



The American Association
of Philosophy Teachers

2021 Summer Series

"How We Teach"

Wednesday, July 14, 2021

1:00p - 6:30p (ET)



AAPT

Link to Main Zoom Room:

<https://us02web.zoom.us/j/87216440231?pwd=RFhIY1g3Q0tKUDBCSGVtQVVSbWpTQT09>

Website: <https://janemdrexler.wixsite.com/aaptsummerseries>

#AAPT21



2021 Summer Series

THE AMERICAN ASSOCIATION OF PHILOSOPHY TEACHERS 2021 SUMMER SERIES

The series will focus on four themes, each on a different day:

Who we Teach — June 9, 11 a.m. – 4:15 p.m. (EST)

On this day, we introduce the series, and focus on diversity, inclusion; access, retention, K-12, gen ed, institutional setting, and more.

What we Teach — June 23, 11 a.m. – 4:15 p.m. (EST)

On this day, we center themes like critical thinking, questioning, listening, reading, writing, curricula, courses, texts, learning outcomes, etc.

How we Teach — July 14, 1 p.m. – 6:30 p.m. (EST)

On this day, we turn our attention to the ways in which we approach our content to improve learning, such as High-Impact Practices, assessment, assignment design, games, technologies, and more.

Why we Teach — July 28, 2:30 p.m. – 9:30 p.m. (EST)

On this final day, we bring together many themes from the series, and attend to the bigger question of Why: What's at stake, what's our purpose, what's the role of philosophy and what are the reasons we teach it. Plus, we end the day with the much-loved Trivia Night, keeping a wonderful tradition alive!

- The AAPT Summer Series will be held virtually via Zoom.
- Register for the 2021 Summer Series here: <https://forms.gle/tEU987fnAhNKadD39>
- All events are free to AAPT members. To become a member of the AAPT, please visit our membership page: [https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-\(AAPT\)](https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-(AAPT))
- Questions? Contact Jane Drexler: jane.drexler@slcc.edu.



July 14, 2021
How We Teach
Program at a Glance
(all times Eastern)

1:00 – 1:30	<u>Welcome – Main Zoom Room</u>	
	1:00 – 1:15	Welcome
	1:15 – 1:30	Social/Breakouts
1:30 – 2:30	Concurrent Session #1	
	<u>Room 1</u>	60-minute Presentation/Workshop
		Dave Concepción & Sarah Vitale “Change Your Class to Specifications Grading in One Session: Bring Your Syllabus!”
	<u>Room 2</u>	30-minute Presentation/Workshop
		Jennifer Szende “Assessing Analytic and Evaluative Skills in Philosophy Using Multiple Choice Questions”
		Amitabha Palmer “The Holy Grail of Teaching: Improved Learning Outcomes with Less Time Grading”
	<u>Room 3</u>	30-minute “Flipped Video” Discussions
		<i>(please watch the videos prior to these sessions, at this website)</i>
		Sarah Donovan & A. Sharma “Computing as a civic tool to engage with philosophical social issues”
		Robert Leib “Social Contract Gaming”
	<u>Room 4</u>	30-minute “Flipped Video” Discussions
		<i>(please watch the videos prior to these sessions, at this website)</i>
		Monica Janzen “Reimagining Undergraduate Research in Philosophy: Introducing Research, Scholarship and Creative Activities in Beginning Level Philosophy Classes”
		Rebecca Scott, S. Adair & B. Fulkerson-Smith “Space Matters: Transforming learning environments to facilitate philosophical inquiry”
2:40 – 3:10	Poster Sessions	
	<u>Room 1</u>	Melissa Jacquart & Amanda Corris “Cultivating Community Relationships for Philosophy High Impact Practices”
	<u>Room 2</u>	Erica Stonestreet “Real-Life Argument Analysis: A Relevant Formal Logic Assignment”
	<u>Zoom 3</u>	Alida Liberman “Strategies for Successful Student Reading Reflections”
	<u>Zoom 4</u>	Alexandra Bradner “Classroom Management: How to Handle Distracting, Disrespectful, and Immature Behavior in the College Classroom”
3:10 – 3:30	:20 Break	

