

Turnitin as both an enabler and deterrent of educational development in English language essay writing

¹Elina T. Ithindi and ²Memoir Chimwamurombe

¹Namibia University of Science and Technology (NUST), Namibia and ²Christ's Love Christian School, Windhoek, Namibia

¹eithindi@nust.na and ²mchimwa@gmail.com

Abstract

Ample availability of academic resources on the Internet has intensified opportunities for plagiarism, especially in English language writing tasks. With the outbreak of Covid-19, educational institutions have shifted to online teaching and learning tools, and Turnitin is one of such tools that have become essential. Although Turnitin is not a plagiarism software per se, it is a technological tool that can be used to detect possible cases of plagiarism. Literature in the field illustrates how the main objectives behind using Turnitin are to foster critical thinking skills and to develop writing competence of the students. Nevertheless, realisation of these objectives remains sceptical due to high percentages of similarities that the Turnitin tool produces after processing students' essays. Hence, it is not only the percentage of similarities that matters; the content of the similarities is equally significant. A desktop study was conducted using a set of four existing student essays that were submitted via Turnitin. The students were doing an English language course at a tertiary institution in Namibia during the Covid-19 pandemic. Critical Discourse Analysis was used as a theoretical and methodological base of analysis, leading to identification and understanding of contextual educational challenges experienced at the micro-level of society. Out of 1 790 essays that were submitted via Turnitin, a sample of 241 essays with high percentages of Turnitin similarity were analysed. The analysis was aimed at establishing the extent to which tertiary students were likely to plagiarise when writing English essays, based on not only high Turnitin similarity percentages, but also the content of the similarities, to establish whether the use of Turnitin fostered students' critical thinking skills or not, whether using Turnitin enabled development of their writing skills, and also whether Turnitin and its associated institutional punitive measures deterred plagiarism amongst students or not.

Keywords: *critical thinking, Covid-19, Critical Discourse Analysis, English language, essay writing, plagiarism, Turnitin, writing skills*

Introduction

The global outbreak of Covid-19 has made the use of Information and Communication Technologies (ICTs) a necessity in different sectors of the economy, the education sector inclusive. Governments and educational institutions in both developed and developing countries have spearheaded the use of ICTs as a mechanism to prevent collapse of economic activities due to Covid-19. Namibia is not an exception.

This article examines how Turnitin was used as an ICT tool to curb academic dishonesty at an institution of higher learning in developing context, evidenced through online learning artefacts that provide a framework for this situational analysis, student essays. Although technology facilitates modern and improved opportunities for teaching and

learning, it has its drawbacks. The use of technology for teaching and learning has also resulted in increased opportunities for university students to cheat in assessment tasks, as illustrated later in this piece of work. It was thus deemed essential to investigate and establish unethical practice in students' written work as this unfavourable practice has a role to play in the decay of students' academic skills.

Statement of the problem and research objectives

Over the years there has been an increase in the copy-cut-and -paste syndrome, not only globally but also at the institution under study. This essentially means copying without acknowledging the source of information or the actual authorities on the topic. Plagiarism

leads to the decay of scholarly skills, especially in writing tasks or academic writing specifically. As researchers in the field point out (Cosma & Joy, 2012; Halak & El-Hajjar, 2016; Turnitin, 2017), this unfavourable syndrome has resulted in the need to detect unethical practices in written work by using a variety of software, and Turnitin is one such software. As Turnitin is also used at the institution under study to ensure academic honesty and integrity, this research aims to establish the extent to which tertiary students were likely to plagiarise when writing English essays, based on Turnitin similarity reports; to establish whether the use of Turnitin fostered development of students' writing skills or not; and to find out if Turnitin and its associated institutional punitive measures deterred plagiarism amongst students or not.

Literature review

Turnitin as a similarity detection software

Turnitin is a software that is used globally by educational institutions to deter plagiarism amongst students (Graham-Matheson & Starr, 2013; Saba 'Ayon, 2017). It is used to compare submitted papers to papers from its database and provide a similarity report, indicating similarity between the two in percentages (Batane, 2010; Turnitin, 2017). Even though the accurateness and effectiveness of this text-matching software is questionable (Potthast, Stein, Barrón-Cedeño, & Rosso, 2010), it is the most favoured tool to detect similarity rates. The university majority, including Namibians, still view Turnitin as one of the effective tools in detecting plagiarised work.

