



4TH
INTERNATIONAL
CONFERENCE
**PLAGIARISM ACROSS
EUROPE AND BEYOND**

*Fallacies in the interpretation of text-
matching software similarity reports*



Salım Razi, PhD
Canakkale Onsekiz Mart University, Turkey

www.salimrazi.com

Main aim of this session

Providing an answer to this question:

**What is
the acceptable ratio of
plagiarism?**

Outline

- ▶ **Plagiarism**
- ▶ **Detection of plagiarism**
- ▶ **Text-matching software**
- ▶ **Similarity report**
- ▶ **How to approach similarity?**
- ▶ **Hands on experience:
Sample similarity reports**
- ▶ **Conclusions**
- ▶ **Q & A**



What is plagiarism?



What is plagiarism?

5

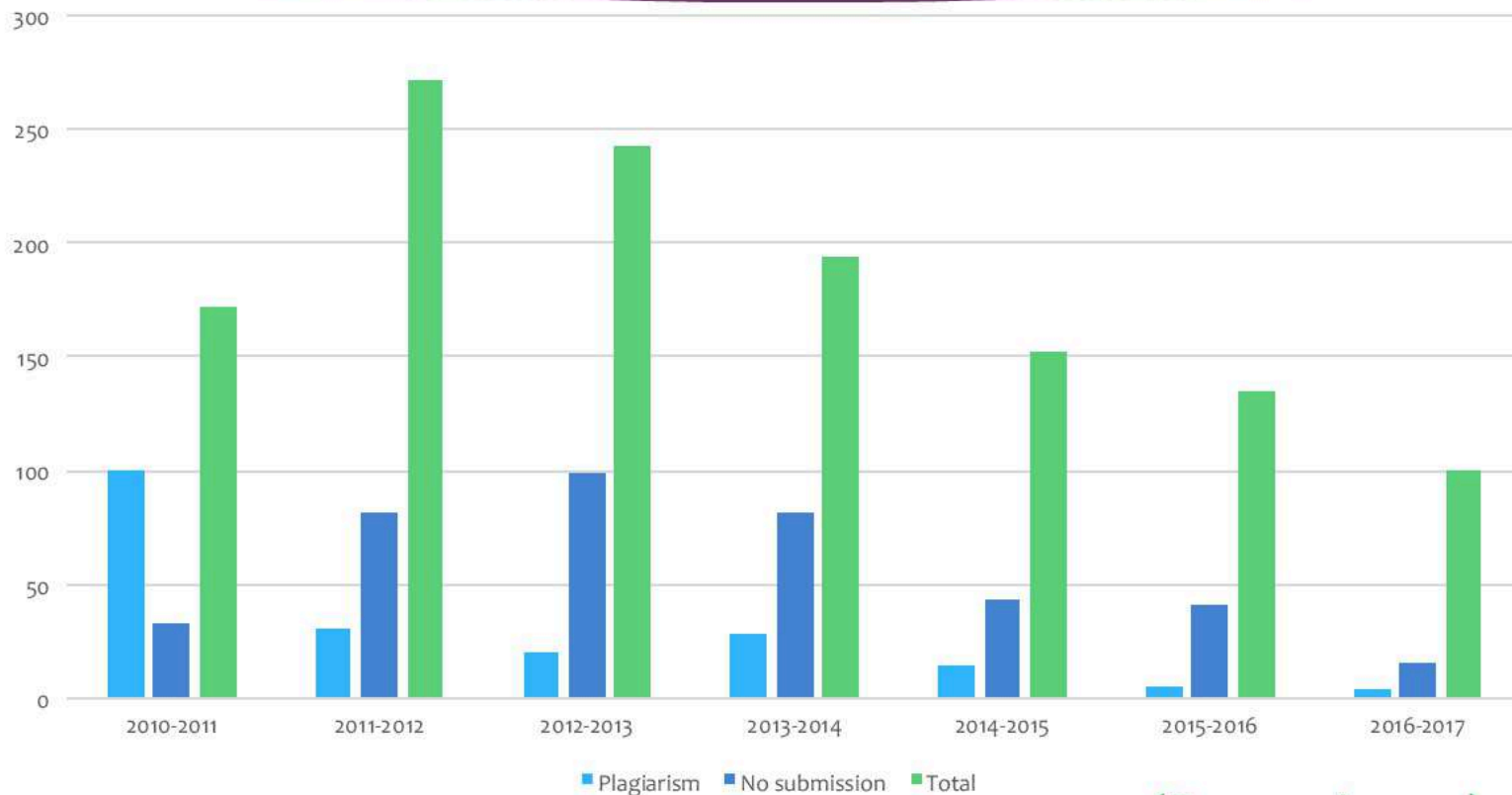
- ▶ **Plagiarism occurs when someone:**
 - ▶ Uses words, ideas, or work products
 - ▶ Attributable to another identifiable person or source
 - ▶ Without attributing the work to the source from which it was obtained
 - ▶ In a situation in which there is a legitimate expectation of original authorship
 - ▶ In order to obtain some benefit, credit, or gain which need not be monetary

(Fishman, 2009, p. 5)



**We should worry about it!
It exists!**

Plagiarism incidents my academic writing classes last 7 years



(Razi, 2017b, p. 30)

Fallacies in the interpretation of similarity reports by S. Razi



How to detect it?

