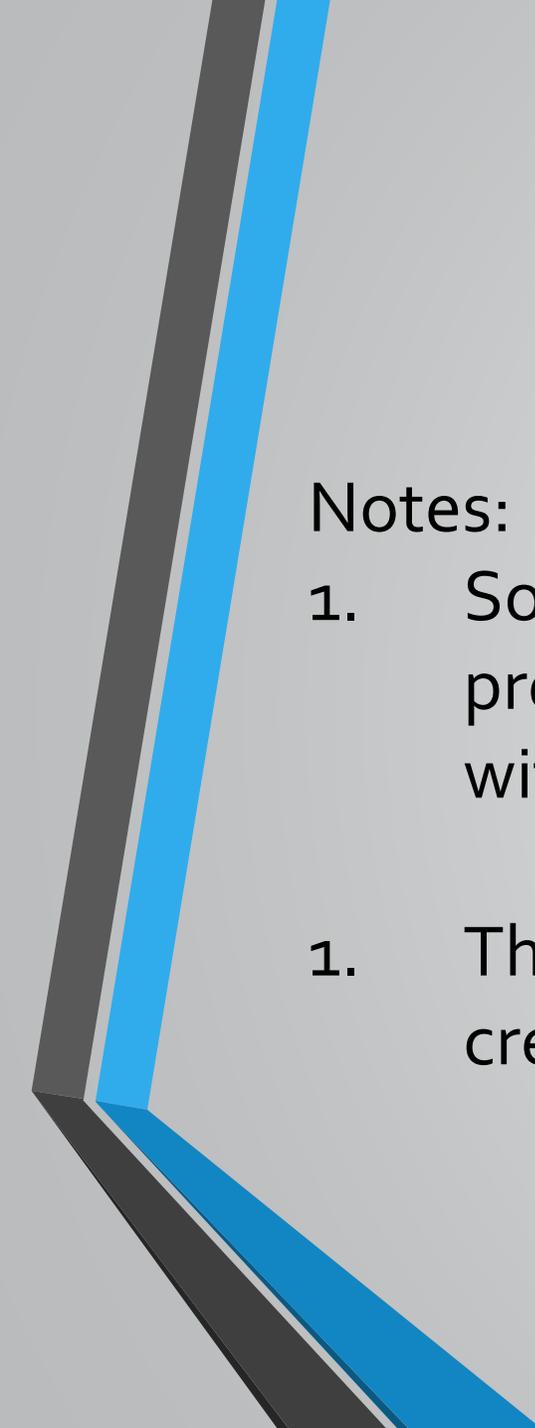




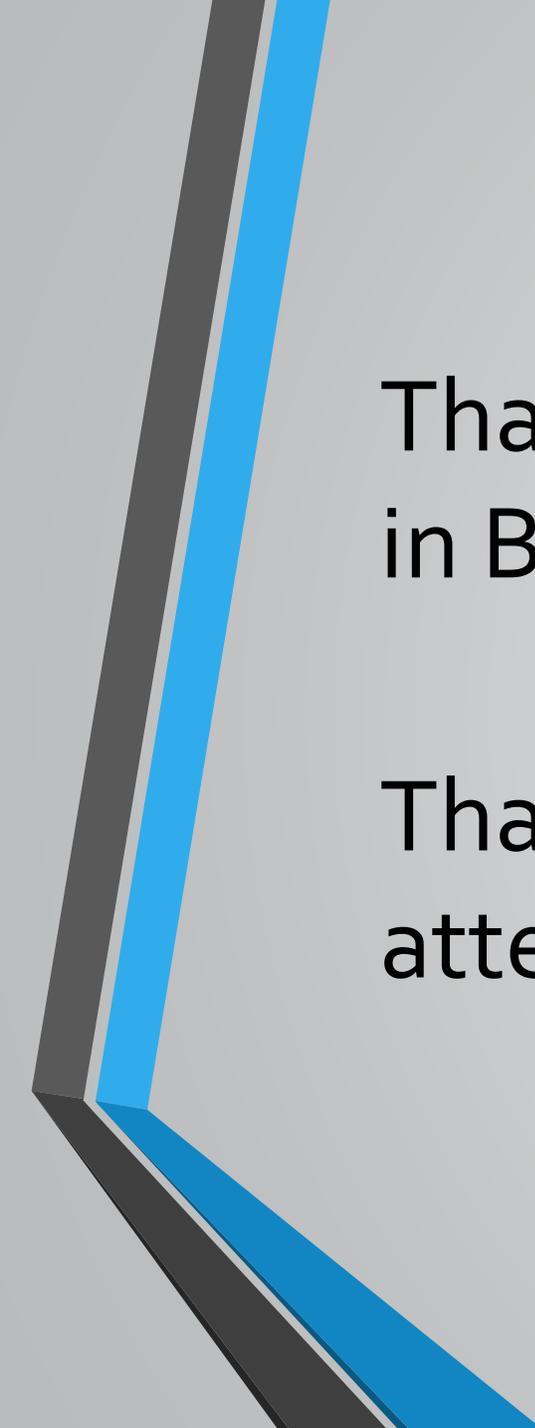
Experiential Learning, Authenticity, and Improvisation in the Service of Academic Integrity

T. Fishman



Notes:

1. Some of the material here has been developed for other presentations, and some was developed in collaboration with others.
1. This presentation includes copyrighted images with credit given to the originators when possible.



Thanks to Tomáš, Dita, and everyone here
in Brno. Also thanks to Trac

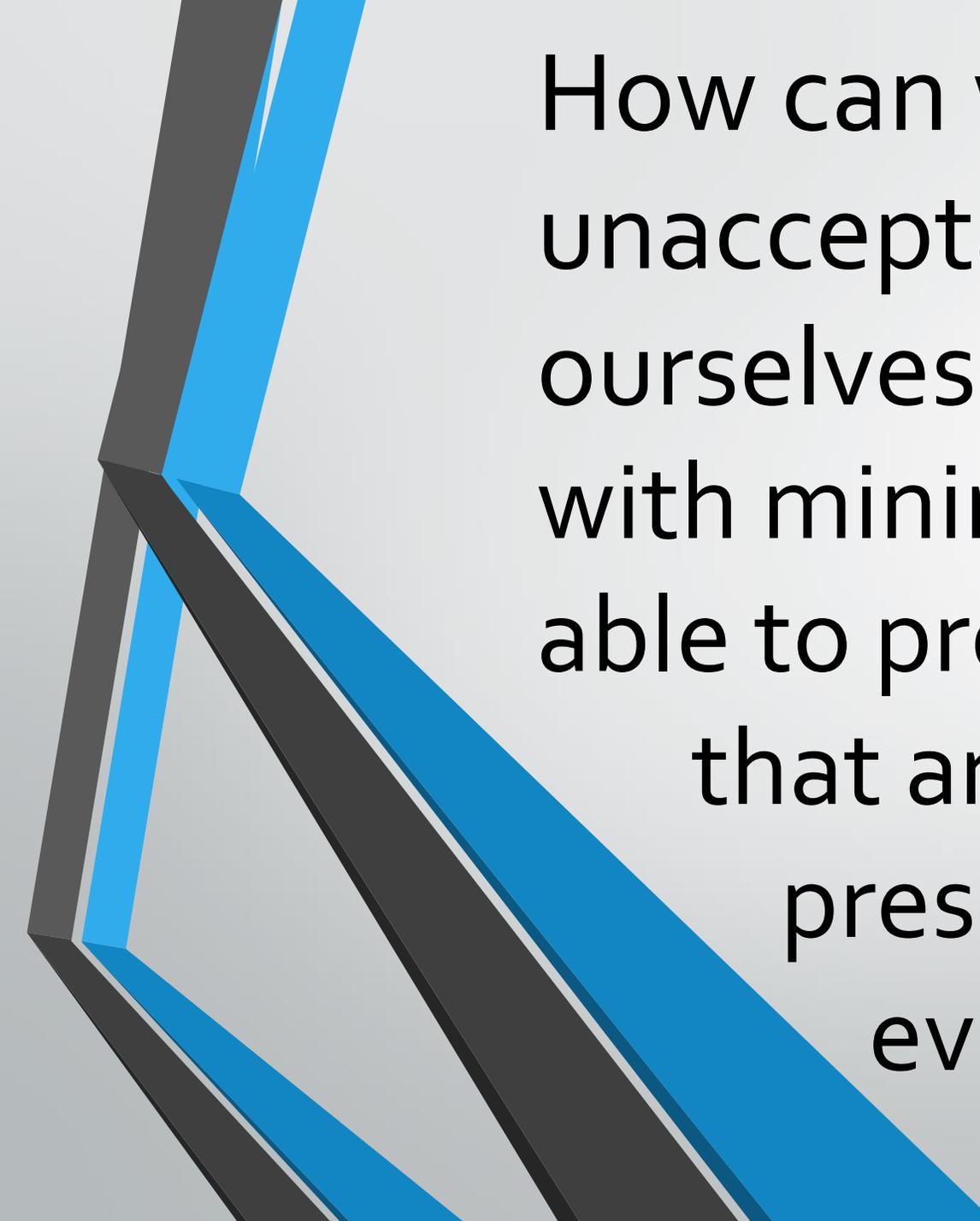
Thank you to all of the presenters and
attendees.



