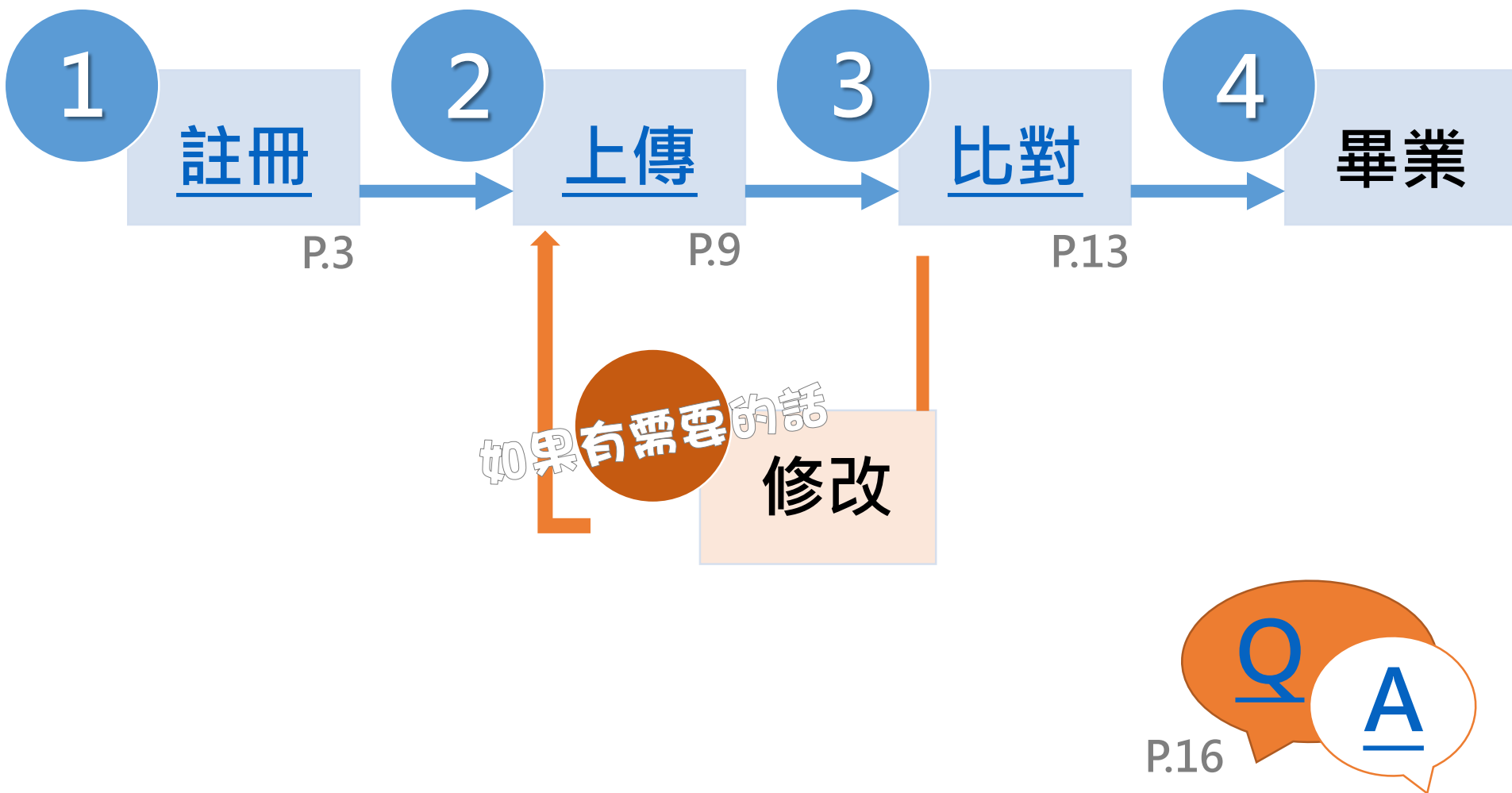




很簡單的

快速操作指南




1

註冊

Step 1

於[成大電子資源查詢系統](#) 搜尋「Turnitin」連結至Turnitin首頁。

➡ 共 1 筆 ➡ 每頁筆數 50 GO 第 筆

編號	題名	類型	出版社/ISSN
1	Turnitin論文原創性比對系統 +收藏 ★推薦 i簡介 需先註冊一組帳密方能使用系統，限成大教職 員工生申請，申請帳密前請先詳閱 turnitin快 速上手 。	 電子資源	iParadigms, LLC.