Detecting plagiarism

9

- ▶ Search on the Internet.
- ▶ Benefit from text-matching software:
 - ▶ Similarity reports.
 - ▶ **What is a similarity report?**
- ▶ In the digital era, detection of plagiarism often depends on text-matching software similarity reports.

Which term to use?

10

A text-matching software

OR

A plagiarism detector



Which term to use?

11

- ▶ **Plagiarism detector:**
 - ▶ An old term, **should be avoided!**
- ▶ **Text-matching software:**
 - ▶ Has been popular since 2014.



Recently in the market

12

▶ Some revised their terminology and use **text matching software.**



▶ Some others still claim that they are **plagiarism detectors.**



**Why is the term
so important?**

Why is the term
so important?

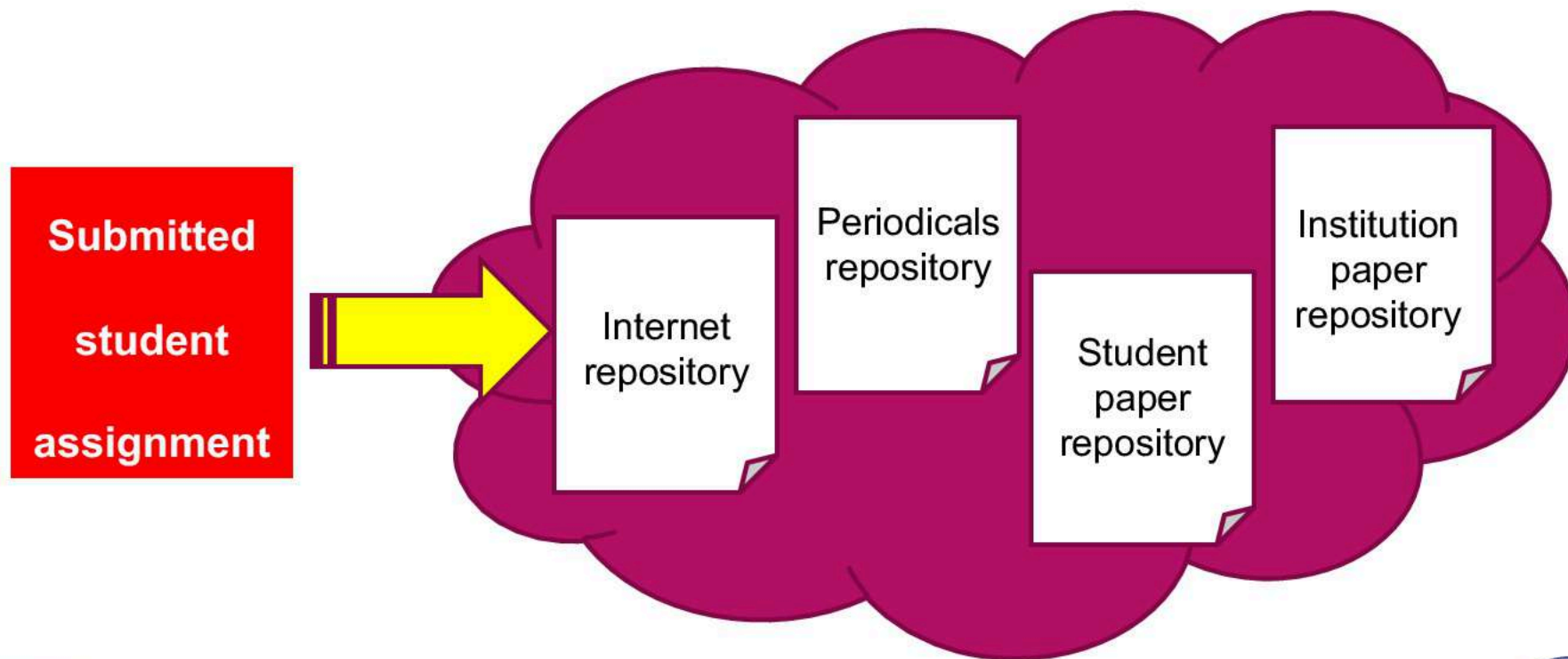
shapes our expectation
from the tool.

We may expect from a plagiarism detector to automatically detect plagiarism by mainly depending on the ratios.



The idea behind text-matching software

15



(Razi, 2017c, slide 12)

Mind the difference!