Global trends in the use of Turnitin as a similarity detection software

Plagiarism that amongst others Graham-Matheson and Starr (2013, p. 2) define as "taking someone else's work and passing it off as your own" has been observed to be an increasing global concern amongst institutions of higher learning. This is how Turnitin comes in handy as an electronic detection system. However, although educational institutions have mechanisms in place to deter students from plagiarism, it has been discovered that students do not acquaint themselves with plagiarism institutional rules (Walker, 2010; Tackett et al., 2010), which leads to academic

dishonesty. Research has proven that Turnitin currently serves more than 15,000 institutions around the world (Sirvent, 2021). For example, institutions in the United Kingdom (University of Southampton), Latin America, Pakistan, and Nigeria have adopted the use of Turnitin in their academic institutions (Carnero et al., 2017). This does not leave Namibia as an exception. Some of its educational institutions have also adopted the same tool to curb plagiarism, such as the Namibia University of Science and Technology and the International University of Management. In South Africa, it was found that in most incidences, students have a "just get a degree syndrome" amid other reasons where students persistently use the Internet in academic writing (Bagraim, Goodman, & Pulker, 2014), which the researchers have labelled as academic dishonesty. Students simply copy-and-paste work from the internet, and this has increased the plagiarism tendency.

The use of Turnitin at organisational, technical and pedagogical levels

As the CDA approach is adopted as a lens to study the use of Turnitin in this research work, it is essential to discuss the use of this software at different levels of society: organisational, technical and pedagogical levels. At organisational level Halgamuge (2017) points out how universities have set standards regarding the use of Turnitin as a similarity detection software. Likewise, the institution under study has adopted the use of Turnitin as a similarity detection software and has mechanisms in place to create awareness regarding academic dishonesty amongst students, such as by offering blended learning courses on academic integrity (Hollenstein, 2019). Nevertheless, irrespective of the strategies in place to curb plagiarism, as Hollenstein (2019) states further, plagiarism in students' work remains a serious matter of concern at the institution.

At technical level Turnitin can be described as a valuable tool that has the capacity to detect identical texts by comparing the text in question with texts in its database (Batane, 2010; Turnitin, 2017). Turnitin identifies potential plagiarised text by highlighting it in colour, and it has a built-in function that directs academics to links where

online documents with similar text are to be found (Halgamuge, 2017). This makes the task of academics who want to ascertain if the matched text is a case of plagiarism or not easy. This is because some texts that are highlighted by Turnitin could be texts that are referenced legitimately, such as quoted material. Turnitin is used at pedagogical level as an educational writing tool. Heckler, Rice and Bryan's (2013) study showed how students plagiarised less if they were aware that their work would be submitted on Turnitin. This is one example of how Turnitin fosters educational development as students are indirectly encouraged to use their brains. However, Heckler et al. (2013) identified laziness to be the key reason behind students' plagiarism, while poor academic writing skills and lack of punitive measures when plagiarism is involved encourage plagiarism.

Academically, plagiarism does not develop the mind or enhance critical thinking. It makes students complete a degree without learning anything that makes them worth being degree graduates (Batane, 2010; Ogilvie & Stewart, 2010). To avoid these damaging global consequences, universities and tertiary education institutions have found it meaningful to check plagiarism to avoid the disaster of massive copying and unethical practices. The authors of this article are of the opinion that though most students find an easy way to justify plagiarism, it is not good for promoting scholarly advancement. On the other hand, software such as Turnitin promotes scholarly and ethical conduct. Students end up reading and learning to understand to end up being able to write the ideas in their own way. If similarity detection is used judiciously, people cannot escape with accolades they do not deserve. Fortunately, due to similarity detection software, such as Turnitin, culprits are exposed and punished accordingly.

On the other hand, when Turnitin is primarily used as a punitive or penalising tool, it has the potential to discourage students to try their best (Halgamuge, 2017), thus impeding educational development. Rather than using Turnitin as a punitive tool, it is advisable for academics to use Turnitin as a formative writing tool. Carnero et al. (2017) argue that students plagiarise because they lack training in research ethics and conduct, have

deficiencies in the development of writing skills, and are tolerant of such misconduct. Furthermore, it was discovered that students do not acquaint themselves with the institutional rules (Tackett, Claypool, Wolf, & Antenucci, 2010; Walker, 2010). Scholars in the field indicate how similarity scores become less when students become accustomed to using the Turnitin tool in writing programmes (Halgamuge, 2017). This scenario illustrates how Turnitin has potential to deter plagiarism amongst students when they are fully aware of the consequences of academic dishonesty.

