AI Resources at Western

ATC - March 4, 2024

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Agenda

- Timeline of AI in IT at WWU
- ProDev & Learning Sessions
- Pathways of AI Flowchart
- CIIA/ATUS AI Support Pages
- AI Detection for WWU?
- Options for AI Detection
  - À la carte
  - Canvas Integration
- Equitable Practices
- Relevant WWU Resources
Timeline of AI in IT at WWU

Jan. ‘23
- 1/9: CIIA suggests updates to plagiarism language on:
  - Syllabi@WWU, Academic Honesty, About Integrity, and Western Libraries: Plagiarism
- 1/13: ATUS & CIIA create resources:
  - AI and Chatbots Teaching Considerations
  - AI and GPT Resources
- 1/27: ATUS PRESENTATION:
  - Re-envisioning Writing Assignments in the Age of Artificial Intelligence

Apr. ‘23
- 4/4: SimCheck adds free AI Detection pilot in Canvas.
- 4/5: ATUS conference presentation at NWMET:
  - Implications of AI in Teaching and Learning
- 4/19: ATUS leads AI Q&A with the Hacherl Research & Writing Studio

May ‘23
- 5/2: ATUS PRESENTATION: GPT in Practice

Aug. ‘23
- 8/8: ATUS and CIIA evaluate new WA State guidance:
  - Interim Generative AI Guidelines

Sept. ‘23
- 9/14: ATUS and CIIA create FAQs; campus email includes:
  - FAQs: Generative AI in Teaching, Learning, & Technology Guidelines

Nov. ‘23
- 11/30: ATUS Canvas announcement: AI detection ending

Dec. ‘23
- 12/4: ATUS, CIIA, & Academic Integrity met with TurnItIn.
- 12/5: ATUS & CIIA created:
  - Flowchart: Pathways for Academic Use of AI at WWU
  - Evaluating Student Work when AI is Suspected
- 12/6: ATUS PRESENTATION: Strategies for Detecting or Intentionally Incorporating AI in Student Work
- 12/31: Pilot of AI detection in SimCheck ends.

Jan. ‘24
- ATUS selects 3 products for AI Detection for internal use.
- 1/11: ATUS PRESENTATION:
  - AI Generative Images for Teaching & Learning
- ATUS and CIIA present at Faculty Senate meeting
- ATUS and CIIA met with TurnItIn’s competitors.
- ATUS and CIIA created documentation for students.
ProDev & Learning Sessions

- **Available Thurs. 3/15/24, 4-5PM | LIVE Q&A:**
  The Fractious Journey of Academic Integrity and Artificial Intelligence: Join our team to discuss best practices and challenges with AI's place in higher education as well as the latest developments at WWU.

- **5/15/24 | The Fractious Journey of Academic Integrity and Artificial Intelligence**

- **1/11/2024** Generative AI Imaging for Teaching and Learning: AJ Barse, WWU Instructional Designer, explores the possibilities with creating images and graphics with AI from Adobe and Microsoft. [Recording](#)

- **12/6/23 | Strategies for Detecting or Intentionally Incorporating AI in Student Work** [Recording](#)

- **5/2/23 | GPT in Practice** [Recording](#)

- **1/27/23 | Re-envisioning Writing Assignments in the Age of Artificial Intelligence (AI)** [Recording](#)
CIIA/ATUS
AI Support Pages

1. Pathways for Academic Use of AI at WWU: Flowchart
2. AI and Chatbots Teaching Considerations (TLCo-op)
3. Evaluating Student Work when AI is Suspected
4. FAQs: Generative AI in Teaching, Learning, & Technology Guidelines
5. Plagiarism Detection at Western
6. Academic Uses of AI for Students (still under review)
AI and Chatbots Teaching Considerations
by Justin [Jan 27, 2023] Assignments, Course Content, Course Design, Educational Technology, Engagement, Tech Tools

Updated 12/12/23

Research and articles about artificial intelligence (AI) and chatbots such as Chat GPT have exploded onto the education scene, along with much concern and fascination. ATUS instructional designers developed the following considerations based upon an evaluation of and collective review of recent publications.

Other relevant resources by ATUS & CIIA at WWU:
- Evaluating Student Work when AI is Suspected
- FAQs: Generative AI in Teaching, Learning, & Technology Guidelines
- Pathways for Academic Use of AI at WWU Flowchart
- Plagiarism Detection at Western | AI Detection at Western

Rethinking Practices to Discourage Use of AI Generation Services

Reevaluate the Purpose of Writing.

