

Turnitin Webinar: AI Writing

Turnitin's mission is "to ensure the integrity of global education and meaningfully improve learning outcomes." Concerned with similarity and originality, the company hosted a webinar to explore how educators can use their AI writing detection tools to meet institutional goals.

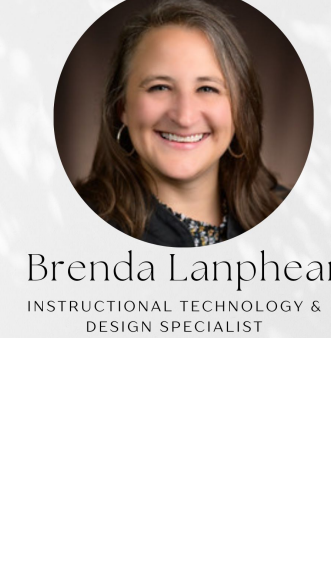
The webinar host began by using a simile to explain generative AI. Large Language Model (LLM), saying LLMs are like a snowball. A snowball follows the path of least resistance (the most likely path), and, as the snowball rolls, it gathers the latest concepts and grows and grows until it finds a resting state – the output. AI scientists think of prompt engineering as kicking the ball, or pushing it to gather more ideas.

They shared these principles:

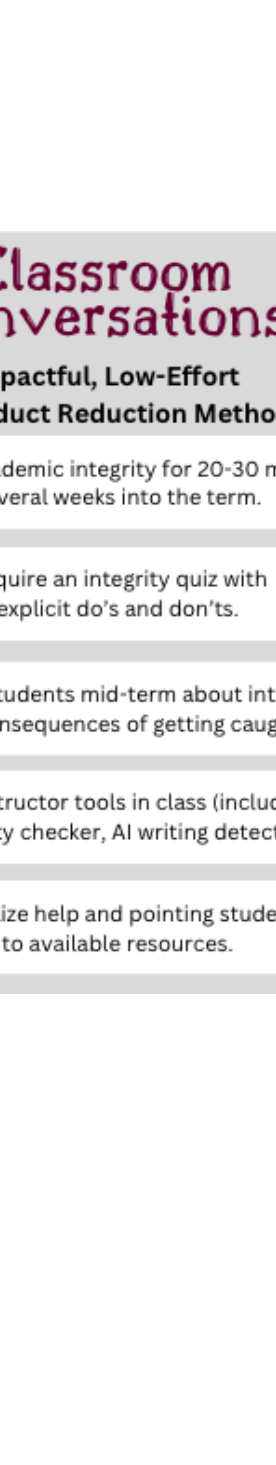
- **Academic integrity** as "how we demonstrate good scholarship—by being honest and ethical in our work, acknowledging the work and ideas of others" (definition from the University of Melbourne). Students should use their own words OR acknowledge others, including ChatGPT.
- **Purpose of assessment** "is an opportunity for students to demonstrate their skills, knowledge, attitudes and behaviors in relation to a set of specific learning outcomes." Assessment results should be a representation of what students know and can do at a particular point in time.
- **Why students commit academic misconduct**
 - Lack of awareness of what is or is not academic misconduct, so instructors should communicate expectations clearly. Resource: [AI Use, Academic Dishonesty & Reference Checklist](#)
 - Poor time management: assignment is due, haven't done the work, panic. Resource: [Time Management Tips Video](#)
 - Lack of self-efficacy: lack of confidence, or belief that one can perform a task, leads to poor decisions
- **Mileage may vary** Each situation is different. Consider the context—where you are: class size, discipline, etc. & recognize there is no one-size-fits-all response.

They shared these tips:

- Communicate and don't make assumptions.
- Express expectations: via video, email, syllabus, face-to-face discussion, in class
- Complete a diagnostic essay early in the course to establish a baseline. Then, later in the semester, refer back to it.
- Some departments put their writing policy on a QR code for students to scan
 - Leads to video, audio, print statements
 - "You want your policy to 'be everywhere'"
- Discuss ethical use
 - Share concrete examples with students; help students understand what's equitable/fair because future jobs require AI tools and we need to prepare students to work with knowledge or skills gaps
- Share institution's AI writing acceptable use policy – refer to it.



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Brenda Laphar
Director of Academic Integrity

Classroom Conversations

Impactful, Low-Effort
Conduct Reduction Methods

Discuss academic integrity for 20-30 minutes, several weeks into the term.

- Require an integrity quiz with regularity daily and on the fly
- Revisit students mid-term about integrity and consequences of getting caught
- Show instructor tools in class (including a similarity checker, AI writing detector)
- Normalize habits and pointing students to available resources.

CSC recently updated to the Academic Honesty Policy, adding [AI Generative AI](#). The update respects faculty academic freedom (to use or not use AI tools), while holding students to high moral standards of integrity.

Visit CSC's update library webpage, "[Guides & Tutorials](#)," then "Style Manuals and Citation Guides," for instructional support. The website has samples for **Using AI** using APA, MLA, and Chicago styles. The website also samples for **Using AI** using APA, MLA, and Chicago styles. The website also samples for **Using AI** using APA, MLA, and Chicago styles.