16

- ▶ **Software cannot detect plagiarism!**
 - ▶ Shows only similarities.
- ▶ **Detection of plagiarism definitely requires human interaction!**
 - ▶ How do we manage this?
 - ▶ By the help of similarity reports retrieved from text matching software.



What is a similarity report?

Similarity reports

18

- ▶ "Text matching software checks the similarities of a submitted paper against its repositories and highlights the similarities in a file that is called similarity report" (Razi, 2017c, slide 13).
- ▶ Such reports have the potential to facilitate the detection of plagiarism.



Do we expect any similarities?

19

- ▶ **Linguistic information consists of:**

- ▶ Syntax and lexis.

- ▶ In any piece of writing, either formal or informal, there will be small matches, unavoidably.

- ▶ **Consider the characteristics of academic writing:**

- ▶ Literature review, in-text citations and reference entries.

- ▶ Higher possibility of similarity with other works, indeed this is encouraged and expected.



How to approach similarities?

20

- ▶ **Similarities**
 - ▶ might be indicators of plagiarism!
- ▶ **Not all similarities are because of plagiarism!**
- ▶ **0 similarity**
 - ▶ might be an indicator intentional plagiarism.



Ratios in similarity reports

21

- ▶ Text-matching software usually attach a similarity ratio:
 - ▶ To contribute to the interpretation of similarity reports.
- ▶ The ratio provides supportive statistical information about the matches:
 - ▶ Such statistics are often wrongly treated as the main concern.
- ▶ Dependence on statistics
 - ▶ rather than checking whether the highlighted expressions are due to plagiarism infringements or not.

Ratios and colours

- ▶ Similarity ratios may be represented with colours.

blue (no matching)

green (up to 24%)

yellow (25-49%)

orange (50-74%)

red (75-100%)

TITLE	SIMILARITY
Submission	0% 
Submission	6% 
Submission	43% 
Submission	58% 
Submission	80% 

(Turnitin, 2017, section 2, para. 2)

Sample: Ratios and colours

TITLE	SIMILARITY
Technology in Foreign Language Teaching ...	0% 
Final Draft	4% 
STEPS AND EXPLANATIONS OF TEACHING GRAMM...	5% 
Technology in Language Acquisition	8% 
No Track Changes/Teaching Grammar	8% 
Final draft	9% 
Teaching Informal English	9% 
FINAL DRAFT	10% 
Final draft	11% 
Adult Teaching FINAL	11% 
Final Essay	11% 
Aspect of Social Media in ELT	12% 
essay	12% 
Final Draft	12% 
Classroom Management Final Copy	12% 
When to Start to Learn English?	12% 
Final Draft (changed)	12% 
Using Art While Teaching English	12% 
Final Version	12% 
The Importance of Vocabulary for EFL Stu...	13% 
Developing Listening And Speaking Skills...	13% 
Usage of Natural Approach in Young Learn...	13% 
Distinctive Learning Styles in Teaching ...	13% 
phonetics & phonology	13% 
Individual Differences in Foreign Langua...	13% 

(Razi, 2017c, slide 16)

Fallacies in the interpretation of similarity reports by S. Razi



Sample: Ratios and colours

TITLE	SIMILARITY
Final no track changes	23% 
Tracked Techniques in Teaching English F...	23% 
Use of Drama in ELT Classes NO TRACK	23% 
Problems in Teaching English to Young Le...	24% 
Final Draft	24% 
Edited Essay	25% 
final?draft_clear_version	25% 
without tracks	25% 
bonsoir	27% 
final version	27% 
motivation- final	28% 
Final Draft	29% 
Speaking Anxiety in EFL Students	29% 
Motivationn	30% 
USING LITERATURE IN LANGUAGE TEACHING fr...	31% 
final without changes	33% 
DEVELOPMENT OF SPEAKING SKILLS IN CLASS	35% 
WHAT TO DO WHILE TEACHING ENGLISH TO CHI...	37% 
Final Draft	40% 
The Role of Age in Second Language Acqui...	41% 
Learning Strategies	44% 
THE EFFICIENCY OF NATIVE SPEAKERS OF ENG...	51% 
learner autonomy	55% 
English Grammars Necessity	63% 
final draft	99% 

(Razi, 2017c, slide 17)

Fallacies in the interpretation of similarity reports by S. Razi



How reliable is Similarity Score Index?



Similarities and ratios

- ▶ Similarities: Matches between the submission and other existing sources.
- ▶ The ratio: May give an idea but not a proof of plagiarism.
- ▶ Similarities should be carefully assessed.

Reminder of the title

Fallacies in
the interpretation of
text-matching software
similarity reports

sample displeasing question

What is
the acceptable ratio of
plagiarism?

What is the acceptable ratio of plagiarism?

