

Submitting a Turnitin assignment

Submitting a Turnitin assignment

1. Login to Moodle (<http://lms.ln.edu.hk>).
2. Choose the course in which you would like to submit a Turnitin assignment.
3. Click the Turnitin assignment created by your teacher.

8 September - 14 September

Assignment

4. Click "**Submit Paper**".

Grade

Submit Paper

5. Input a '**Submission Title**', '**File to Submit**' then Click Add Submission.

Submit Paper

Submission Type

Submission Title*

File to Submit

Files

You can drag and drop files here to add them.

Add Submission

There are required fields in this form marked *.

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- Wait a few minutes and then press the '**Refresh Submissions**' button to update the similarity index.
(Note: the similarity index will not be shown if your teacher hasn't enabled the feature)

My Submissions

Part 1

Title	Start Date	Due Date	Post Date	Marks Available
Assignment (Part 1)	27 Jul 2016 - 18:05	3 Aug 2016 - 18:05	3 Aug 2016 - 18:05	100

Summary:
Assignment

[Refresh Submissions](#)

Submission Title	Turnitin Paper ID	Submitted	Grade
View Digital Receipt My assignment	692095402	27/07/16, 18:30	--

- Click the similarity index to view the detailed analysis of your assignment

My Submissions

Part 1

Title	Start Date	Due Date	Post Date	Marks Available
Assignment (Part 1)	27 Jul 2016 - 18:05	3 Aug 2016 - 18:05	3 Aug 2016 - 18:05	100