3:30 – 4:30

Concurrent Session #2

Room 1

60-minute Presentation/Workshop

A.Thompson, J.Kalef, "Panel on Non-Traditional Grading Strategies"
D. Locke,
& M.Schultz-Bergin

Room 2

30-minute Presentation/Workshop

Jane Drexler "Teaching Philosophy as a Way of Life: Assignment Design
Principles"
Kristina Grob "Faculty-Led High Impact Practices on a Low Budget"

Room 3

30-minute "Flipped Video" Discussions

(please watch the videos prior to these sessions, [at this website](#))

Kelly Salsbery "Creating Short Videos for Teaching the 21st Century"

Peter Seipel "Experiential Learning through Virtual Reality Simulations of
Classic Thought Experiments"

Room 4

30-minute "Flipped Video" Discussions

(please watch the videos prior to these sessions, [at this website](#))

Scott McElreath "Expertise as a New Topic in an Applied Ethics Course"

Hannah Pugh "How ePortfolios Can Assist Students in the Pursuit of the
History of Philosophy"

4:30 – 5:00

:30 Break

5:00 – 6:00

Concurrent Session #3

Room 1

60-minute Presentation/Workshop

Ryan Windeknecht "Groundwork of the Metaphysics of Dungeons: Designing
Dungeon Crawls for Teaching Philosophical Texts"

Room 2

30-minute Presentation/Workshops

Chris Blake Turner "Cultivating Virtue through Deliberate Practice: A Learning
Portfolio for Significant Learning Outcomes"

Carissa Phillips Garrett "The Character Project: Ethical Identity Formation in Practice"

Room 3

Open

Room 4

20-minute "Flipped Video" Discussion Panel

(please watch the videos prior to these sessions, [at this website](#))

Shannon Lundeen "Enhancing Learning and Evaluation through the Use of
Grading Contracts"

Dennis Earl "Two Years of Specifications Grading in Philosophy"

Irwin Chan "Talking is Encouraged During Exams: How to Effectively Use
Group Exams in Teaching Philosophy"

6:00 – 6:30

Closing Session – Main Zoom Room

Closing/Social (visit the Detailed Program below for the "Mosc-How Mule"
Signature Cocktail and Mocktail for our closing session
happy hour)



2021 Summer Series

Zoom and Website Links At-a-Glance

Main Room: <https://us02web.zoom.us/j/87216440231?pwd=RFhIY1g3Q0tKUDBCSGVtQVVSbWpTQT09>

Room #1: <https://us02web.zoom.us/j/89143051855?pwd=bGICQ1MyazZvbVlrZGppVEZiK1hIQ09>

Room #2: <https://us02web.zoom.us/j/85417508003?pwd=ZXZ1WEZkU3BzYTZFYnJtdE56L3E3dz09>

Room #3: <https://us02web.zoom.us/j/81572235765?pwd=VEtWL3g5RlZwSDVqQ1ZuakNGNEUwZz09>

Room #4: <https://us02web.zoom.us/j/81875908145?pwd=MElkdmTWcjZOYXo0bGZzdXZVT0F4UT09>

Website: <https://janemdrexler.wixsite.com/aaptsummerseries>

Here you can find the session videos, posters, and presenter handouts/materials

AAPT Committee Volunteering: [Link to AAPT involvement Sign-Up Form](#)

(See pgs 17-19 below)

“How We Teach” Series Contacts

AAPT Summer Series Chair:

AAPT Executive Director

“How” Event Chairs:

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Alexandra Bradner, alexandrabradner@gmail.com

Renée Smith, rsmith@coastal.edu

Kimberly Van Orman, kvanorman@uga.edu

Detailed Program

Wednesday, July 14

1:00p – 1:30p [Welcome Session](#)

[Main Zoom Room](#)

Welcome – Renée Smith and Kimberly Van Orman
Social

1:30p – 2:30p **Concurrent Session #1**

A. [60-minute Presentation/Workshop](#)

[Zoom Room #1](#)

Dave Concepción and Sarah Vitale

“Change Your Class to Specifications Grading in One Session: Bring Your Syllabus!”

