



AAPT NEWS

The Newsletter of the American Association of Philosophy Teachers

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SUMMER 2005

From the President

As I write, the aftermath of Hurricane Katrina unfolds across the Gulf Coast of the United States and throughout the country. I can only imagine how it might feel to have lost every material thing in my life, and even more devastating, to have lost people I love, or not to know whether they are still among the living. As a teacher of political philosophy, I begin to think about my students' needs as well – what questions does this terrible event raise for them? How can I create a safe learning situation in which they can use the tools of philosophy to explore their questions about the nature of this natural and human disaster? Just as the events of September 11, 2001 opened a discussion of the relations among nations, so Hurricane Katrina will occasion discussions of the relations among citizens and between citizens and government in our own country. Philosophy teachers can play a very important role in preparing students to engage in these discussions as citizens, helping them to become aware of, and informed about, the issues, and helping to develop their ability to respond thoughtfully and critically. In this time when questions are being raised in higher education about the importance of the liberal arts, and about the place of philosophy in the curriculum, philosophy teachers can actively respond to these questions through the important work of assisting students to become informed and critical thinkers.

This reflection on our role as teachers of philosophy picks up a thread from an article written by Tziporah Kasachkoff in our previous newsletter. In that article Tziporah reported on a conversation at our most recent AAPT conference among three philosophers – Tziporah, board member at large of the AAPT, Nancy Hancock, our Vice President, and myself – about the goals of teaching political philosophy and ethics. One of the great benefits

Donna Engelmann
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of membership in the American Association of Philosophy Teachers is the opportunity to engage in just these kinds of conversations. What ought to be the goal of our work as teachers of philosophy? What outcomes do we have for our students' learning? How can we measure our effectiveness as teachers?

A recent discussion on our listserv of the use of student journals in teaching philosophy also demonstrated that the AAPT is an organization that provides support beyond reflecting on our purposes as philosophy teachers. Our organization is also a great resource for expertise in the teaching of philosophy as it is carried on day to day in our classrooms. The listserv discussion of student journals touched on the benefits and limitations of journals, ways to encourage students to engage in more focused and sustained reflection, and approaches to evaluating student performance. The listserv is a benefit for AAPT members, but is also open to non-members.

AAPT's mission to improve philosophy teaching and learning extends literally around the globe. Earlier this summer, two AAPT members – our executive director, Betsy Decyk, and our webmaster, John Wager – were our representatives at a conference, Future Discourse: Learning and Teaching in Philosophy, at the Subject Centre for Philosophical and Religious Studies Learning and Teaching Support Network at the University of Leeds in the United Kingdom. Other AAPT members were presenters at the conference as well, giving our organization a strong voice in the improvement of the teaching of philosophy in the UK.

We will continue this national and international exchange of views about our common concerns as teachers

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MEMBERSHIP INFORMATION

AAPT Membership Forms are available at the AAPT Web Site. AAPT memberships run from January 1st until December 31st in a given year. Please check your address label for when your membership expires and renew in a timely fashion.

SUBMISSIONS TO AAPT NEWS

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Microsoft Word is preferred.

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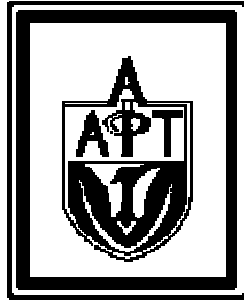
From the President *continued from page 1*

of philosophy at our own biennial conference to be held at Washington and Jefferson College, Washington, Pennsylvania in August 2006. (More information about the conference site and a call for proposals for conference sessions can be found elsewhere in this newsletter.) Our workshop/conference is a truly collaborative learning experience, with time for in-depth discussion of teaching issues and strategies. We welcome workshop and panel proposals related to teaching and learning philosophy at any educational level. And, as we say in our call for proposals, we especially encourage interactive workshops and panels that deal with innovative and successful teaching strategies, the application of philosophy to any area or issue, the connection of philosophy with other disciplines, the use of new technologies, and the challenge of teaching in new, as well as in traditional, settings.

