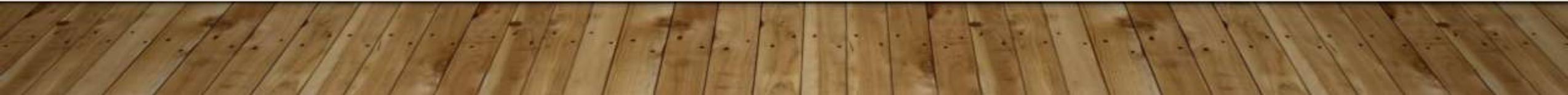


**EVERYBODY
BRING A BRICK:
IMPROVISING ACADEMIC INTEGRITY,
OR, WHAT WE CAN LEARN FROM IMPROV**

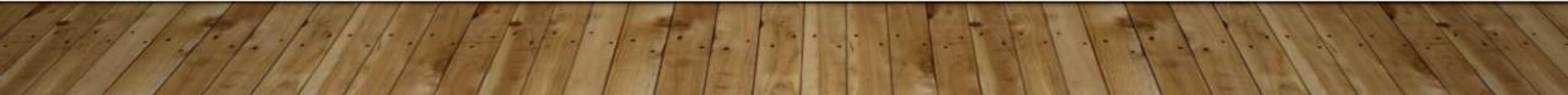
T. FISHMAN, DIRECTOR OF THE INTERNATIONAL CENTER FOR ACADEMIC INTEGRITY



Notes:

1. Some of the material here has been developed for other presentations, and some was developed in collaboration with members of ICAI.
2. The images are copyrighted with credit given to the originators when possible.
3. Special thanks to Alchemy Improv for some of the lessons shared here.

So many thanks are due, to Provost Zaharopoulos, Hariclea Zengos, the team at ACG Events, our student volunteers, our student performers and their professor in the Music dept. – Tatiana Papageorgiou and many others as part of the technical support that made this conference possible. And I should not forget the wonderful dining we've been provided by Deipnosofistirion...

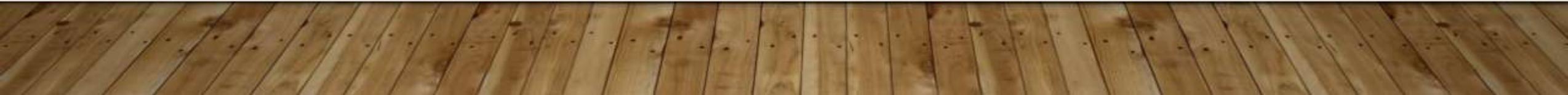


One reason we have such a challenge changing cultures is that often **our systems and usual way of doing things** are working against us.



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(There are many obstacles)

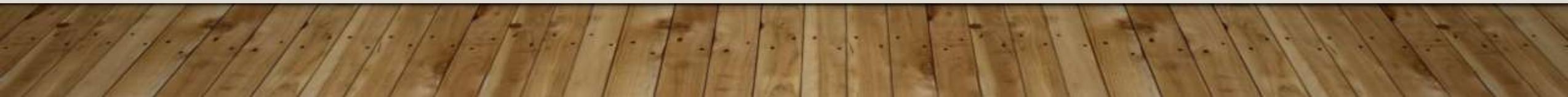


A bit about obstacles:

***(Thank you to Zeenath Reza Khan
And her Father)***

A bit about obstacles:

***Or as Dr. Passas said yesterday,
You can't ask hungry people to
fight corruption.***

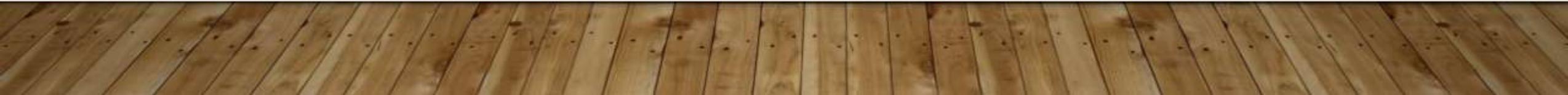




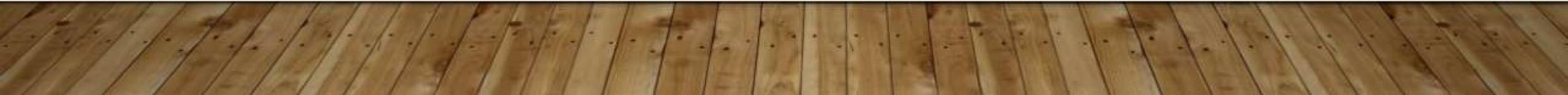
<http://lmaoarchive.blogspot.gr/2013/05/jumping-over-fence-fail-lol.html>