We aim to guide session attendees through useful questions that facilitate a transition to a grading system that increases the quality of student work. Specifications Grading uses limited tiers of evaluation and sets the bar for success very high. In one popular version, there are two tiers (pass/fail) and to pass a student’s work must achieve traditional “B” performance. Additionally, in specifications grading, evaluation is holistic. Assignment grades are not the sum of atomistic smaller numbers of points for parts of the work. Rather, the work as a whole is evaluated relative to detailed specifications. No partial credit is awarded. Examples of specifications grading in a core curriculum philosophy course and a course for philosophy majors will be provided. Although we will have examples, we encourage attendees to bring a syllabus and a paper writing assignment they currently use. We will guide attendees in transforming what they currently have into the specifications system.

B. [30-minute Presentations/Workshops](#)

[Zoom Room #2](#)

Jennifer Szende

1:30p – 2:00p

“Assessing Analytic and Evaluative Skills in Philosophy Using Multiple Choice Questions”

This session will help participants to support student-centered intentional learning and higher level cognitive skills development through multiple choice assessments. The session will provide arguments for and evidence of the effectivity of multiple choice tests for assessing analytic and evaluative skills in philosophy, and will help participants gain confidence in writing multiple choice questions that serve rather than hinder philosophical analysis of arguments. This session will have participants work together to analyze and practice developing multiple choice questions directed towards assessing analytic and evaluative learning. The session handout will briefly outline an argument for multiple choice assessment in philosophy, provide examples of multiple choice questions at various levels of Bloom’s taxonomy, and will have participants practice developing their own multiple choice questions. Participants will work in groups to come up with 1-3 multiple choice questions of different styles. If time permits, we will spend the final few minutes analyzing and sharing some of the questions the groups have come up with.

Amitabha Palmer

2:00p – 2:30p

“The Holy Grail of Teaching: Improved Learning Outcomes with Less Time Grading”

Genuine learning requires feedback and opportunities for improvement based on that feedback. I build these elements deep into the structure of all my courses. Students can earn points for improvement for almost every assignment and quiz. Just as importantly, students sense that the class is fair and that I’m invested in their growth, since they are not only given opportunities to improve but rewarded for that improvement. Assessment and reassessment, however, are extremely time consuming and rarely scalable for heavy teaching loads. A fundamental problem that many teachers face involves reconciling the need for students to receive feedback and improve with practical constraints on time and energy. In my workshop I share some of the systems I have implemented to reconcile these competing desiderata. Then, in small groups, the workshop will have attendees share and discuss principles in order to come up with strategies for their own course objectives.

C. 30-minute “Flipped Video” Discussions

Zoom Room #3

Sarah Donovan and Anrunkumar Sharma

“Computing as a civic tool to engage with philosophical social issues”

The presenters co-teach a learning community for first year students that combines philosophy and computing to explore the social issues surrounding firearm possession, use, and abuse. While the primary focus is the United States, the presenters do encourage students to investigate international databases. The goal of this AAPT session is to provide participants with a hands-on experience utilizing the computing language, Wolfram, to pull information from a public database, and complete an exercise in which participants then utilize philosophical concepts to think about the data. After the exercise, the presenters will describe some of the mechanics of the Learning Community that make it possible to successfully combine computing with philosophy. In particular, they highlight how they teach students the difference between actively researching and passively consuming information.

Robert Leib

“Social Contract Gaming”

For several years, I have played “The Hobbes Game” in my ethics classroom. The game involves giving each student a number of fake dollars, allowing them to challenge each other in winner-take-all contests, and awarding the last person standing extra points on their final paper. John Immerwahr, the game’s inventor, thought there was potential for extending this kind of game to other social contract thinkers. In my ‘How Should We Live?’ course, I have taken up this project. A majority of the students’ grades come from team assignments in which they modify, create, and playtest games based on social contract theorists’ ideas of the states of nature and society. These projects not only encourage students to develop as team players, they also produce activities that people can play in place of reading the texts—in high school classes or during community events— thus making difficult philosophical texts more accessible. In my presentation, I will share one of the games my students created. I will also share some of the handouts we use for abstracting ideas from the texts and making them available for use in the gaming medium. Finally, I will go through the first exercise of the semester with the participants: adding a ‘ring of Gyges’ element to a well-known card game.