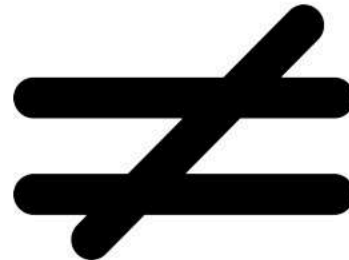
- ▶ We may receive such a question
 - ▶ either from a supervisor or a student
 - ▶ just before the submission of a thesis to a post grad school.



Mind the difference!

30

► **Plagiarism**



► **Similarity**

What is
the acceptable ratio of
plagiarism?

Definitely
0 (zero)!



How does the procedure flow?

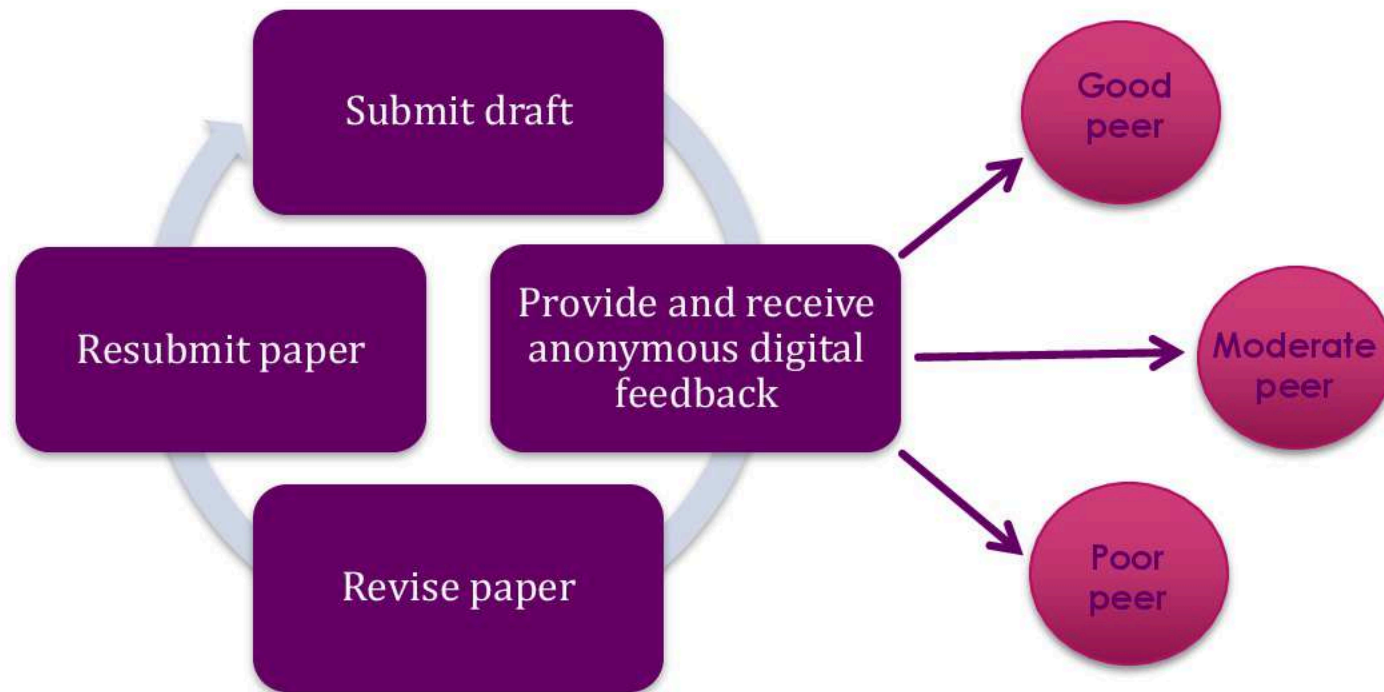
- ▶ Write the thesis.
- ▶ Submit it to the institute before the defense.
- ▶ Retrieve similarity report via either by **supervisor** or **someone** at grad school.
- ▶ Question the aim of retrieving similarity reports:
 - ▶ Detecting plagiarism?
- OR
- ▶ Preventing plagiarism?

Suggested flow for theses

33

- ▶ Several similarity reports may be created for:
 - ▶ Proposal
 - ▶ Introduction (including literature review and reference entries)
 - ▶ Methods
 - ▶ Findings and discussion
 - ▶ Conclusion and implications
- ▶ Enable similarity report view by students.

Suggested flow for assignments



Anonymous multi-mediated writing model (Razi, 2017a, p. 32)

Components of a similarity report

35

1 Spatial Intelligence

Armstrong (2000) defines the spatial intelligence as; "the ability to perceive the visual- spatial world accurately and to perform transformations" (p.2) they have ability of interpretation and creation of visual images, pictorial imagination and expression. They understand relationships between images and meanings and between space and effect. Students create an organizational logo with this talent. They design a building, historic costume, landscape. Landscapes are painted by people who have spatial intelligence. Also, they find differences or similarities between objects fastly and remember visual objects squarely.

