American Association of Philosophy Teachers

Nineteenth Biennial International Workshop/Conference On Teaching Philosophy

July 25 – 29, 2012

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2012 Program at a Glance

Wednesday, July 25

TBA (p.m.)	Conference Check-In
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7:00 – 8:00	Open Board Meeting (All are welcome to attend.)

Thursday, July 26

7:30 – 9:00	Breakfast
9:00 – 5:00	Conference Registration
TBA	Book Exhibit
9:00 – 12:00	Teaching and Learning Seminar
9:00 – 9:15	Opening Convocation
9:30 – 10:30	Concurrent Workshops: Session #1
10:30 – 10:45	Break
10:45 – 11:45	Concurrent Workshops: Session #2
11:45 – 1:00	Lunch
1:00 – 2:30	Concurrent Workshops: Session #3
2:30 – 2:45	Break
2:45 – 4:15	Concurrent Workshops: Session #4
4:30 – 5:30	AAPT Members Meeting
	(All are welcome to attend.)
5:30 – 7:00	Dinner
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Friday, July 27

7:30 – 9:00	Breakfast
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9:00 – 10:30	Concurrent Workshops: Session #5
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5:00 – 6:00	Open Board Meeting (All are welcome to attend.)
6:30 – 8:30	Banquet
	Presidential Address by Nils Rauhut

Saturday, July 28

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9:00 – 5:00	Conference Registration
TBA	Book Exhibit
9:00 – 12:00	Teaching and Learning Seminar
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11:45 – 1:00	Lunch
1:00 – 2:00	Concurrent Workshops: Session #12
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Sunday, July 29

7:30 – 9:00	Breakfast
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10:45 – 11:45	Informational Session #2
11:45 – 1:00	Lunch

Concurrent Workshop & Informational Session Schedule

Session #1/Thursday, 9:30 – 10:30
    a. Crista Lebens, "Uses of Multimedia Representations in Undergraduate Philosophy Courses"
    b. Tracie Mahaffey, "The Nature Journal as a Tool for Examining Value in Environmental Ethics"
    c. Allyson Mount, "Teaching Logic With Games and Puzzles"
    d. Steven Todd, "Rigorous Re-education and Retention"
    e. Douglas Walcerz, "Granting your three wishes: I wish my students would write more, I wish they would revise their work, and I wish I could provide rapid feedback."

Session #2/Thursday, 10:45 – 11:45
    a. Tracy Lupher, Thomas Adajian, and Christopher Runyon, "Ways of Teaching Logic: Traditional, Online, and Blended Classes"
    b. Ryan Pollock and David Agler, "Using Games in the Philosophy Classroom"
    c. Mark Jensen, "The Benefits and Challenges of a 100% Paperless Classroom"
    d. Walter Ott, "An Open Source Workbook for Modern Philosophy: Promise and Problems"
    e. Anne Pomeroy, "Teaching Sartre through Kurosawa's *Ikiru*"

Session #3/Thursday, 1:00 – 2:30
    a. Norm Freund, Kent Anderson, and Thomas Riley, "Measuring for Insight: Three Assessment Models for Philosophy"
    b. Dennis Earl, "Creating the best rubric for assessing argumentative writing in philosophy, both for grading and for program assessment: A group exercise"
    c. Galen Foresman, "How Combining Bloom's Taxonomy and Dr. Seuss Can Improve Student Learning in Ethics"
    d. Nils Rauhut and Tziporah Kasachkoff, "Everything you always wanted to know about multiple- choice questions in philosophy- but were afraid to ask"
    e. Jamie Phillips, "Teaching Students How to Think Philosophically Using Pop Culture Sources"

Session #4/Thursday, 2:45 – 4:15
    a. David Concepción, "Why that learning objective?"
    b. Scott McElreath, "Ethics Across the Campus"
    c. Jennifer Mulnix, "Teaching Philosophy Through Lived Experience"
    d. Renée Smith and Linda Palm, "Homework and student learning in philosophy: A practical look at homework and its effectiveness in philosophy courses"

Session #5/Friday, 9:00 – 10:30
    a. Bob Fischer and Jeffrey Gordon, "Philosophy: Handmaiden to Democracy or Steward of the Soul? A Debate on the Best Uses of an Introductory Philosophy Course"
    b. Paul Green, "When and How to Lecture"
    c. Rory Kraft and Mimi Marinucci, "Addressing Sex in Class"

    d. Jennifer Mulnix and M.J Mulnix, "Teaching Philosophy Courses on the Happy Life, Good Life, and Moral Life"

    e. Nathan Ross and Sokthan Yeng, "On Arts Integration in the Philosophy Classroom: Applying the Lincoln Center Model"

Session #6/Friday, 10:45 – 11:45

    a. David Backer and Timothy Ignaffo, "Pre-College Instruction of Philosophy: Reflections informed by experience"

    b. Prakash Chenjeri, "Philosophy and Democracy: Importance of a Philosophically Informed Citizenry"

    c. Daniel Mittag, "Transitioning from Group Work to Team Work: Conditions for Effective Team Projects"

    d. Charles Pence, "Oyun: Prisoner's Dilemma Tournaments in the Philosophy of Science"

    e. Steve Finn, "Change of Pace Activities for Philosophy Course"

Session #7/Friday, 1:00 – 2:00

    a. Jeremiah Conway, "Philosophy Beyond The University Classroom: The Friendship Project"

    b. Chris Latiolais, "Pedagogy, Psychoanalysis, and Supervising Autobiography"

    c. Rob Loftis, "Open Access Logic Texts: Creating an Open Introduction to Logic"

    d. Russell Marcus, "How to Sit at the Back of the Class"

    e. Rebecca Scott, "Remembering the Ends: A Problem Based Learning Inspired Approach to Teaching Health Care Ethics"

Session #8/Friday, 2:15 – 3:15

    a. Bill Anelli, "Not Just Argument Mapping: Representing the Structure of Complex Primary Texts with Concept Maps"

    b. Jack O'Connor, "The Three Sisters: How Companion Planting Can Mutually Reinforce More Than Just Crops"

    c. Joyce Lazier, "What's the Meaning of Life? There's an App for That..."

    d. Matthew Lee, "A Truly Hands-On Approach to Teaching Logic"

    e. Adam Valenstein, "Notes from a First-Time Philosophy Teacher: Aims, Method, & Assessment"

Session #9/Friday, 3:30 – 5:00

    a. Glenn Hartz, "Creating an Online Philosophy Course: Why and How"

    b. Jennifer McCrickerd, "The Brains Behind Teaching: Understanding how Learning Happens"

    c. Wanda Teays, "Teaching Ethics Through Movies"

    d. Cathal Woods, "Understanding & Diagramming Different Types Of Objection"