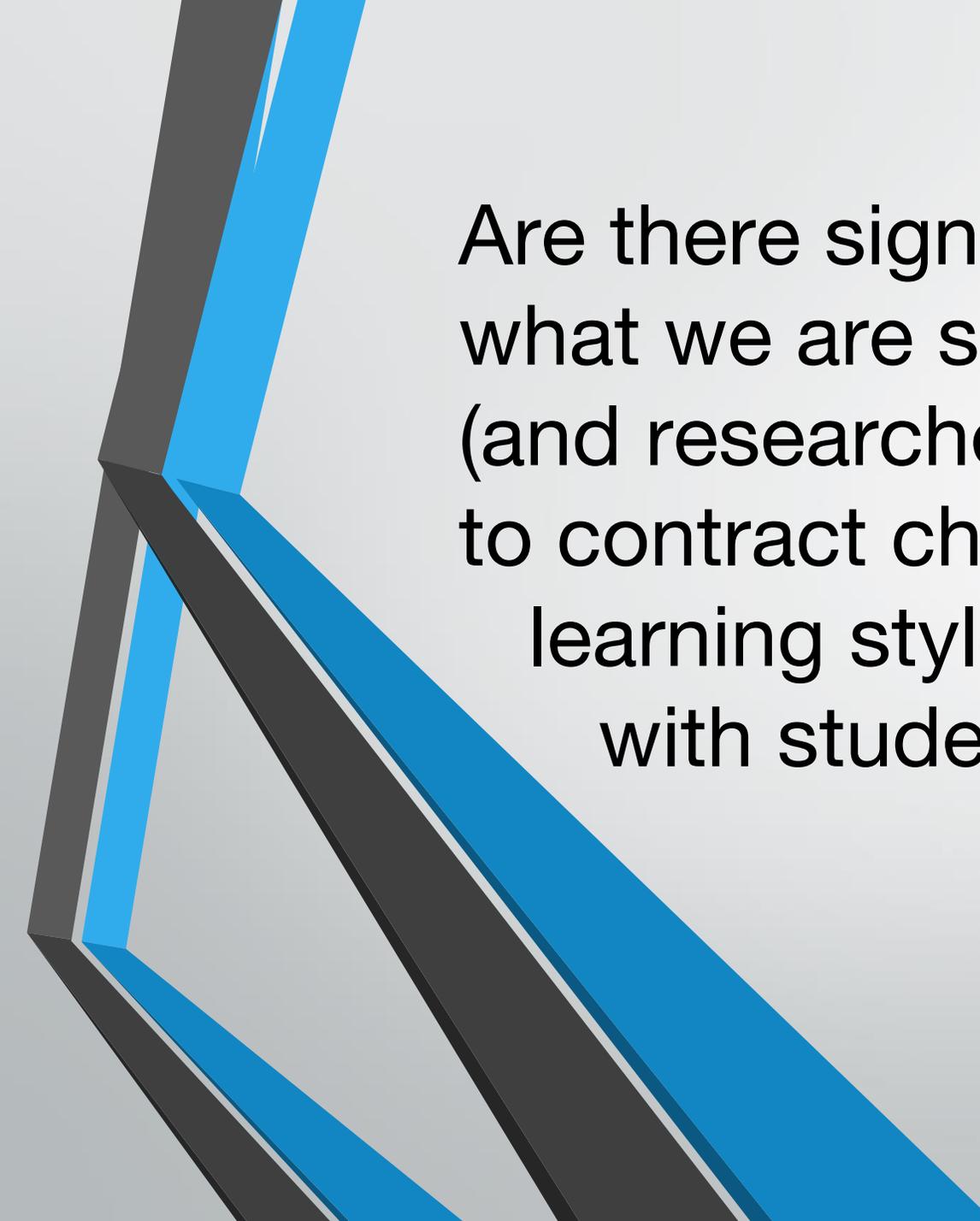
A few threads from this
conference, to ground
and frame what
follows:



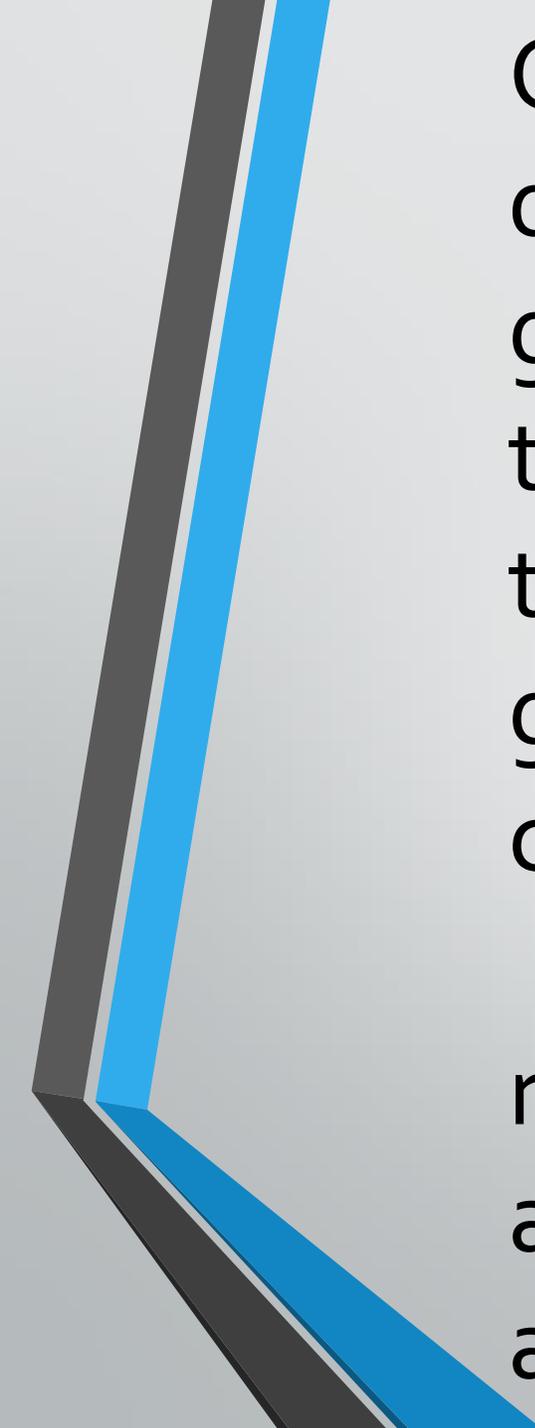
In what ways, and to what extent can assessment design effectively address academic integrity issues including plagiarism and contract cheating?