1 Musical Intelligence

Fyodorova (2005, p.47) defines the musical intelligence as; ability to sense rhythm, pitch and melody. This includes such skills like ability to recognize simple songs and to vary speed, tempo and rhythm in simple melodies. Some of the most central principle component elements of music are melody and rhythm. A sensitivity to the melody, ability to repeat easily a long melodies after hearing them only once, good memories for tunes ability to recognize the key and so on. A very good sense of rhythm,

Individuals in this type of intelligence learn the best with the rhythm, the melody and music. They are interested in musical instruments and can learn to use them easily. When they are learning something, rhythms can be creative for them in the class. Students with a strong intelligence will remember the melody of the song very well. They recognize of tonal and rhythmic patterns. They understand relationship between sound and feeling.

1 Naturalist Intelligence

According to Fyodorova (2005) "The students who have naturalist intelligence have a skill for recognizing and classifying plants, minerals and animals, containing rocks and grass and all kinds of flora and fauna, they can also recognize cultural artifacts" (pp. 48-49). People who have this type of

Match Overview ✕

44%

< | >

Currently viewing standard sources

[View English Sources \(Beta\)](#)

Matches

1	Submitted to Canakkal... Student Paper	36%	>
2	Submitted to University... Student Paper	2%	>
3	Submitted to University... Student Paper	2%	>
4	Submitted to Pennsylv... Student Paper	1%	>
5	dspace.uazuay.edu.ec Internet Source	1%	>
6	Submitted to Olympic ... Student Paper	1%	>
7	webcache.googleuserc... Internet Source	1%	>

Fallacies in the interpretation of similarity reports by S. Razi



Samples

36

- ▶ Following samples exemplify how isolated statistics from highlighted matches may mislead.

Sample 1

1. Introduction

Language is a complex phenomenon. Many factors play significant roles towards the success or failure of the individual language learner. One of the most important one is student's confidence in his ability to succeed in his task. Teachers often undermine this confidence by emphasising the difficulties that the student faces. Probably, teacher's over-zealous correction of errors is among the most important factors undermining student's confidence.

It is believed that language learning requires making of mistakes and errors. Although some of the English teachers ignore students' errors, effective teachers of English must exactly know the differences between errors and mistakes, attach great importance to the effects of error correction on students and find the best way to correct errors without making their students feel stressed. The fact that mistakes and errors are inevitable truth and natural parts of the learning process is very important for the teacher to understand. While the student who is afraid of making mistakes and prefer remaining silent is learning comparatively little, the student who understands that learning process requires making mistakes is more likely to make progress. So transmitting this attitude to students is important for the teacher.

2. Characteristics of Student

In order to have a good relationship with their students, teachers of English should know the characteristics of their students. Although each individual is different in some ways from every other individual, the majority of the students have certain common characteristics. Brooks (1964, pp. 56-57) and Kostenbauer (2001) emphasize the characteristics of young

The screenshot shows a 'Match Overview' window with a red header and a close button. The main content area displays a large '99%' score in red. Below this, there is a list of items with a red header 'Submitted to Canakkal...' and a '99%' score. The item is labeled '1 Student Paper'. On the left side of the interface, there is a vertical toolbar with several icons: a document with a checkmark, a document with a pencil, a grid, a document with a red '99' score, a document with a red '99' score and a red arrow, a funnel, a download icon, and an information icon.

Sample 2

² Translation was abandoned in favour of the teacher and the students speaking together, relating the grammatical forms they were studying to objects and pictures, etc. in order to establish their meaning. The sentence was still the main object of interest, and accuracy was all important. Crucially, ¹⁰ it was considered vitally important that only the target language should be used in the classroom.

(Harmer, 4th ed., p.63)



Sample 3

is supported by the social constructivism of active learning. Autonomy does not mean learners

work in isolation. In fact, they socially establish knowledge by actively operating in the process of learning. Through social interactions, learners develop a capacity to analyse, reflect

upon and synthesize information to create new perspectives. In this vision, Little emphasizes that crucial reflections relate on the internalization of a capacity to participate fully and critically in social interactions. The internalization process makes the individual become a self-regulated learner who takes a proactive role in the learning process rather than simply reacting to outer stimuli (Little; Benson cited in Lee, 2011, 88).