點選標題以
進入系統

Step 2

開啟Turnitin網頁

點此註冊一新帳戶



請認清勿連英國版



Step 3

建立一組學生帳號

請認明Student/學生身分

小提醒：

密碼跟安全提示問題都可以忘記，
但要記得註冊時所填的個人“姓氏”
才能登入。



Create a User Profile

Have You Ever Used Turnitin?

If you've used Turnitin before, you can use the same email and password to log in. You can keep all your papers and grades together, even if you're now in a different class or a different school!

Email address

Password (Login to Turnitin)

Forgot your password? [Click here.](#)

Create a New Account

Please select whether you will be using the service as an instructor or a student.

[Student](#)

[Instructor](#)

[Teaching assistant](#)

Login

Step 4

輸入課程資訊
加入圖書館
開設之比對課程專區



課程代號
密碼這裡找

Create a New Student Account

Class ID Information

All students must be enrolled in an active class. To enroll in a class, please enter the class ID number and class enrollment key that you were given by your instructor.

Please note that the key and pincode are case-sensitive. If you do not have this information, or the information you are entering appears to be incorrect, please contact your instructor.

Class ID

Class enrollment key


User Information

Your first name

Your last name

Step 5

新增成功

National Cheng Kung University				
課程代碼	課程名稱	指導教師	狀態	從課程除名
17550067	20180221-20180531	Library NCKU	啟用	

你已成功新增到圖書館開設的上傳專區，
該專區是以開放日期命名，
若課程過期，請再依上一個步驟加入新的有效課程。
如果你不小心按到退選，也請照上述步驟重新加入。
****建議在畢業之前勿刪除任何有效與過期課程，以利後續查閱使用。**



依照個人需求
設定語言

也支援阿拉伯文喔

English
English (International)
Čeština
Deutsch
Español
Français
Italiano
Nederlands
Polski
Português
Română
Suomi
Svenska
Tiếng việt
Türkçe
简体中文
繁體中文
日本語
한국어
Русский
عربي

2

上傳

Step 1

點選課程，進入作業繳交區：
任一作業區皆可上傳
若第二次想換一個作業區上傳也是OK的喔

課程資料夾

我的成績

討論

行事曆

現在檢視： 首頁 > 20180221-20180531

作業收件匣: 20180221-20180531

資訊		日期		類似處
Paper 1	i	開始	2018年02月21日 8:30AM	  
		到期	2018年05月31日 11:59PM	
		發表	2018年05月31日 11:59PM	
Paper 2	i	開始	2018年02月21日 8:31AM	  
		到期	2018年05月31日 11:59PM	
		發表	2018年05月31日 11:59PM	
Paper 3	i	開始	2018年02月21日 8:32AM	  
		到期	2018年05月31日 11:59PM	
		發表	2018年05月31日 11:59PM	
Paper 4	i	開始	2018年02月21日 8:42AM	  
		到期	2018年05月31日 11:59PM	
		發表	2018年05月31日 11:59PM	

Step 2

[課程資料夾](#) [我的成績](#) [討論](#) [行事曆](#)

現在檢視： [首頁](#) > 20180221-20180531

提交：[單獨檔案上傳](#) ▾

或

步驟 ● ○ ○

名

研究生

姓

想畢業

提交物件標題

論文上傳超級無敵最終版!?

[我能提交什麼?](#)

選擇您想要上傳至 Turnitin 的文檔:

從此電腦選擇

 從 Dropbox 選擇

 從 Google Drive 內選擇

Step 3

上傳速度取決於檔案大小與網路速度...



請確認這是您想要提交的檔案...

作者:

想畢業研究生

作業標題:

Paper 1

提交物件標題:

論文上傳

文檔名稱:

論文上傳超級無敵最終版

文檔大小:

350.98K

頁面總數:

8

文字總數:

5267

字符總數:

28318

«

1 頁

»

不想再寫第二次

Tara Radzicki and Christy Klenke*

Introduction

As universities look for ways to encourage innovation and entrepreneurship, many academic libraries have begun providing access to maker resources and services. In 2012, DePaul's Science & Engineering Library became one of the first academic libraries to provide maker resources and services to anyone, regardless of discipline or even university affiliation. Early on it became clear that there were a plethora of skills and knowledge sets were needed in order to optimally utilize the resources. A 3D printer is not used to its full potential if it is only used to print pre-designed models downloaded from the internet. A makerspace is only as vital to innovation and collaboration as its users are educated and skilled to use it. Users needed to learn how to 3D model and design in order to 3D print their own creations. They needed design and editing skills, such as Photoshop and Illustrator, to create complex designs and prototypes on the laser and vinyl cutters. Programming and hardware development skills were necessary to prototype on common makerspace electronics like Arduino, Lego Mindstorms robotics kits, and Raspberry Pi. In addition, users needed to learn how to record and edit 3D film footage or develop stand alone video games for the wide array of virtual reality apparatuses available for checkout. Depending on the individual makerspace, this list of skills may vary greatly depending on the space's mission, equipment and resource offerings, and user base.