Session #10/Saturday, 9:00 – 10:30

    a. Chris Calvert-Minor, "Teaching Philosophy in Second Life"

    b. Alexis Dyschkant, "Philosophy Youth Outreach: Starting From Scratch"

    c. Phil Jenkins and Joan Grassbaugh Forry, "Grading Plagiarism as a Moral Issue"

d. Chris Mayer, "Assessment of Student Learning within an Introduction to Philosophy Course"
e. Leslie Miller, "Lizard Brain Taming: Reducing Student Resistance and Improving Engagement Through Metacognition"

Session #11/Saturday, 10:45 – 11:45
a. Andrew Mills, "What are Philosophical Questions?"
b. Kyle Fruh, "Owning Assignments and Popular Culture: Meta-learning in Philosophy Courses"
c. Joseph Givvin, "Using Humor and the Philosophy of Humor in Introductory Philosophy"
d. John Immerwahr, "Incorporating Writing (while still having a life)"
e. Jack Green Musselman and Jason Rosenblum, "Plato's Allegory of the Cave in Second Life"

Session #12/Saturday, 1:00 – 2:00
a. Adam Bowen, "Group Debate Projects as a Cooperative Learning Strategy"
b. Emily Esch and Peter Bradley, "NEH's Enduring Questions Grant Program Workshop"
c. James Davis, "Philosophy in Secondary Schools: An Integrative Model"
d. Garret Merriam, "On The Use of Humor in Teaching Philosophy"
e. Erica Stonestreet, "Engaging Introductory Philosophy Students Through Overarching Question Assignments"

Informational Sessions (Sunday morning)
a. Emily Esch, "Getting More Involved with AAPT: Opportunities and Responsibilities"
b. Paul Green, "What We Can Learn from AAPT/LA"
c. Galen Foresman, "Assessment in Philosophy Courses: An Informal Discussion"
d. Kevin Hermberg and Peter Bradley, "Making the Most of the AAPT Website"

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Abstracts of Workshops
(Sorted Alphabetically by First Author)

Bill Anelli
"Not Just Argument Mapping: Representing the Structure of Complex Primary Texts with Concept Maps"

Students in philosophy courses are often confronted with inscrutable (to them) primary texts which seem to students to be overly repetitive and full of needlessly tedious distinctions but are in fact are often carefully crafted, strategically developed arguments. My presentation will explore the pedagogical value of using concept and topic mapping tools such as xmind to show the various ways in which complex primary philosophical texts are structured using a vocabulary of tools and strategies not limited to representation of the internal structure of arguments. By introducing students to these "argument essay templates" and tools, students will have have a generalized map that they can use to anticipate and thus better comprehend the various twists and turns of a given primary text. This approach can easily be integrated with annotation of texts by students as well as deciding how to strategically respond to a given text

David Backer and Timothy Ignaffo
"Pre-College Instruction of Philosophy: Reflections informed by experience"

During this discussion, we will raise several philosophical and pedagogical questions surrounding pre-college instruction of philosophy. Rooting ourselves in the Philosophy for Children tradition, we'll introduce the following tensions: What does it mean to teach "philosophy" to "young people"? How does Philosophy (within the academy) differ from philosophy (outside the academy? How/why do we think of children as being incapable of philosophical thought? If we assume that children can and should do philosophy, what are some best practices for doing so? What's been done in the past, what organizations encourage precollege philosophy, and what can be done in the future? The centerpiece for our panel will be two short interactive workshops. Throughout the discussion, we'll offer our experience as organizers and teachers of programs for pre-college philosophy, as well as significant research done in the fields of philosophy of education and the teaching of philosophy.

Adam Bowen
"Group Debate Projects as a Cooperative Learning Strategy"

A wealth of recent psychological and sociological research uniformly indicates that cooperative learning activities and exercises in the classroom foster both academic and social interaction skills, and are preferable to traditional competitive and individualistic learning methods. Philosophy courses can suffer from a lack of cooperative learning activities, which is detrimental to students' abilities to work with others in developing arguments and to appropriately engage others in philosophical debate. One tool that is often used to this end are group debates, but too often in-class debates are sloppily prepared and informally structured, diminishing their value as genuine assessments of student skill development. This session addresses the details of a group debate project that both facilitates cooperative learning and provides a framework for successful group debates. I discuss the ways in which

the project is designed and implemented in order to satisfy the five necessary conditions for effective cooperative learning: positive interdependence, group and individual accountability, student interactions that mutually promote each other's learning, utilizing appropriate social skills, and group processing of learning results.

Chris Calvert-Minor
"Teaching Philosophy in Second Life"
Second Life® is a free, three-dimensional, multi-user, online, virtual world program created in 2003 by Linden Research Inc. In this presentation, I recount the Introduction to Philosophy course I taught in Second Life for the University of Wisconsin-Whitewater and address six areas of interest: (1) synchronicity & presence, (2) participation, (3) texture & depth, (4) illustrative props, (5) simulations, and (6) student feedback. My conclusion is that philosophy courses can be taught online in Second Life effectively and that philosophy instructors need to be more aware of the educational possibilities of Second Life as education becomes increasingly more digital.

Prakash Chenjeri
"Philosophy and Democracy: Importance of a Philosophically Informed Citizenry"
Debates over how to achieve a flourishing democracy have been going on for a long time. Drawing on selected philosophical ideas from Plato, Aristotle, John Locke, Immanuel Kant, John Dewey, some of the Founding Fathers, and using key philosophical questions and concepts, this session seeks to make a case that a healthy democracy is better served with a citizenry that is philosophically trained. Adopting the Socratic method, the session will try to demonstrate how people trained in philosophical thinking are better able to avoid many of the difficulties often faced within a democracy toward achieving reasonable solutions to problems. It will also show how these skills should and can be integrated into curricula at various levels of education. A specially designed syllabus covering major areas of philosophy, including epistemology, ethics, logic, and political philosophy, and their relevance to theme will be presented for discussion.

David Concepción
"Why that learning objective?"
Very little Philosophy SoTL ruminates meaningfully on the relative merits of potential learning objectives. We often articulate various nuts and bolts about our classroom practice; we retroactively describe our means. What we don't do as often as I think we should is use our disciplinary practice of peer review to critically refine our ends, our learning objectives. In this session, I intend to facilitate some ruminatin' about the relative merits of various learning objectives. I will distinguish three types of learning objectives: content mastery, skill development, and character change. I then will provide a catalogue of some skills that colleagues have sought to develop in students and character changes that philosophy faculty have said they seek. Guided by the presenter and each other, participants should increase their (i) breadth of knowledge of potential learning objectives, (ii) understanding of the learning objectives they prize, and (iii) awareness of their own highest priority learning objectives. These understandings should help focus on-going pedagogical innovation efforts.