D. 30-minute “Flipped Video” Discussions

Zoom Room #4

(Please watch the videos for this session beforehand, [at this website](#))

Monica Janzen

“Reimagining Undergraduate Research in Philosophy: Introducing Research, Scholarship and Creative Activities in Beginning Level Philosophy Classes”

Many of us think about undergraduate research as something that we might do with only a few, advanced philosophy students. However, undergraduate research, scholarship, and creative activities (URSCA) are high impact practices that can help engage and retain philosophy students at all levels and abilities. In this session, I will contrast a more “traditional” view of undergraduate research with a more expansive conception of URSCA and explore how the latter can be utilized to create assignments designed for all beginning philosophy students in introductory classes at community colleges and four-year institutions. I will share my experience as co-coordinator of URSCA on my campus, specific assignments I use in both my Introduction to Ethics and Introduction to Philosophy classes, and discuss the practical steps for incorporating URSCA in your classes. I will engage with participants’ thoughts, questions, and experiences throughout.

Rebecca Scott, Stephanie Adair and Brett Fulkerson-Smith

“Space Matters: Transforming Learning Environments to Facilitate Philosophical Inquiry”

In this session, we will present our department’s philosophy learning lab initiative. In the Spring of 2020, we redesigned a classroom on campus specifically for philosophy courses. This project was motivated by the belief that the physical environment of the classroom has an impact on how students experience our classes, how we teach, and ultimately on student learning. In our presentation, we will share our experiences and facilitate a discussion about how and why participants might develop similar classrooms at their own institutions. In the final analysis, we will show that philosophy learning labs are a HIP in that they facilitate collaborative learning.

2:40 – 3:10p Poster Sessions (30 minutes)

(Please feel welcome to explore the posters for this session beforehand, [at this website](#))

A. Poster Room #1

Melissa Jacquart and Amanda Corris

“Cultivating Community Relationships for Philosophy High Impact Practices”

High Impact Practices such as Service Learning or Community-Based Learning often require an instructor to develop and cultivate community relationships, sites, and/or partners with whom students might be able to work. Work at the University of Cincinnati’s Center for Public Engagement with Science details how interested philosophers might go about developing community partners for these kinds of projects. During this session, we will (1) provide an overview of our Center’s developing “Beginners Guide: how and where to start” document for philosophers interested in cultivating community partnerships; (2) facilitate discussion of adaptation of this output for use in philosophy courses interested in High Impact Practices (drawing on our own experiences teaching an interdisciplinary philosophy of science & public science engagement course); and (3) seek discussion and feedback from other AAPT members who may have

additional experiences and expertise so that we might build out our best practices and white paper documents.

B. [Poster Room #2](#)

Erica Stonestreet

“Real-Life Argument Analysis: A Relevant Formal Logic Assignment”

Students in formal logic classes often struggle to see the relevance of the symbolic work they’re doing to anything beyond the course (or possibly the LSAT). Instructors sometimes give them a rationale for taking logic by pointing out that it’s good for helping them evaluate the arguments that are all around them, but unlike most of the “real-life” arguments they encounter, most of the exercises they do are specially prepared to be clean and accessible to symbolization. In this session, I’ll present a multi-part, semester-long assignment designed to help students practice their symbolic skills on real arguments and help them to reflect on the value of symbolic logic beyond the course. The assignment develops skills in information literacy, summarizing arguments, symbolizing, and evaluating validity and soundness.

C. [Poster Room #3](#)

Alida Liberman

“Strategies for Successful Student Reading Reflections”

This poster session will model the open-ended reading reflection assignment I assign in my courses, which is designed to encourage varied engagement with challenging readings (while minimizing time spent grading). Participants will (optionally) have an opportunity to practice engaging with an unfamiliar text using these methods themselves. I will also have examples of activities designed to help students understand the importance of background knowledge.