How can we address the unacceptable situation we find ourselves in, in which writers with minimal qualifications are able to produce bespoke essays that are [fraudulently] presented by others as evidence of competency?



Are there significant differences between what we are seeing in today's students (and researchers, and faculty) with regard to contract cheating, values, learning styles and what was the case with students of the past?



One reason we struggle with these questions and with academic integrity in general is because it is so tempting to think about academic integrity issues in terms of what we don't want--plagiarism; grade inflation; data manipulation; contract cheating;

rather than in terms of what we want--skill acquisition; verifiable, trustworthy data, and learning.

This is like attempting to steer a car by focusing on the brakes.

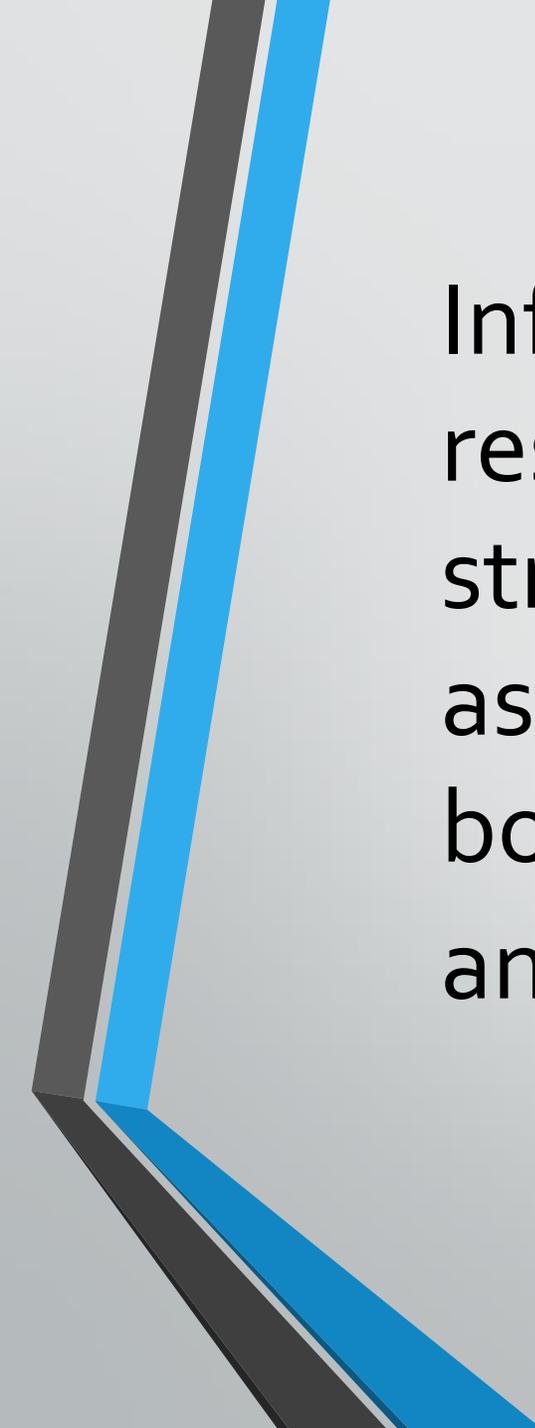


https://i.ytimg.com/vi/gRN_L3nTILQ/maxresdefault.jpg

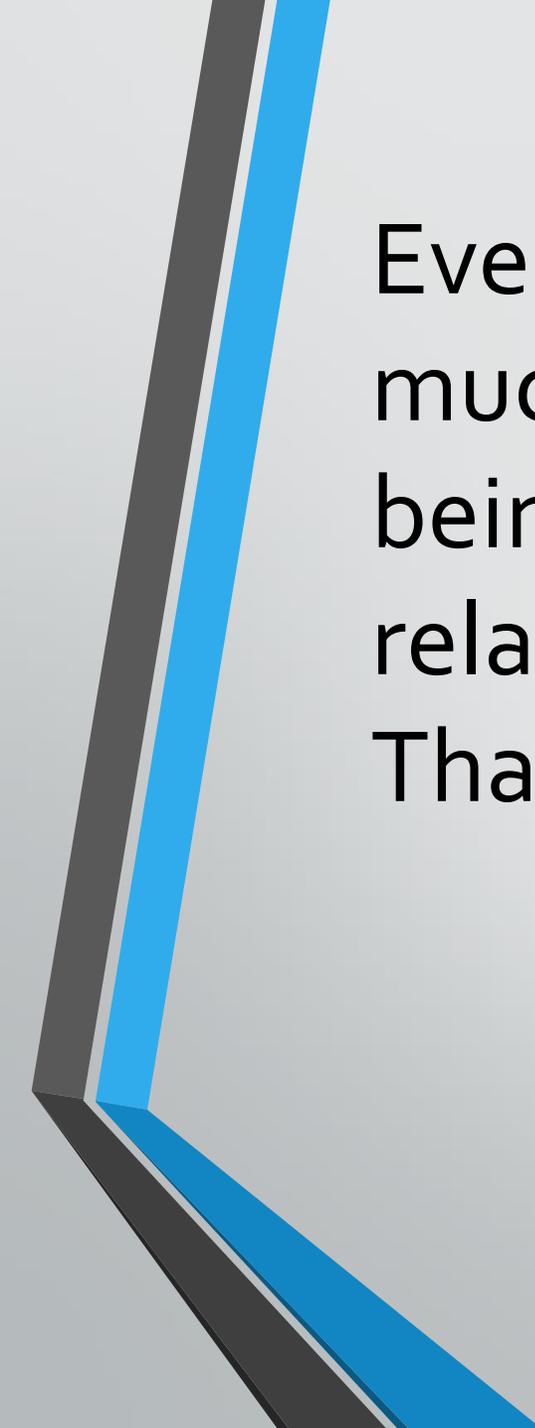
Instead, we should be steering.