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Jeremiah Conway
"Philosophy Beyond The University Classroom: The Friendship Project"
Friendship matters in the lives of students, yet young people have rarely thought about it in as sustained, careful manner. This workshop will examine an extra-curricular "friendship project" that has been designed and implemented by a group of volunteer philosophy majors and one faculty member. The aim of the project is to work with sophomore high school students in three area secondary schools on their experience and understanding of friendship. The workshop will present the rationale for the project, the four-part program it has initiated in the schools, and an analysis of its successes and challenges.

James Davis
"Philosophy in Secondary Schools: An Integrative Model"
In recent years, there have been a number of efforts to introduce philosophy at the pre-college level. Although one method is to offer a philosophy elective, I will advocate an approach that involves providing high school teachers across the curriculum with the resources for raising philosophical issues and teaching philosophical methods within their various subjects. In this workshop, I will explain how I have worked with high school teachers to integrate philosophy into their curricula by showing them and their students how to think about the underlying philosophical issues in their courses. For example, in an English course, this involved getting students to consider what makes a novel a work of art, whereas in science, this meant asking students to consider what it means to call a theory "true." Participants will first be provided with an overview of my approach and then learn how it was specifically implemented in each subject. We will conclude by discussing the merits and weaknesses of this integrative model, as well as exploring the challenges with implementing this approach.

Alexis Dyschkant
"Philosophy Youth Outreach: Starting From Scratch"
This session will discuss creating a summer philosophy camp for high school students which is focused on introducing philosophical concepts to youth and encouraging critical thinking throughout their academic career. We will discuss three main factors in designing such a program: (1) student recruitment and funding opportunities, (2) pedagogical design and implementation, and (3) pre-program and post-program evaluations. We will discuss the benefits of such programs for the students involved and the community at large. Participants will receive a packet of resources for developing their own program, as well as a variety of demonstrations and examples of successful and unsuccessful program ideas.

Dennis Earl
"Creating the best rubric for assessing argumentative writing in philosophy, both for grading and for program assessment: A group exercise"
Rubrics are now common in assessing writing, both for grading individual course assignments and for program assessment. In philosophy, our writing is typically argumentative, and the development of argumentative writing skills is a standard learning outcome for individual courses and for philosophy programs as a whole. The best practices for program assessment include the use of common rubrics where possible. Yet instructors differ considerably in their expectations for argumentative writing, and they differ greatly in

what types of argumentative writing assignments they require. The main question of the session is this: What would the best rubric for all argumentative writing in philosophy be, and what expectations would it contain? Participants in the session will work toward creating such a rubric, through group work informed by data from assessment of 50 writing samples by philosophy majors at a small four-year comprehensive institution.

Emily Esch and Peter Bradley
"NEH's Enduring Questions Grant Program Workshop"
> This is a workshop on the National Endowment for the Humanities' Enduring Questions grant program, which awards up to $25,000 for the development of a new humanities course based on an "enduring question." Both presenters were awarded Enduring Questions grants, and both presenters have been on NEH panels that evaluated submissions for the Enduring Questions grants. One of the presenters will be completing the grant July 1, 2012, and will therefore be in a position to reflect on the experience as a whole and share assessment results. This session is designed to inform AAPT conference participants about the program, encourage them to consider applying, and help them shape a proposal.

Steve Finn
"Change of Pace Activities for Philosophy Courses"
> In this session, a variety of philosophy-specific "change of pace" activities for use in introductory philosophy courses will be described and demonstrated. Research has shown that students have an attention span of about 10-15 minutes when it comes to their ability to follow a lecture. With this fact in mind, the presenter has developed (and stolen and adapted) a variety of "change of pace" exercises in which lecture and normal class discussion is temporarily interrupted for an "active learning" exercise specific to philosophy. Of course, the promotion of "active learning" now has a long history in higher education. Despite this long history, however, many philosophy instructors still rely heavily upon lecture and discussion in their classes in part because they are unaware of interesting activities specifically for use philosophy courses. After introducing a number of these exercises through active demonstration, participants will have an opportunity to share ideas about change of pace exercises.

Bob Fischer and Jeffrey Gordon
"Philosophy: Handmaiden to Democracy or Steward of the Soul? A Debate on the Best Uses of an Introductory Philosophy Course"
> In this session, a variety of philosophy-specific "change of pace" activities for use in introductory philosophy courses will be described and demonstrated. Research has shown that students have an attention span of about 10-15 minutes when it comes to their ability to follow a lecture. With this fact in mind, the presenter has developed (and stolen and adapted) a variety of "change of pace" exercises in which lecture and normal class discussion is temporarily interrupted for an "active learning" exercise specific to philosophy. Of course, the promotion of "active learning" now has a long history in higher education. Despite this long history, however, many philosophy instructors still rely heavily upon lecture and discussion in their classes in part because they are unaware of interesting activities specifically for use philosophy courses. After introducing a number of these exercises

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through active demonstration, participants will have an opportunity to share ideas about change of pace exercises.

Galen Foresman
"How Combining Bloom's Taxonomy and Dr. Seuss Can Improve Student Learning in Ethics"
The Taxonomy of Educational Objectives: The Classification of Educational Goals (1956) is a classic text in the education community. The first handbook, which covers the cognitive domain, introduces a hierarchical classification system (Bloom's Taxonomy) for learning objectives, intended to be broadly applicable to any field of study in which the primary forms of assessment require cognitive abilities. This presentation demonstrates how teaching students Bloom's Taxonomy in a philosophy course can provide those students with a very useful vocabulary and heuristic for analyzing, evaluating, and creating philosophical arguments, quite unlike the typical critical thinking unit found in many introductory level or service type philosophy courses.

Norm Freund, Kent Anderson, and Tom Riley
"Measuring for Insight: Three Assessment Models for Philosophy"
One of the pressures facing higher education today is satisfying the increasing demand from accrediting bodies and government agencies in regards to assessment. But, just how does a small philosophy department go about assessing the "value-added" knowledge, skills, and attitudes that majoring in philosophy has brought to a liberal arts education?

The three part workshop will cover the following. First, it will summarize the development of an essay assignment used to assess the improvement in critical thinking over the span of two required philosophy courses. The second will present a philosophy major assessment tool given to each philosophy major at the end of each academic year which attempts to assess development in philosophical thinking. Majors are asked to read extended passages from the history of philosophy and answer objective questions based on their reading comprehension of the passage as well as their ability to thinking philosophically. The third will highlight assessment in the senior capstone course where majors are asked to write an advanced research paper on a topic of their choosing and give an oral defense of it to faculty and students.

The goal of this 90 minute workshop is to disseminate these three methods of assessment and solicit critical suggestions from workshop participants. It is intended to be a hands-on workshop with all assessment materials made available to workshop participants, and workshop participants are invited to share their experience with assessment as well.