In an effort to help its users acquire these skills, DePaul's Library looked to repurpose existing models of library instruction commonly used to teach information and digital literacies and instead teach 3D modeling and scanning, design, intellectual property, and other skills utilized in the makerspace. This paper will describe how our library, with limited staff and resources, repurposed these methods and as a result, users have been able to realize the full potential of the makerspace in supporting teaching, learning, collaboration, and innovation on campus and across the greater region.

Literature Review

Makerspace in academic libraries have been growing in numbers as their capability to provide opportunities for self-directed and active learning become more widely accepted. The literature on such spaces in academic libraries remains relatively sparse, often focusing on justification and implementation rather than skill and literacy development. Those addressing why makerspace belong in academic libraries point out that they create opportunities for hands-on learning, co-working, STEM activities, prototyping, risk-taking, and experiencing an open culture.¹ Others draw attention to the parallels in the missions and values of both the library and maker movement, illustrating how bringing the two together can have transformative effects.² Any person who works

* Tara Radzicki is a Engineering Librarian, t.radzicki@depaul.edu; Christy Klenke is a Earth Science & Map Librarian, cklenke@depaul.edu. Both are at the University of Kentucky, Rensselaer University Libraries, DePaul's Science & Engineering Library.

確認

取消

確認檔案無誤後點選**確認**，
報告產生同樣取決於檔案大小...
請過一段時間(吃個飯吧)再回來確認報告。

上傳檔案的注意事項

- ✓ 上傳文稿內容至少要有 20 字，檔案小於40MB，頁數少於 400頁。
- ✓ 每個字與字之間距不可過大(例:likethis)。
- ✓ 請注意**不支援**如下檔案格式:
 - Microsoft® Works (.wps) WPS文件
 - Apple Pages file types(.pages) Mac Pages文件檔
 - 不是由Excel建置的試算表(例：.ods)
 - Google線上文件格式(.gdoc)

常見的檔案格式皆有支援，
真的擔心的話就存成pdf吧

萬一頁數超過400頁，可以移除目次/參考文獻/圖表頁面，
僅比對論文檔案【文字】的部分。

3

比對






Step 1

回到作業畫面，點選相似度色塊以查看資訊。

現在檢視：首頁 > 20180221-20180531

課程主頁

作業收件匣: 20180221-20180531

資訊	日期	類似處	
Paper 1	 開始 2018年02月21日 8:30AM 到期 2018年05月31日 11:59PM 發表 2018年05月31日 11:59PM	7% 	重新繳交 查看 ↓
Paper 2	 開始 2018年02月21日 8:31AM 到期 2018年05月31日 11:59PM 發表 2018年05月31日 11:59PM		提交 查看 ↓
Paper 3	 開始 2018年02月21日 8:32AM 到期 2018年05月31日 11:59PM 發表 2018年05月31日 11:59PM		提交 查看 ↓
Paper 4	 開始 2018年02月21日 8:42AM 到期 2018年05月31日 11:59PM 發表 2018年05月31日 11:59PM		提交 查看 ↓

Step 2

點選此 icon
下載比對結果PDF檔

Introduction

As universities look for ways to encourage innovation and entrepreneurship, many academic libraries have begun providing access to new resources and services. In 2013, *Field's Muse Science & Engineering Library* became one of the first academic libraries to provide makerspace and services, a program regardless of se-

下載



目前檢視



電子回條



最初提交的檔案



相符處總覽



7%



目前檢視標準來源

檢視英文來源 (測試版)