Imagine how writing will evolve in the face of AI innovations in the next 10 years and work with students to find value in produced writing AND AI-produced writing.

- Require expressions of purpose and context in writing, explaining why things matter to them.
- Incorporate critical AI literacy to recognize its weaknesses and human strengths.
- Tie course content to ethical concerns or to examples from students' personal lives and their own growth.

Disincentivize Cheating.

When students are desperate or confused, they are more likely to cheat. Provide a framework for success and ensure it is appropriate.

Make it focus on higher-level learning.
- Write prompts that require students to analyze or apply concepts to novel situations.
- Require that writing be cohesive and that it have a context that flows throughout the piece.
- Since writing is a recursive process, ask students for a reflection on how their writing evolved.
- Consider projects that are multi-modal or collaborative.

Make it customized.
- Ask for process, value drafts, notes, showing work. Incentive showing the learning process/struggles.
- Ask for examples specific to the experience of the current course.
- Ask for current/personal events, news, research, primary research, reflections, and connections to their personal experiences.
- Have students annotate existing content to show their thinking.

Test your prompts and be watchful.
- Test your prompts in AI generators. Adjust your prompts and repeat to make them too difficult for AI generators to function well. Learning what the output looks like can help you identify when you see it in student work.
- Watch for style & citation inconsistencies.
- Use WWU's plagiarism detection tool SimCheck which includes an AI originality report. Undesired consequences of plagiarism via Generative AI written work may result inflags by plagiarism detectors—especially for the second student to submit. Note that the Plagiarism Review SimCheck option is available for assignments, and is not available for discussions or quizzes.

NDTE: An earlier version of this document included “Make it hard to index” as a consideration; however, this is becoming less possible with current advances in AI technology.

Design Considerations

Provide clear academic honesty/privacy expectations.

Refer to WWU's academic policies and your own in your syllabus & assignments.

- “Use of an AI text generator when an assignment does not explicitly allow for AI generation is plagiarism.”
- “Collaboration with ChatGPT or other AI composition software is not allowed on the assignment.”
- “Please obtain permission from me before collaborating with peers on a course.”
- “If using third-party AI or chatbot applications for permissible course work, citation must be provided.”
- “Failing to follow these guidelines will result in a failing grade.”
- “If you expect to use AI tools, such as ChatGPT and Image generation, on it. Learning to use AI is an emerging skill... Be aware of the limits of what will get high quality results. You will need to refine your prompts in order to trust anything it says. If it gives you a number or fact, assume it is within another context. Generated content could be biased or promote any errors or omissions provided by the tool, works best for topics acknowledged using. Please include a paragraph at the end of any assignment that explains the date you used it, the tool you used, and what prompts you used to academic honesty policies. Be thoughtful about what this tool is used for in your class.”

There are many nuances for including or excluding AI in a course. X:

- Sylvi_philia Policies for AI Generative Tools – a GoogleDoc collection by to Try with Faculty
- University Policy on Generative AI – a document collection of AI legal,ito, ethical, and quality guidelines to help

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Using AI and Chatbots as a Learning Tool

Customize learning.
- Use as “online tutors,” with pre-tested prompts, to ensure equitable starting points in terms of prerequisite knowledge.
- Use as an extra challenge after engaging in a writing prompt to get virtual feedback.
- Use as a debate partner to take a side on a topic to provide potential alternative viewpoints and spur discussions.

Incorporate AI within editing.
- Have students incorporate an AI quote into writing, cited as 3rd party AI content. See APA, MLA, and Chicago style guides for guidelines on citations.
- Have students create an effective prompt for an AI generator and then use track changes to show heavy editing of the generated text.
- Use as a way to break “writer’s block,” provide feedback on written copy or code, act as a primer to start writing, to help create a site with righteous tools, or as a citation search for additional references.

Analyze.
- Have students grade an AI-generated essay, providing feedback and analysis.
- Have a chatbot generate several conclusions to a consensus or set of data, possibly using different voices/tunias and analyze them during class discussions.

Create.
- Have students grade an AI-generated essay, providing feedback and analysis.
- Have a chatbot generate several conclusions to a consensus or set of data, possibly using different voices/tunias and analyze them during class discussions.
EVALUATING STUDENT WORK WHEN AI IS SUSPECTED

Where to Start

While Western does not allow any form of plagiarism, it is important to recognize that when a student is falsely accused of using AI inappropriately, it can interrupt their learning, demotivate them, and put them on the defensive. An exploration about the student's work can clarify some of the factors that could have led to a false positive or it might result in the student explaining why and how they used the AI. Either way, this conversation is essential prior to reporting an academic honesty violation to the Academic Honesty office.

