



Learn how to save  
time with Turnitin  
by transforming  
from paper to  
digital assessment



# Hello!



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Solution Engineer  
Manager  
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Channel Business  
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# Agenda

- Turnitin as your partner in education
- Common assessment challenges facing institutions
- Introducing Gradescope
- Local testimonials
- How to learn more
- Q&A

# Turnitin's platforms

At every stage of a learner's journey, Turnitin's flexible platforms meet learners where they are, provides the tools and experience they need for success, and ensures that every assessment maintains integrity at its core.



# Many challenges in education today



## Pedagogy

- Assessments aligned with pedagogy
- Variety of formats
- In person, online, hybrid
- Rigid tools and technology
- Dictated workflows
- Unique solutions
- Training & maintenance
- No uniformity or institutional support

## Grading & feedback

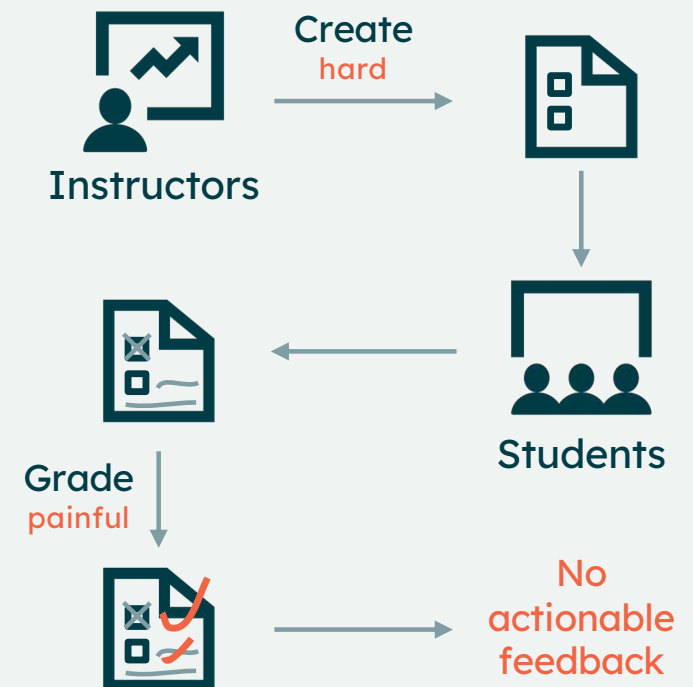
- Tedious & time consuming
- Consistency across large and small courses
- Keeping up with grading
- Providing meaningful feedback
- Timely feedback
- Lack of time engaging with students
- TA/team grading coordination
- Equity/fairness
- Course management

## Data & insights

- Understanding student outcomes
- Student-level reporting
- Assessment quality
- Program success
- Meeting accreditation requirements
- Early intervention
- Disparate platforms and data sources
- Consistent application and understanding

# Managing paper-based assessment can be a hard

- Logistically hard to create and administer
- Time consuming to grade
- Feedback not often released to students on exams
- Lack of insights into assessment quality and student performance
- Difficult to gather detailed data for accreditation



# Grading and providing quality feedback can be a challenge



MAY 2, 2016

## I WOULD RATHER DO ANYTHING ELSE THAN GRADE YOUR FINAL PAPERS

by ROBIN LEE MOZER

Posted by u/elateacherhere 2 years ago

Am I an awful teacher because it takes me SO long to grade? DISCUSSION

December 6, 2012 by Natalie Houston



### Three Reasons You Dread Grading (and what to do about them)

## Why Teachers Secretly Hate Grading Papers

JOHN TIERNEY JAN 9, 2013

*For many, it's the most stressful part of the job -- partly because it's so hard to be fair.*

Ad cl

## Sometimes I Don't Hate Grading. Why?

What's the difference between grading the terrible chore, and something that's actually pretty interesting?

By John Warner // May 5, 2016

8 COMMENTS

## Learning With Less: Even Teachers Want To Spend Less Time On Homework

by Rob Manning (Follow) CPB Nov 17, 2011 10 p.m. | Updated: July 30, 2012 9:29 a.m. | Portland, OR

## Why It Takes Teachers So Long to Grade Work

By Lola Lolita — 4 Comments

## Love the Teaching, Hate the Grading, and Other Institutional Paradoxes

April is the cruelest month in (Anglo-North American) universities, given that the yearly academic cycle reaches its peak with final exams, which are in turn preceded by the crushing weight of major end-of-term assignments. Some students, worn out by the demands of the season, lapse into a state of caffeine-fuelled zombie-like vacancy. For those of us on the receiving end of their work, there is the prospect of a mountain of marking that forms the final obstacle to a brief breather before the summer term begins.