相符處

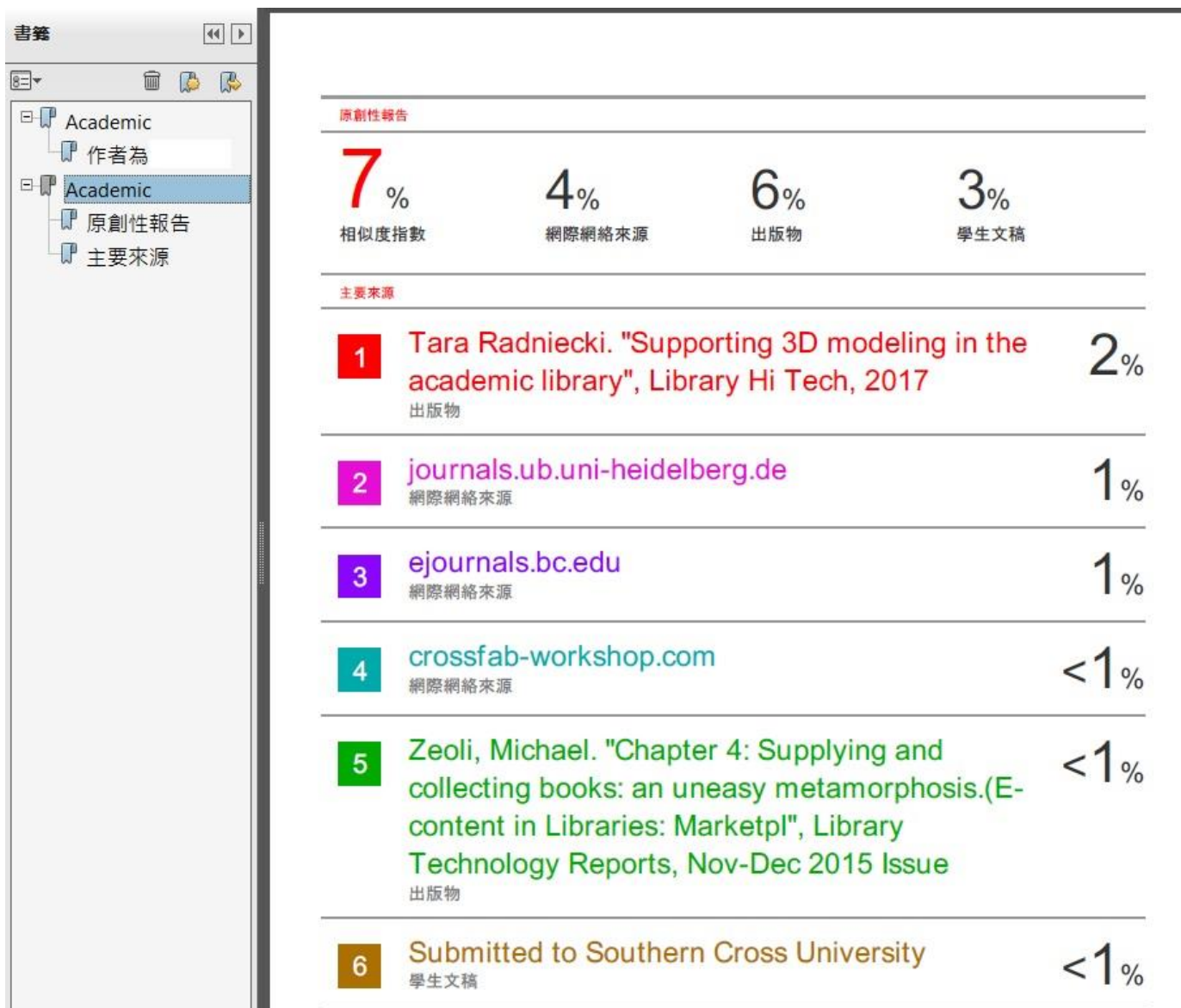
1	Tara Radniecki. "Suppo... 出版物	2%	>
2	journals.ub.uni-heidelb... 網際網絡來源	1%	>
3	ejournals.bc.edu 網際網絡來源	1%	>
4	crossfab-workshop.com 網際網絡來源	<1%	>
5	Zeoli, Michael. "Chapte... 出版物	<1%	>
6	提交至 Southern Cross ... 學生文稿	<1%	>
7	Heather Piwowar, Jaso... 出版物	<1%	>
8	thinkmind.org 網際網絡來源	<1%	>

into a makerspace knows learning is happening, yet, defining and assessing that learning has proved difficult, perhaps, a reason for the lack of literature on such topics. Some are beginning to look at learning in makerspaces in general, but not in academic library settings. They are also using focus on K12 educational settings and whether or not informal or self-directed learning is occurring. They do not focus on particular skill development or learning opportunities.