Consider Your Standards

- Is an AI policy present and clear in the syllabus and/or assignment?
  - If not, you can still pursue an intervention or violation report based on University plagiarism policies; however, consider adding clarifying language.

- Are you checking the work of students in a fair and equitable manner?
- If using an AI detection tool, is it possible there was a false positive? These are more likely in certain situations:
  - Student Use of Editor Tool Assistance (e.g., Grammarly, Microsoft Editor, etc.)
  - Small Sample Size of Written Work (less than 300 words)
  - Students with Accommodations
  - Non-native English Speakers
FAQS: GENERATIVE AI IN TEACHING, LEARNING, & TECHNOLOGY GUIDELINES

ATUS and Learning Systems are exploring how generative artificial intelligence tools, such as ChatGPT, are being used in higher education. We are coordinating with relevant offices and entities as we continue to learn more about the implications for teaching, learning, technology, policies, and procedures. See also:

- AI and Chatbots Teaching Considerations (11/6/22)
- Evaluating Student Work when AI is Suspected
- Penalties for Academic Use of AI at WWU (1/25/23)
- Plagiarism Detection at Western AI detection at Western

Updated 07/26/23: Check this FAQ often as we will continue to update it with what we know. This information is subject to change.

Background Information

- What is Generative AI?
- What guidelines are available from Washington State?
- What information is available at WWU about AI?
- How can instructors address AI in their courses?

AI-Generated Content

- Is AI-generated content in student work considered a violation of academic integrity at WWU?
- If it is determined—either by a professor or other entity—that using AI-generated content is appropriate for a task, how should it be cited?
- Is it possible that AI-generated content might include copyrighted material?
- What are some considerations for reducing bias and harm?

AI Detection Tools

- What AI detection can be used at WWU?
- What do students agree to when AI and/or plagiarism detection tools are used with Canvas assignments?
- Can an instructor use freely-available AI detection tools to evaluate student work?
- What are the privacy concerns with AI detection products?
- What are the copyright and intellectual property concerns with AI detection products?
- Are there concerns with AI detection tools incorrectly identifying student work as AI generated?

AI Detection Tools

What AI detection can be used at WWU?

- Until 12/31/23, WWU’s current plagiarism-detection tool is Simcheck by Turnitin within the Canvas learning management system. This plagiarism detection tool includes AI detection and reports both plagiarism and AI usage to instructors who activate it in assignments in the Canvas. When utilized in assignments with the Submission Type set to “Text Entry” or “File Uploads,” instructors can view the plagiarism report in the gradebook and click through to view the AI detection report for each student. Please note: The Simcheck plagiarism-detection tool is not available for Discussions, Quizzes, or Surveys.
- As with plagiarism detection reports, no one product is sufficient to determine that a submission is 100% free from AI-generated content. See Simcheck AI Writing Detection.
- To continue this function, ATUS is evaluating the upgrade to Originality by Turnitin for use in 2024.

What do students agree to when AI and/or plagiarism detection tools are used with Canvas assignments?

When instructors have enabled plagiarism/AI detection in Canvas assignments, students are presented with the following: “I agree to the tool’s End-User License Agreement. This submission is my own, unique writing and work. I understand that if I use ideas or words that are not my own, without giving appropriate credit/citations, I could be reported for violating the Academic Honesty Policy.” Students must check the box next to this statement in order to submit their work.
ACADEMIC USES OF AI FOR STUDENTS

03/04/2024 - 11:00

Note
Students must have absolute clarity from their instructors of appropriate use prior to using AI generators for course work.

Frequently Asked Questions for Students

+ What is AI?
+ How can I be sure it is OK to use AI?
+ How can using AI be beneficial in my education?
+ How can using AI be a bad idea in my education?
+ How do I cite AI-generated work?
+ What AI generator products are useful?
+ How do I write a prompt for an AI generator?
+ How do I critically review AI results?
+ What do I do if a professor accuses me of AI plagiarism?

Generative AI Product Comparison

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<th>Type</th>
<th>Account Requirements</th>
<th>Free Version</th>
<th>Strengths</th>
<th>Shortcomings</th>
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<tr>
<td>ChatGPT by OpenAI</td>
<td>Text generator; summarizer</td>
<td>Non-school email account, name, birthday; share profile</td>
<td>Yes</td>
<td>Editing, proofreading, brainstorming</td>
<td>Potential for nonsensical answers</td>
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AI Detection for WWU?