## I Stopped Grading. You Can, Too.

If you're a teacher, at some point in your semester, you've been faced with a looming stack of papers or a horrifyingly complex spreadsheet that made you think, *I am so done with this*. Ah, what to do about grading? When I asked teachers at a conference what word popped into their heads when they thought of grading, they said: *tedious, overwhelming, exhausting, soul killing*.

# Institutional accreditation

Collecting and organizing the necessary data for accreditation is a time-consuming and daunting process that relies on faculty buy-in and data management.

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## Impact

- Program ineffectiveness
- Poor reputation
- Poor student retention
- Loss of tuition/funding







# Transform grading into learning

Gradescope is the **paper-to-digital and online** grading platform that helps leading institutions **optimize grading workflows** while allowing for adaptable assessment solutions giving instructors, markers, and administrators insights to **guide student success.**

# Flexible Assessment at Scale



Flexible  
Assessment Types



Paper or Digital  
Assessment



Any Learning  
Environment



Rooted in  
Pedagogy



Scalable for  
Central Support

# Digitize paper-based work

By digitizing student assessment including show-your-work problem sets, instructors can:

- See how students are applying principles and understanding concepts
- Apply uniform analysis for consistent and fair feedback
- Identify students who need early intervention and aid in meeting success metrics

**Question 2 (points total):**  
 Pipeline the circuit below. Optimize throughput (inputs processed per ns) and cost (\$). You may add any number of the blocks in the circuit (A-F), edge-triggered flipflops, edge-triggered interleavers, an edge-triggered de-interleavers (see figure below). No other modifications are permitted. The latency of flipflops, interleavers, and de-interleavers is 0ns. The cost of any item (whether already there or one you add), regardless of which item is \$1. You have a total budget of \$25 and the components already drawn below cost \$6. Draw your answer on top of the diagram below if at all possible.

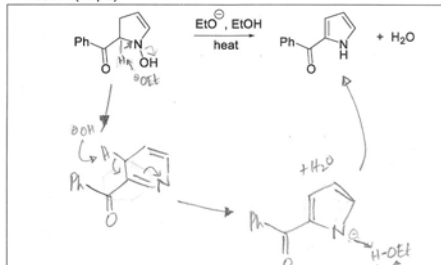
**Total Points**  
**24.0 / 33.0 pts**

|   |      |   |
|---|------|---|
| 1 | +6.0 | Correct interleaving concept  |
| 2 | +6.0 | Correct interleaving of multiple inputs   |
| 3 | -3.0 | Abused interleavers (too many outputs/inputs)                                     |
| 4 | +6.0 | Well-formed ("balanced" latch count)  |
| 5 | +8.0 | Correct extra stages for long-latency interleaved approach                        |
| 6 | -4.0 | Not including latch for each input / extra latches if assuming interleavers latch |
| 7 | +6.0 |   |

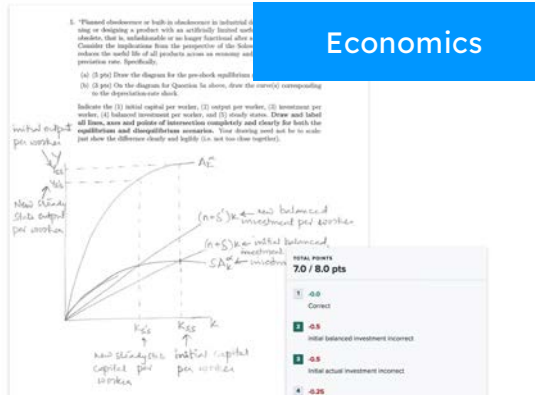
# Grade All Subjects & Inputs

## Chemistry

6.D. The cyclized intermediate then undergoes an E1CB mechanism and a tautomerization to yield the final pyrrole product. Show the mechanism below. (10 pts)



## Economics



## Computer science

```
year_names = []
with open(filename, 'r') as baby_file:
    lines = baby_file.readlines()
    for line in lines:
        if 'ch3 align="center">Popularity' in line:
            year = re.search('\d{4}', line)
            print(year.group(0))
            continue

rank_info = re.search('<td>(\\d+)</td><td>(\\w+)</td><td>(\\w+)</td>', line)
if rank_info is not None:
    print(rank_info.group(0))
    rank, boy, girl = rank_info.group(1), rank_info.group(2), rank_info.group(3)
    year_names.extend((boy + ' ' + girl + ' ' + rank))

extract_names = [year] + sorted(year_names)
print(extract_names)

extract_names('baby1998.html')
```

## Math

(c) Suppose that  $f(x)$  is a continuous function where  $\int_2^7 f(x) dx = 12$ . For the following expression, evaluate it or state that it is not possible.

$$\int_2^7 (f(x) + x) dx + \int_{-1}^7 f(x) dx$$

$$\int_2^7 f(x) dx + \int_2^7 x dx + \int_{-1}^7 f(x) dx$$

$$\int_2^7 f(x) dx + \int_{-1}^7 f(x) dx + \int_2^7 x dx$$

## Biology

10) Many bacteria that are able to metabolize citrate (as seen in the Krebs cycle) results in the citrate test. Why? Be specific. (8 points) [max 4 sentences]

The citrate test doesn't test for citrate permease. Citrate permease is a protein that can allow citrate permeation, and can serve solely on citrate as a carbon source. This has nothing to do with the TCA cycle, which is why many TCA cycle bacteria are negative for the citrate test. Only bacteria with citrate permease can utilize citrate as a carbon source.