***Ideally, we could overhaul the
systems.***

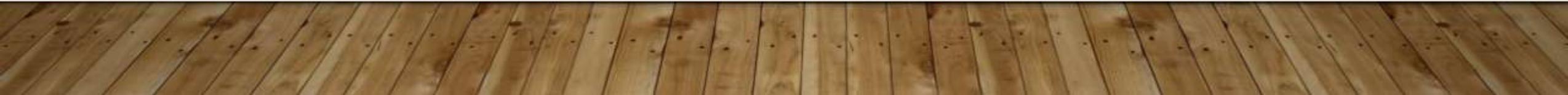
**Imagine, for instance, a an alternative system in
which [the metric of your choice] qualified
students for admittance, and their progress, effort
and contributions were what qualified them to stay.**



***Maybe we can't overhaul the
systems-***



***Maybe we can't overhaul the
systems-
Yet.***



***Maybe we can't overhaul the
systems yet.***

***But we can make changes to our
practice.***

(Thanks to Jim Lang for suggesting small, low-risk changes)

Reconceptualizing the Problem:

***We still teach as if the information
is “the thing”***

***We need to teach as if identifying
and critiquing and **using**
information is “the thing”
(because it is.)***



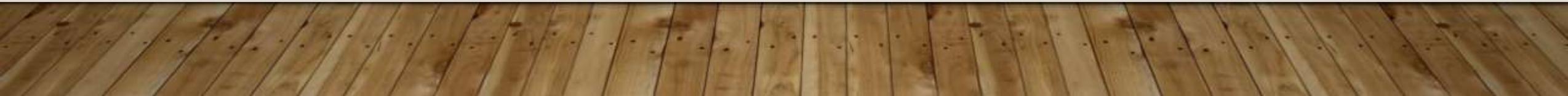
***We need to change our pedagogy
so that it rewards thinking:***

- 1. So as not to disadvantage
honest students.***
- 2. To provide better preparation
for the “real world”***

(Further re-conceptualization)

*We also still **assess** as if
remembering information is “the
thing”*

We need to assess as if **doing something** with information is “the thing” (because it is).



Why must we change?

One of our most important functions* is credentialing . . .

If we can't assure competency reliably, we won't be looked to for it.

(Yet further reconceptualization)

***It makes no sense to reward A
when what you want is B.***

On the Folly of Rewarding A, While Hoping for B

by: Steven Kerr

The Academy of Management Journal, Vol. 18, No. 4. (December 1975), pp. 769-783

(Yet further reconceptualization)

***It makes no sense to reward A
when what you want is B.***

On the Folly of Rewarding A, While Hoping for B

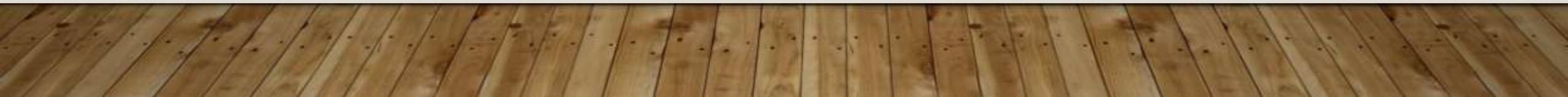
by: Steven Kerr

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We need to develop students' **capacities and evaluate in ways that reward capacity development.**

The objective of the work we assign isn't the production of better assignments/essays/projects; It's the development of greater ***capacities***.

Put another way—the point of assignments isn't the assignments—it's the students.



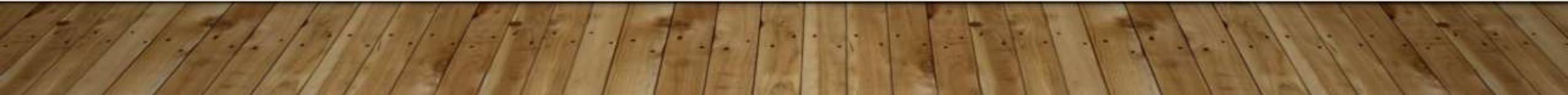
***It makes no sense to reward A
when what you want is B.
So how can we do less of that . . .***

Now imagine this is an intermission—put that question on the back burner, while we turn to the matter of the bricks . . .