Kyle Fruh
"Owning Assignments and Popular Culture: Meta-learning in Philosophy Courses"
One way to articulate what's at stake in meta-learning, or learning how to learn, is to say that it's what it takes to become a self-sufficient producer of knowledge. College courses in philosophy are especially well suited to promoting goals in meta-learning. This workshop is designed to briefly make that case, in addition to making the case that goals in meta-learning are well worth promoting. But this workshop is mostly geared to jointly exploring some of the many different ways in which philosophy courses can promote meta-learning in order to enable and motivate participants to explicitly incorporate meta-learning goals into their own courses. My own experience will focus on two strategies that will be presented as examples:

student-crafted assignments and the use of popular culture. In many cases, the integration of popular culture into a class will prove valuable in facilitating and motivating student progress in meta-learning. When students design their own assignments, they are more likely to emerge from the assessment experience with a better idea of what they were trying to do, how they succeeded and struggled in doing it, and without the pedagogically disastrous doubt about why they were made to do it in the first place.

Joseph Givvin
"Using Humor and the Philosophy of Humor in Introductory Philosophy"
This workshop will focus on using humor and the philosophy of humor in discussions of human nature, truth and ethics within introductory philosophy classes. The workshop will offer some tools to introduce student to the philosophical discussion of humor and focus around the following questions: Is humor an intrinsic part of being human? Is it ever wrong to laugh? How is our philosophy of humor related to our theory of truth? I will share a number of handouts which I have used in my classes with those attending this session.   I would then hope to initiate a discussion among those participating on the questions which I have provided and also to have the participants formulate additional questions for discussion. We will also view some examples of possibly offensive and possibly harmful humor provided by myself and my students and discuss how this exercise may be used in class.   I would then hope to end with a discussion among those participating on with an evaluation of this approach to introducing students to philosophy.

Paul Green
"When and How to Lecture"
Lectures have a (often deservedly) poor reputation as a pedagogical tool. Yet research shows that, when carefully designed and used in appropriate contexts, they can be effective in promoting student learning. The goal of this session will be for participants to learn when and how to lecture effectively, based upon sound pedagogical research.

Jack Green Musselman and Jason Rosenblum
"Plato's Allegory of the Cave in Second Life"
In this discussion and demonstration a philosophy teacher and an educational technologist share their experience collaborating on designing a Second Life (SL) Plato's Cave and then, by walking students' avatars through this three-dimensional on-line world, how the SL Cave was used to teach the relevant text from The Republic to traditional undergraduates. We will share our successes and challenges, student feedback on their SL Cave experiences, and invite participants to experience the SL Cave first-hand as well. Among other things, we hope the session promotes lively dialogue about the pros and cons of adopting IT into philosophy classrooms and maybe motivates other colleagues to collaborate on similar projects.

Glenn Hartz
"Creating an Online Philosophy Course: Why and How"
A year ago I hesitantly considered developing an online version of "Introduction to Ethics." I thought typical online sessions consisting of slides with voiceovers were lifeless and boring. I use the board quite a bit when I teach, and what was missing in these sessions was some sort

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of surrogate board work. Fortunately, at about that time the University acquired a "smart podium" unit which could make screencapture movies. (And now apps allow one to make screencaptures on a tablet.) The resulting movie is dynamic, rich, smooth, and can be fun to make and watch.

First, I briefly discuss the nature of online education, and the three main ingredients in such movies: soundtrack, slides, and screencaptures. In the remaining time, as many participants as possible will be invited to join me in creating a brief excerpt of one of their own courses on a computer in the lab. Participants who have a tablet are invited to bring it with the apps "Screenchomp" and "Showme" already installed. I will explain the software and hardware needs and the approximate costs.

John Immerwahr
"Incorporating Writing (while still having a life)"
Assigning writing is an essential way to enhance student learning, but reading and giving feedback on student writing is extremely time consuming, especially in large classes. In this presentation we'll review some strategies for using writing that can help students learn without taking quite as much instructor time. Specifically we'll focus on three areas: steps to take before students write that can save time later; assignments that help student learn but take less time to grade; time saving approaches for commenting on papers. Be prepared to contribute some of your own time-saving tips!

Phil Jenkins and Joan Grassbaugh Forry
"Grading Plagiarism as a Moral Issue"
At one time or another, all philosophy teachers must deal with the problem of plagiarism. Some students too closely paraphrase without citing the source, while others take large chunks or full texts of others' work and turn them in as their own writing. While it is clear that plagiarism is a big problem, what is not so clear is how to grade assignments that have been plagiarized. On the one hand, many, perhaps most, professors at the college level regard plagiarism as a moral wrong that is an affront to the discipline, the institution, and perhaps even to intellectual integrity itself. On the other hand, some argue that giving students grades based on anything but course mastery is unethical. Perhaps there is some other way to regard plagiarism. The goal of this workshop is to examine arguments for and against treating plagiarism as a moral issue, where the grade is meant as punishment for immoral conduct rather than as an assessment of academic performance. In examining these arguments, we will advance and evaluate alternative responses to plagiarism that avoid using grading as punishment for immoral conduct.

Mark Jensen
"The Benefits and Challenges of a 100% Paperless Classroom"
In this session, Dr. Jensen will lead a discussion of the benefits and challenges of teaching a 100% paperless ethics course. This session will include three principle components. First, Dr. Jensen will demonstrate the instructional capabilities of the Fujitsu Stylistic tablet computer, focusing especially on the pedagogical value of the teaching from texts using Amazon's Kindle app. Second, Dr. Jensen will present the preliminary results of research conducted during the Spring of 2012 at the U.S. Air Force Academy comparing the learning outcomes of a 100% paperless ethics course and a traditional partially paperless ethics

course. Finally, Dr. Jensen will lead a discussion of the specific benefits and challenges that he faced in developing and conducting this research program. Our aim will be to identify more broadly the kinds of benefits that a 100% paperless may bring as well as the kinds of challenges that philosophy instructors can expect to face as they transition more elements of their courses to paperless media.

Rory Kraft and Mimi Marinucci
"Addressing Sex in Class"
From introductory philosophy courses glossing over ancient Greek sexual mores, to the examination of gender and sex roles in advanced classes, issues tied to sex and sexuality routinely are relevant in the philosophy classroom. Yet, for all this relevance, there is a general lack of literature on discussion of sex and sexuality in college level philosophy classes. That may be in part due to the traditional distrust in philosophy for bodily-linked appetites and a general privileging of the mind over the body. Expanding the scope to education generally offers little help for the college teacher – most of those publications deal with the difficulties of discussing sex education in public schools. In our session we continue the discussion begun by Nils Rauhut and Tziporah Kasachkoff at the last meeting, moving beyond standalone courses focusing on sex/sexuality to also examine the integration of sex into other philosophy courses. In our session, we will discuss ways in which we have integrated – successfully and not – sex and sexuality into our courses, share methods and readings that have proved to be fruitful, and confront challenges.