Theoretical underpinnings

This research adopts CDA as both a theoretical and methodological base of analysis. Drawing on key tenets of Critical Discourse Analysis (CDA), the developing context is described in terms of four key domains: socio-economic, organisational, pedagogical and technological. Fairclough's (2000) Critical Discourse Analysis is used as a theoretical and methodological framework of analysis of developing context from macro-levels, such as socio-economic and organisational factors, to the micro-level where the analysis concentrates on artefacts at technological and pedagogical levels. This analysis facilitates understanding of the relationship between policies and decisions made at the macro-level of society and contextual educational challenges encountered at the micro-level. CDA leads to identification of contextualised educational challenges whereby intervention might be essential.

The CDA approach is used to analyse and solve social problems, including controversial issues in education (Gee, 2004; Rogers, 2004a). It is aimed at analysing serious problems at societal level, with the intent to understand them and find a solution (Van Dijk, 2009). According to Thompson (2004), "CDA seeks to link texts at a micro-level (the *textual level*) with macro-level power structures (*socio-cultural practice*) which, in drawing upon discourse, such texts produce" (p. 108). Thompson (2004) elaborates more on the discursive practice. Thomson notes that it acts as a mediator between macro and micro-levels.

In an educational setting, CDA is used for research purposes to describe, to interpret

and explain the connection between language and issues of educational importance (Rogers, 2004b). These three key elements: description, interpretation and explanation, are of utmost importance for any research that involves CDA. Local, institutional and societal levels of interpretation take place at each text, discursive and societal levels of analysis in CDA (Rogers, 2004b). As per Gee (2004), a CDA approach should be a combination of textual analysis with socio-political and society critical theories, and its institutions. The analysis at textual level, English essays in the context of this article, was done with an objective to understand abstract meanings of discourse used at textual level, and how this discourse influences human actions at discursive and societal levels.

Design and methods

Secondary research that has become more viable due to Covid-19 limitations was used as a research method, whereby a mixed methods design was adopted to study and analyse existing data, students' English essays. Fairclough's (2000) three dimensional CDA framework was applied as a methodological base of this study. In view of Fairclough (2005), CDA methodology entails detailed textual analysis, combined with inter-discursive analysis of texts, but does not

specify how the data should be collected or analysed as it depends on the objective of the research. In this research data were collected from 1790 existing Turnitin student essays of which a sample of 241 essays were analysed.

The essays were written by students doing an English course at tertiary level and were written in four sets, only referred to as Essays 1, Essays 2, Essays 3 and Essays 4 in this research to protect the identity of the students who wrote them. The essays were written over a semester that lasted fourteen weeks. Data were analysed both quantitatively and qualitatively. Fairclough's CDA model was found preferable for qualitative analysis as it accommodates explanation of relationship between how language is used and social structures (Rogers, 2004). CDA facilitates analysis and interpretation of the use of ICT tools in developing contexts at four different levels: socio-economic, organizational, technological and pedagogical, as well as textual levels. However, due to time constraints, in this research the analysis and interpretation of students' essays as artefacts of educational development was only done at technological and pedagogical levels, and as well as at textual level. The discourse order that was used as a framework for methodology and analysis is illustrated in Figure 1.