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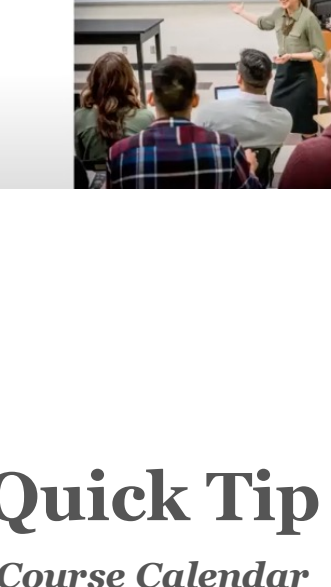
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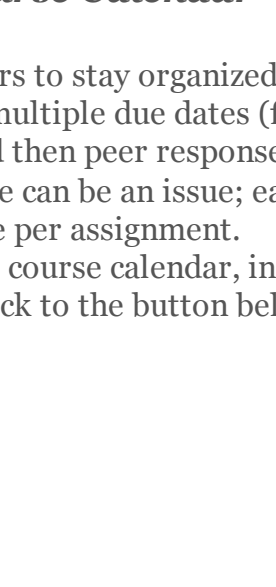
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Classroom Conversations

Establish clear expectations and communicate them clearly.
Discuss ethical use of AI writing.
Normalize and contextualize your institution's academic integrity or AI writing policy.