The American Association of Philosophy Teachers also sponsors sessions on the teaching of philosophy at each of the divisional meetings of the American Philosophical Association. Please look for our sessions in the upcoming 2005-06 programs of the Eastern, Pacific and Central Division meetings. We co-sponsor with the APA a philosophy teaching seminar for graduate students that meets concurrently with our biennial workshop. Participation in the workshop allows new teachers to focus several days of intensive attention on philosophy teaching under the direction of a master teacher, while taking advantage of opportunities to learn from, and network with, other participants at our conference. Graduates of this AAPT-APA workshop have gone on to leadership within our organization and have contributed much to the advancement of teaching in their own institutions and in the discipline of philosophy.

As members of the American Association of Philosophy Teachers, we are proud to build on a legacy of three decades of fostering the teaching of philosophy. We would be delighted to have you join us, at our sessions on teaching at the APA divisional meetings, at our 16th biennial workshop/conference, and as a member of our organization. The teaching of philosophy is a great calling, and through our combined efforts it can be a more satisfying and effective practice.

ANNOUNCEMENT AND CALL FOR PROPOSALS
The American Association of Philosophy Teachers



**THE SIXTEENTH INTERNATIONAL
WORKSHOP-CONFERENCE
ON TEACHING PHILOSOPHY**
Hosted by Washington and Jefferson College
Washington, PA, USA
August 2-6, 2006

Workshop and panel proposals related to teaching and learning philosophy at any educational level are welcome. We especially encourage interactive workshops and panels that deal with innovative and successful teaching strategies, the application of philosophy to any area or issue, the connection of philosophy with other disciplines, the use of new technologies, and the challenge of teaching in new, as well as in traditional, settings. Applicants are welcome to submit more than one proposal.

PROPOSAL GUIDELINES

- Proposals must be received by January 16, 2006.
- Proposals should describe, in 1-3 pages, what the presentation will cover, what it seeks to achieve, and what participants will do or experience during the session. Proposals should also list any materials or handouts to be provided, as well as any special equipment to be used. To facilitate the anonymous review process, do not include your name or any identifying information in the body of your proposal.
- In addition to your proposal, please supply a separate information sheet that includes each presenter's name, institutional affiliation (if any), and contact information (phone number, email address, and postal address), as well as the title of the proposed presentation, the length of the presentation (60 or 90 minutes), the format of the presentation (workshop, panel, discussion, or demonstration), a list of equipment needed, and a brief abstract (100-200 words) for use in the printed conference program.
- Proposals may be submitted via email, postal mail, or fax. Send email submissions to Andrew Carpenter at acarpenter@kaplan.edu with "AAPT Proposal" in the subject line of your message. Attachments must be in MS Word or text format, and should be labeled with your name (for example: Jane_Doe_Info_Sheet.doc or John_Doe_Proposal.txt). Send postal submissions to Andrew Carpenter at 1290 Laurel Lane, Westminster, MD 21158. Proposals may also be faxed to Andrew Carpenter at 1-877-677-5587.
- Visit <http://aapt-online.dhs.org> for additional information about AAPT or the workshop-conference.

**AAPT's 16th IWCTP
WASHINGTON AND JEFFERSON
COLLEGE**

Robert Timko
Mansfield University

The American Association of Philosophy Teachers will hold its Sixteenth International Workshop-Conference on Teaching at Washington and Jefferson College in Washington, Pennsylvania, just 28 miles south of Pittsburgh and a forty-minute ride from the Pittsburgh Airport. The dates for the conference are August 2-6, 2006.

The Philosophy Department at Washington and Jefferson is very active professionally. According to Chair David Schrader, the department "took the lead years ago on campus in developing a Senior Research Seminar in Philosophy. In general, we try to design an experience for our students that exposes them as comprehensively as possible to a variety of philosophical conversations, from conversations among students to conversations among leading scholars in the field." The Philosophy Club is a vital and vibrant campus organization, and philosophy majors from Washington and Jefferson College often attend APA divisional meetings. Recent graduates are currently in Ph.D. programs at the University of Chicago and Purdue University.