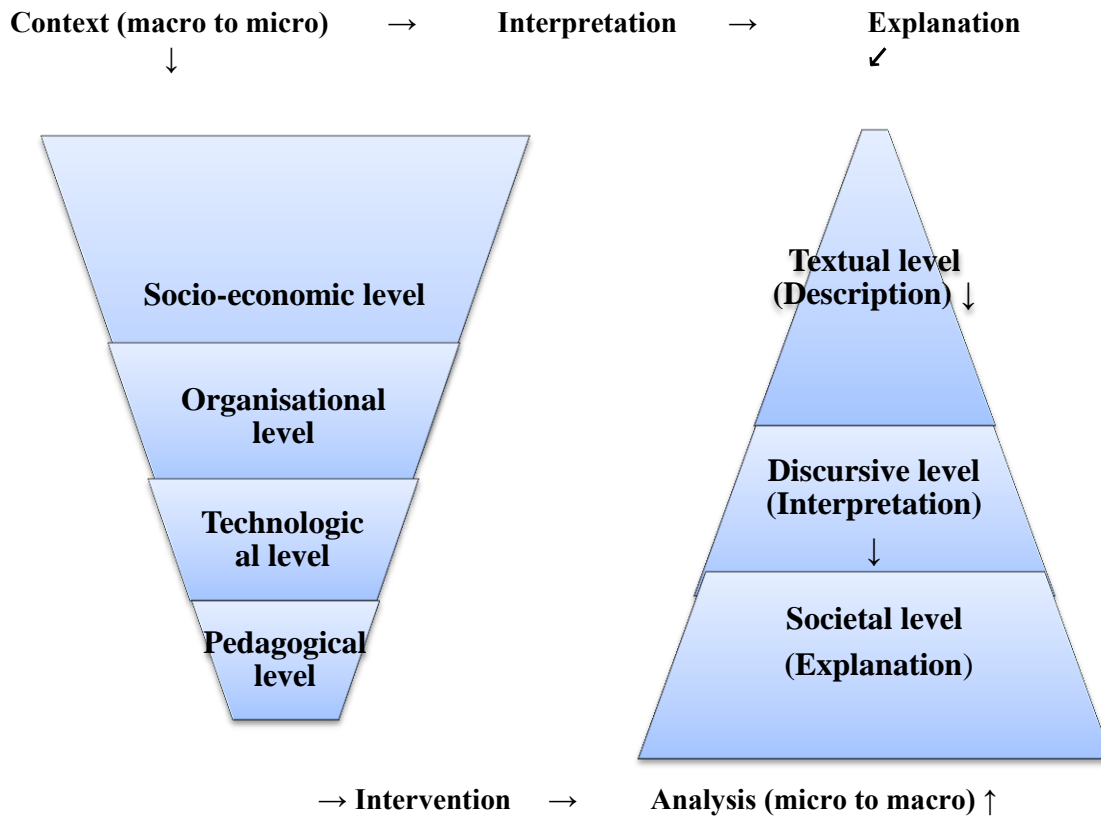


Figure 1: Illustration of discourse order and analysis: Adaptation of Fairclough (2000) and Roger (2004)

As per institutional guidelines to curb plagiarism, there were penalties for essays with high similarity rates as follows:

20% - 40% = -10%

41% - 60% = -20%

61% - 100% = 100% (zero)

Both quantitative and qualitative results of the analysis are explained in the subsequent section.

Quantitative findings

The quantitative results presented below illustrate numerical Turnitin similarity rates in four different student essays that were analysed.

Overall results of plagiarized essays

Similarity rates	Essay-1	%	Essay-2	%	Essay-3	%	Essay-4	%	TOTALS	TOTALS-%
20%-40%	43	36	41	43	11	50	5	100	100	41
41%-60%	31	26	26	27	3	14	0	0	60	25
60%-100%	45	38	28	29	8	36	0	0	81	34
Totals	119	100	95	100	22	100	5	100	241	100

Figure 2: In-depth analysis of distribution of essays with high similarity scores

As illustrated in Figure 2, the number of essays with a high similarity rate of 60% to 100% reduced from 38% to 0% by the time students wrote the fourth essay. This is the time when

students are acquainted with the plagiarism detection software and are aware of punitive measures.