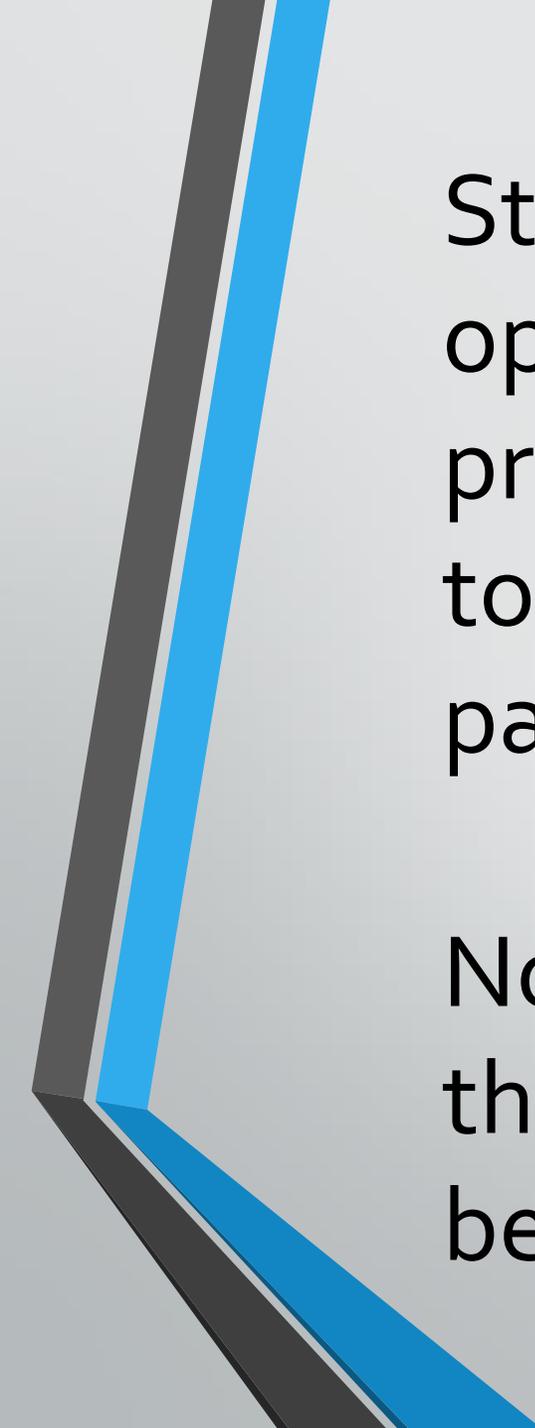
<https://s-media-cache-ak0.pinimg.com/736x/cd/01/db/cd01db266da172805e53221d910de764.jpg>



Information is no longer in short or restricted supply; we must think about structuring our teaching and assessments in such a way that they both foster and reward understanding and mastery.

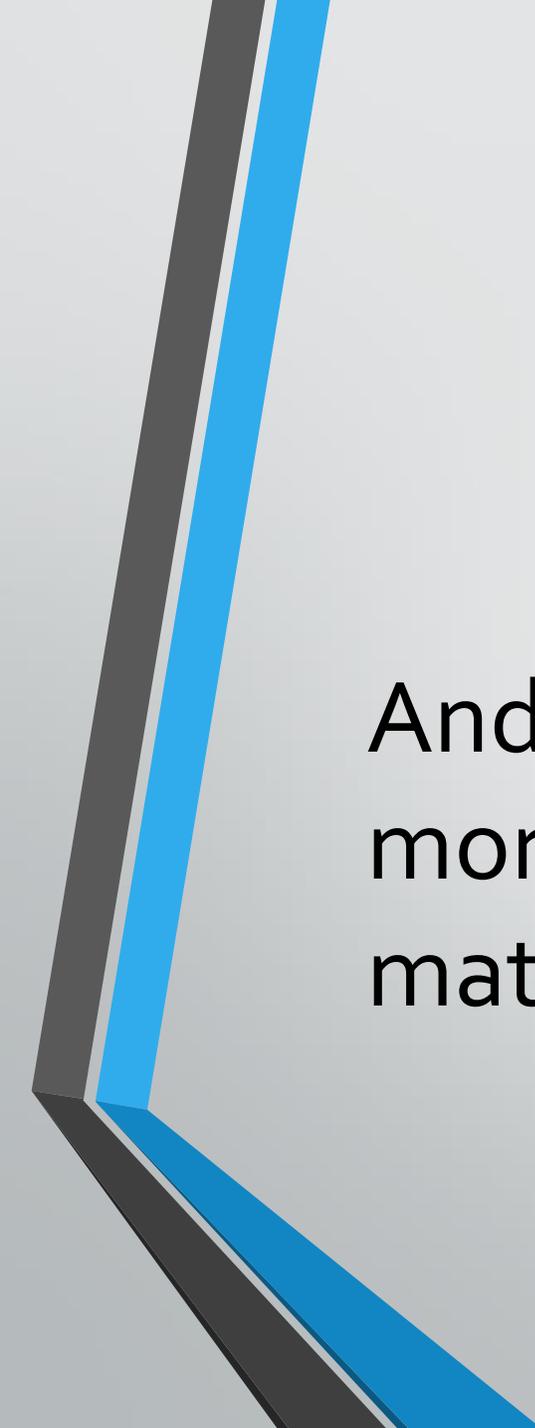


Even though we have other options,
much of our teaching still consists of us
being active while the students are
relatively passive/inactive;
That's backwards.

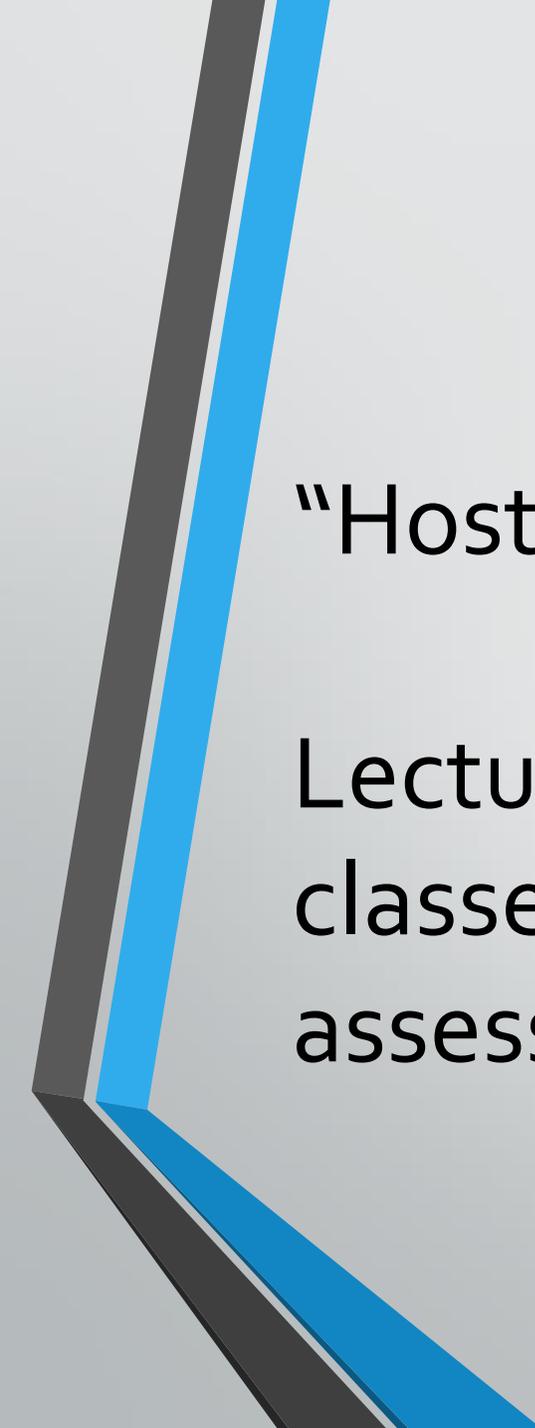


Starting with some safe, low stakes opportunities without too much pressure, we must require the students to be present, and to be active participants in their learning.

Note: This pays pays dividends down the road when some of those students become researchers and academics.