- Need for AI Detection
  - Canvas announcement comments
  - Memo from CHSS
- Need for recommendation
  - ATC
  - Faculty Senate
  - Coalition for Academic Integrity
- Products for individual use - State Guidelines
  - PII and external tools
- Products that integrate with Canvas
  - Current Product (Simcheck by TurnItIn)
  - TurnItIn Originality
  - GPTZero (K16 Solutions)
  - CopyLeaks
Options for AI Detection

- TurnItIn’s SimCheck + à la carte AI detection
- Upgrade to TurnItIn premium product with plagiarism + AI
- Migrate to new platform with both plagiarism & AI
Solving Misuse of Generative AI with the use of preemptive approaches.

AI has leaped in becoming at the forefront of the landscape of technology, where education can provide opportunities for students to learn and grow with the technology. There continues to be a need for academia to be the bridge for students to acquire the new literacies and skills that will be required of this new technology in their professional lives outside of academia. Yet, today, there are mounting concerns by faculty about the misuse of generative AI tools by students in completing assignments and degrading the human learning process. Despite students and faculty with new and more searching, there is still a deeply rooted...
AI Detection
à la carte
Solving Misuse of Generative AI with the use of preemptive approaches.

AI has leaped in becoming at the forefront of the landscape of technology, where education can provide students and faculty with new and powerful aids to enhance learning. Yet, today, there are mounting concerns by faculty about the misuse of generative AI tools by students degrading the human learning process.

While these growing AI tools can provide students and faculty with new and powerful aids to enhance learning, there is still a deeply rooted sentiment to prevent AI misuse from compromising the integrity of the academic learning process. Meanwhile, there is a progressive growth by faculty who look at AI misuse as a learning opportunity for students.

Lessons in ethics, credibility, honesty, and professionalism are only a few avenues where faculty can help students who find themselves caught in the net of the overuse of AI.
Scan Complete. Run Scan Again?

Needle in a haystack example

Words: 489
Scan will cost 5 credits.

AI Detection Score
2% Original 98% AI

Original Thoughts of AI

In a world, where AI has become rampant in academics. There are only a few instructional designers who have the knowledge, background, and experience to give higher education from itself. Much like a plot point from Doctor Who, we have to look back in time to where AI was first derived to understand where it will take us in the future. Not just in a historical context but also in pop culture where, Scientific fiction has shown more of our contemporary technology more than we often think about. From Star Trek's optimistic pursuit of space exploration in a non-existent science, deep into Star Trek's more nihilistic warning against our reliance on machines, we are often reminded of the benefits and deficits. But all of this stems from three people in History: Alan Turing, Ada Lovelace, and the Cylons from Battlestar Galactica. Data from Star Trek. If you are more optimistic.

Hybrid Thoughts of AI with Grammarly

In a world where AI has permeated academia, only a few instructional designers possess the knowledge for both real and virtual reality. A technology created from this new device. Understanding where AI will take us looking for trolls in our multi-language version. Detect it from the AI detection model delightful.

Highlighting Color Key

- 90% confidence this sentence was generated by AI.
- 70% confidence this sentence was generated by AI.
- 50% confidence this sentence was generated by AI.
- 70% confidence this sentence was human written.
- 90% confidence this sentence was human written.

Start New Scan + Previous Scans

Start New Scan

Originality.Ai (individual)
Winston AI (individual)
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While these growing AI tools can provide students and faculty with new and more powerful aids to enhance learning and teaching, there is still a deeply rooted sentiment to prevent AI misuse from compromising the human learning process.
AI Detection
Canvas Integration
central player in the means prompting the Established Church at Philadelphia in 1787. At the point when the new Constitution was endorsed, the Appointive School consistently chose Washington President.

One of Washington's greatest contributions was his commitment to establishing a strong central government while respecting the principles of democracy. As President, he shaped the powers and responsibilities of the executive branch, providing a framework that has guided subsequent administrations. Washington's leadership during the formative years of the United States helped stabilize the nation and solidify its standing in the world.

Furthermore, Washington's decision to voluntarily step down from the presidency after two terms set an important precedent for peaceful transitions of power. This act demonstrated his commitment to the principle of a limited presidency and avoided the entrenchment of power that could have jeopardized the young democracy. This tradition of peaceful transfers of power continues to be a hallmark of American democracy.