D. [Poster Room #4](#)

Alexandra Bradner

“Classroom Management: How to Handle Distracting, Disrespectful, and Immature Behavior in the College Classroom”

As a college professor, one doesn’t expect to have to scold students for holding side conversations during lecture, checking their phones, or wandering in and out of the classroom. But, on some campuses, this kind of regulatory work is an everyday irritation. In this poster session, I will reflect, in an interactive Google Slides presentation, upon the causes of this relatively new problem; review the effective classroom management strategies of k-12 teachers, in order to generate resources for older student populations; and examine a particularly successful collegiate approach. 2021 Summer Series registrants will view the slides on their own time. They will be encouraged, on the last slide, to share copies of their own syllabus statements on classroom conduct and/or community norms. This crowd-sourced material will fuel our in-person discussion of the slides on the “How We Teach” day of the AAPT 2021 Summer Series.

3:10p – 3:30p Break

3:30p – 4:30p Concurrent Session #2

A. 60-minute Presentation/Workshop

Zoom Room #1

Adam Thompson, Justin Kalef, Dustin Locke, and Marcus Schultz-Bergin

“Panel on Non-Traditional Grading Strategies”

Learner-centered pedagogy and integrated courses require (a) that learning objectives, activities, and assessments be aligned with each other and (b) that there be multiple opportunities to gauge and offer feedback about student growth relative to the learning objectives. The vast majority of philosophy courses fall outside the formal-reasoning rubric and, so, tend to have substantial difficulty meeting (b). The main difficulty is developing meaningful, aligned formative and summative assessments that facilitate the development of abilities and/or dispositions relevant to a philosophy course in a post-secondary educational institution. Our panelists illustrate the non-traditional grading strategies that focusing on key factors contributing to the difficulty—namely, time and the manifold nature of philosophy’s central subject matter. The panel discussion we’re proposing focuses exclusively on the problem of developing effective assessment strategies that (i) are not unduly time consuming, (ii) are multiply realizable in that they can be used across the philosophy curriculum, and, so, (iii) can be used to offer more opportunities to gauge and offer feedback about student growth relative to the learning objectives of a course.

B. 30-minute Presentation/Workshops

Zoom Room #2

Jane Drexler

3:30p - 4:00p

“Teaching Philosophy as a Way of Life: Assignment Design Principles

This session begins by exploring a set of WOL Assignment Design Principles developed by Drexler and several other participants in the Philosophy as a Way of Life Project (NEH Summer Institute and Mellon Foundation projects), and continues with a mini-workshop structure focused on designing/adapting assignments into, for instance, philosophical exercises, immersive assignments, or similar, and grounded in those WOL Design Principles.

Kristina Grob

4:00p – 4:30p

“Faculty-Led High Impact Practices on a Low Budget”

Many of the principles associated with Philosophy as a Way of Life align with High Impact Practices and can be easily implemented in stand-alone philosophy classes. Not only do High Impact Practices enrich student learning, creating a high(ish) impact class can benefit our colleagues and promote collaborative efforts toward future higher impact practices. This can be scaled for teaching in two-year colleges, non-residential colleges, and for those who are the sole philosophy faculty in their schools. In this workshop, I’ll share the assignments and structures I’ve developed to make my classes high-er impact by teaching philosophy with a Way of Life approach. Together we’ll develop a larger set of ideas to make any class more transformative for students.

C. **30-minute “Flipped Video” Discussions**

Zoom Room #3

(Please watch the videos for this session beforehand, [at this website](#))

Kelly Salsbery

“Creating Short Videos for Teaching the 21st Century”

Too often in the past, college faculty have faced a multi-faceted problem of how to integrate digital technology into their teaching. The barriers have been significant. First, the cost of many of the software programs has been prohibitive. Second, the learning-curve with respect to these programs has been rather steep (especially for those lacking a technical background). Third, the investment of time needed to create media and applications seemed too large. Over the last decade, however, these barriers have been mitigated to a large degree. This session will focus on the use of free (and affordable) computer software to create videos for use in the classroom, outside of class, and online.

Peter Seipel

“Experiential Learning through Virtual Reality Simulations of Classic Thought Experiments”

Philosophers frequently use thought experiments in their teaching and research, but students often struggle to place themselves in unfamiliar perspectives. Virtual reality technology may be able to help philosophy instructors address this pedagogical problem by providing students with first-person experiences of experimental scenarios. I discuss virtual reality simulations of three classic thought experiments: Robert Nozick’s Experience Machine, Philippa Foot’s Trolley Problem, and Judith Jarvis Thomson’s Violinist Analogy. During the session, participants will experience a virtual reality simulation and consider the costs and benefits of using virtual reality technology as a tool for experiential learning in philosophy.

