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0% detected as AI

The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Detection Groups

- 
1 AI-generated only 0%
 Likely AI-generated text from a large-language model.
- 
2 AI-generated text that was AI-paraphrased 0%
 Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (it may misidentify writing that is likely AI generated as AI generated and AI paraphrased or likely AI generated and AI paraphrased writing as only AI generated) so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Frequently Asked Questions

How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

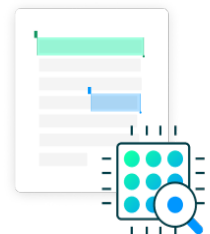
AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.





Student name:		Student ID number:	
Programme:	Certificate of Higher Education in Business Skills for the Workplace		
Module:	Academic Skills		
Module code:	LCLM 4001_Lon	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Sylvia Hoffmann	Internal Verifier:	Dr Lizeta Demetriou Naomi Doerge
Assignment Title:	Academic Skills Task 3 - Reflective report	Word count (or equivalent):	Task 3 - 1200 words (+ or – 10%)
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Introduction

Acquiring some basic skills is very important for academic success. This module allowed me to learn various academic skills, which have enhanced the quality of my studies. In particular, note-taking skills, academic writing skills, and referencing skills have played a tremendous role in my writing and research. For each skill, we used different activities, tools, and strategies in class, which made my learning process more effective and structured. This report analyses how these skills have developed using Driscoll's reflective model and how they have formed the basis of my academic success. In addition, I learned how to apply these skills to real-life challenges.

Note-taking skills

What?

Note-taking is an important academic skill that helps you organize and retain information you need during lessons, lectures, and studies. During this module, I learned about various note-taking techniques, such as the Cornell Notating System, Mind Mapping, and Bullet Point Format. These techniques have made my previous irregular and haphazard note-taking habits much more effective. For example, during the "Academic Skills Workshop," I used the Cornell Notating Technique to note down the main ideas and examples of a lecture, which was very helpful for quick revision later (Macdonald and Note Taking, 2021).

So What?

Developing my note-taking skills has improved my learning ability and academic performance. The Cornell Notating Technique has the advantage of breaking down key points into a specific format (Hippie, 2020). It makes it easier to separate the main points, details, and summary. For example, during the "Effective Time Management" lecture, I was able to quickly grasp the main points by using this technique. Mind mapping, on the other hand, relates big ideas by visually presenting information. It helps me to retain complex information easily. For example, I created a mind map during the "Essay Writing Process", which helped me to create a good outline. Note-taking skills have helped me to be a more active listener (Hippie, 2020). By identifying and writing down important information during lectures, I was able to understand the content faster and also answer important questions. In addition, this skill is also related to my academic referencing and writing skills, as accurate notes serve as the basis for my future research (Macdonald and Note Taking, 2021).

Now What?

In the future, I will use the Cornell notating and mind mapping techniques more regularly. I plan to take Cornell notes for every lecture and seminar and review them every week. This will help me prepare for exams and complete large assignments. I am thinking of using digital tools such as Microsoft OneNote and Notion, which will help me to store and organize my notes. Not only will they save time, but they will also allow me to access my

notes from any device at any time. I will also explore new note-taking techniques, such as sketch notation and charting, which can further enhance my learning style. These skills will not only enhance my learning experience in academic life but will also help me professionally (Shah et al., 2021)

Academic writing skills

What?

Academic writing skills are an important part of academic life, helping to demonstrate depth of knowledge and present a coherent argument. In this module, I learned about the basic techniques of academic writing, such as maintaining a clear structure (introduction, body, and conclusion), using formal language, and proper referencing (Godfrey, 2015). For example, in the "Academic Writing Workshop", I learned how to create an effective thesis statement and connect it to the rest of the writing (Read, 2019).

So What?

This skill has significantly improved the quality of my writing. In particular, my writing has become more logically fluid as the thesis statement and paragraph structure are clearer. For example, in a practice assignment on "Time Management Strategies", I learned how to add my analysis to the researched information. In addition, I realized the need for formal language (Godfrey, 2015). Analytical presentation is more important than descriptive information in academic writing. In the "Critical Thinking and Writing" session, I learned how to analyse information and draw conclusions based on context. For example, in a report written based on a lecture, I not only presented the information but also analysed the relevance and limitations of that information (Donnelly, 2023).

Now What?

In the future, I will effectively use the "PEEL (Point, Evidence, Explanation, Link)" strategy in each paragraph. This will help me present my argument clearly and coherently. In addition, I will develop the habit of creating an outline before each piece of writing. I will use digital tools such as Grammarly and Turnitin to correct grammar and plagiarism. In addition, I will complete a review process before submitting each piece of writing to ensure linguistic accuracy and quality of reasoning (Donnelly, 2023). The academic writing techniques learned in this module have increased my writing quality and confidence. In the future, I would like to develop myself as a more proficient writer through regular practice and study of research articles to further improve these skills (Read, 2019).

Referencing Skills

What?

Referencing is an important part of academic writing that ensures the attribution of sources and the credibility of the writing. By learning referencing in this module, I understood how to properly cite sources and avoid plagiarism. Specifically, at the RAVE, APA Harvard Referencing Workshop, I learned the correct referencing format for books, journals, and online articles (Williams, 2023). During the class activity, we were asked to create a reference list for a sample assignment, which gave me a deeper understanding of the process.

So What?

Learning referencing has improved the quality of my academic writing and made me more confident. Through this, I realized that proper referencing ensures the originality and accuracy of the writing (Pears and Shields, 2022). For example, during an assignment, I was not able to do the referencing correctly at first and had to revise my work. But later on, I used tools like Cite Them Right Online for referencing, which makes the reference format quick and easy.

In addition, referencing not only shows the credibility of the writing to the reader but also shows the credibility of the writing. When referencing for academic work, I learned that a well-formed reference list reflects the depth and quality of the author's research. For example, in the "Time Management Strategies" assignment, I used references from appropriate peer-reviewed journals and books, which strengthened my arguments (Williams, 2023).

Referencing also taught me the importance of avoiding plagiarism. In the "Academic Integrity" session, we were shown how incorrect referencing or improper paraphrasing can be considered plagiarism. In an exercise, I noticed that the originality of the writing is lost if there is no proper in-text citation. I now know how to cite a source correctly, and this has improved the quality of my writing. Referencing skills have made me more confident because I know that all the sources of information used in my writing are properly cited (Pears and Shields, 2022).

Now What?

Now I will try to learn referencing more intensively and develop the habit of using correct references. I will also follow advanced referencing techniques, such as using different types of sources correctly and maintaining academic accuracy. These skills will play an important role in my research and writing in the future. I plan to be more organized in the future by using tools like Zotero and will regularly review referencing rules (Pears and Shields, 2022).

Conclusion

This report is written following Driscoll's reflective model, where I discussed the improvement of three academic skills. Note-taking skills, academic writing skills, and referencing skills—these three skills helped me change my approach to academic work and improved the quality of my writing. During the class, I learned how to use these skills effectively to do my work, and I realized that these skills are very important for academic success. I hope that in the future, I will use these skills more and more to improve my writing and research work so that I can achieve better academic results (Hippie, 2020).

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