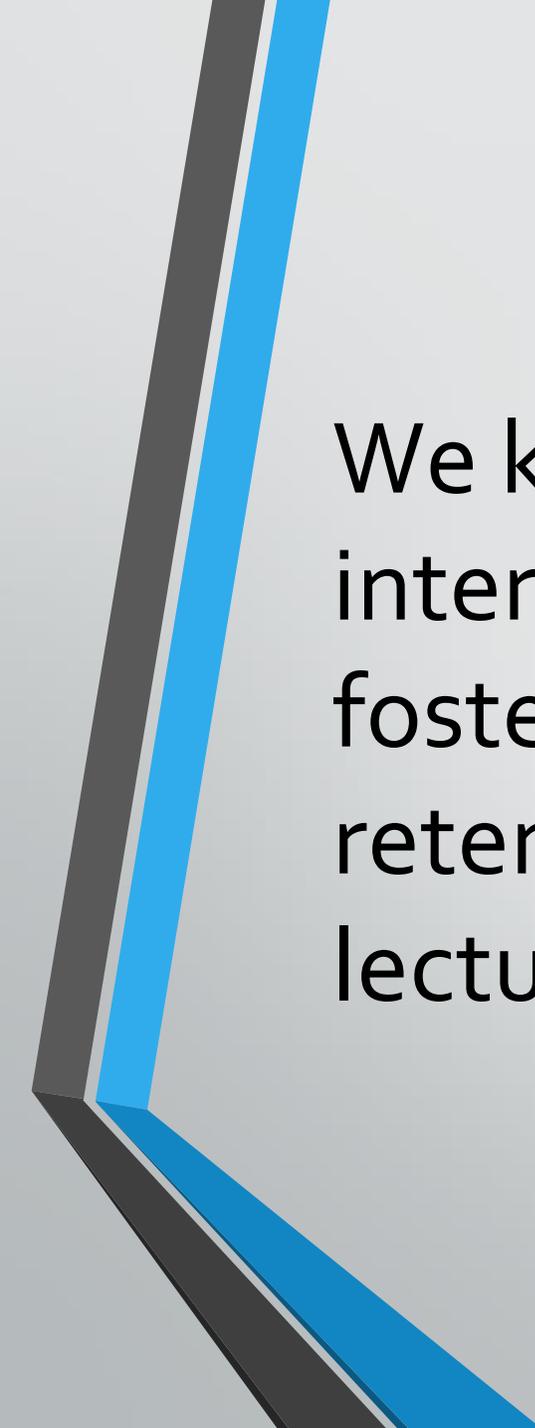


And we know that mastery means far more than being able to memorize material for a brief, one-time display.

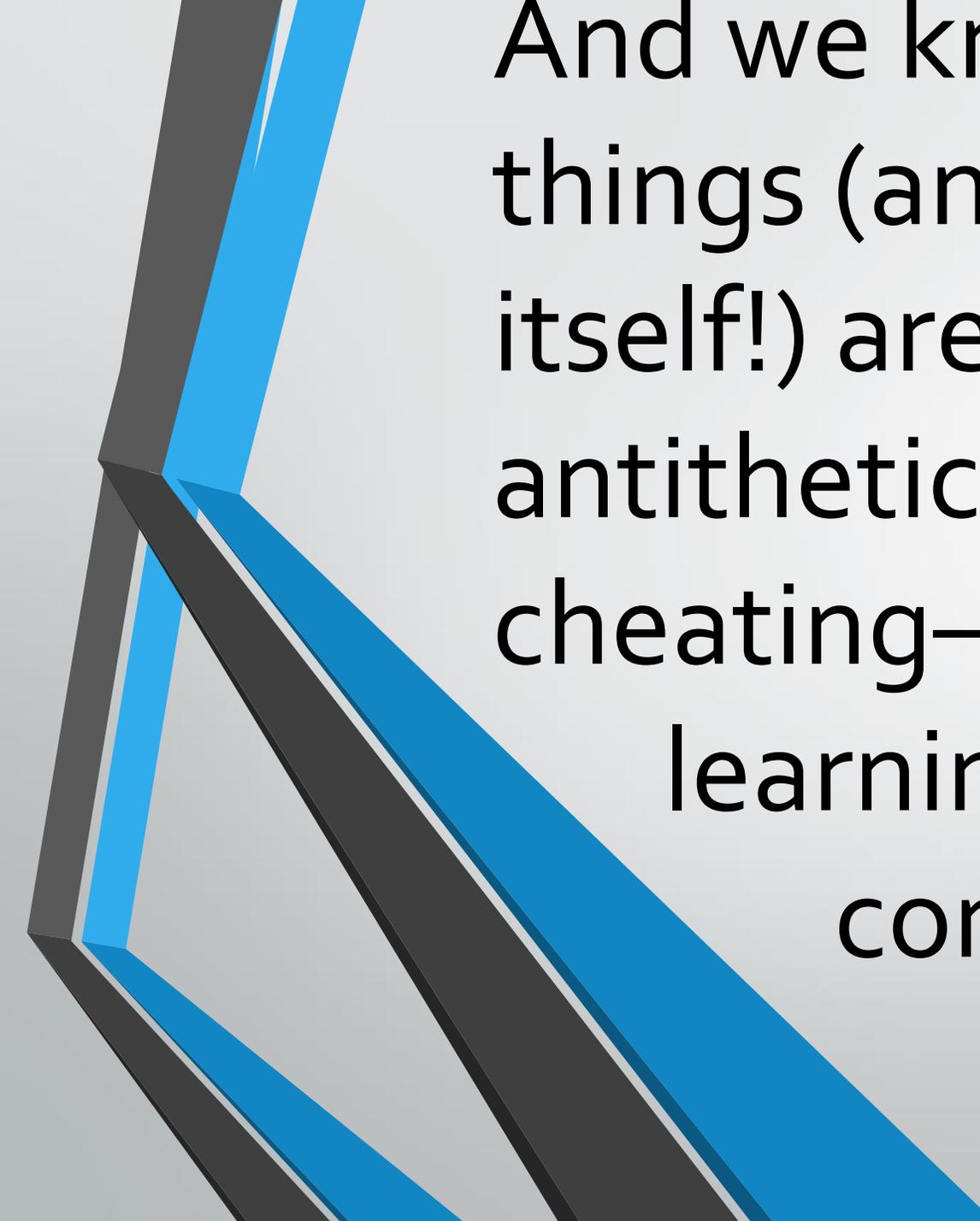


“Hostile Architecture”

Lectures halls, yes, but also large classes, infrequent, high-stakes assessments, “weed out” classes.



We know that smaller classes, activities, interactivity are key engagement, and fostering a sense of community (critical both to retention and to learning) than are huge lectures.

An abstract graphic on the left side of the slide, consisting of several overlapping, semi-transparent geometric shapes. The shapes are primarily blue and grey, with some white highlights, creating a sense of depth and movement. The shapes appear to be fragments of a larger, complex structure, possibly a cube or a similar 3D object, viewed from an angle.

And we know those things (and engagement itself!) are also antithetical to cheating—engaged learning is compatible with integrity.

Change is difficult.