Washington and Jefferson College, founded in 1781, offers a historical, yet modern, venue for our conference. Each classroom is equipped with state-of-the-art technology and features movable desks with reclining seats. The computer lab is fully loaded with all the necessary software as well as access to Blackboard. Participants will have daily access to email from two different locations. The auditorium is fully equipped for video and DVD projection.

The Commons offers a food buffet -- and vegetarians, please rest assured, the food service is prepared to offer complete and diverse vegetarian alternatives for each meal. Adjacent to the cafeteria is a lounge where conference participants can take a break or work on their workshop projects. Outside the lounge is an outdoor patio where one can relax and engage colleagues in a friendly debate.

The living accommodations are also modern and comfortable. The dormitory which will house the conference is fully air conditioned. Participants will be housed in suites with two singles and one double room to each suite, as well as a shared living room, two bathrooms and a shower. On each floor there is a common room with a kitchenette, refrigerator and microwave. The building contains a laundry facility for those who might need it.

**PLAN AHEAD
August 2-6, 2006**

Located just a few short blocks from the centre of town, the 53 acre campus offers us a well-landscaped retreat. The college's recreational facilities, including a fitness center and a swimming pool, will be open during posted summer hours. Entertainment in Washington, PA includes The Uptown Theatre which offers live comedy shows, live concerts in all musical genres, dinner theatre and classic films. For the sports enthusiasts there is the Washington Wild Things Minor League Baseball team and the Washington Riverhounds professional Soccer team. The town has several parks where individuals can enjoy a morning jog or go cycling.

For those who enjoy the evening symposia which have become a tradition at our conferences, there are three interesting and cozy pubs just five to ten minutes walk from the residence hall. There are also several coffee houses and pizza parlors within a five minute walk of the campus.

Come for the first time or come again to enjoy the ideas, innovations and camaraderie of dedicated philosophy teachers -- August 2-6, 2006.

Comments on the “Future Discourse” Conference Leeds, England, July 2005

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Thanks to the support of the AAPT, I attended the “Future Discourse: Learning and Teaching in Philosophy” conference sponsored by The Subject Centre for Philosophical and Religious Studies held in Leeds, England, on July 1 and 2, 2005. What follows are some personal observations and reactions to the conference that might be of interest to AAPT members.

Many AAPT members and participants of the last two AAPT Workshop-Conferences will remember George MacDonald Ross from Leeds University who has been organizing a British effort aimed at improving the teaching of philosophy. For details on this from his perspective, please read the two excellent articles written by him in the Spring 2001 and Winter 2005 issues of *AAPT NEWS*.

For those who have attended AAPT workshop-conferences the issues raised at this conference would be very familiar. They would recognize such topics as using small groups and “active learning” in dealing with Kant’s ethics; considering whether and how an ethics course should improve the character of students; developing techniques to help under-prepared students understand difficult philosophical texts; conducting early diagnosis of student difficulties in propositional logic courses; dealing with student relativism; dealing with problems in teaching particular philosophers like Aquinas or Kant; understanding the role of logical argumentation in ethics; using classroom technology in teaching logic; and proposing some instances where Socrates might have been tempted into using PowerPoint.

I found Annamaria Carusi’s talk particularly provocative. If hypertext and other technologies fundamentally change how philosophical arguments are constructed, then on-line philosophy may be fundamentally a new kind of enterprise. On-line teaching of philosophy may not be something that can be evaluated the same way traditional classroom philosophy is evaluated, not because evaluation of on-line teaching is different, but because on-line philosophy is itself fundamentally different.

It was also enlightening and entertaining watching Oscar Brennifier from France take a very Gallic view of the value of philosophy while in a room of utilitarian philosophy teachers looking for something more practical. It was like watching a French gourmet who valued savoring the flavors of food lingered over in long meals debating a nutritionist who was more concerned with the physiological effects of eating particular foods.