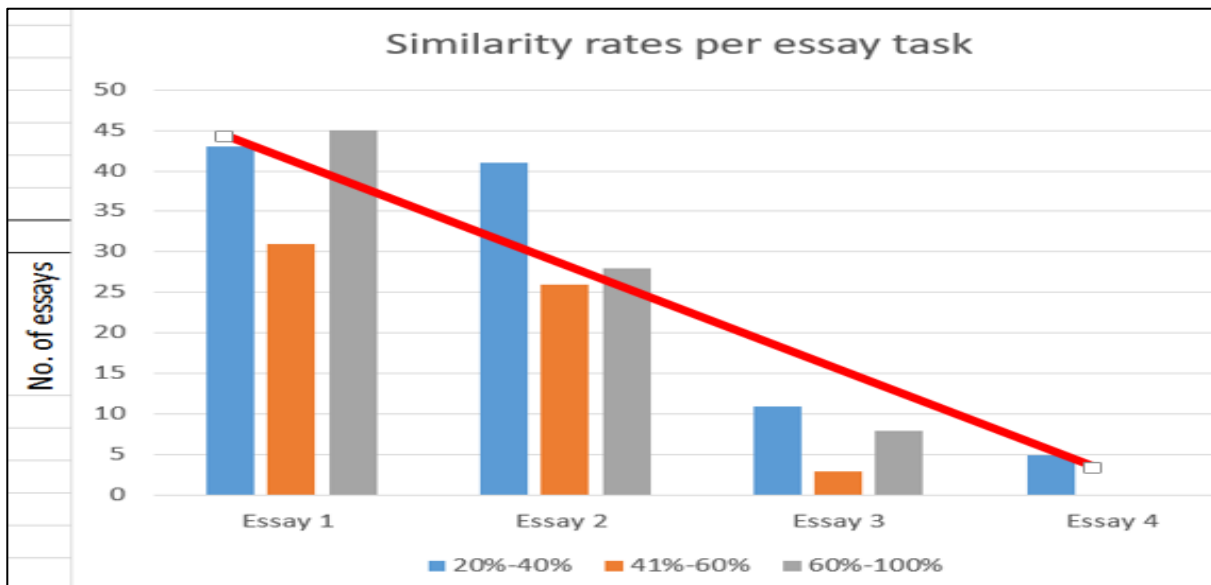


Figure 3: An over-view of similarity rates

As illustrated in Figure 3, the number of plagiarised essays reduced from Essay 1 to Essay 4. Also, high plagiarism percentages, 60%-100%, reduced from Essay 1 to 4 as indicated by the red trend line. This illustrates the potential of Turnitin to curb plagiarism when students are aware of the consequences, thus in support of Halgamuge (2017) who

claims that similarity scores become less when students become accustomed to using the Turnitin tool in writing programmes.

Findings of qualitative analysis

By virtue of Turnitin being a text matching system rather than a plagiarism software, manual intervention was essential to ascertain

if the high similarity scores identified in quantitative analysis were linked to plagiarism or not. Essays with high levels of matched material were analysed further qualitatively to determine if plagiarism had really occurred, as Turnitin does not detect plagiarism per se. This requires academics to examine artefacts at textual level in CDA terms, students' essays in the context of this article, to make an informed decision. An analysis of student essays at textual level revealed how the originality reports with low percentages, 20%-40%, ([Appendix A](#)) could not be used as a measure of plagiarism; they simply illustrate the level of matched text with Turnitin database. Although there is a penalty for this category, ascertaining plagiarism in this category would be a cumbersome effort with unreliable outcomes in some instances as there is insufficient evidence. This type of text similarity matching was referred to as non-deliberate or deliberate plagiarism as it is difficult to ascertain circumstances surrounding high similarity scores in this category that are not so high.

A comparison of essays in this category revealed how plagiarism in this category was done with care. For example, only some parts of the online document were lifted, and not the whole essay. The plagiarised essay was jumbled up and some key words were replaced with synonyms. However, it was disheartening to note that the overall essay was primarily plagiarised, yet students in this category only got a penalty of 30% while their counterparts in the 60% to 100% category ([Appendix B](#)) were penalised with 100%. This type of similarity match was referred to as intelligent deliberate plagiarism in this article. Suspected plagiarised essays due to extremely high percentages of originality reports were also compared by viewing them side by side with the ones available on the Internet. This comparison revealed how these essays were directly lifted from the Turnitin database. Essays with 100% similarity reports ([Appendix C](#)) were identical copies of essays or passages available on Turnitin database, especially essays lifted from the Internet. This type of similarity match was referred to as non-intelligent deliberate plagiarism in this article.

The findings of this study concur with some observations made in other studies. For example, some students who had a high

Turnitin similarity rate in Essay 1 and got zero after being penalised repeated the same ordeal and got zero again in Essay 2. This could be due to poor understanding of punitive measures applicable when a high Turnitin similarity is detected. Other scholars in the field are of the opinion that detecting plagiarism does not offer deterrent if penalties and consequences of plagiarism are not made clear to students (Halgamuge, 2017). Better interventions could be developed to increase students' understanding, in addition to written comments on a student essay justifying a zero or any other poor mark. Student participants in the study that was conducted by Graham-Matheson and Starr (2013) reported how Turnitin improved their writing skills. Research in the field also reveals how Turnitin similarity rates drop in students' second written drafts (Halgamuge, 2017), and the findings of this study concur with this sentiment. These observations serve as an indication that Turnitin has potential to enable educational development when students are not merely copying or restating ideas but are rather using their cognitive skills to apply existing knowledge to new situations.

In the light of CDA, the challenges explained above are exemplary to how policies and decisions made at the macro-level of society are interpreted at the micro level, thus revealing contextual educational challenges that are encountered at the micro-level, specifically at technical and pedagogical levels in the context of this research.

Recommendations

The findings of this research point to the need to create more awareness on the consequences of assignment tasks with a high Turnitin similarity rate. Students need to be advised well in advance so that they do not lose marks in assessment tasks due to plagiarism, a situation that might lead to students failing courses. Compulsory use of Turnitin for originality checking would deter students from plagiarism, especially in essay writing. When English essays are to be marked manually, students could be asked to submit their essays together with a Turnitin report illustrating the similarity rate.