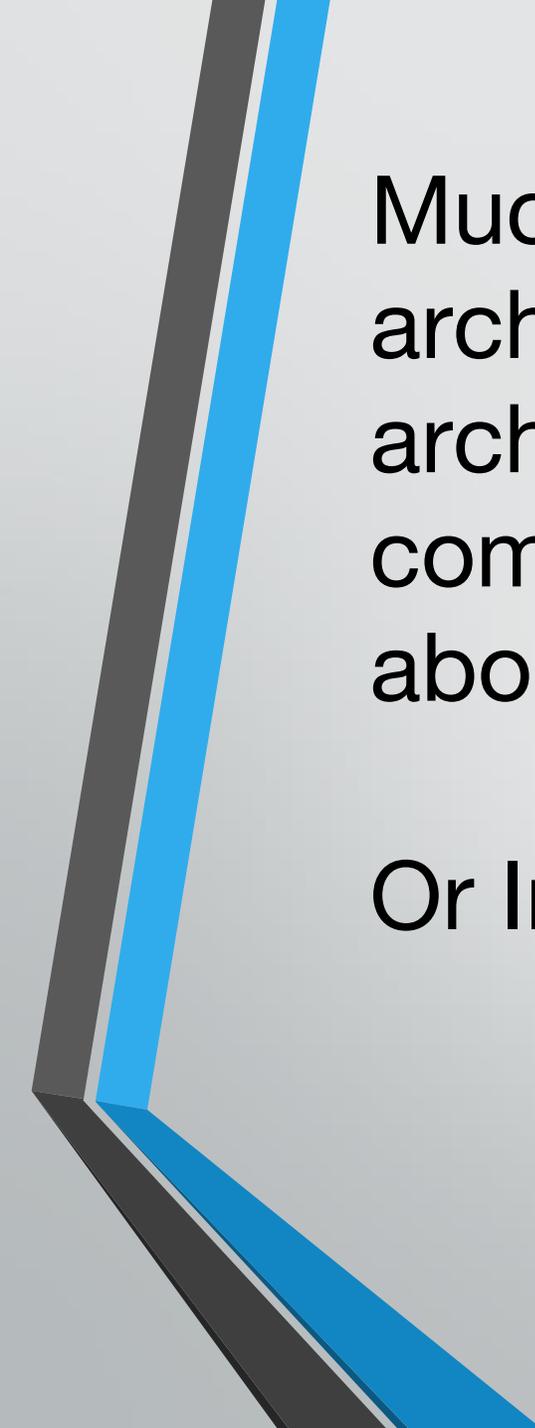


Sweeping institutional change is especially difficult.



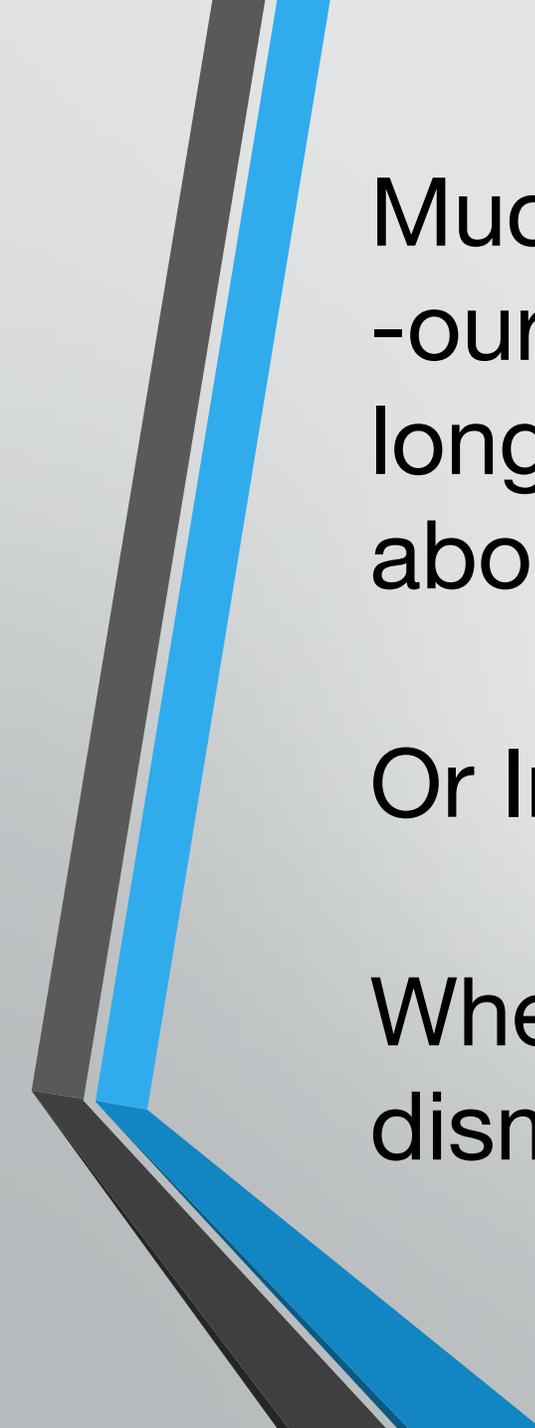


Much of our institutional
architecture--our pedagogical
architecture--is no longer
compatible with what we know
about learning.



Much of our institutional
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compatible with what we know
about learning.

Or Integrity.



Much of our institutional architecture--our pedagogical architecture--is no longer compatible with what we know about learning.

Or Integrity

Where that is the case, it's time to dismantle--or at least retrofit.



. . . and more time making
walls irrelevant.



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

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

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

Elements of the problem:

1. We still teach as if the information is “the thing”

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



Elements of the problem:

2. We (teachers) take more of an active role than do students

(Even though we know that active learning is far more effective)



Elements of the problem:

***3. When we use new media
(which is not often enough), we
use it as if it were old media.***

***This is a place where it is easy to
be uncomfortable, but it's worth
trying new things.***

What that might look like:

What if we had students submit lab reports (and similar assignments) in short video format?

What if we asked for pinterest-type logs of group projects?

What if students had to explain course concepts on the spot, using illustrations they had never seen before?



These kinds of pedagogical changes have the potential to

1. Increased likelihood of mastery;
2. decrease the disadvantage honest students.
3. Provide better preparation for the “real world” and to set the stage for lifelong learning.



(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).***

***(So if we use those tools to have
them report content rather than
doing something with it we’ll still
be doing it wrong.)***



***Why must we change our
pedagogy?***

Better learning.

***More accurate evaluation of
useful/usable learning.***



***Why must we change our
assessments?***

***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



Why must we change?

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

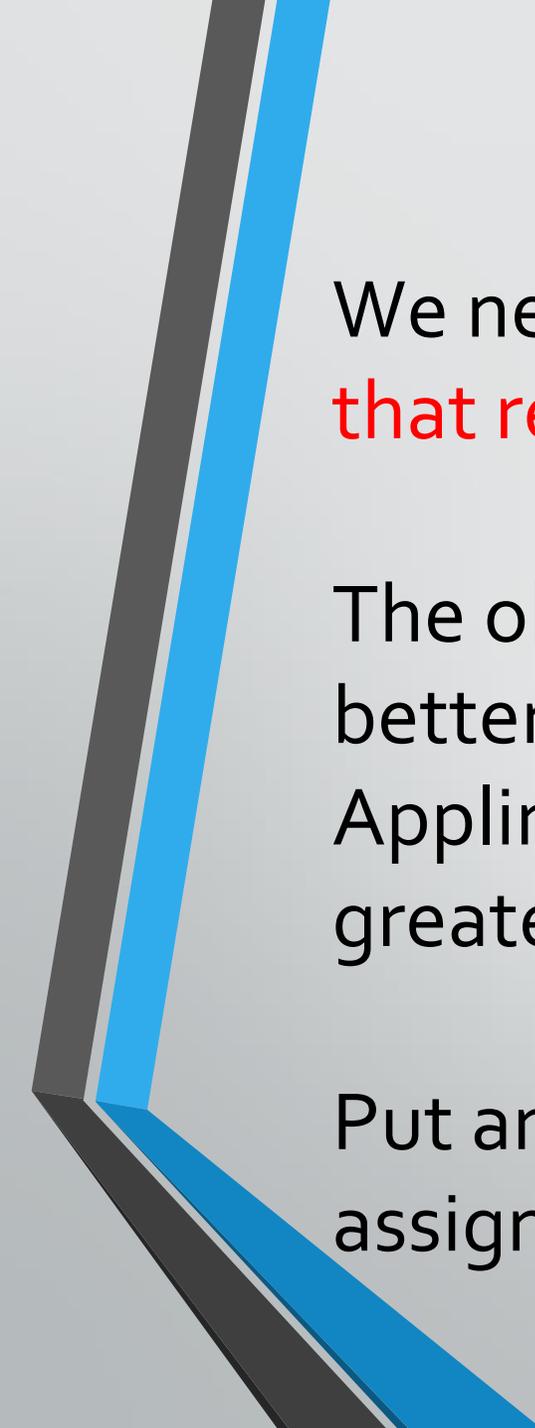
If we can't assure competency reliably, we won't be looked to for it.