D. **30-minute “Flipped Video” Discussions**

Zoom Room #4

(Please watch the videos for this session beforehand, [at this website](#))

Scott McElreath

“Expertise as a New Topic in an Applied Ethics Course”

Students are more likely to see the value in an applied ethics course if it contains everyday issues, but many of our topics in those courses are not daily issues. Most likely students will have neither the need nor the ability to decide whether to create affirmative action policies, to legalize capital punishment, or to clone a human. Expertise is a relatively new set of issues in philosophy that, I propose, connects with a person’s daily life and, despite its natural place in an epistemology course, also fits and works well in an applied ethics course. In this presentation, I will describe my unit on expertise, explain how it can be situated within an applied ethics course, and present the results of a study I did to determine if student learning in this unit is comparable to student learning in a unit commonly found in an applied ethics course.

Hannah Pugh

“How ePortfolios Can Assist Students in the Pursuit of the History of Philosophy”

Due to our traditional education model, students are often trained to study for courses through passive memorization and cramming. For students to authentically learn and

deeply engage with the ideas of philosophy, they must integrate a wide variety of ideas, contrast and criticize these ideas, engage with the intersection of other disciplines and build an understanding beyond simple test questions. They must be able to understand philosophic ideas within their context and their studying tactics ought to prepare them for this sort of understanding. E-portfolios provide a unique approach by integrating reflection, an interdisciplinary perspective and contextual understanding into a student's study tactics. I aim to show that students who regularly engage with e-portfolios will be better equipped to engage in the pursuit of philosophy than they would be through the use of traditional studying tactics. Additionally, through "folio-thinking" students will better be capable of integrating their learning into their life- reflecting on both their personal learning directives as well as their experiences and the ideas pertaining to philosophy which they study.

4:30p – 5:00p Break

5:00p – 6:00p Concurrent Session #3

A. 60-minute Presentation/Workshop Zoom Room #1

Ryan Windeknecht

"Return to the Groundwork of the Metaphysics of Dungeons: More Thoughts on Designing Dungeon Crawls for Teaching Philosophical Texts."

This workshop demonstrates one way tabletop role-playing games can be used to teach ethics. Specifically, it takes participants through a "dungeon crawl" (i.e., virtual escape room), designed to encourage engagement with and understanding of the second section of Immanuel Kant's Groundwork of the Metaphysics of Morals.

Before the crawl, participants will be divided into "adventuring parties" (i.e., groups of three to five players) and each player will create a "character" (i.e., role to play).

During the crawl, they will map Kant's Groundwork, engaging with his arguments.

And, after the crawl, they will take part in a short debrief. Participants will also be provided with the materials that they would need to run this game in their classes.

B. 30-minute Presentation/Workshops Zoom Room #2

Chris Blake Turner

5:00p – 5:30p

"Cultivating Virtue through Deliberate Practice: A Learning Portfolio for Significant Learning Outcomes"

In this interactive session, I share a learning portfolio exercise that aims to achieve multiple significant learning outcomes. Over the course of a semester, students complete several cumulative assignments with the ultimate aim of cultivating a virtue. Key steps in this process include: reflecting on where they are in their lives to help them identify the virtue they'd like to improve; thinking about what would count as success in virtue cultivation and how to measure it; putting into practice a concrete plan of action; reflecting on the plan's success and using that feedback to enact a revised plan; reflecting on the overall learning experience at the end. Rather than my prescribing which learning outcomes the learning portfolio fosters, we will consider and discuss anonymized student learning portfolios against the backdrop of Fink's taxonomy of significant learning. We will also consider how to implement this kind of exercise beyond the context of an ethics class.

