student and Faculty Perspectives on Digital Learning.* Retrieved from Tyton Partners: https://tytonpartners.com/time-for-class-2023-bridging-student-and-faculty-perspectives-on-digital-learning/

Shaw, C., Yuan, L., Brennan, D., Martin, S., Janson, N., Fox, K., & & Bryant, G. (2023, October 31). *Turnitin Whitepapers.* Retrieved from Turnitin: https://www.turnitin.com/whitepapers/tyton-partners-time-for-class-study

Weber-Wulff, D., Anohina-Naumeca, A. B., Foltýnek, T., Guerrero-Dib, J., Popoola, O., Šigut, P., & Waddington, L. (2023, December 25). Testing of detection tools for AI-generated text. *International Journal for Educational Integrity, 19*(26). doi:https://doi.org/10.1007/s40979-023-00146-z

Welding, L. (2023, March 27). *Half of College Students Say Using AI on Schoolwork Is Cheating or Plagiarism*. Retrieved from bestcolleges.com: https://www.bestcolleges.com/research/college-students-ai-tools-survey/

AI Literacy & Curriculum Revision Annotated Bibliographies

We are updating our AI Literacy Annotated Bibliography.

Our **2023-2025 era AI Literacy Annotated Bibliography** is available for download.

The **Curriculum Revision in the Era of AI Annotated Bibliography** will be updated later in 2026.

The Fall 2025 version is available for download.

2026 AI Literacy Reading List (in progress)

Note: Annotations are forthcoming; for now, please enjoy materials and resources that have delighted us, made us think, as well as names of thought leaders we follow (often on LinkedIn).

Austin, T. (2026, January 27). *Why Critical Ignoring Isn't the Opposite of Critical Thinking*. Retrieved from Tina's Substack: https://tinaaustin.substack.com/p/why-critical-ignoring-isnt-the-opposite

Bertram Gallant, T., & Rettinger, D. A. (2024). *The Opposite of Cheating: Teaching for Integrity in the Age of AI.* OUP.

Dumin, L. (n.d.). *Laura's repository of AI Information*. Retrieved from ldumin157.com: https://ldumin157.com/

Eaton, S. E. (2025, September 26). *2025-2026 Postplagiarism Speaker Series: Navigating AI in Education*. Retrieved from PostPlagiarism.com: https://postplagiarism.com/2025/09/26/2025-2026-postplagiarism-speaker-series-navigating-ai-in-education/

Gulya, J. (n.d.). *Profile & Posts: Jason Gulya*. Retrieved from LinkedIn: https://www.linkedin.com/in/jason-gulya/

2026 AI Literacy Reading List (in progress)

Note: Annotations are forthcoming; for now, please enjoy materials and resources that have delighted us, made us think, as well as names of thought leaders we follow (often on LinkedIn).

Kelley, L. (n.d.). *Profile & Posts: Dr. Lauren Kelley*. Retrieved from LinkedIn: https://www.linkedin.com/in/lauren-kelley-ph-d/

Messaye, B. (2025, June 11). *Gen Z Needs AI Agency, Not Just Digital Literacy*. Retrieved from LinkedIn: Pulse: https://www.linkedin.com/pulse/gen-z-needs-ai-agency-just-digital-literacy-brooke-messaye-parhc/

Mills, A. (n.d.). *Anna Mills' Substack*. Retrieved from Substack: https://annamills.substack.com/

Nasr, N. R., Tu, C.-H., Werner, J., Bauer, T., Yen, C.-J., & Sujo-Montes, L. (2025, September 11). Exploring the Impact of Generative AI ChatGPT on Critical Thinking in Higher Education: Passive AI-Directed Use or Human–AI Supported Collaboration? *MDPI: Education Sciences*, 1-28.