Chris Latiolais
"Pedagogy, Psychoanalysis, and Supervising Autobiography"
This session demonstrates that teachers of 19th-Century, European-Continental philosophy have something to learn from psychotherapy. Using the two, diametrically opposed "bookend" figures in standard 19th-Century Philosophy courses – namely Hegel and Nietzsche – I show that they propose two, radically different historiographies: namely, a constructive phenomenology of spirit, on the one hand, and a deconstructive genealogy of morals, on the other. I show that Winnicott's psychotherapy is conceptually affiliated with Hegel's phenomenology and that Lacan's psychoanalysis is conceptually affiliated with Nietzsche's genealogy. We will workshop various movies and writing assignments that ask students to analyze and evaluate cinematographic, literary, and personal narratives using the distinctive normative ideals of constructive and deconstructive historiographies. We familiarize ourselves with Winnicott's and Lacan's distinctive techniques of psychodynamic engagement as likewise forms of supervised autobiography, emphasizing that the constitutive ideals of teaching and analysis are kindred though wholly incompatible: namely, the acquisition of general knowledge, on the one hand, and the assumption of first-person responsibility, on the other.

Joyce Lazier
"What's the Meaning of Life? There's an App for That..."
The use of mobile devices is not for the kind of teacher who prefers to be the sage on the stage. Mobile devices allow the student to become a colleague in the content of the course, which results in higher engagement because they have a greater ownership in the content. This session will cover the use of mobile devices as a means to enhance student learning.

Last semester I ran a proof of concept course where my Modern Philosophy students were all given iPads to use for the entire semester. In this session I will share my experience using mobile devices and explain why they are more transformative to the classroom than a laptop or computer. If mobile devices are used as a strict substitution model (replacing a text with an e-text) then student learning outcomes are not dramatically increased. However, if the mobile devices are used to re-design curriculum and re-envision course content, then student learning outcomes are better met with the mobile device than without it. I will show specific examples of enhanced student collaboration using iThoughts HD (mind mapping application) and Dropbox (cloud storage); student engagement using iMovie to produce a comedic two minute philosophy sketch and the use of digital exams that incorporated YouTube videos, critical thinking from the utilization flipped classrooms (assigning lectures as homework), and a multi-disciplinary approach to their final research paper, which was done as an iMovie. Attendees will participate in several hands-on tutorials in all the above-mentioned activities. 5 iPads will be provided to facilitate interaction but also bring your smart phones and tablets (laptops too).

Crista Lebens
"Uses of Multimedia Representations in Undergraduate Philosophy Courses"
We live in a visually oriented culture in which students come to our classrooms with a wide range of learning styles. Philosophy is a discipline that is thought to require few visual aids, but in some courses, such as political philosophy courses, visuals can enhance the learning process. Multimedia learning objects (LOs), specifically, short videos and PowerPoint presentations, can be useful tools to illustrate abstract philosophical concepts. I currently use these LOs in my Philosophy of Gender and Race and Feminist Philosophy courses. These LOs incorporate current events and contemporary aesthetics to bring abstract texts to life. In this demonstration I will show two examples of LOs and discuss the process by which they were developed.

Matthew Lee
"A Truly Hands-On Approach to Teaching Logic"
Advice on how to teach introductory logic typically focuses on the kinds of analogies and examples to use, how to make logic practically relevant, and how to integrate the teaching of logic with the teaching of philosophy more generally. Students and teachers alike lament the abstract character of introductory lessons in logic. But the range of proposals for bringing the subject down to earth remains quite limited. In this 60-minute workshop, I will demonstrate a novel method that I have found quite effective for introducing many of the concepts and ideas central to the study of logic. As far as I know, mine is the only truly hands-on approach to teaching logic currently in use

Rob Loftis
"Open Access Logic Texts: Creating an Open Introduction to Logic"
The purpose of this session is to promote the development of a free formal logic textbook that could replace Timothy Hurley's A Concise Introduction to Logic in the textbook marketplace. The focus will be on the text I have been working with, For All X, by P.D. Magnus, which I have altered and expanded into a text I call For All X, The Lorain County Remix. However, many other free resources will also be promoted.

I will begin by presenting the basic case for producing textbooks that directly challenge the cartel power of the major textbook publishers. I will then ask the other participants to share how they structure logic classes, what topics they cover, and what textbook materials would be most useful to them. Participants will be asked to either bring a sample syllabus, or preferably, send one to me in advance. Next, I will present For All X as I have remixed it, and talk about my goals for a course in formal logic, how the textbook serves those goals, and what changes I have made to the original book. Finally, I will also solicit ideas for further changes and contributions to the textbook.

Tracy Lupher, Thomas Adajian, and Christopher Runyon
"Ways of Teaching Logic: Traditional, Online, and Blended Classes"
Logic can be taught in a traditional classroom setting, online, or in a "blended" format. We will discuss each class format and report on our experiences teaching logic in all three formats. We will demonstrate some of the tools we used to create online and blended courses, such as Camtasia, Elluminate, YouTube-style videos, online proof checkers, etc. Ways of structuring all three types of classes, the distinctive challenges that each type of class presents, and strategies for involving students in non-traditional settings will also be discussed. Information needed to build your own online or blended logic course will be provided. We also report on our ongoing research on new tools for logic assessment from cognitive science and computer science and their possible predictive value for success in science.

Tracie Mahaffey
"The Nature Journal as a Tool for Examining Value in Environmental Ethics"
Among the goals I set out for my environmental ethics class are the identification and evaluation of the ethical foundations for human interactions with the natural world–grand goals, indeed. Meeting the above requires that students develop a deeper understanding of the relationship between human beings and their biotic communities. One challenge I face as a teacher is in finding a way to help students develop this deeper understanding. The nature journal project helps students toward this understanding by providing an opportunity to develop their own reflective views on the value of nature.

Isis Brook identifies four sources of inspiration for environmental ethics–(a) the contemplation of nature, (b) the development of aesthetic sensibilities, (c) understanding ourselves as part of the natural world, and (d) respect for others. A nature journal, which is a place to explore one's thoughts, feelings, ideas, activities, observations, and relationship with the natural world, provides students with the opportunities to engage with all four sources of inspiration. The goal of this workshop is to introduce participants to the nature journal as a method of helping students develop their own ideas about value and nature.

Russell Marcus
"How to Sit at the Back of the Class"
In what one might call the standard model of a philosophy class, the instructor works from the front of the classroom. In contrast, I have been experimenting with ways to sit in the back of the classroom. I design the syllabi and lead a few classes at the beginning of the term. Then, I turn courses over to my students, allowing myself a voice, but deferring to the students to lead the class. This workshop will be an interactive discussion both of my

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experiences sitting in the back of a variety of types of classes and of the experiences of attendees facilitating student presentations. We will talk about uses of presentations in introductory classes, sophomore- and junior-level courses, and senior seminars, and we will distinguish among solo presentations, paired presentations, and panel discussions.