Lessons on Creating Cultures of Integrity from Improv:

1. Yes &
2. Bring a Brick
3. Make your partner(s) look good!
4. Make bold choices
5. Fail hard, try again

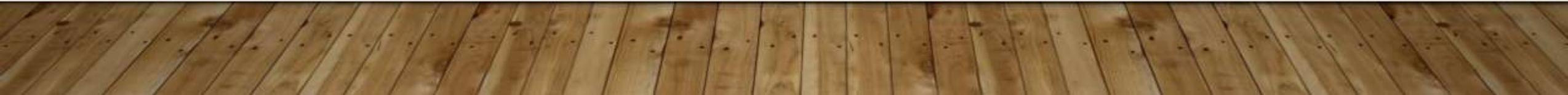


Lessons from Improv: MACRO

1. Yes &
2. Bring a Brick
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5. Fail hard, try again

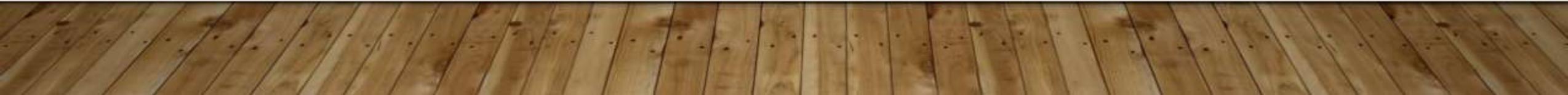
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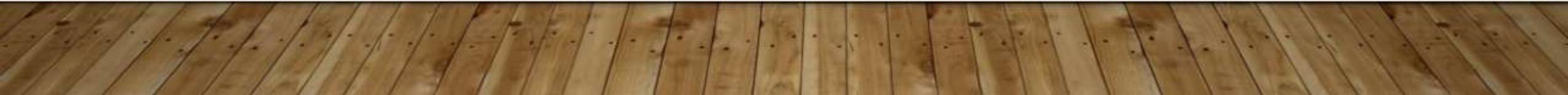
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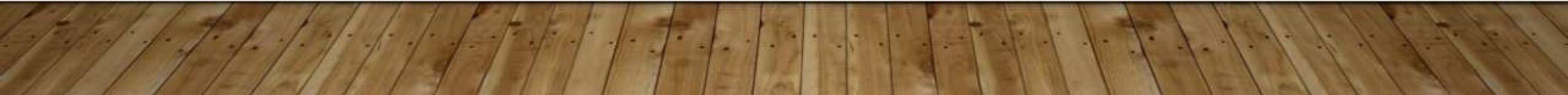
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Lessons from Improv:

1. Yes &
2. Bring a Brick
3. Make your partner(s) look good!
- 4. Make bold choices**
5. Fail hard, try again



Lessons from Improv:

1. Yes &
2. Bring a Brick
3. Make your partner(s) look good!
4. Make bold choices
5. Fail hard, (**FAIL FORWARD**) try again

Lessons from Improv: Micro

1. Yes &
2. Bring a Brick
3. Make your partner(s) look good!
4. Make bold choices
5. Fail hard, try again

Lessons from Improv: Micro (And by “Micro” I really mean “Macro”)

1. Yes &
2. Bring a Brick
3. Make your partner(s) look good!
4. Make bold choices
5. Fail hard, try again



Benefits of improv pedagogy for students:

“Yes and-ing” as learners

Don't jump halfway across.

Collaborative > competitive.

Watch, listen, engage, build.

Think diagonally.

Don't be an obstacle.

Failure is not just inevitable—it's a great teacher.

Embrace mistakes.

Be willing to be changed.

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Be willing to be changed.

Benefits of improv pedagogy for ~~students~~: EVERYBODY

“Yes and-ing” as learners

Don't jump halfway across.

Collaborative > competitive.

Watch, listen, engage, build.

Think diagonally.

Don't be an obstacle.

Failure is not just inevitable—it's a great teacher.

Embrace mistakes.

Be willing to be changed.

Benefits for teachers

Find the good.

Fall out of love with your script and agenda.

Watch, listen, engage, build.

Take some risks.

Fail. Fail Publicly. Fail Forward. Try again.

Sources and Further Reading:

10 Reasons for Teachers To Use Improv (Jeff Sevener) <http://secondcitynetwork.com/10-reasons-teachers-use-improv-classroom/>

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(course sign-up)

https://apm.activecommunities.com/secondcitytraining/activity_search/improv-for-creative-pedagogy/10932

Whose classroom is it, anyway?

Improvisation as a teaching tool. Berk, R. A., & Trieber, R. H. (2009). Journal on Excellence in College Teaching, 20 (3), 29-60

How Improv Can Open Up the Mind to Learning in the Classroom and Beyond (Linda Flanagan) <http://ww2.kqed.org/mindshift/2015/01/30/how-improv-can-open-up-the-mind-to-learning-in-the-classroom-and-beyond/>

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