Ostro, C. (n.d.). *Profile & Posts: Christopher Ostro*. Retrieved from LinkedIn: https://www.linkedin.com/in/ochristo/

2026 AI Literacy Reading List (in progress)

Note: Annotations are forthcoming; for now, please enjoy materials and resources that have delighted us, made us think, as well as names of thought leaders we follow (often on LinkedIn).

Wang, C., & Tian, Z. (Eds.). (2025). *Rethinking Writing Education in the Age of Generative AI* (1st ed.). New York: Routledge. doi:https://doi.org/10.4324/9781003426936

Xu, R., Le, N., Park, R., Murray, L., Das, V., Kumar, D., & Goldberg, B. (2025, September). "Information Modes": A Framework for Trust and Information Seeking. *Journal of Online Trust and Safety, 3*(1), 1-30. doi:10.54501/jots.v3i1.245

Clarity Sample Writing Prompts & Rubrics

As a starting point, it might be helpful to see some examples of Clarity writing prompts as well as rubrics. These are rough samples, and we know that yours will be so much better than what we have presented here.

Would you like to share your Clarity writing prompts and rubrics with others? If so, please email lmcarthur@turnitin.com , and please include information on how we can best attribute your work.

Upcoming Non-Turnitin AI Events (In person)

1. The AI2 Summit (U Florida)
📅 March 29 - April 1 | 🕗 8AM - 4:30PM EDT
This lively Orlando conference includes tracks for educators, administrators and instructional designers. This year's theme is shaping the future of AI in higher education.
🔗 Register

2. Teaching & Learning with AI: A Sharing Conference Between Educational Practicioners (U Central Florida)
📅 June 11 - June 12 | 🕗 8AM – 5PM EDT
This 2 day conference is in its fourth year. This event brings together faculty, staff who support faculty, librarians, administrators and all those on the front lines of teaching. New this year: K12 instructors are encouraged to attend to discus how to prepare students for college readiness by using AI in the K12 classroom. Note: Each year of this conference has included a special track for health care sciences educators.
🔗 Register

Arranged by date, starting with most recent

Upcoming Non-Turnitin AI Events (In person)

3. National New Literacy Conference

📅 October 8 - October 10 | 🕘 8:30AM - 4:00PM MDT

The News Literacy Project provides content, trainings and events primarily for K12 educators. However, given how quickly AI is shifting skill building for high school graduates, this event could prove eye-opening especially for institutions *graduating the next generation of teachers*. The NNLC focuses on the critical importance of helping students understand how to vet news content in this especially confusing time period, and trains educators on an array of methods toward this goal.

🔗 Register

4. AAC&U Conference on AI & Higher Education

📅 October 28 - October 30 | 🕘 8:00AM - 4:30PM CDT

This AAC&U conference brings together faculty, staff, presidents, provosts, academic leaders, student affairs professionals, technical staf, librarians and many other educational stakeholders to share emerging practices and develop practical and ethical approaches to AI use in academia. (The 2025 event sold out quickly.)

🔗 Register

Arranged by date, starting with most recent

Upcoming Canadian Non-Turnitin AI Event!

This pan-Canadian event is in its 2nd year, and promises to be more amazing than last year's event!

We recommend all higher education practitioners and educators interested in AI, *regardless of your location*, attend this conference to learn more about Canadian thought leadership in the era of AI in academia.

Learn more at the AI-cademy web site.

Additional Non-Turnitin AI Events (Virtual)

Clover Park Technical College
AI & OER Institute
August 2026
This 2 day, free, virtual event has included speakers such as Dr. Maha Bali and Dr. Tricia Bertram Gallant. Bookmark the URL below for coming updates for Fall 2026
https://cptc.libguides.com/TLC/2025-CPTC-AI-OER-Institute

University of Colorado Boulder
Learning Design Group events, which include events about AI in higher education (past and future)
https://www.colorado.edu/learningdesign/course-design-series

University of Delaware
AI & Teaching and Learning at UD events (past and future)
https://www.udel.edu/home/artificial-intelligence/