Chris Mayer
"Assessment of Student Learning within an Introduction to Philosophy Course"
This session will focus on assessment of student learning within an introduction to philosophy course that is part of the general education curriculum and taught by 14 instructors per semester. During the session, participants will examine indirect and direct evidence of student learning collected over the course of two semesters. This will include student and faculty surveys, as well as evaluations of student work on the course final exam. Participants will then consider what sort of conclusions (if any) can be drawn from this evidence, and how this evidence could be used to inform efforts to enhance student learning by improving course guidance, faculty development, and pedagogical approaches. The session will end with a broader discussion of assessing student learning in philosophy courses and the linkage between assessment results and faculty development, course design, and pedagogical approaches.

Jennifer McCrickerd
"The Brains Behind Teaching: Understanding how Learning Happens"
Understanding why students do what they do in response to our classes can help us better develop circumstances that foster learning and decrease our frustrations when things don't go well. This presentation, focused on information relevant to learning from the fields of psychology, neuroscience, and philosophy, will draw on participants' experience and provide a basic groundwork for understanding what is conducive to successful learning and teaching by modeling an engaging classroom experience.

Scott McElreath
"Ethics Across the Campus"
All colleges and universities that are part of the Southern Association of Colleges and Schools must have an approved Quality Enhancement Plan (QEP). A QEP is a campus-wide initiative that lasts ten years and improves student learning. My institution, William Peace University, chose ethical decision-making as its QEP topic and began its ten-year initiative this past fall. Our plan includes both curricular and non-curricular components that span over the four years of a student's academic career. Michael Davis calls this type of program, "ethics across the campus." We are testing the hypothesis that if students practice using an ethical decision-making model for four years, then their ethical reasoning will improve. In this presentation, I will provide a brief summary of the components of our plan, explain the Eight Question Ethical Decision-Making Model our institution created, describe ways we use it inside and outside of the classroom, allow workshop participants an opportunity to use the model, and facilitate a discussion of how participants might use this model or other aspects of our QEP in their philosophy classrooms or elsewhere at their institutions. I will also lead a discussion of how we might best test our hypothesis.

Garret Merriam

"On The Use of Humor in Teaching Philosophy"

> While much has been said on the value of humor in teaching, and on the philosophy of humor, not enough attention has been paid specifically on the value of humor in teaching philosophy. In this presentation, through the use of both specific examples as well as general principles, I outline an approach to the value of humor both as a method of increasing student attention and engagement, and also as a substantive aspect of philosophy itself. The goal of this session is to help participants get more comfortable with finding the funny side of philosophy in their classrooms, locate on-point sources of humor, develop their own course-relevant jokes, practice their delivery, and deploy their material for maximal comedic and pedagogic effect.

Leslie Miller

"Lizard Brain Taming: Reducing Student Resistance and Improving Engagement Through Metacognition"

> It is quite common for us as philosophy professors to be presented with seas of unengaged faces in our courses. While there are many reasons for students to be and remain disengaged, one I have found to be quite prevalent is the hold their lizard brains have over them. We all have students who are capable of doing the work, but who don't: they refuse to read the readings, do the assignments, or participate in class discussions. This may not prevent them from passing other classes, but it makes teaching them philosophy almost impossible. Luckily, as philosophers, we are perfectly suited to helping our students, via passing on critical thinking skills and dispositions, that they may flourish in all of their classes, including our own.

> In this workshop I will present a solution I have found effective in engaging students in such a manner that their performance improves not only in my courses, but in their other courses as well. This solution involves making explicit that aspect of critical thinking known as "metacognition." Through writing and arting exercises, participants will be introduced to their talking lizard. Once the lizard has been recognized, we will explore ways in which to control it, and to teach that control to students as an aspect of metacognition.

Andrew Mills

"What are Philosophical Questions?"

> A challenge faced by all of us teaching introductory level, or general-education, philosophy courses is to introduce students to the discipline of philosophy. "What is philosophy?" is a frequent topic in such courses. I think one way to explain the nature of philosophy is to focus on the nature of philosophical questions. This session will think about what distinguishes philosophical questions and how we can help students learn how to recognize and ask philosophical questions themselves. We will look at some data from classroom interventions and discuss the ways in which we understand the distinguishing characteristics of philosophical questions. The ways in which experimental philosophy complicates the notion of a philosophical question will also be a topic for discussion in this session.

Daniel Mittag
"Transitioning from Group Work to Team Work: Conditions for Effective Team Projects"
When employing group projects in introductory philosophy classes, what can we do as teachers to make it more likely that students view group work positively and fully engage in the project? This session will introduce participants to some of the results in social psychology that indicate a partial answer to the question lies in fostering team identity and interdependence. We will discuss some techniques for doing this and explore some additional techniques that we, as teachers, can employ to make collaborative projects more effective.

Allyson Mount
"Teaching Logic With Games and Puzzles"
When used creatively, games can lead students to identify the reasoning strategies they already employ, analyze the deficiencies in unsuccessful strategies, and generalize from the successful ones to make them applicable in other contexts. The instructor can then build on those strategies to illustrate specific logical principles and methods, resulting in a greater connection between students' intellectual experience and the logic curriculum. I will present concrete suggestions for incorporating games and puzzles into an introductory logic course, along with an explanation of how this approach can enhance student engagement without compromising the integrity of the curriculum.

Jennifer Mulnix
"Teaching Philosophy Through Lived Experience"
This session will discuss and brainstorm different ways one can teach philosophy as an art of living, by applying philosophical ideas to the living of a student's life. Ideally, philosophy isn't just to be studied, it is to be lived, and this session will focus on ways to get students to personally apply the ideas discussed in the classroom to the living of their own lives. I will discuss my own strategies for transporting philosophy beyond the classroom, including contemplative meditative practices, service learning projects, reflecting journaling, games, and various other class assignments and activities. Some of these are course specific, while others can be used in broad Introduction to Philosophy or Ethics courses. Session participants are also encouraged to share their own ideas. The goal for the session is that each participant will come away with tangible classroom strategies for immediate implementation.

Jennifer Mulnix and M.J. Mulnix
"Teaching Philosophy Courses on the Happy Life, Good Life, and Moral Life"
This session will discuss and explore methods for teaching philosophy courses on happiness, well-being, and morality. We will begin by briefly discussing the ways in which these different concepts are related, and then describe specific courses we have created. We will suggest ways in which these topics could be combined into a single course, or used in a sequence of related courses. We will also present an interesting method utilizing case studies for motivating the central issues in happiness, well-being, and morality, as well as the relationships between these concepts. Additionally, we will also make suggestions for how one could incorporate social science literature or scientific studies into the course curriculum. This session is meant to be interactive, with the hope that participants may also offer their own suggestions for course materials or activities.