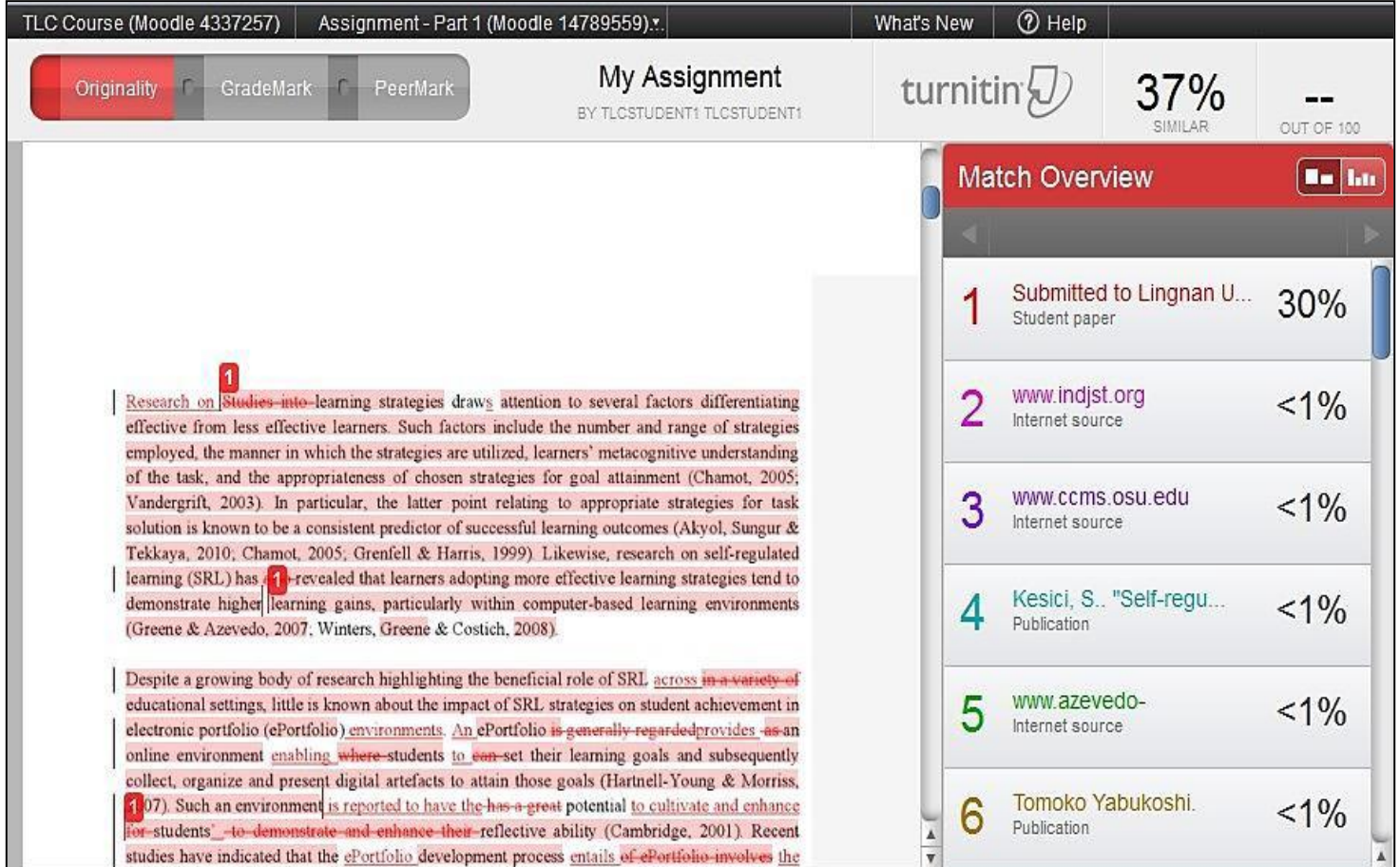
Summary:
Assignment

[Refresh Submissions](#)

Submission Title	Turnitin Paper ID	Submitted	Similarity	Grade
View Digital Receipt My assignment	692095402	27/07/16, 18:30	0% 	--

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8. You can find the matching sources in the Turnitin document viewer.



The screenshot shows the Turnitin document viewer interface. The top navigation bar includes 'TLC Course (Moodle 4337257)', 'Assignment - Part 1 (Moodle 14789559)', 'What's New', and 'Help'. Below this, there are tabs for 'Originality', 'GradeMark', and 'PeerMark'. The main area is titled 'My Assignment' with the user ID 'BY TLCSTUDENT1 TLCSTUDENT1'. The Turnitin logo and a similarity score of '37%' (SIMILAR) are displayed. On the right, a 'Match Overview' sidebar lists six matches:

Match Number	Source	Similarity
1	Submitted to Lingnan U... Student paper	30%
2	www.indjst.org Internet source	<1%
3	www.ccms.osu.edu Internet source	<1%
4	Kesici, S.. "Self-regu... Publication	<1%
5	www.azevedo- Internet source	<1%
6	Tomoko Yabukoshi. Publication	<1%

The main document text shows a paragraph with a red '1' in a box next to the word 'Studies', indicating a match with the first item in the sidebar. The text reads: 'Research on **1** Studies-into-learning strategies draws attention to several factors differentiating effective from less effective learners. Such factors include the number and range of strategies employed, the manner in which the strategies are utilized, learners' metacognitive understanding of the task, and the appropriateness of chosen strategies for goal attainment (Chamot, 2005; Vandergrift, 2003). In particular, the latter point relating to appropriate strategies for task solution is known to be a consistent predictor of successful learning outcomes (Akyol, Sungur & Tekkaya, 2010; Chamot, 2005; Grenfell & Harris, 1999) Likewise, research on self-regulated learning (SRL) has **1** revealed that learners adopting more effective learning strategies tend to demonstrate higher learning gains, particularly within computer-based learning environments (Greene & Azevedo, 2007; Winters, Greene & Costich, 2008).

Despite a growing body of research highlighting the beneficial role of SRL across in a variety of educational settings, little is known about the impact of SRL strategies on student achievement in electronic portfolio (ePortfolio) environments. An ePortfolio is generally regarded provides as an online environment enabling where students to set their learning goals and subsequently collect, organize and present digital artefacts to attain those goals (Hartnell-Young & Morris, 2007). Such an environment is reported to have the has a great potential to cultivate and enhance for students' to demonstrate and enhance their reflective ability (Cambridge, 2001). Recent studies have indicated that the ePortfolio development process entails of ePortfolio involves the