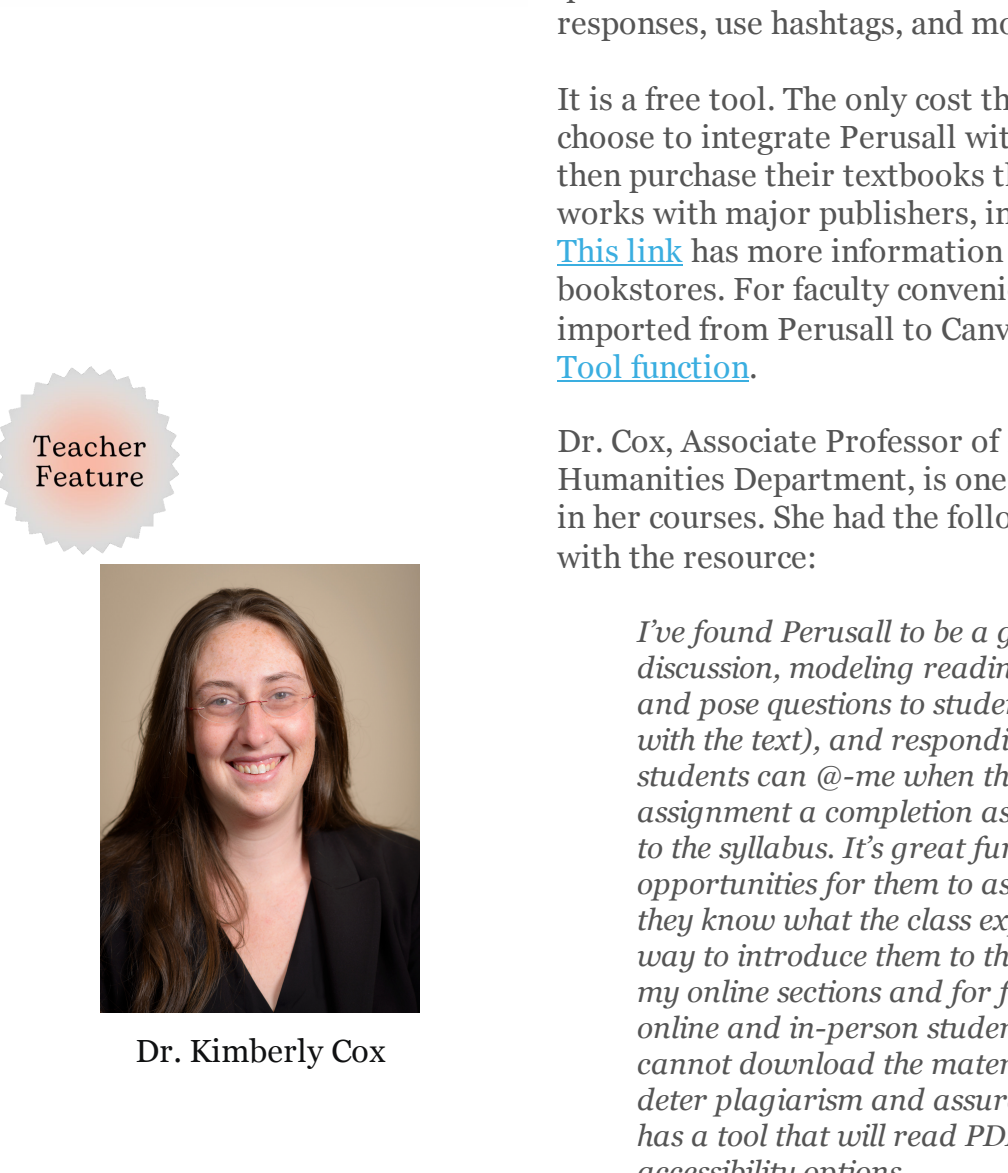
Canvas Quick Tip

Add an Event to a Canvas Course Calendar

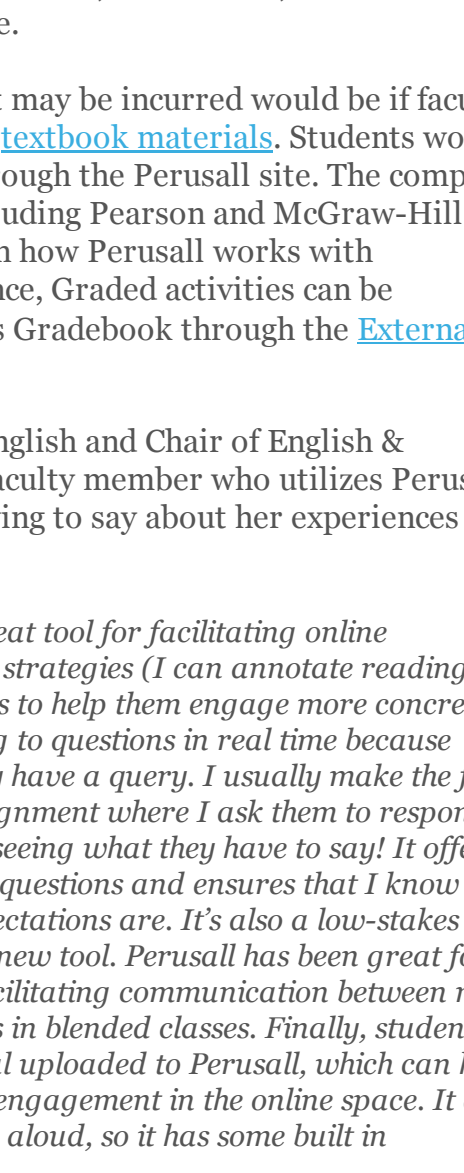
Students are relying more on Canvas calendars to stay organized and remember course deadlines. For tasks with multiple due dates (for example, a discussion with an initial post and then peer responses due on the later date), relying on the initial due date can be an issue; each Canvas task only allows for only one due date per assignment. However, instructors can add **Events** to the Canvas calendar, in order to notify students of additional deadlines. Click the button below to learn how to add events to course calendars.

Button

Perusall: New Social Annotation Tool Integrated in Canvas



Perusall was known for several things, including writing language about every sentence and asking questions to help you understand. It was a social annotation tool that allowed students to read and discuss text together. The screenshot shows a document with annotations and questions.



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At the request of CSC faculty members, TLPEC and IT have added an integrated resource into the Canvas LMS platform – Perusall.

Perusall

Perusall is a free annotation tool, created by a team of professors from **Harvard University**, which integrates with Canvas to increase in-class participation, allowing students to read and discuss text together. Students can write comments, share URLs, "like" responses, use hashtags, and more.

It is a free tool. The only cost that may be incurred would be if faculty choose to integrate Perusall with [Canvas LMS](#). Students would then purchase their textbooks through the Perusall site. The company works with major publishers, including Pearson and McGraw-Hill. [This link](#) has more information on how Perusall works with bookstores. For faculty convenience, Graded activities can be imported from Perusall to Canvas Gradebook through the [External Tool](#) function.

Dr. Cox, Associate Professor of English and Chair of English & Humanities Department, is one faculty member who utilizes Perusall in her courses. She had the following to say about her experiences with the resource:

Teacher Feature



Dr. Kimberly Cox

I've found Perusall to be a great tool for facilitating online discussion, modeling reading strategies (I make annotations and pose questions to students to help them engage more concretely with the text), and responding to questions in real time because students can @ me when they have a query. I usually make the first assignment a completion assignment where I ask them to respond to the @ me. It's a good way to get them to engage with the text. Perusall has been great for my online sections and for facilitating communication between my online and in-person students in hybrid courses. Finally, students cannot download the material uploaded to Perusall, which can help deter plagiarism and assure engagement in the online space. It also has a tool that will read PDFs aloud, so it has some built-in accessibility options.

Suggested uses for faculty to integrate Perusall in Canvas courses:

- Teach annotation: suggest students highlight an important point in their reading and comment on why the section was important. Or explain connections between several readings in the course.
 - Annotate text, video, images, slides, and podcasts: faculty and students can annotate on a variety of uploaded material.
 - Annotate lecture videos: Have students watch pre-recorded lectures and record questions they have for the instructor.
- Peer review: Students can read and respond to each other's writing, as a tool to help them reflect on their own writing process.

For an in-depth introduction into Perusall, watch the video below (8:17 min.) by co-founder, Gary King. [Instructor subject](#) is available. For those interested in integrating Perusall into a current Canvas course, contact TLPEC or view [this video tutorial](#) to set up the tool.