## Physics

6. (10 points) A 475 nm wavelength laser produces a diffraction pattern using a diffraction grating of slit spacing  $D$ . What is the range of values  $D$  can have that will produce exactly 15 bright spots on a screen 10.0 meters away:

$$m = 7 \quad D \sin \theta_m = m\lambda$$

$$\lambda = 475 \times 10^{-9} \text{ m}$$

$$L = 10 \text{ m}$$

$$m = 7 \quad D \sin \theta_7 = 7(475 \times 10^{-9}) \text{ m}$$

$$= 3.325 \times 10^{-6} \text{ m}$$

$$\text{Let } \theta_7 = 90$$

$$D = 7(475 \times 10^{-9}) \text{ m}$$

$$= 3.325 \times 10^{-6} \text{ m}$$

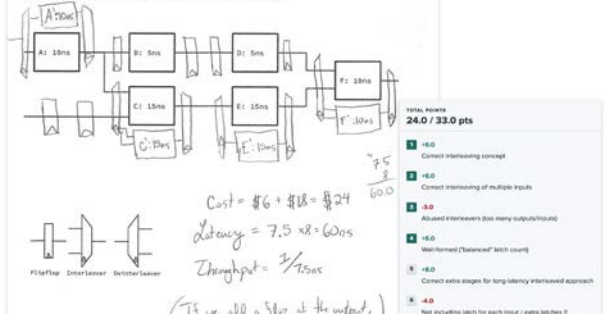
$$\sin 90 = \frac{y_m}{L}$$

$$1 = \frac{475 \times 10^{-9}}{D}$$

$$y_7 = 3.325 \times 10^{-6} \text{ m}$$

## Engineering

Question 2 (points total): Pipeline the circuit below. Optimize throughput (inputs processed per ns) and latency (time to process one input). Edge-triggered flip-flops, edge-triggered de-latchers (see figure below). No other modifications are permitted. The latency of flip-flops, inverters, and de-latchers is 1ns. The cost of any item (whether already there or not) you add, regardless of which item is \$1. You have a total budget of \$25 and the components already drawn below cost \$6. Draw your answer on top of the diagram below if at all possible.



# Highly Efficient Grading & Feedback



Grade Large or  
Small Courses  
Quickly



Give Fair and  
Consistent  
Feedback



Optimized for  
Team Grading



Simple Course  
Management



Preserve Course  
Consistency

# Fair and Consistent While Reducing Grading Time

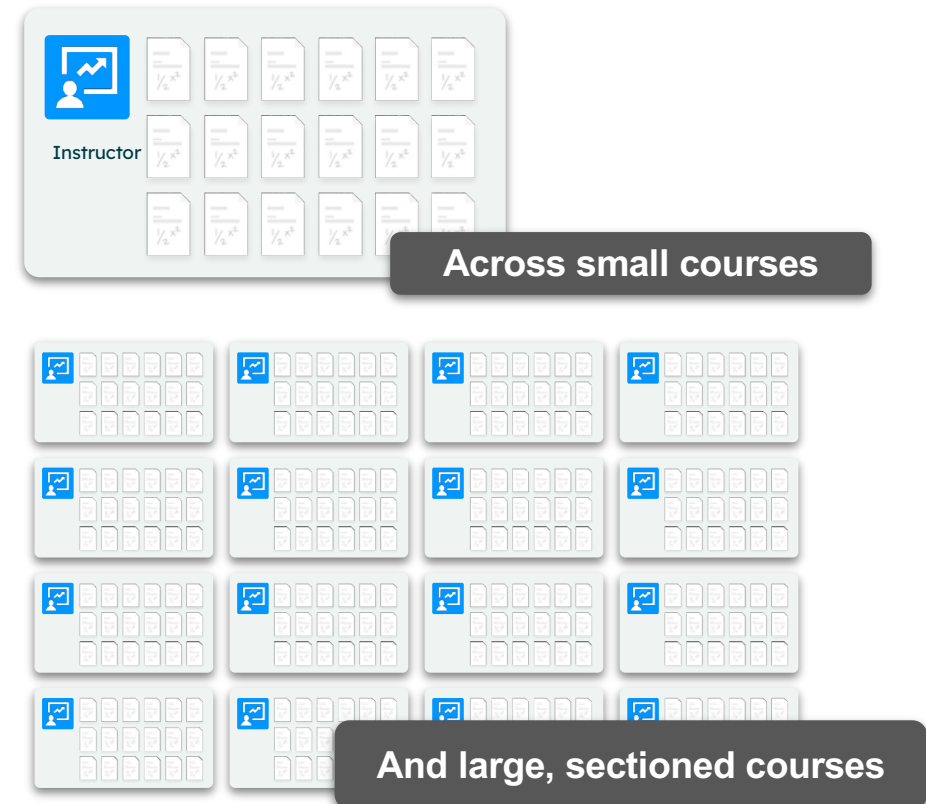
Take the pain and tedium out of grading with:

- Question grouping
- Automated grading for bubble sheets and other other multiple-choice or short answer questions
- Digitization of handwritten assignments

# Large or small classes, make grading easy

Whether you have a small course with a single instructor, or a large, multi-sectioned course with multiple instructors and TAs providing a consistent experience is important for student success.

- Reduce bias with anonymous grading
- Associate comments to rubric items to clarify learning objectives
- Dynamic rubric for team grading
- Identify discrepancies in application of rubric across sections to improve consistency



# Insights to Improve Student Outcomes



Ease  
Accreditation



Help Early  
Remediation



Pinpoint  
Knowledge Gaps



Improve  
DEI Initiatives



Meet Digital  
Strategy Goals



# Pinpoint Knowledge Gaps

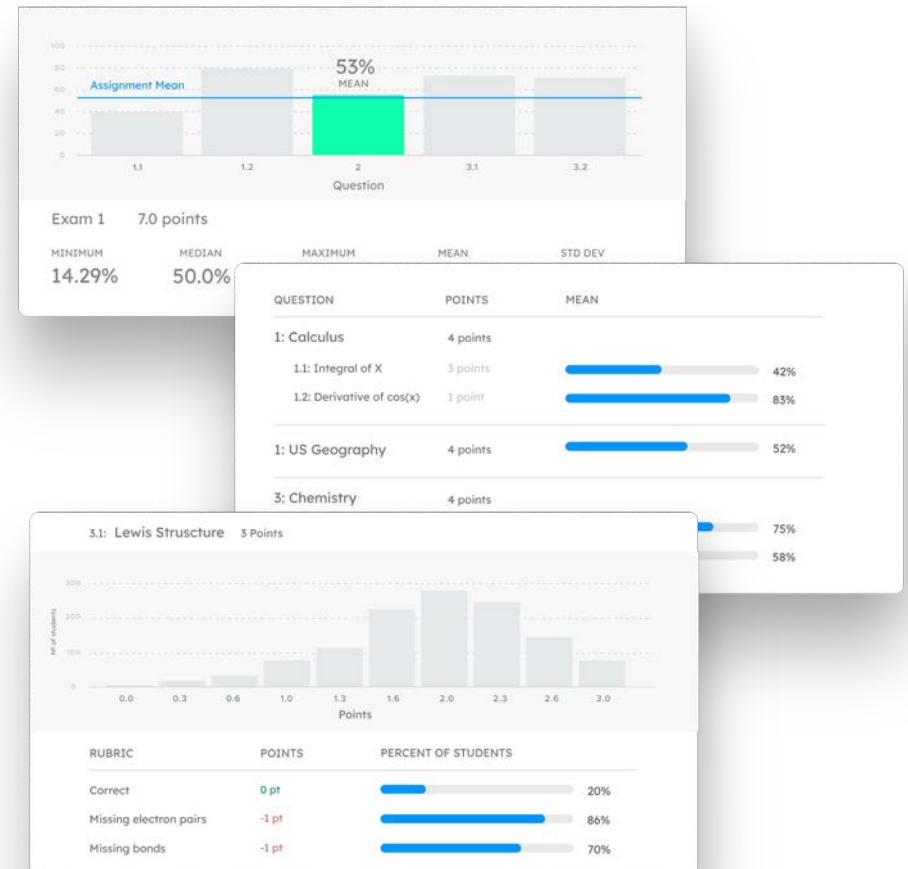
Identify where students are struggling with assessment and and item-level reporting.

- Identify learning objectives that need additional attention
- Understand the quality of each assessment item
- See inconsistencies across instructors, TAs and sections

# Gradescope supports accreditation

Gradescope provides you with necessary data to prove accreditation or continuous improvement requirements.

- More easily collect data
- Consistent reporting across student outcomes and courses
- Align to Learning Objectives to understand student success



Hear from other institutions

“I was very pleasantly surprised,  
and I ended up marking all the  
papers in a far shorter time than  
with my usual system.”



**Eeva-Leena Rautama**  
**University Lecturer**  
Aalto University  
Finland

# Your local team



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Thank you!  
Any questions?