Allowing submission of drafts would enable students to rewrite their assignment

tasks and re-submit new work so that Turnitin would not be a deterrent to their academic performance. This puts the credibility of the assessments at risk, yet writing is a process that involves many steps, especially at editing and revising written work. It would be beneficial to assist students with academic writing skills to avoid non-deliberate plagiarism. High Turnitin similarity rates could be an indication of students' weaknesses in academic writing skills. Furthermore, essay writing should be a monitored process even during Covid-19 to avoid a high degree of plagiarism which might lead to loss of marks or failure.

Finally, it is recommendable to conduct a qualitative study at the institution under study to get perspectives of students on plagiarism phenomenon, and to identify students who are at risk so that proper interventions are developed to assist them.

Conclusion

This study revealed how the use of punitive measures based on high Turnitin similarity rates in students' English essays contributes to reduced plagiarism, if students are made aware of the consequences. This encourages students to use their own thinking skills to create knowledge rather than copying other people's ideas and submitting them as their own work. Regurgitating other people's ideas does not contribute to educational development as no new knowledge is created. Thus, although Turnitin is not a plagiarism software per se, it is a valuable tool that can be used to detect non-original students' written work, thus deterring plagiarism when punitive measures are applied to tasks with a high Turnitin similarity rate.

References

- Bagraim, J., Goodman, S., & Pulker, S. (2014). Understanding dishonest academic behaviour amongst Business students – The business leaders of the future. *Industry and Higher Education*, 28(5), 331-340.
- Batane, T. (2010). Turning to turnitin to fight plagiarism among university students. *Educational Technology & Society* 13(2), 1-12.
- Carnero, A., Mayta-Tristan, P., Konda, K., Mezones_Holguin, E. et al. (2017). Plagiarism, cheating and research integrity: Case studies from a masters' program in Peru. *Science and Engineering Ethics* 23(4), 1183-1197.
- Cosma, G., & Joy, M. (2012). An approach to source-code plagiarism detection and investigation using latent semantic analysis. *IEEE Transactions on Computers*, 61(3), 379-394.
- Fairclough, N. (2000). Multiliteracies and language: Orders of discourse and intertextuality. In B. Cope and M. Kalantzis (Eds), *Multiliteracies: Literacy learning and the design of social futures* (pp.162-181). London: Routledge.
- Fairclough, N. (2005). Critical Discourse analysis. *marges linguistiques*: England. Retrieved on June 16, 2018 from: <http://ling.lancs.ac.uk/profiles/Norman-Fairclough/>
- Gee, J. (2004). Discourse analysis: What makes it critical? In R. Rogers (Ed). *An introduction to critical discourse analysis in education*. London: Lawrence.
- Graham-Matheson, L., & Starr, S. (2013). Is it cheating or learning the craft of writing? Using turnitin to help students avoid plagiarism. *Research in Learning Technology*, 21, 1-13.
- Halak, B., & El-Hajjar, M. (2016, May). *Plagiarism detection and prevention techniques in engineering education*. In 2016 11th European Workshop on Microelectronics Education (EWME), (pp. 1-3). Southampton, United Kingdom.
- Halgamuge, M. N. (2017). The use and analysis of anti-plagiarism software: Turnitin tool for formative assessment and feedback. *Computer Applications in Engineering Education*, 25(6), 895-909.
- Heckler, N., Rice, M., & Bryan, H. (2013). Turnitin systems: A deterrent to plagiarism in college classrooms. *Journal of Research on Technology in Education*, 45(3), 229-248.
- Hollenstein, A. (2019, March 15). *B360 education partnerships*. Retrieved on March 15, 2019 from <https://www.b360-education-partnerships.org/a-hollenstein-namibia-2019-en>