Jack O'Connor
"The Three Sisters: How Companion Planting Can Mutually Reinforce More Than Just Crops"
   This workshop would demonstrate one technique that can be employed to generate interest
   and intellectual urgency for thinking critically early in an Introduction to Philosophy class. It
   deals with a way to prepare incoming students for the rigors of philosophy and rational
   thought by demonstrating their centrality to any well-functioning society. The "Three
   Sisters" refers to an agricultural technique in which mutually supporting crops are sown
   together for their collective benefit. Analogously, by using interdisciplinary examples which
   reinforce each other in demonstrating the need for rational thought, one can create in students
   the motivation to think rationally. We will discuss how a dialogue, a movie and political
   science can be weaved together in a classroom to make the study of philosophy profoundly
   important to the student.

Walter Ott
"An Open Source Workbook for Modern Philosophy: Promise and Problems"
   This session explores the advantages and challenges of creating a DIY text/workbook from
   public domain materials. In this case, the book in question concerns modern philosophy (see
   https://filebox.vt.edu/users/ottw/modtext.html), but much of what is discussed should be of
   value to instructors of other courses.

   Topics include: strategies for increasing student engagement with the written word; selection
   of texts; copyright issues; and any other issues of interests to the participants. The session
   seeks to lay the groundwork for a collaborative open-source text project, which each
   participant would be free to use and revise as she sees fit.

Charles Pence
"Oyun: Prisoner's Dilemma Tournaments in the Philosophy of Science"
   Evolutionary applications of game theory present one of the most pedagogically accessible
   varieties of genuine, contemporary theoretical biology, and have many exciting implications
   for the philosophy of science. I present here a demonstration of Oyun (oy-oon,
   http://charlespence.net/oyun), a program designed to run iterated prisoner's dilemma
   tournaments – competitions between prisoner's dilemma strategies developed by the students
   themselves. Using this software, students are able to readily design and tweak their own
   strategies, and to see how they fare both in round-robin tournaments and in "evolutionary"
   tournaments, where the scores in a given "generation" directly determine contribution to the
   population in the next generation. Oyun is freely available, runs on Windows, Mac, and
   Linux computers, and the process of creating new prisoner's dilemma strategies is both easy
   to teach and easy for students to grasp.

Jamie Phillips
"Teaching Students How to Think Philosophically Using Pop Culture Sources"
   The purpose of this workshop is to provide philosophy educators with a seven-step process
   they can use to teach their introductory students how to think philosophically using pop
   culture sources, e.g., movies, T.V. shows, sports, video games, comics, etc. The intent of this
   process is to generate skill knowledge in the novice student, where the skills to be learned are
   philosophical in nature. Specifically, students possessing little or no philosophical
   knowledge, but who employ this process, learn how to generate philosophical claims out of

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pop culture sources, learn how to identify the metaphysical, epistemic, and axiological assumptions of these claims, and learn how to evaluate these pop culture claims for philosophical plausibility. Consequently, educators who attend this workshop will learn a means by which to use the medium of popular culture to teach fundamental philosophical skills to introductory students, without tying their courses to particular pop culture sources or particular pop culture texts.

"Ryan Pollock and David Agler"
Using Games in the Philosophy Classroom
　　The goal of this workshop is to demonstrate the effectiveness of using games to facilitate student learning of philosophical concepts. Participants will first be introduced to the variety of ways in which games can be pedagogically useful, including the benefits of making learning more interactive, less stressful, and the ability to engage different learning styles. Second, participants will experience these benefits by playing a Hobbesian state of nature game that has been used in the classroom. This particular game is designed to combine the most advantageous aspects of other state of nature games in order to provide students with concrete experience to draw upon for further discussion. Finally, we will introduce those seeking to incorporate games into the classroom with a flexible game template which can be applied to a myriad of different philosophical topics. As such the session will allow for discussion of the merits of these particular games, as well as discussion of the merits of games and competition dynamics in general.

Anne Pomeroy
"Teaching Sartre through Kurosawa's *Ikiru"*
　　Teaching existentialism to undergraduates is a difficult task; teaching the early philosophical vision that is found in Jean-Paul Sartre's Being and Nothingness, is extraordinarily difficult due to the inaccessibility of the text itself. Yet, some of the most intellectually and affectively potent philosophical material in the cannon is to be found in this text. The question becomes, how can we share this with students who are not upper-level philosophy majors? This presentation will demonstrate the manner in which the content of the ideas of bad faith and authenticity can be presented through Akira Kurosawa's film Ikiru and will do so by displaying a series of relevant clips from the film along with expositions on their philosophical content. The manner in which these two thematic moments intersect in the film, allows additional insight into the links between the early Sartrean ontology and ethics.

Nils Rauhut and Tziporah Kasachkoff
"Everything you always wanted to know about multiple- choice questions in philosophy- but were afraid to ask"
　　Multiple–choice questions often have a negative connotation among teachers of philosophy. It is often thought that multiple choice questions only test recall and memorization skills, and that they cannot be used to assess the kind of higher-level thinking which we often aim to achieve in philosophy classes. We do not deny that the reason that the reason that multiple-choice questions have this reputation is that often, recall is indeed what they test for. Additionally, it is (justifiably) thought that students could 'ace' a multiple-choice examination by lucky guesses.

This workshop tries to show that there is a way to construct multiple-choice examinations so that they do not test only accurate recall of information, nor is it likely that correct answers could be arrived at through guessing. We will show how trying to answer multiple-choice questions, if the questions are designed with skills, care and imagination, can promote higher level- thinking as well as active student learning. We will come to the session with sample questions which we will analyze with members who attend our session. We will then ask members in the audience work to work together in groups to construct their own multiple-choice questions which will then be the focus of discussion.

Our aim is to introduce various strategies for writing and evaluating multiple choice questions. Workshop participants will have the opportunity to design, share, discuss, and evaluate their own multiple-choice questions

Nathan Ross and Sokthan Yeng

"On Arts Integration in the Philosophy Classroom: Applying the Lincoln Center Model"
This presentation will give a brief summary of the Lincoln Center institute method for arts integration in teaching. The model places an emphasis on deep noticing and asking questions, rather than presenting interpretations of works. After a brief summary of the method we will explain how we used the method in philosophy classes and how they helped me achieve learning goals. The session will involve a workshop component in which we take participants through an activity designed using the Lincoln Center Institute method.

Rebecca Scott

"Remembering the Ends: A Problem Based Learning Inspired Approach to Teaching Health Care Ethics"
Virtue epistemology has found a place within Philosophy; we now can recognize the practical impact virtue acquisition can have on the world through our students. This presentation demonstrates how to create a curriculum with the end goal that students acquire virtue while learning content. To demonstrate this, we will borrow from the field of language acquisition. It is this presenter's thesis that the four skills of language acquisition provide us with the practices necessary for students to acquire virtue. This 60-minute demonstration has three parts: 1) Attendees will learn about the role of language in virtue ethics and how the four skills of language acquisition (reading, writing, speaking, and listening) provide us with the practices for the acquisition of the intellectual virtues. 2) The presenter will analyze of each practice, setting each one in the context of a virtue acquisition curriculum. 3) Attendees will receive two curricula created for the purpose of virtue acquisition. The first is created for a formal Philosophy course. The second curriculum was created for a secondary English course. The purpose of the latter is to demonstrate the wider applicability of virtue epistemology outside the field of Philosophy.