An intriguing approach to teaching introductory logic courses was presented by Susan Stuart, who talked about her use of “handsets” like those a TV studio audience in “Who Wants to Be a Millionaire” might use to record their “vote.” The use here was to give students the chance to answer questions in class and get immediate feedback on their replies, and to give the teacher feedback on where students were doing well or were in need of further practice. At first, this sounded too much a use of technology just because it was available, but the presenter convinced me that the way she used the technology was quite helpful to both her and her students. Particularly interesting was the fact that students used the initial class responses to a question (e.g., “Is this argument valid?”), together with subsequent small group discussions, to correct their own answers. (As an aside, I remember graduating from a college back in the 1960’s that had similar technology built into a large lecture hall, and being a bit disappointed that none of my classes ever used it. I suspect that the classroom in question has been remodeled at least twice since then, and it would not surprise me if the next remodeling re-introduced the technology in an updated form.)

I’d call the conference quite successful, and an excellent first step toward further efforts. Most participants with whom I spoke thought that the quality of the presentations was high and that the chance to talk over issues of teaching philosophy with others, especially in an international setting, was very important. The conference management, including the physical setting, the food, and the lodging, organized through the University of Leeds, was very well done.

The biggest disappointment voiced by several participants was the relatively low attendance. By my count there were 35 participants. There were 22 non-British participants, including people from Turkey, Cyprus, France, the Caribbean, and the United States. AAPT was well represented by presenters: I counted six

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ASSESSING FOR STUDENT LEARNING

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Editor's Note

David W. Concepción recently received two of the three university-wide teaching awards at Ball State: the Lawhead Teaching Award in General Education (nominated and selected by faculty) and the Excellence in Teaching Award (nominated by students and selected by faculty and students).

In this paper, toward the goal of maximizing student learning I invite readers to assess their course-related assessment activities. My approach is somewhat unusual. I provide very brief discussions of my own developing practice and conclude with first-person questions. I take this approach because I believe that instructors maximize student learning by developing highly individualized variations of effective teaching practices as they reflect upon powerful questions.¹

Course-related assessment is often framed in terms of 'learning objectives.' Although it need not, talk of 'learning objectives' tends to focus our attention too much on course content. I prefer to talk of 'student transformations' because with 'student transformations' it is easier to conceive of a teacher as a critical adventurer who structures circumstances that encourage students to develop skills. The primary goal of my classroom assessment is to inform my attempts to maximally support student skill development; that is, student transformation. An early question to address when evaluating course related assessment, then, is: **What do I think course-related assessment is for?**

If we accept that our teaching best serves our students when it is responsive to their particular needs, we have a reason to establish a regular flow of information from students to teachers. There are many ways to generate the flow of information we need as we recursively assess our teaching practices. For example, like many instructors, part of the information I gather is from student surveys that are not part of an official administrative data stream. By means of such surveys, instructors are able to search for information that may improve teaching and thereby

student learning, but that one would not want in a promotion and tenure file. Given all of the possibilities: **Which methods of information gathering should I employ?**

I start my particular surveying immediately at the beginning of the term. When students enter the classroom for the first session they see the following partial sentences displayed:

- A good teacher is a person who
- A thing my favorite teacher did was ...
- A good student is a person who ...
- It helps me learn when my classmates ...

I collate and boil down the responses they provide when completing these sentences. This results in criteria that the students are given to evaluate me and to evaluate each other midway through the term. I do this early survey with these questions because I want to know what the students expect. I believe that learning involves integrating new experiences with what one already knows, so the more an instructor knows about the background knowledge and expectations of her or his students, the more the instructor is able to support learning by adapting to the individuals in the classroom. (For example, I have adopted some of the ideas students shared when completing the 'A thing my favorite teacher did was' sentence.) Moreover, introducing this survey at the first session shows students that their input is paramount and they learn that they are accountable to each other. **Given the goal of benefiting students by combining my expertise with the information that they provide about themselves, what information should I seek, and when should I seek it?**

Among the roughly 1300 undergraduates I have taught at comprehensive and research universities, a religiously affiliated small liberal arts college, and an extension program of a college with near open enrollment, I have found remarkable consistency in the way students complete the partial sentences I present to them on the first day of class. Ranked by the frequency that students mention them, students report the following qualities of good teachers:

- Makes learning fun/has a sense of humor
- Is encouraging/friendly/nice
- Promotes participation/has interactive classroom/ doesn't just lecture
- Is enthusiastic/enjoys teaching
- Is understanding/cares about student success
- Is available outside of class/helpful/approachable
- Explains things clearly/is plain speaking
- Teaches at the right pace/ doesn't assume students know everything or are idiots
- Is respectful/treats students as adults
- Uses 'real life' or personal examples
- Is open-minded/teaches more than his or her opinion
- Has clear review sessions and notes/is fair/has no tricks on exams

...an awareness of student expectations allows us to use their expectations to enhance their learning ...