- Olgilve, J., & Stewart, A. (2010). The integration of rational choice and self-efficacy theories: A situational analysis of student misconduct. *The Australian and New Zealand Journal of Criminology*, 1, 1-26.
- Pothast, M., Stein, B., Barrón-Cedeño, A., & Rosso, P. (2010). *An evaluation framework for plagiarism detection*. Paper presented at the proceedings of the 23rd international conference on computational linguistics: Posters, 997-1005, Padua, Italy.
- Rogers, R. (2004a). An introduction to critical discourse analysis in education. In R. Rogers (Ed), *An introduction to critical discourse analysis in education*. London: Lawrence.
- Rogers, R. (2004b). Setting an agenda for Critical Discourse Analysis in Education. In R. Rogers (Ed), *An introduction to critical discourse analysis in education*. London: Lawrence.
- Saba 'Ayon, N. (2017). Students' and instructors' perceptions of turnitin: A plagiarism deterrent? *Creative Education*, 8, 2091-2108.
- Sirvent, P. P. (2021). Do you want to avoid plagiarism? This start up found how to do it. [Entrepreneur.com/article/364510](https://entrepreneur.com/article/364510)
- Tackett, J., Claypool, G.A., Wolf, F., & Antenucci, J. (2010). The impact of plagiarism detection software on college plagiarism. *Journal of Business and Accounting*, 3(1), 68-80
- Thompson, M. (2004). Discourse, 'development' and the digital divide: ICT and the World Bank. *Review of African Political Economy*, 99, 103-123.
- Turnitin (2017). *Turnitin*. Retrieved on May 24, 2017 from <http://turnitin.com/>
- Van Dijk, T. (2009). Critical discourse studies: A socio-cognitive approach. In R. Wodak and M. Meyer (Eds), *Methods of Critical Discourse Analysis*. London: Sage.
- Walker, J. (2010). Measuring plagiarism: Researching what students do, not what they say they do. *Studies in Higher Education* 35(1), 41-59.

Appendices

Appendix A: Sample plagiarised student essay, 30% Turnitin similarity: Deliberate or Non-Deliberate Plagiarism

Essay: Language is the medium through which cultural values and norms are transmitted. In your opinion, why is it important to encourage the use of mother tongue among young Africans?

Mother tongue is the first language we acquire naturally. The language of our mother is more important than anything else. Mother tongue plays a very important role in framing the thinking and emotions of people. It develops a personal and cultural identity. It helps us to stay connected to our cultures and our roots.

Mother tongue is used for a child to communicate with their family and their surroundings. If a person does not know their mother tongue well enough to express himself or herself freely, they will start looking for a new cultural identity. Whatever be our mother tongue we have to accept it. There is no doubt that men express their hidden feelings in their mother tongue. To satisfy the objectives of learning one has to use his mother tongue. A child who learns their mother tongue from the beginning of their lives, amass extensive learning skills that helps them to express themselves and developing thinking capacities. The language helps people cultivate confidence and a sense of self-worth in learning other things.

It also strengthens family bond. Speaking your mother tongue allows you to communicate more with your family. It also enables you to speak with the elders in your family, which helps you understand your roots and origins. It helps you understand the value of your culture and heritage and it contributes to a positive self-concept. The mother tongue is the true vehicle of wit. A man's native speech is an inseparable part of his personality and must never be lost.

The mother tongue should be preserved at any cost to preserve the rich cultural fabric.

Appendix B: Sample plagiarised student essay, 58% Turnitin similarity: Intelligent Deliberate Plagiarism

Student Essay

Online learning is the future of education

Technology has brought us amazing stuff. Online learning is also part of technology, because the word has become a global market. Technology is speeding the process of all activities, therefore online learning makes education availability suitable for each and every one no matter the circumstances, provided they have access to IT infrastructure. Example this year when if there was online learning we were not able to proceed with our study because of Covid19 epidemic.

Studying online teaches you vital management skills which makes find a good work study balance easier. Having a common agenda between the student and teachers can also quick both parties to accept new responsibilities and have more autonomy.

The concept of traditional education has changed radically within the last couple of years being physical present in a classroom is not the only learning option anymore.

Online education enables you to study or teach from anywhere in the world. On top of that not only do you save time but you also save money which can be spent example for tax money because you are no more going at school. The useful class room is also available anywhere there is an internet connection and a good way to take advantage of this to travel for example I want to go at north I don't have problem I will just take my laptop with me and attend a class anywhere. Even if you study abroad and want to get job online education is a great choice there is no reason to give up on working or studying while travelling new and interesting places.

These are only a few reasons to choose an online education and most of students today think that online learning is the same or better than the traditional classroom experience. Every student must assess their unique situation and decide according to their needs and goals and while another to traditional education is not for everyone. it's still a suitable decision with almost limitless options for international students all over the world.

An essay from the Internet

5 Reasons Why Online Learning is the Future of Education
04 Jun 2020 *(Plagiarised texts jumbled throughout the essay)*

The concept of traditional education has changed radically within the last couple of years. Being physically present in a classroom isn't the only learning option anymore — not with the rise of the internet and new technologies, at least. Nowadays,the revolution of online education.

There's no need to discount

Keep on reading to learn five more reasons why you should get involved in online education!