Henri Holec first introduced the concept of learner autonomy in foreign language

teaching. He simply defined learner autonomy as learners' ability to manage his learning, that

is, a learner is able to make learning strategies appropriate to his personal situation, including:

Setting learning objectives and schedules, deciding the content and procedure of learning,

finding learning methods and techniques, supervising the whole process of learning and self-

evaluation. On the other hand, other researchers may not agree with his definition like Peng

Dingjin. He holds that learner autonomy has five aspects: Taking responsibility for learning,

having a clear objective, making schedules, evaluating the effectiveness of learning and

Match Overview
✕

55%

<
>

Currently viewing standard sources

View English Sources (Beta)

Matches

1	www.nepjol.info <small>Internet Source</small>	14%	>
2	ojs.academypublisher.c... <small>Internet Source</small>	13%	>
3	www.lit.msu.edu <small>Internet Source</small>	7%	>
4	www.acarindex.com <small>Internet Source</small>	5%	>
5	www.ecml.at <small>Internet Source</small>	3%	>
6	globaljournals.org <small>Internet Source</small>	2%	>
7	Submitted to British Uni... <small>Student Paper</small>	1%	>

(Razi, 2017c, p. 21)

Fallacies in the interpretation of similarity reports by S. Razi



Sample 4

40

4 For the analysis of the data obtained from the inventory, mean (\bar{x}) was used as a statistical technique to find out the rate of agreement related to the items about cultural components in language teaching. The following scores were used in order to compare the means (\bar{x}) of the views specified: (1) never: 1.00 – 1.49, (2) rarely: 1.50 – 2.49, (3) sometimes: 2.50 – 3.49, (4) often: 3.50 – 4.49, (5) always: 4.50 – 5.00. The 1 assumption of normality was tested via examining Kolmogorov-Smirnova and Shapiro-Wilk suggesting that normality was a reasonable assumption. As a result of these assumptions, t-test was used for the gender difference while one-way Anova was used for the department variable. Besides, Cronbach's Alpha was used in order to test the reliability of the scale. Responds from 161 participants in total were used in the analysis made.

Sample 5

41

Individual differences can also be a determining factor. A great deal is being written and said about which factor is more significant than others. ¹³ According to Lennartsson (2008), "motivation and the will to learn are the factors considered much more significant than others". The central question then becomes: What is motivation? To give an answer to this question, it is necessary to take a closer look. So this paper aims to take a closer look at motivation and its importance for language learning.

Definition of motivation.

It is prominent to be clear about the definition of motivation. It may be defined in many ways, some people argue that the term denotes motive. Motive means motion and it involves wants and necessities. Motivation is the power that directs the actings in order to fulfill these wants and necessities and this power causes promotion. ⁷ The term motivation is seen according to Gardner (1985) as "referring to the extent to which the individual works or strives to learn the language because of a desire to do so".

Match Overview [X]

30%

Currently viewing standard sources

[View English Sources \(Beta\)](#)

Matches

1	www.ijbssnet.com Internet Source	3%	>
2	Submitted to Monash C... Student Paper	3%	>
3	www.wiziq.com Internet Source	3%	>
4	Submitted to University... Student Paper	2%	>

(Razi, 2017c, p. 23)

Fallacies in the interpretation of similarity reports by S. Razi



Sample 6

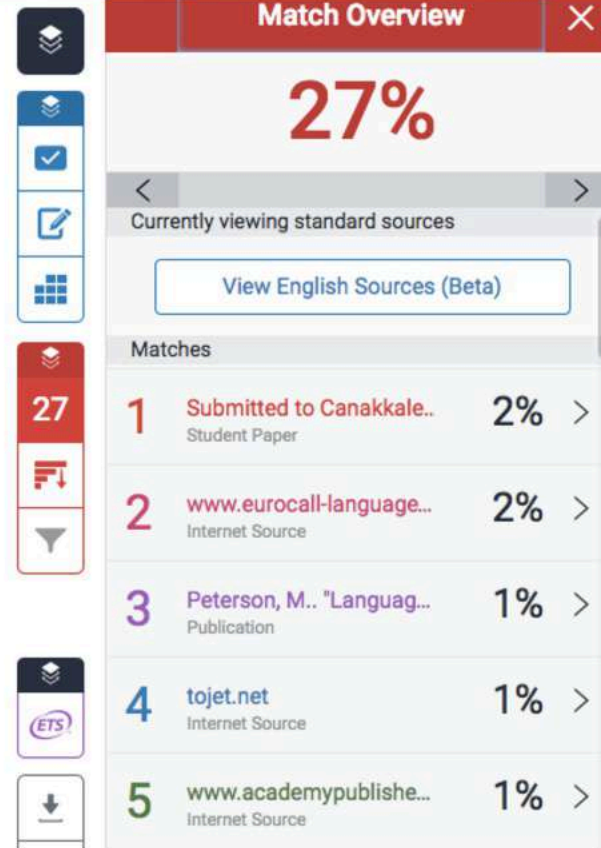
42

Data Collection Tools

⁴⁶To find out the impact of innovative instructional tools in ELT classes, especially on grammar and vocabulary, as the main data collection tools, ⁴a pre-test and post-test were prepared by the researchers. Both the pre-test ⁵⁴(see Appendix 1) and post-test (see Appendix 2) mostly designed on open-ended test statements. While the pre-test consisted of four parts covering the fill in the blanks, identifying the errors, matching with pictures types of test statements, post-test included fill in the blanks, matching and some multiple choice test statements. ²⁰To ensure the validity of the test items in both tests, opinions of two language instructor who have been working at the university were asked and the recommended changes were done.