How should I change, if at all, anything that I do (e.g. classroom activities, syllabus, assignments, etc.)?

Again ranked by frequency, students report the following expectations of their classmates:

- Is quiet during lecture/does not interrupt
- Participates in class/asks questions
- Is not disruptive (is on time/ doesn't pack up early/turns cell phone off)
- Is prepared for class/does the reading before class
- Pays attention/attends class/takes good notes
- Listens well/does not dominate discussion
- Is respectful of others and open-minded
- Helps others learn/contributes to group activities

My students report no higher aspirations for interactivity than the opportunity to ask questions. They expect to be passive (e.g. 'pays attention' and 'listens well') and respect docility (e.g. 'quiet during lecture' and 'is not disruptive') in their peers. If an instructor plans on problematizing these expectations s/he should anticipate resistance and adapt accordingly. In light of my students' expectations: **How much interactivity is best in my particular teaching and learning context? How can I reduce the potential friction between my students' expectations and my actual practices?**

As my treatment of student surveys as an assessment device suggests, I embrace an expansive definition of assessment. Assessment is a gathering of information regarding something for some purpose. This definition prompts questions that extend beyond those raised by student surveys, such as: **How, if at all, do my assessment activities support, impede, or make no difference to student attempts to develop in the ways I value? Among the more specific matters suggested by this central question are: Do my assignments reinforce my explicit articulation of the transformative goals I have for my students? Am I justified in valuing what I value and ordering what I value in the way I do? Which of my current assessment activities should I adapt to focus students' transformative efforts more precisely? Which assessment activities should I cease using altogether? Which new assessment activities should I implement?**

'Knowledgeable' is not mentioned often and thus is not included on the list. In fact, roughly, one out of fifty students in introductory classes, one out of twenty five students in early major classes, and about one out of ten students in junior and senior seminars mention 'knowledgeableness.' The distance between the importance faculty place upon knowledgeableness when we evaluate each other (and ourselves) and the importance students place upon knowledgeableness in their interactions with us should give us pause. Particularly when seen in light of their concern to not be treated as if they already know everything, students' relative lack of concern with knowledgeableness suggests that they are not impressed by teachers who deliver lectures furiously filled with details that only a dissertation committee could love. Notice also, even if it were an unreasonable expectation, students are telling us that if we are fun, they will learn more. Entertainment is not a goal, but a means to greater learning. Overall, students want (1) no surprises on graded material, (2) an active, enjoyable learning environment, (3) a passionate, caring instructor, and (4) a challenging but not overwhelming pace. This list should not inspire us to give students what they want in some ill-fated attempt to be well-liked. However, an awareness of student expectations allows us to use their expectations, combined with our own professional judgment, to enhance their learning. Having gathered a sense of my students' expectations:

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When developing answers to these questions I find it helpful to keep in mind the following considerations. Grades motivate. The carrot and stick of graded assignments influence students' behavior as they undertake a particular academic project. However, some student effort is focused on the development of skills that will garner high marks and some effort is not so well focused. When students work hard but get poor marks because they did not work on the right thing, or in the right way, the motivational force of grades is undercut. To maintain or maximize student effort it is important to focus students with very specific instructions and directions for completing the assignment.

...it is important to focus students with specific instructions and directions ...

How specific are my *ex ante* directives regarding how to perform the skill (e.g. paper writing) I am asking students to perform?² Have I provided 'How To' instruction or merely a description of a successful product?