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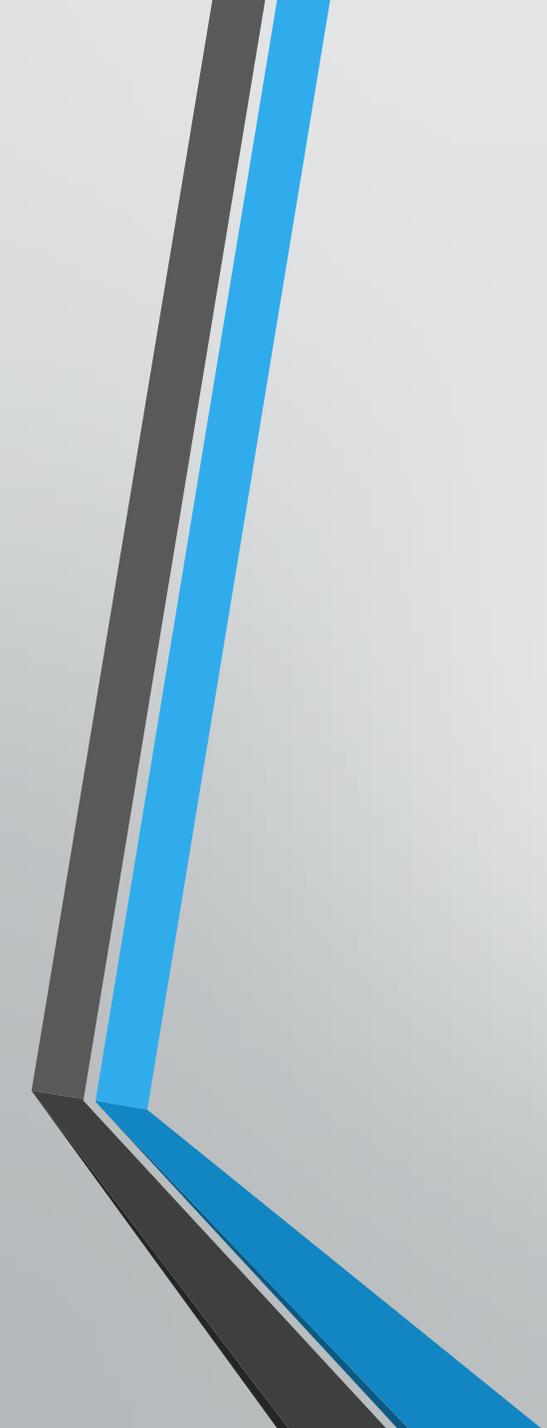
Credentialing has everything to do with integrity.



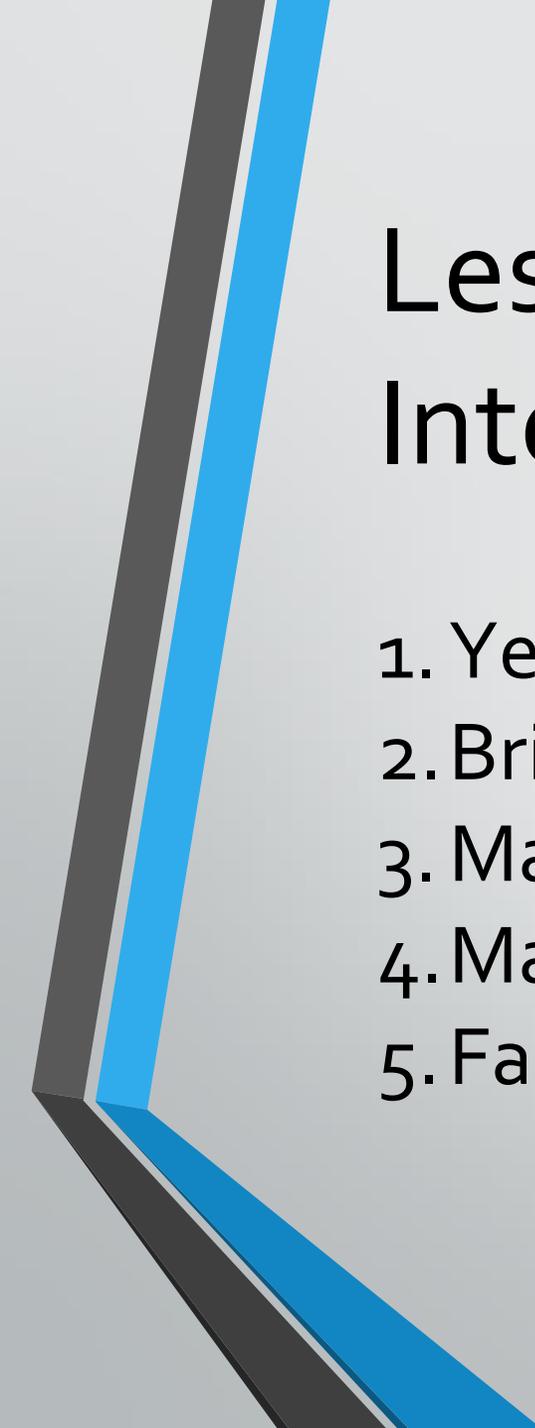
We need to develop students' **capacities and evaluate in ways that reward capacity development.**

The objective of the work we assign isn't the production of better assignments/essays/projects (Thank you to Dean Appling); The reason we assign and assess work is to develop greater ***capacities and to make sure that's happening.***

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



What would it look like?