Furthermore, during the instruction part, a textbook called "Network 1" by Oxford University Press was used. Also, ⁴⁹it is important to note that for the experimental group the iTools of the related text book was the main source while the control group had the hard copy of the book during the courses. Additionally, the courses lasted for two hours each week; therefore, in total, the experimental and control group had taken eight hours of instruction about the target grammatical structures and vocabulary.

(Razi, 2017c, p. 22)



Fallacies in the interpretation of similarity reports by S. Razi



Sample 7

43

class feedback and using the Whiteboard. Setting time limits is mentioned in the Noamen Amara's book (2010) as three steps : "You should set time to each activity when you are planning your lesson so that you would know if you would be able to finish your objective or not. You should tell your students about the time assigned for each activity when you give them a task to do in class. And your students should gradually be aware of the importance of the time issue and respect it." Giving tasks for early finishers will make provide the flow of the activities and will teach the students to use the time conservative. Noamen Amara (2010) says that "This especially happens when students finish an assignment while other students are still working on it. That's why you need to include an "early finisher" activity with every assignment. Think in advance for possible activities related to the current topic, journal writing, silent reading, and educational games." Whole class feedback is very essential for every part of the lessons and without it, students can not distinguish the mistakes and correct answers. The source says about feedbacks that giving feedbacks after all the lectures will decrease the rate of the failures for the later

lectures and will increase the rate of the correct answers. Using Whiteboard is very necessary to show the students how to learn some rules of the English clearly. Noamen Amara mentions that "Have your lesson objectives clear for your students. Write them on the board or get the kids to know them at the beginning - by the end of this lesson I will have learned.." Also says that "These clear objectives provide a guide to what you want to achieve and can be the basis of the



Match Overview

37%

Currently viewing standard sources

[View English Sources \(Beta\)](#)

Matches

1	teachingenglish-alexen... Internet Source	33%	>
2	hereoora.tki.org.nz Internet Source	2%	>
3	issuu.com Internet Source	2%	>

(Razi, 2017c, p. 24)

Fallacies in the interpretation of similarity reports by S. Razi



Sample 8

44

Technology in Foreign Language Teaching

Abstract

Technology provides convenience in any fields of life. Apart from the other fields, this paper aims to point out the benefits of technology in foreign language teaching. In order to do this, firstly, technological developments are investigated and its effects on teaching are analyzed. It is irrefutable that technology, as any other advancements, comes with many disadvantages as well as it has many advantages. For this reason, the advantages and disadvantages of employing technology in foreign language teaching classrooms are explained and consequences of employing technology recklessly in classrooms are investigated. Moreover, designing classrooms according to developing technology is explained and it is pointed out that what a technologically well-constructed foreign language teaching classrooms require in order to be successful. Furthermore, it is aimed in this article to investigate the technological knowledge of teachers and it is pointed out that how today's prospective foreign language teachers are taught in terms of employing technology in a good way. Finally, primary concern of this article is pointed out and the article is concluded.

Keywords: technology, educational usage of technology, foreign language teaching, advantages and disadvantages.

Technological Developments in Education and Its Advantages

It is a known fact that technology is developed rapidly day after day. It is developed in many fields including education and this paper is interested in educational technology. There is a relation between education and technology; the more people are educated, the more technology is developed because technology is a man-made thing and you cannot separate technology from people. People provide necessary advancements of technology and technology for educational purposes keep growing. Contrary to traditional foreign language strategies, innovational approaches in foreign language teaching field require and employ technology in any aspects of foreign language teaching. Singhal (1997) points out that educational usage of internet tremendously changes the habitual educational challenges and it assists not only foreign language teachers, but also the foreign language learners by providing communicational opportunities and enabling everyone to create their own contents in educational field. Moreover, integrative linguistic activities, different studies and beneficial exercises are provided by the internet in foreign language learners' and teachers' service. In addition to that, Topkaya (2010) states that employing computer technology for educational

The screenshot shows a software interface for a plagiarism checker. At the top, there is a red header bar with the text 'Match Overview' and a close button (X). Below the header, a large red '0%' is displayed. Underneath, there is a progress bar and the text 'Currently viewing standard sources'. A button labeled 'View English Sources (Beta)' is visible. Below this, a section titled 'Matches' is shown, which is currently empty. At the bottom of the interface, a message states 'There are no matching sources for this report.' On the left side of the interface, there is a vertical toolbar with various icons, including a document, a checkmark, a pencil, a grid, a red circle with '0', a red square with a white 'X', a funnel, a document with 'ETS', a download arrow, and an information icon.