Completed assignments are data to be evaluated by teachers as we decide what we should do next to induce continued student transformation. Commonly, the next thing teachers do is assign grades. When the goal of our comments is student transformation, rather than the justification for a grade, we will also provide either general guidance to a class or particularized guidance to individual students regarding how students should refine future efforts. The importance of such guidance is influenced by the existence of subsequent opportunities for students to undertake related tasks where they can deploy the information we give them. This fact suggests a need for frequent assignments and/or the permissibility of revision for credit. **How, if at all, should I build more assignments into my classes? Which additional assignments? Why?**

A less common, although perhaps more important, next step is for teachers to assess their own performance in light of the work students turn in. If we ask the right questions and assign the right projects, teachers can ascertain from student work not only what material students have learned, but also which skills have been inculcated, the extent to which more practice is needed, and which pedagogies are most effective with a particular group of students. Completed assignments are significant data as we assess our own performance. **How, if at all, should I use student work to help me innovate?**

Regardless of its other uses, assessment is ultimately valuable insofar as it is *for* student transformation. Graded assignments directly motivate and sharpen the focus of students' activities and indirectly serve students by informing reflective teachers as they search for innovations to maximize teaching effectiveness; that is, learning. Although the products of student work are key pieces

of data, the range of assessment actions extends well beyond graded assignments. In our distinctive learning and teaching contexts, each of us has many questions to answer as we attempt to determine which assessment practices engender

optimal teaching effectiveness and thereby maximal student transformation.

(Endnotes)

¹Answers to many of the questions asked here may be found in Thomas A. Angelo & K. Patricia Cross, *Classroom Assessment Techniques: A Handbook for College Teachers* (2nd ed.) (Jossey-Bass, 1993) and Maryellen Weimer, *Learner-Centered Teaching* (Jossey-Bass, 2002), especially chapter 6.

² For an example of such 'How To' instruction see the appendix of my "Reading Philosophy With Background Knowledge and Metacognition," *Teaching Philosophy* 27:4, Dec. 2004, 351-368.

AAPT Panel at the APA Eastern

"Perpetual War Vs Perpetual Peace: Philosophical Views on the Conflict"
Moderator: Dr. Harold Brown, Pace University

"What Do Philosophy and Liberal Education Have To Do With Teaching Peace?"
Dr. William Evans, St. Peter's College, NJ

"Teaching the Paradoxes of War"
Dr. Margaret Cuonzo, LIU Brooklyn Campus

"Philosopher Pope John Paul's Views of War in General, and the War in Iraq in Particular"
Prof. James P. Friel, Farmingdale State University

"Socrates: Soldier, Thinker and Supporter of Legitimate Government"
Dr. John Chaffee, CUNY La Guardia College, NY

Thinking Theater: Teaching Philosophy to Inner-City High School Students

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Presentation at APA Pacific Division meeting, 2005 by Sharon Kaye, Paul Thomson, Robert Prisco, (faculty at John Carroll University), and Brittany McClaine, Dan Matusicky, Rhiannon Lathy, Linda Kawentel, Zach Miller, Alex Decker, (undergraduate students at John Carroll University).

Our presentation for the AAPT at the Pacific Division meeting of the APA in San Francisco (2005) concerned an experimental enrichment program for inner-city high school students called the Carroll-Cleveland Philosophers' Program, "CCPP." Dr. Jennifer Merritt conceived and launched CCPP at John Carroll University in the year 2000. Having taught a philosophy curriculum known as the Touchstone Series in a Virginia prison, Dr. Merritt set out to find a new way to reach at-risk teenagers. CCPP has taken many different forms over the years.

Our class in the spring of 2005 consisted of approximately forty high school students drawn from several different high schools throughout the Cleveland public school district. The students bussed to John Carroll's lovely suburban campus and met in a high tech classroom. In the morning, they studied philosophy. Then they ate together and moved on to an afternoon activity involving service learning, a field trip, an art project, or a career workshop.

It took a rather large staff team to run the program, including an operations director, three faculty members and ten undergraduate teaching assistants. The program received funding from various sources, including the Cleveland Foundation, the Jennings Foundation, John Carroll University, and the Federal Work-Study Program.

While there are many facets to CCPP, it is called a philosophers' program because philosophy is at its core. Dr. Merritt originally identified philosophy as the crucial ingredient for the education of at-risk teenagers for three reasons: it promotes critical thinking, it fosters

community, and it validates the unique perspective of each individual student. My colleague Paul Thomson and I believe there's an important sense in which every teenager is at-risk. So we have written a two-volume textbook for teaching philosophy to high school students called *Wondering*, to be published by Prufrock Press.