In looking for literature that describes how libraries are teaching the skills needed to fully utilize common makerspace equipment or services, such as 3D printing, laser cutting, metal casting, etc., we found no evidence to date in any digital library, print, or web format about makerspaces in academic libraries. So, as for 3D printing specifically, there is certainly some learning and skill needed to make a 3D printer physically go, but the core skill necessary to create and introduce a 3D printer is 3D modeling. But as Radniecki points out, modeling is not as easy as it seems. 3D modeling is a skill that is not taught in most academic libraries, and how libraries can provide access to 3D modeling is the topic of this literature review. One of the academic library makerspaces are teaching their users to 3D model yet, most of the literature recognizes that 3D modeling is a steep learning curve. All the time of their writing, many were almost giving up, in some cases, they were not. In addition, some studies occurred in makerspaces have in some providing workshops, access to learning aids, and consultants to help users 3D print, but none focus on how workshops or consultations are being conducted, what content is being taught, and whether any of the attendees of maker space practices were successful. In *Primary Research Groups' Academic 3D Printing Report*, 13 out of 33 responding academic libraries said they provided classes on 3D printing. However, there is no information on what these classes taught attendees, what the format of such sessions were, and if any assessment was done to determine if they were successful.

Step 3

打開下載的PDF檔，原創性報告頁面在後半段。
請自行依需求列印提供給指導教授或系所。



The screenshot displays a plagiarism report interface. On the left is a sidebar with a tree view under the heading '書籤' (Bookmarks). It contains a folder 'Academic' which is expanded to show sub-items: '作者為' (Author), 'Academic' (selected), '原創性報告' (Originality Report), and '主要來源' (Main Sources). The main area on the right is titled '原創性報告' (Originality Report) and contains a summary section and a list of sources.

原創性報告			
7%	4%	6%	3%
相似度指數	網際網路來源	出版物	學生文稿

主要來源		
1	Tara Radniecki. "Supporting 3D modeling in the academic library", Library Hi Tech, 2017 出版物	2%
2	journals.ub.uni-heidelberg.de 網際網路來源	1%
3	ejournals.bc.edu 網際網路來源	1%
4	crossfab-workshop.com 網際網路來源	<1%
5	Zeoli, Michael. "Chapter 4: Supplying and collecting books: an uneasy metamorphosis.(E-content in Libraries: Marketpl", Library Technology Reports, Nov-Dec 2015 Issue 出版物	<1%
6	Submitted to Southern Cross University 學生文稿	<1%



常見問題

Q1 規定的相似度比例是多少？

A1 各系所規定不同，**請逕洽各系所辦公室**；圖書館方並沒有規定任何比例。

Q2 相似度比例好像很高怎麼辦？

A2 **請務必一定與指導教授討論**，修改文字或重新編輯調整引用資訊。部分學科與研究主題可能會遇到文字敘述或說明是常見用語，所以請務必與指導教授討論後再行修改。礙於研究專業，圖書館方無法提供任何修改建議，請見諒。

Q3 可以在修改完檔案後重新比對嗎？

A3 可以，但**第三次上傳後系統會在上傳完成後24小時才產生比對報告**；故可分別上傳至不同作業區(Paper 1~ Paper 4 輪流上傳)，以節省報告產生時間。若加入的上傳課程過期，請加入新課程上傳。

Q4 有沒有規定什麼時候之前要上傳？

A4 各系所規定不同，**請逕洽各系所辦公室**；但請評估自己**所需要的工作天**，以免耽誤論文進度。此為雲端服務，接受全球所有用戶上傳使用，故無法急件處理個人需求。



常見問題

Q5 為什麼檔案已上傳很久還沒有產生報告？

A5 若檔案多於400頁且檔案大小超過40MB則無法順利產生比對報告，可移除目次/圖表/參考文獻後另存新檔再以論文本進行比對。****請務必另存新檔並妥善保留自身原始檔案供口試與畢業使用，自己的檔案自己要保管好喔。**

Q6 我之前加入的課程過期了，該怎麼辦？

A6 為有效管理本校可用帳號數，圖書館有設定每個課程的期限，若同學需要下述操作請參考：

- 1) **再次比對**：請參考P.6加入新課程並上傳即可。
- 2) **查看先前比對資訊**：舊課程仍可登入查看，點選比例色塊即可查閱與下載舊的檔案比對結果，但不能在過期課程區上傳新的檔案。****建議在畢業前不要任意刪除過期課程，以利後續查看使用。**

Q7 課程帳號的申請對象？

A7 為有效管理本校可用帳號數，目前僅提供本校教師申請課程帳號。學生請加入圖書館開設的課程進行比對。

Q8 我是老師的TA，我該怎麼做？

A8 歡迎參考本館編列之教師快速操作手冊。

手冊→





其他問題尋求協助

1. 開放時間內親洽總圖1樓參考諮詢台。
2. 開放時間內電洽 06-2757575 轉65780。
3. 來信 libref@libmail.lib.ncku.edu.tw

