

Interpreting the SafeAssign Originality Report

Interpret SafeAssign Originality Report

1. A SafeAssign originality report is divided into three sections:
 1. *Report information* – contains user information such as student name/author, date/time, percent matching content to other sources, and word count.
 2. *Citations* – shows each of the sources that SafeAssign found a match to.
 3. *Text* – the text of the paper/manuscript that was submitted to SafeAssign with matching blocks of text highlighted in different colors.



The screenshot displays the SafeAssign interface for a document titled "Article Critique #3 Citation".

- Section 1 (Report Information):** Shows the user "ALLEYNE_BAYNE_GAIL - ALLEYNE BAYNE, GAIL" and the document title "Research Paper using Safe Assign". It indicates a "44% highest match" with a word count of 262 and attachment ID 185571413.
- Section 2 (Citations):** Lists five sources:
 1. <http://psychology.iresearch...>
 2. <http://connection.ebscoho...>
 3. Another student's paper
 4. <http://ro.ecu.edu.au/cgi/vi...>
 5. <https://iase-web.org/docu...>
- Section 3 (Text):** Shows the original text with highlighted matching blocks:
 - 1. Summers, J., Waigandt, A., & Whittaker, T. (2005). 2. A comparison of student achievement and satisfaction in an online versus a traditional face-to-face statistics class.
 - 1. Innovative Higher Education, 29(3), 233-250.
 - 3. Identify using independent samples t-test analysis, whether there are differences in knowledge and student satisfaction between online distance education and traditional classroom learning for an introductory undergraduate statistics course?
 - 4. Implications for policy and/or practice: 5. The authors did not find any significant differences in knowledge of statistics between online students and face-to-face students.

2. The percent score under the **Report Information** section, indicates the probability that text on the assignment matches content from other sources.

ALLEYNE_BAYNE_GAIL - ALLEYNE BAYNE, GAIL

Research Paper using Safe Assign

Gail Alleyne Bayne_PreviewUser on Wed, Nov 01 2017, 9:59 AM

44% highest match

Submission ID: 35fc5056-d291-44db-bbb5-fdac170d8258

Article Critique3.doc

Word Count: 262

44%

Attachment ID: 185571413

- Under the **Citations** section of the report, you will see a list of possible matches to existing sources. Citation matches are color coded and numbered. For example, in the screenshot below, the text highlighted in yellow with the number one, matches text on a website and the hyperlink has been provided. The text that is highlighted in green with the number three, matches content in another student's paper.

1 Summers, J., Waigandt, A., & Whittaker, T. 2005).
2 A comparison of student achievement and satisfaction in an online versus a traditional face-to-face statistics class.
1 Innovative Higher Education, 29(3), 233-250.

Research Question: 3 Identify using independent samples t-test analysis, whether there are differences in knowledge and student satisfaction between online distance education and traditional classroom learning for an introductory undergraduate statistics course?

4 Implications for policy and/or practice:
5 The authors did not find any significant differences in knowledge of statistics between online students and face-to-face students. However, there were significant differences in instructor satisfaction and course satisfaction. Overall,

Citations (5/5)

Select Sources & Resubmit

- 1 [http://psychology.iresearch...](#)
- 2 [http://connection.ebscohos...](#)
- 3 Another student's paper
- 4 [http://ro.ecu.edu.au/cgi/vie...](#)
- 5 [https://iase-web.org/docum...](#)

4. If viewing multiple colors at once is distracting, you can hover over each color highlighted area in the **Citations** section and click on it to turn highlighting off or on. Once highlighting is turned off the numbered system can be used as an indicator for reviewing matches.

Article Critique #3 Citation:

1 Summers, J., Waigandt, A., & Whittaker, T. (2005). 2 A comparison of student achievement and satisfaction in an online versus a traditional face-to-face statistics class.

1 Innovative Higher Education, 29(3), 233-250.

Research Question: 3 Identify using independent samples t-test analysis, whether there are differences in knowledge and student satisfaction between online distance education and traditional classroom learning for an introductory undergraduate statistics course?

4 Implications for policy and/or practice: 5 The authors did not find any significant differences in knowledge of statistics between online students and face-to-face students. However, there were significant differences in instructor satisfaction and course satisfaction. Overall, online students were less satisfied with instructor’s explanation, enthusiasm, openness, and interest in student learning on the instructor related items, and less satisfied with class discussion, quality of questions/problems, and evaluation and grading on course related items. The effect sizes for these variables were quite large according to Cohen’s estimates (i.e. $d \geq .80$). The implications of this study are that online courses should be built around a solid pedagogical framework. Specifically, online courses should be developed to “support a more constructivist, interactive model” (Summers, Waigandt & Whittaker, 2005, p. 246) that will engage and motivate students. In addition, interaction is essential in an online course format, and the findings suggest that students are more likely to be satisfied with their course when they interact with and receive attention from instructors. The knowledge gained from this research study will enable educators/instructors to improve online course delivery in ways that can be beneficially satisfying to students.

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5. Click on the highlighted/numbered text to open a window that displays the student’s text alongside the suspected source, and the probability percentage of text that was copied from that source. In most cases there is a hyperlink to the copied source. In some instances you may find exact matches (i.e. 100% match). Instructors and students should, therefore investigate each match to ensure that the text is properly referenced/cited.



1 Summers, J., Waigandt, A., & Whittaker, T.

Suspected Entry: **100% match**

Uploaded - Article Critique3.doc

Summers, J., Waigandt, A., & Whittaker, T

Source - <http://psychology.iresearchnet.com/co...>

Summers, J., Waigandt, A., & Whittaker, T

(2005). 2 A comparison of student achievement and satisfaction in an online versus a traditional face-to-face statistics class. 1 Innovative Higher Education, 29(3), 233-250.

Research Question: 3 Identify using independent samples t-test analysis, whether there are differences in knowledge and student satisfaction between online distance education and traditional classroom learning for an introductory undergraduate statistics course?

4 Implications for policy and/or practice:

Suspected Entry: **65% match**

Uploaded - Article Critique3.doc

Implications for policy and/or practice

Source - <http://ro.ecu.edu.au/cgi/viewcontent.c...>

Conclusions And Implications For Practice

6. Click on **Select Sources and Resubmit**, to deselect items such as references, quotes etc. that you do not want to include in the report. **Note:** this option is not available for students.

Citations (5/5)

Select Sources & Resubmit 

1	http://psychology.iresearch...	
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7. Once you have deselected the items that you do not want to include in the report, click the **Resubmit** button to generate a new report that will ignore excluded sources.

Citations (5/5)



Un-check any citation sources you want SafeAssign to ignore during reprocessing

<input type="checkbox"/>	1	http://psychology.iresearch...	
<input type="checkbox"/>	2	http://connection.ebscohos...	
<input checked="" type="checkbox"/>	3	Another student's paper	
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<input checked="" type="checkbox"/>	5	https://iase-web.org/docum...	

8. Close the confirmation page and return to the grade assignment page. Click on the **View Originality Report** button, to view the revised report. You will notice that the percent score is reduced because you excluded some of the sources.



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