Wondering is organized topically. It covers most of the same classic philosophical issues and authors that one might study in a typical college Introduction to Philosophy course, except everything is explained at a basic level. Chapter titles include: "What is love?", "Should we accept reality?", "Why should we protect the environment?", and "What is the meaning of life?". Each chapter begins with a short philosophical dialogue between two fictional high school students about the issue in the chapter. One of the exercises at the end of each chapter asks the students to write a dialogue of their own demonstrating the philosophical concepts and positions they've learned.

As the CCPP philosophy course evolved, using dialogue skits became central to the course methodology. A typical two hour class-period proceeded as follows: (1) read aloud parts of the chapter for the day; (2) watch a dialogue performed by teaching assistants; (3) write answers to questions about the dialogue; (4) engage in small group discussions; (5) write skits; (6) perform the skits for the class, and (7) share reactions. It was a lot of fun and very educational at the same time.

What is it we are trying to teach when we teach philosophy? In class, CCPP students learned that philosophy is talking about controversial ideas. According to the introduction to *Wondering*, philosophy means learning to disagree with others in a productive manner. Both of these things are true. But philosophy is also something deeper. As a matter of fact, this deeper thing is actually the whole reason for doing it.

Martin Heidegger is famous for capturing this deeper thing in his classic work of phenomenology, *Being and Time*. He called it "Being-in." This is one of those magical capitalized, hyphenated words that holds volumes of significance. Being in what? Being in the moment. Heidegger is talking about those rare and special moments when you are really yourself and you make an absolutely profound connection with someone else who is really being him- or herself. On the street it's called "being real."

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Cheat-Resistant Multiple Choice Tests

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Whether multiple choice tests are appropriate or helpful in a philosophy class is a question for another time. Here I want to propose some ways to decrease cheating on such tests, leaving to the reader the question of whether the use of multiple choice testing is appropriate.

In classrooms where it's not possible to proctor students closely as they take a test, it's necessary to do something to head off cheating before it happens rather than try to deal with it after one catches a student having done so. The following has worked for me.

Using a program like Word or WordPerfect, I create a typical test. I then "select all" and copy the test to a new file. I use a macro* to swap various pairs of answers, leaving the questions in the same order. This works best when the two answers swapped are of similar length. This results in two different versions of the

TEACHING TO INNER-CITY *continued from page 9*

No one can "be real" on command. The only thing you can do is set the stage. There may be different ways to do this, but we have found that, with high school students, setting the stage means literally setting the stage. Invite them to take on the persona of someone else and suddenly they are free. They are set free by the ambiguity of the situation. What they are saying may represent their own views or may not. They can experiment and find out what really matters to them and how it might feel to share it.

CCPP has adopted drama pedagogy because it provides a framework for teaching students how to disagree with one another about controversial ideas in a productive way. There are two levels of productivity. On the surface, they learn how to be polite and respectful, how to express themselves effectively and with confidence, both in written and oral contexts. On a deeper level, however, they experience transformative philosophical moments, either with one another in class or with others outside of class. Ironically, pretending to be someone else shows us how to be ourselves more fully.

test with different sets of answers.

At the top right corner of one version I put:

TEST No. _____

At the top right corner of the other version, I put:

TEST No: _____

(The only difference is a colon in one and a period in the other.)

I then run off stapled copies of the two versions. I can tell them apart by the small difference of the colon or the period.

I fill in by hand the TEST No. blank on each copy of the test with a number, using odd numbers for one version and evens for the other version.

At the start of the test, I announce that there are multiple versions of the test. I instruct the students to be sure to put the test number of their test on their machine-scored answer sheet, and I tell them that if a student does not put the test number on the answer sheet, that test will not be graded properly. (This also means I can find out if a particular test disappears; I have a record of all the tests.)

Students will not know how many versions of the test there are, or which other copies of the test around them are the same version as the one that they have. This makes cheating by simply copying answers very difficult.