Renée Smith and Linda Palm

"Homework and student learning in philosophy: A practical look at homework and its effectiveness in philosophy courses"
This presentation will explore the relationship between homework and student learning in logic and other philosophy classes. It will consist of three parts: First, a presentation of our study which examined relationships between students' academic activities (including homework), their perceptions of themselves as learners, and their exam performance in an

introductory logic course. Second, it will present a brief survey of current literature pertaining to the relationship between homework and learning. Third, it will facilitate a discussion about the types of homework that are (and could be) used in philosophy courses, the role of such assignments, and their perceived effectiveness.

Erica Stonestreet
"Engaging Introductory Philosophy Students Through Overarching Question Assignments"
This session presents an assignment design meant to engage introductory students in not only learning about philosophy, but also in doing some. Many introductory survey courses are already organized around questions or problems such as free will, skepticism, the existence of God, etc. But (in my experience) students often come to a course expecting to be asked to master a body of knowledge—they expect to learn about philosophy, and not necessarily to do philosophy. The motivating hope of the overarching question assignment is that adding an element of doing philosophy helps to engage students. The session should be of particular interest to those prefer problem-based organization and also to those who teach "human nature" courses, which can be especially difficult to organize around problems.

Wanda Teays
"Teaching Ethics Through Movies"
In my workshop, I will share strategies and materials for teaching ethics through movies. This should interest faculty who seek alternative ways of teaching both Philosophy and Ethics. Movies are great vehicles for teaching ethical theory (from Intro Ethics to applied Ethics). Those who have seen how well case studies work in Bioethics and Business Ethics will find my approach useful and worth considering in their own teaching.

I approach the topic in three ways—(1) The human condition; (2) ethical theory; and (3) Reflecting on Ethical Decision-Making. What I'll do in my presentation is give examples from each of the three areas and we'll investigate the territory together. Handouts will include discussion questions, classroom exercises, writing assignments (from essays to blogs and on to journals), and online assignments for those who teach a hybrid class. These were developed in conjunction with my book, *Seeing the Light: Exploring Ethics Through Movies* (Wiley-Blackwell, 2012).

Steven Todd
"Rigorous Re-education and Retention"
A perennial problem with introductory philosophy courses is helping students understand the readings. Anecdotal evidence among college teachers suggests that current incoming freshmen seem even less prepared for college-level work. This problem is exacerbated by the budget crises, wherein some states attempt to tie funding of public universities to percentage of incoming students "retained" and percentage of those students "matriculated," creating pressure on instructors to reduce the rigor of difficult courses in an effort to be consistent with assessment guidelines without losing too many students.

My introductory philosophy courses are designed to retain struggling students and help them to "succeed" (defined by some colleges as passing a course with a 'C' or better), without "watering down" the course. My course design is mainly inspired by work in psychology, some of which specifically targets student learning. Students consistently provide positive reports after the course, even though all of them find the course difficult. I will explain how I

use various methods to accomplish my goals. My presentation is intended to facilitate discussion of the methods used and results obtained, with an eye for sharing what is working with others, and refining the techniques in light of critique.

Adam Valenstein
"Notes from a First-Time Philosophy Teacher: Aims, Method, & Assessment"

The following presentation tells the story of a philosophy elective taught to 9th and 10th grade students at an independent high school in Houston, Texas during the 2009-10 academic year. The presenter will share his course outline, along with a sample unit on ethics, student work, assessments, and a list of resources (print, non-print, and electronic). The heart of the story, however, is the method that worked best for these young high school students: they first grappled with a "common text"—often a painting, short video, or film—and articulated rudimentary philosophical positions before engaging the writing of philosophers. The entire course followed from two basic aims: (1) to introduce students to several topics in the discipline, through varied media and (2) to promote a more thoughtful way of living.

Douglas Walcerz
"Granting your three wishes: I wish my students would write more, I wish they would revise their work, and I wish I could provide rapid feedback"

Students do not know how to write. There, I said it out loud. It matters because philosophy is almost entirely about ideas, and papers are the working out of ideas: thinking and writing happen simultaneously, develop slowly, and improve with revision. But is there anything we can do about it when our classes are many times larger than the recommended limit of 15 to 20 students for writing instruction? This session will explore a new type of relationship between faculty and a textbook publisher where the publisher takes responsibility for evaluating student essays, faculty members use the time they save to provide more student-faculty interaction, and strategies that increase student learning are implemented. We will see how external evaluators are trained and how they compare to conventional TA's. We will analyze student performance and explore the potential for outcomes assessment. We will discuss how this changes the role of the professor. Everyone who attends will receive a flash drive with a copy of the textbook, the assignments, and the evaluation rubric.

Cathal Woods
"Understanding & Diagramming Different Types Of Objection"

I will distinguish three (rather than two) types of objection and indicate how they can be diagrammed. Then we will practice identifying the type of objection in various passages, including some that do not all fall neatly into any of these three types. Discussion to include questions such as "Is the third type legitimate, or can it be resolved into one of the other two in every case?" "How should we handle contrary positions in a dialogue?", "(How) Should we handle bare denials?", "Is there a need for another type, to handle e.g. ad hominem objections?", and, "What is the value of having students be able to analyze passages involving (different types of) objections?"

Abstracts of Informational Sessions

Emily Esch
"Getting More Involved with AAPT: Opportunities and Responsibilities"

Galen Foresman
"Assessment in Philosophy Programs: An Informal Discussion"
Whether we like it or not, the demand for assessment in program level outcomes and course level outcomes is increasing year by year. For some of us, this is an excellent opportunity to apologize--in the classic sense--to our colleagues for the value added of philosophy in our student's education. These arguments for philosophy have a long standing tradition that I think has a natural home among the members of the AAPT. In this informal discussion, attendees will share their experiences with assessment in philosophy with an eye to updating classic defenses in terms that external accrediting and granting agencies can appreciate. If the AAPT can begin to devise and support a list of best practices for assessment in philosophy, then we can have significant input before it's thrust upon us. It is my hope that this workshop will begin those conversations.

Paul Green
"What We Can Learn from AAPT/LA"

Kevin Hermberg and Peter Bradley
"Making the Most of the AAPT Website"
Have you explored the AAPT website with its blog feeds, events announcements, and more? Have you explored the website on which you can manage your contact information, renew your membership or gain access to *Teaching Philosophy* and other publications? This session will offer an introduction to the sites and their features as well as a brief tutorial to help you make use of this valuable resource.