Arranged by alphabetically by host institution or organization

Additional Non-Turnitin AI Events (Virtual)

University of Guelph
Teaching Amid AI Virtual Conference 2026
Co-Creating the Future of Higher Education: Human Presence in an Age of Artificial Intelligence
June 10-11, 2026

This year's speakers will include Dr. Sarah Elaine Eaton, Dr. Mark Daley and many other thought leaders pioneering the Canadian path forward for AI in academia. While this event charges a nominal fee, for those in the US, be sure to convert, as the conversion rate from Canadian to US dollars often lowers the fees for US attendees.

https://otl.uoguelph.ca/teaching-amid-ai-conference-2026

University of Kentucky
Upcoming Zoom sessions (archived sessions in sidebar)
https://celt.uky.edu/events

Getting Started with Google NotebookLM
https://celt.uky.edu/events/getting-started-google-notebooklm

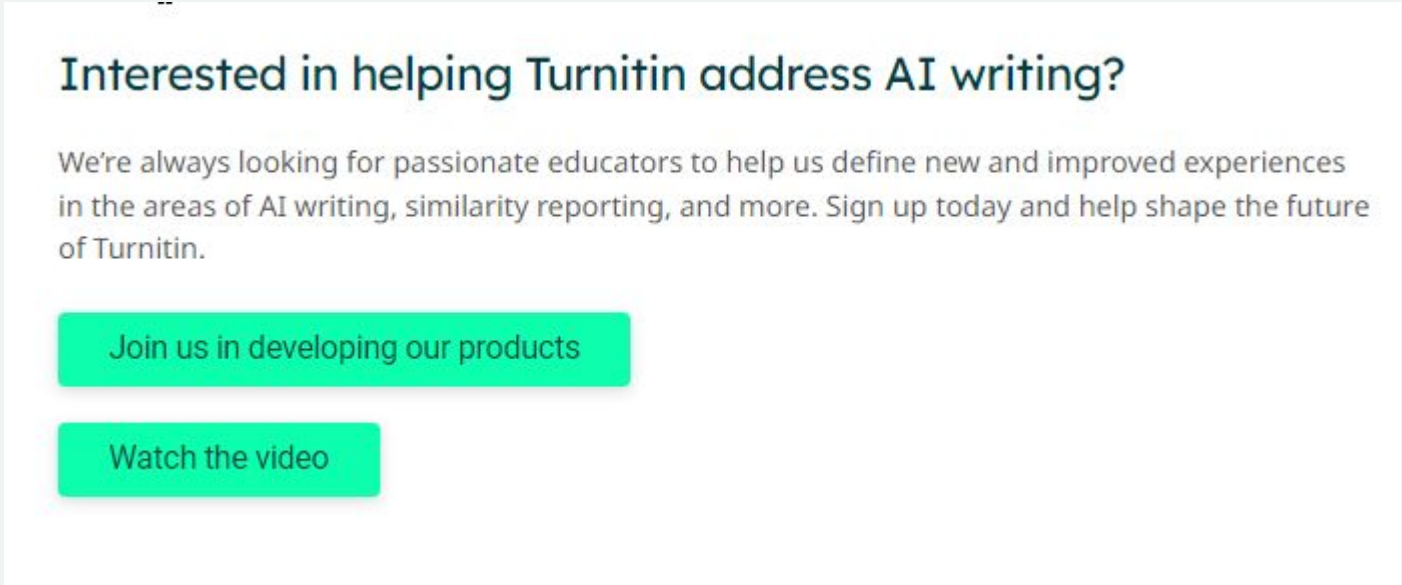
Teaching Critical Thinking with GAI Deep Research
https://celt.uky.edu/events/teaching-critical-thinking-gai-deep-research

Teaching Students to Think Critically
https://celt.uky.edu/events/teaching-students-think-critically

Arranged alphabetically by host institution or organization

We value your input!

Click the image to submit your information, and help us develop our next generation solutions.



Thank you