Carissa Philips Garrett

5:30p – 6:00p

“The Character Project: Ethical Identity Formation in Practice”

Many philosophy instructors have a learning objection that students apply philosophical concepts to their own lives. This workshop session will focus on a student project that helps students to do this by developing their own ethical identities, habits, and motivations. In this session, I will begin by discussing both the social psychological research on ethical development, as well as the pedagogical justifications for this learning objective. Next, I will explain the Character Project I developed, which engages students in concrete ethical development through designing a semester-long plan to practice one virtue using a deliberate mix of imaginative development/spiritual practices, habits, and action commitments. Throughout the plan, students self-monitor and then reflect on their progress. After briefly introducing the project, I will identify the ways in which the project is scaffolded and my students’ response to it. To demonstrate the process by which students develop their projects, participants will have the opportunity to produce their own project plan before discussing the experience together and brainstorming ways of adapting this approach to other aspects of moral development and ethical identity formation.

C. No Session

Zoom Room #3

D. **20-minute “Flipped Video” Discussions**

Zoom Room #4

(Please watch the videos for this session beforehand, [at this website](#))

Shannon Lundeen

“Enhancing Learning and Evaluation through the Use of Grading Contracts”

Many of us would like to shift students’ focus in class-related work away from the extrinsic reward of grades and toward the development of themselves as learners and critical thinkers. In this presentation and interactive discussion, the presenter will discuss their experience in using a grading contract in an upper-level philosophy course to achieve this goal. We will discuss the findings of research on grading contracts, how they can promote inquiry and learning, improve student performance, and even improve an instructor’s relationship with evaluating student work. The presenter will discuss how they framed the class and the contract, how they evaluated student work, and the effects the grading contract had on the students, the course, and the presenter’s pedagogy, based on assessment and reflection.

Dennis Earl

“Two Years of Specifications Grading in Philosophy, and One of Ungrading”

From 2018-20, I switched from grading on points to grading on specifications. With specifications grading, (1) work gets assessed on a S/U scale, with satisfactory performance set at a challenging-but-reachable level. Subpar work can be resubmitted to reach the satisfactory level and to learn from one’s mistakes. Specs grading does better than point systems at cutting off the “low road” that partial credit makes possible. Specs grading avoids the illusion of mathematical precision and it motivates students better. The session shows how I implemented specs grading across several philosophy courses and assignments. Yet grading itself is subject to important objections: Grading is arbitrary and inaccurate, grading undermines intrinsic

motivation, it's coercive and punitive, it always creates a low road, and it puts a focus on results or achievement instead of learning. So-called 'ungrading' proposes minimizing or eliminating grading. I ungraded during 2020-21, and I discuss that framework for philosophy classes as well. Comparing specs grading and ungrading reveals strengths and weaknesses of each, as well as some decision points on what fundamentally we seek in our pedagogy.

Irwin Chan

"Talking is Encouraged During Exams: How to Effectively Use Group Exams in Teaching Philosophy"

Even exams can involve collaboration. In this participatory session, we will discuss how to effectively incorporate group discussion in philosophy exams. I will start the session by briefly introducing the idea of group exams, describing their benefits, and sharing my experience of conducting them. For the rest of the session, participants will (i) think about how to conduct group exams in their own teaching and (ii) discuss how to design questions suitable for group exams.

6:00p – 6:30p [Closing Session](#)

[Zoom Main Room](#)

Signature Cocktail Recipes

In the spirit of coming together even while we are physically distanced, we have designed a series of themed cocktails/mocktails that we invite you to make and enjoy during the closing session of each day of the conference. Much thanks to Seth Feldman for creating these drinks. For the "How" theme, we offer the following:

The Mosc-How Mule

This drink is inspired by the classic cocktail, the Moscow Mule. It's often made with a spicy ginger beer, and served in a copper mug, which becomes ice cold and wonderful. The perfect drink for a hot summer day for summer. Raise a mug to the end of our third day of the AAPT Summer Series!

Ingredients

- 1.5 oz vodka
- Fresh lime
- 4-6 oz ginger beer

Directions

Add vodka to a glass (use a copper mug if available) and squeeze juice from half of a decent sized lime. Add ice and top with ginger beer.

The Mosc-How Mule Non-Alcoholic Alternative

Ingredients

- Fresh lime
- Ginger beer
- Dash of bitters (optional)

Directions

Squeeze juice from half of a decent sized lime into a glass (use a copper mug if available). Add ice and top with ginger beer and a dash of bitters if desired.