1. It's flexible.

Online education enables the teacher and the student to set their own learning pace, and there's the added flexibility of setting a schedule that fits everyone's agenda. As a result, using an online educational platform allows for a better balance of work and studies, so there's no need to give anything up. Studying online teaches you vital time management skills, which makes finding a good work-study balance easier. Having a common agenda between the student and teacher can also prompt both parties to accept new responsibilities and have more autonomy.

2. It in a space as vast and wide as the internet, without physically setting foot on a university campus.

3. It's accessible.

Online education enables you to study or teach from anywhere in the world. This means there's no need to commute from one place to another, or follow a rigid schedule. On top of that, not only do you save time, but you also save money, which can be spent on other priorities. The virtual classroom is also available anywhere there's an internet connection, and a good way to take advantage of this is to travel. For example, if you're studying abroad and want to get a job, online education is a great choice. There's no reason to give up on working or studying while exploring new and exotic places.

4. It allows for a customized learning experience.

We've mentioned which will offer you a more dynamic and tailor-made education.

5. It's more cost-effective than traditional education.

Unlike in-person education methods, online education..... but the results can be better than other options.

Final thoughts

These are only a few reasons to choose an online education, and why 90 percent of students today think that online learning is the same or better than the traditional classroom experience. Every student must assess their unique situation and decide according to their needs and goals, and while this alternative to traditional education is not for everyone, it's still a convenient option with virtually endless options for international students all over the world.

Source: <https://www.educations.com/articles-and-advice/5-reasons-online-learning-is-future-of-education-1>

Appendix C: Sample plagiarised student essay, 100% Turnitin similarity: Non-intelligent Deliberate Plagiarism

Student Essay

Online learning has been on the rise in recent years, largely due to the convenience, cost, and accessibility the system offers compared to traditional learning. This growth has only been fueled by the coronavirus pandemic that forced down the shutters of universities and schools worldwide.

The 7 Most Promising Features of Online Learning

The best eLearning platform will be able to tick most or all of these boxes. So arm yourself with information to make the right choice, whether you're a student looking to learn or a company exploring how to create an eLearning platform.

1. Online Learning Offers Convenience and Flexibility

Most professionals found they couldn't continue with their education or upskilling because they couldn't fit studies around their work schedules. Those shifting to online learning platforms will find that online learning offers convenience and flexibility in timings and pace, allowing you to learn in your own time. Many online courses have strict timings only for submissions and deadlines; those looking to brush up on their skills can use tutorials and videos between jobs to have the best of both worlds.

2. High-Quality Student-Tutor Interactions

Online learning allows for better quality interactions between students and tutors. This is because tutors have various teaching methods at their disposal. Additionally, they can focus on individual students a lot more than they would in traditional classes. Most online learning courses that rely on live streaming have a cap on the number of students who can enroll, ensuring that each student gets adequate attention and advice from their tutor.

3. More Students Can Enroll At Once

Online learning classes that depend on pre-recorded videos and tests can have an unlimited number of students enrolling. So many popular courses today have

An essay from the Internet

Online Learning Is The Future Of Education: Here's Why
Online learning has been on the rise in recent years, largely due to the convenience, cost, and accessibility the system offers compared to traditional learning. This growth has only been fueled by the coronavirus pandemic that forced down the shutters of universities and schools worldwide.

The 7 Most Promising Features Of Online Learning

The best eLearning platform will be able to tick most or all of these boxes. So arm yourself with information to make the right choice, whether you're a student looking to learn or a company exploring how to create an eLearning platform.

1. Online Learning Offers Convenience And Flexibility

Most professionals found they couldn't continue with their education or upskilling because they couldn't fit studies around their work schedules. Those shifting to online learning platforms will find that online learning offers convenience and flexibility in timings and pace, allowing you to learn in your own time. Many online courses have strict timings only for submissions and deadlines; those looking to brush up on their skills can use tutorials and videos between jobs to have the best of both worlds.

2.High-Quality Student-Tutor Interactions

Online learning allows for better quality interactions between students and tutors. This is because tutors have various teaching methods at their disposal. Additionally, they can focus on individual students a lot more than they would in traditional classes. Most online learning courses that rely on live streaming have a cap on the number of students who can enroll, ensuring that each student gets adequate attention and advice from their tutor.

3. More Students Can Enroll At Once

Online learning classes that depend on pre-recorded videos and tests can have an unlimited number of students enrolling. So many popular courses today have thousands of students simultaneously enrolled, and since there's no need for physical classrooms and seats, more students can enroll in a single course at once.