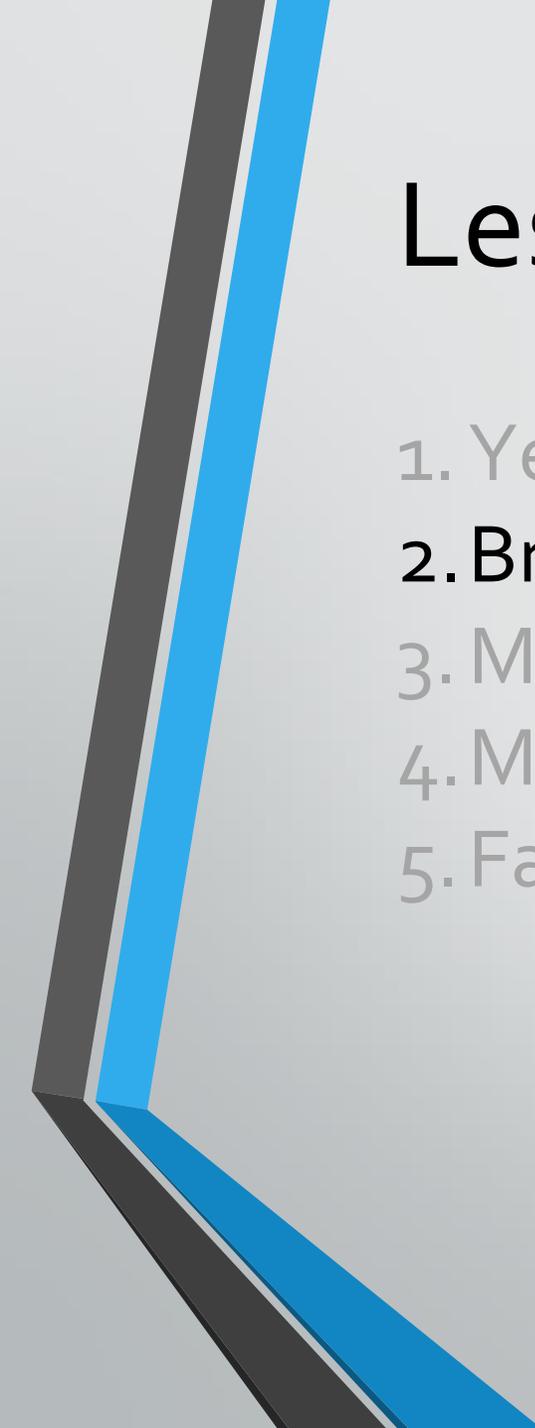
Lessons on Creating Cultures of Integrity from Improv:

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



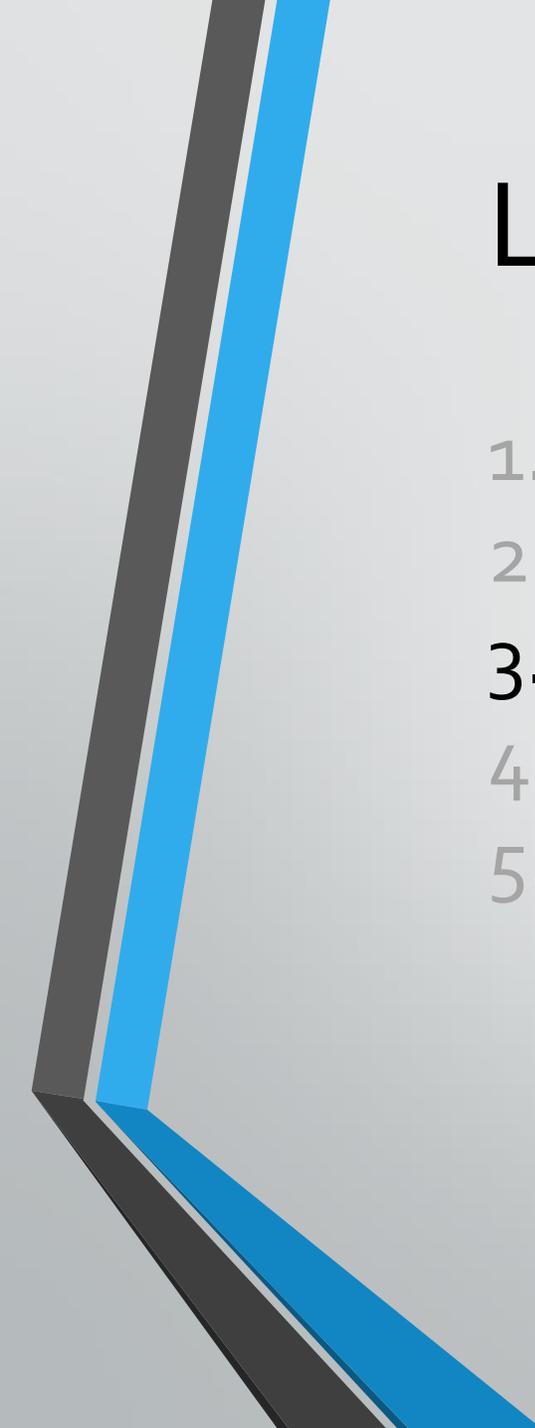
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Lessons from Improv:

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

Lessons from Improv: Micro

1. Yes &
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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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Benefits of improv pedagogy for ~~students~~: EVERYBODY

“Yes and-ing” as learners

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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.

Benefits for students

Being responsible for learning, yet having the opportunity to (safely) fail and try again.

The opportunity to interact with ideas without having to accept them--room to explore.

The confidence that only comes via experiences.

Take some risks.

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Benefits for students

EVERYONE!

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Sources and Further Reading:

10 Reasons for Teachers To Use Improv

(Jeff Sevener)

<http://secondcitynetwork.com/10-reasons-teachers-use-improv-classroom/>

Improv for Creative Pedagogy

(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)

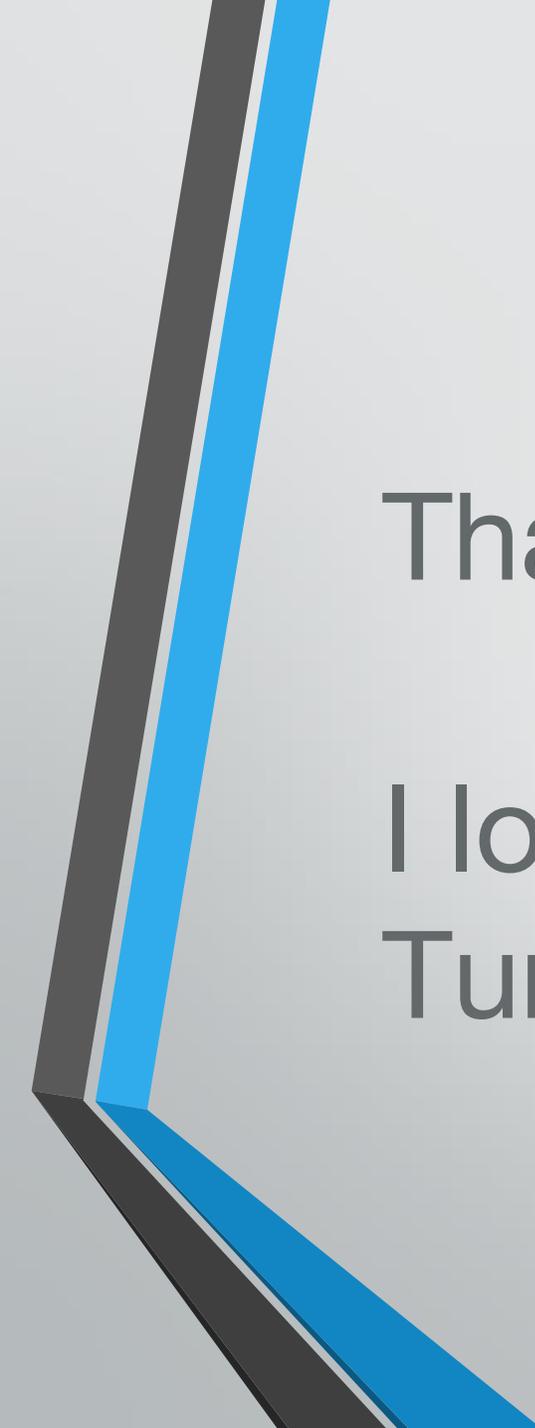
<http://ww2.kqed.org/mindshift/2015/01/30/how-improv-can-open-up-the-mind-to-learning-in-the-classroom-and-beyond/>

Improv Theatre and Complex Adaptive Systems (Michelle James)

http://creativeemergence.typepad.com/the_fertile_unknown/2009/12/improv-theater-and-complex-adaptive-systems.html

Alchemy Improv, Greenville, SC





Thank you.

I look forward to seeing you all in
Turkey!