Once I've done this for the first exam, I sometimes just make up one version of the next exam, or only make up a different version for the first page of the test, but I still write in a different test number on each exam after they are run off. Students still can't tell how many versions of the test there are and are still dissuaded from cheating.

(Endnotes)

* Macros can be created inside Microsoft Word or Corel WordPerfect to automate repetitive tasks. In both Word and WordPerfect this option is under the "tools" menu as "Macros." These macros must be created by the user; they aren't part of the basic program. Consult the program's documentation for details. Although your tests may not be set up exactly like mine, I will put two examples on the AAPT website (<http://aapt-online.dhs.org>) in the Members Only area for your use.

Betsy Decyk Receives Faculty Leadership Award

Donna Engelmann
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AAPT's own Betsy Decyk was awarded California State University, Long Beach's 2004-2005 Nicholas Perkins Hardeman Academic Leadership Award. This award is given each year to one faculty member (in a faculty of some 2500) in recognition of that person's outstanding leadership in the university's academic governance.

Betsy's service to CSULB began in 1984 when she was first hired as a lecturer (= "adjunct" or "non-tenure-track" faculty). Betsy's official employment as a lecturer at CSULB has been to teach philosophy courses in the Philosophy Department, and also critical thinking courses in the Psychology Department. She was recognized from the beginning as an exceptionally talented and devoted teacher. Those of us in AAPT know first hand of this talent and dedication.

Over the years, Betsy's interests in the integrity of the curriculum, and her commitment to fostering academic freedom and equality led her into pioneering contributions to various department, college and university governance committees – from departmental curriculum committees to Senate personnel policy councils (the only lecturer in a room of tenured full professors). Although Betsy knew service was not part of her contractual employment, she took it to be an essential part of her professional commitment. At CSULB, as in the AAPT, Betsy was an intelligent voice and a natural leader. Over time, she became a champion of the rights of lecturers and an on-going demonstrator of the benefits to the university of including the voices of even non-tenure-track faculty. The benefits of Betsy's voice have not been only with respect to lecturer interests and issues – she has been much appreciated for her contributions to such things as class-room civility policies and re-organization of the University's committee structures.

Betsy became one of the first lecturers admitted to CSULB's Academic (i.e., Faculty) Senate, and is now the longest-serving lecturer there. Recognized as one of the Senate's most valuable contributors, she is the first (and so far only) lecturer elected to the Senate's Executive Committee. She is currently the Vice-Chair of the Senate.

But Betsy's service in the committees and councils of joint faculty/administrative governance might not in itself have merited the Hardeman award. Betsy also became a leader in devising new avenues (e.g., through the university's Faculty Center for Professional Development) for faculty to become creative and more effective teachers. She has become a leader in promoting the ideal of university teaching as a place for scholarship – and above all in promoting the ideal of community.

Finally, Betsy's long-time leadership in many, many roles in the American Association of Philosophy Teachers was significant in marking her as without doubt a worthy recipient of an award specifically for Academic Leadership. We in the AAPT can rejoice that one of ours has been so signally recognized.

Comments on Leeds *continued from page 5*

AAPT members presenting. The British participants made up only about 40% of the conference attendees.

George MacDonald Ross, in his article in the Winter 2005 issue of *AAPT NEWS*, offered some suggestions for why philosophy teachers in Britain might be reluctant to attend conferences like this one. I'm still puzzled, though. The conference was set up to start at noon Friday, and end at 5 p.m. Saturday so that most British participants could easily travel to the conference site – Leeds is less than four hours by train from almost any place in England, Wales or Scotland.

Perhaps one possibility is that philosophy education in the U.S. is not done in as limited a setting as in Britain. Not only is Britain more committed to the research university model, but also there is in Britain no equivalent of the American community college, where over half of American undergraduate students are found. The AAPT has traditionally had a large representation from liberal arts colleges, state universities that are not first-line research institutions, and community colleges. I suspect that if all American universities were research universities, there would be even less interest in teaching philosophy here than in Britain. I think the Subject Centre and the AAPT have very similar problems in expanding interest in teaching philosophy at large research universities. The AAPT should continue to work closely with the Centre to develop strategies to expand interest in the teaching of philosophy and to track how the different funding models of the two organizations affect their efforts.

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