(Razi, 2017c, p. 25)

Fallacies in the interpretation of similarity reports by S. Razi



Sample 9

45

References

Brooks, N. (1964). *Language and language learning: Theory and practice*. (Second edition). New York, NY: Harcourt, Brace, & World

Cook, V. (1995) *Linguistics and Second Language Acquisition*. Hampshire: The Macmillan Press.

Doff, A. (1988). *Teach English a training course for teachers*. Cambridge: Cambridge University Press.

Edge, J. (1989). *Mistakes and correction*. London-New York: Longman.

Harmer, J. (1991). *The practise of English language teaching*. London: Longman.

Hill, J. & Lewis, M. (1985). *Practical techniques for language teaching*. London: Commercial Colour Press.

James, C. (1998). *Errors in language learning and use: Exploring error analysis*. London: Longman.

Keshavarz, M.H. (1999). *Contrastive analysis & error analysis*. Tehran: Rahnama Publications.

Sample 10

46

References

- 1 Badea, C., Er-rafiy, A., Chekroun, P., Légal, J. B., & Gosling, P. (2015). Ethnic in-group evaluation and adhesion to acculturation ideologies: The case of Moroccan immigrants in France. *International Journal of Intercultural Relations*, 45, 47-55.
- 2 Beiser, M., Puente-Duran, S., & Hou, F. (2015). Cultural distance and emotional problems among immigrant and refugee youth in Canada: Findings from the New Canadian Child and Youth Study (NCCYS). *International Journal of Intercultural Relations*, 49, 33-45.
- 3 Bergen, D. D., Feddes, A. F., Doosje, B., & Pels, T. V. (2015). Collective identity factors and the attitude toward violence in the defense of ethnicity or religion among Muslim youth of Turkish and Moroccan Descent. *International Journal of Intercultural Relations*, 47, 89-100.
- 4 Chen, P. H. A., Heatherton, T. F., & Freeman, J. B. (2015). Brain-as-predictor approach: An alternative way to explore acculturation processes. In *Neuroscience in Intercultural Contexts* (pp. 143-170). Springer New York.
- 5 Chi, R., & Suthers, D. (2015). Assessing intercultural communication competence as a relational construct using social network analysis. *International Journal of Intercultural Relations*.
- 6 Dettweiler, U., Ünlü, A., Lauterbach, G., Legl, A., Simon, P., & Kugelmann, C. (2015). Alien at home: Adjustment strategies of students returning from a six-months over-sea's educational programme. *International Journal of Intercultural Relations*, 44, 72-87.
- 7 Ersoy, N., Deros, E., Born, M. P., & van der Molen, H. T. (2015). Antecedents of organizational citizenship behavior among Turkish white-collar employees in The Netherlands and Turkey. *International Journal of Intercultural Relations*, 49(3), 356-367.
- 8 Gudykunst, W. B. (2000). Methodological issues in conducting theory-based cross-cultural research. *Culturally speaking: Managing rapport through talk across cultures*, 293-315.

Conclusions

- * Practices that merely depend on pure statistics follow a flawed methodology in the detection of plagiarism.
- * Text-matching software may help.
- * Do not leave the responsibility of detecting plagiarism to the software.
- * **Institutions MUST avoid accepting plagiarism wrongly acceptable until a certain threshold similarity ratio.**

References

48

- Fishman, T. (2009). *"We know it when we see it" is not good enough: Toward a standard definition of plagiarism that transcends theft, fraud, and copyright*. Paper presented at the 4th Asia Pacific Conference on Educational Integrity (4APCEI) 28–30 September 2009, Australia. Retrieved from <http://www.bmartin.cc/pubs/09-4apcei/4apcei-Fishman.pdf>
- Razi, S. (2017a). Anonymous multi-mediated writing model: Peer feedback exchange in EAP. In D. Köksal (Ed.), *Researching ELT: Classroom methodology and beyond* (pp. 29-42). Frankfurt: Peter Lang.
- Razi, S. (2017b). *Benefiting from anonymous multi-mediated writing model to avoid plagiarism*. European Network for Academic Integrity 1st Joint Staff Training Event, 13 September 2017, Maribor, Slovenia.
- Razi, S. (2017c). *How to benefit from similarity reports?* Paper presented at the European Network for Academic Integrity 1st Joint Staff Training Event, 14 September, Ministry of Education, Science and Sports, Ljubljana, Slovenia.
- Turnitin. (2017). Interpreting the similarity report. Retrieved from https://guides.turnitin.com/01_Manuals_and_Guides/Instructor_Guides/Feedback_Studio/19_The_Similarity_Report/Interpreting_the_Similarity_Report



4TH
INTERNATIONAL
CONFERENCE
**PLAGIARISM ACROSS
EUROPE AND BEYOND**

THANK YOU

FOR YOUR ATTENDANCE.



Salim Razi, PhD
Canakkale Onsekiz Mart University, Turkey

www.salimrazi.com