Another lasting impact of Washington's legacy is his role as the commander-in-chief of the Continental Army during the American Revolution. His strategic leadership, resilience, and determination were instrumental in securing victory against the British, securing the independence of the United States. Washington's military prowess and character continue to inspire generations of leaders and military personnel.
This Weekend’s (LGO) Championship (sorta a Must) See Event for the Weekend

In over 40 years of the league, the athleticism of returning and new skaters has dramatically increased. More physically demanding rule sets that rewards skaters for speed, strength, and precision. Fans attend sports events to be entertained and avoid the physical prowess, support athleticism would include newspaper articles.

Analysis

Both teams include women, athletics, mothers, employees. But since they have assumed their derby persona and take to the flat track, channel their athletic flair.

Evidence to support colorful personas would include newspaper articles and videos.

Fast Ambience

Always dancing on the boundary of family friendly and sometimes edgy entertainment, this sport; the ECHL has worked very hard to expand its heritage; including a date night special during their annual Maw Majors tournament, as well as several derby-themed events that keep fans excited.

Evidence to support fast ambience would include interviews with new fans, as well as media and PR teams member provided stats on increased ticket sales.

Creating a welcoming environment for new fans is important to increase exposure for any sport.
## AI Detection Comparison

**Enterprise Solutions that Integrate with Canvas**

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<tr>
<th>Product</th>
<th>Plagiarism Integrated</th>
<th>Target Work</th>
<th>Pros</th>
<th>Cons</th>
<th>Avg. Annual Cost</th>
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</thead>
</table>
| Turnitin Originality (with Similarity) | Yes                   | Assignments          | • Continues internal repository  
• AI reports from pilot return  
• Easier approval process  
• Contract Cheating & audit dashboard | • Plagiarism product includes ProQuest  
• AI flag available after clicking to report from gradebook                                      | ~$53,000 |
| GPTZero (K16)       | No                    | Assignments          | • GPTZero data via Tableau has potential  
• Spot-check via free but has limits                                                           | • AI only                                                                                      | ~$18,000 |
| CopyLeaks           | Yes                   | Assignments          | • Spot-check via Chrome extension  
• Detects AI-generated source code and code plagiarism                                           | • Very expensive  
• Additional $ to migrate WWU repository                                                        | ~$35,000 |

### Current Plagiarism-only Product

| Turnitin SimCheck   | Yes                   | Assignments          | • Internal repository (3 yrs)  
• Familiar interface                                                                 | • Plagiarism product is basic                                                                    | ~$22,000 |
Equitable Practices with AI Detection in Canvas

- Provides key tool for writing heavy courses
- Removes the burden of faculty being the AI Police
  - Helps faculty review all students without targeting only suspected cases
  - Helps faculty identify specific issues/characteristics
- Gives faculty more than just anecdotal evidence to initiate conversation with students
  - Chance to identify students with disability accommodations or English as a Second Language (ESL)

As with all things AI, detection software should be used with a high degree of discretion, not assuming that high detection rates are conclusive proof.
Email received at 3:28 PM, March 4th:

“Can you recommend an ai detector that would work with papers submitted to Canvas? The removal of AI detection after last quarter was regrettable, as I am currently reading a paper that seems inauthentic for a student in a first-year class. The vocabulary and sentence structures are quite sophisticated, but the paper circles around the question and avoids specifics. It seems suspicious, but I'd like confirmation of my hunch.”

~ Peter Diehl, History Dept.
Relevant WWU Resources

ATUS and Center for Instructional Innovation
- Al and Chatbots Teaching Considerations (TLCo-op)
- AI Detection at Western
- ATUS/CIIA Teaching, Learning, & Tech ProDev (self-enroll Canvas course)
- Evaluating Student Work when AI is Suspected
- FAQs: Generative AI in Teaching, Learning, & Technology Guidelines
- Pathways for Academic Use of AI at WWU: Flowchart
- Plagiarism Detection at Western
- Syllabi@WWU (Provost & CIIA)
- Teaching Handbook: Academic Integrity

Academic Honesty Office
- Academic Honesty Violation Information for Instructors
- Academic Honesty Violation Information for Students

Disability Access Center
- DAC Resources for Faculty

Western Libraries
- Plagiarism Policies & Guidelines

Conference Sessions - AJ Barse
- Adobe MAX 2023 | Unlocking Generative AI in the Classroom Today
- NWMET 2023 | Implications of AI in Teaching and Learning
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**Net Total:**
USD 65,259.26

**Gross Total:**
USD 65,259.26

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**Gross Total:**
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