Presenter Contact Information

Presenter	Sessions	Institutional Affiliation	Contact Information
Stephanie Adair	Session 1, Room 4	Harper College	sadair@harpercollege.edu
Chris Blake Turner	Session 3, Room 2	University of Alabama at Birmingham.	cblaketurner@uab.edu
Alexandra Bradner	Poster Session, Room 4	Kenyon College	alexandrabradner@gmail.com
Irwin Chan	Session 3, Room 4	University of British Columbia and University of the Fraser Valley	irwin.chan@ubc.ca , irwin.chan@ufv.ca
Dave Concepción	Session 1, Room 1	Ball State Univeristy	dwconcepcion@bsu.edu
Sarah Donovan	Session 1, Room 3	Wagner College	sdonovan@wagner.edu
Jane Drexler	Session 2, Room 2	Salt Lake Community College	jane.drexler@slcc.edu
Dennis Earl	Session 3, Room 4	Coastal Carolina University	dearl@coastal.edu
Brett Fulkerson-Smith	Session 1, Room 4	Harper College	bfulkers@harpercollege.edu
Kristina Grob	Session 2, Room 2	University of South Carolina Sumter	grobkris@uscsumter.edu
Melissa Jacquart	Poster Session, Room 1	University of Cincinnati	jacquama@ucmail.uc.edu
Mo Janzen	Session 1, Room 4	Anoka-Ramsey Community College	monica.janzen@anokaramsey.edu
Justin Kalef	Session 2, Room 1	Rutgers University	jkalef@philosophy.rutgers.edu
Robert Leib	Session 1, Room 3	Elon University	rleib@elon.edu
Alida Liberman	Poster Session, Room 3	Southern Methodist University	aliberman@smu.edu
Dustin Locke	Session 2, Room 1	Claremont McKenna College	dustin.locke@cmc.edu
Shannon Lundeen	Session 3, Room 4	Elon University	slundeen2@elon.edu
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Amitabha Palmer	Session 1, Room 2	University of Texas MD Anderson.	Philosophami@gmail.com
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Marcus Schultz-Bergin	Session 2, Room 1	Cleveland State University	m.schultzbergin@csuohio.edu

Rebecca Scott	Session 1, Room 4	Harper College	rscott1@harpercollege.edu
Peter Seipel	Session 2, Room 3	University of South Carolina Lancaster	pseipel@mailbox.sc.edu
Reneé Smith	Opening Session Event Co-Chair	Coastal Carolina University	rsmith@coastal.edu
Erica Stonestreet	Poster Session, Room 2	College of St. Benedict St. John's University	estonestreet@csbsju.edu
Jennifer Szende	Session 1, Room 2	Ryerson University.	jennifer.szende@gmail.com
Adam Thompson	Session 2, Room 1	University of Nebraska - Lincoln	art@unl.edu
Kimberly Van Orman	Opening Session Event Co-Chair	University of Georgia	kvanorman@uga.edu
Sarah Vitale	Session 1, Room 1	Ball State University	sevitale@bsu.edu
Ryan Windeknecht	Session 3, Room 1	The University of Tennessee, Knoxville	rwindekn@utk.edu

About the AAPT

The AAPT is a collegial community of engaged teacher-scholars dedicated to sharing ideas, experiences, and advice about teaching philosophy, and to supporting and encouraging both new and experienced philosophy teachers. We host a biennial meeting, sessions at the APA meetings, and other events open to all philosophers, including graduate students, who wish to explore and improve their teaching. Our goals are to promote and improve the quality of instruction in philosophy at all educational levels; to encourage research, experimentation, and investigation in the teaching of philosophy; to facilitate professional cooperation of the members; to hold public discussions and programs about the teaching of philosophy; to make available to teachers information concerning the selection, organization, and presentation of philosophical material; to sponsor the publication of desirable articles and reports; and to support and cooperate with individuals or organizations concerned with the improvement of instruction in philosophy.

How Can I Participate in the AAPT?

The vitality and strength of the American Association of Philosophy Teachers is deeply rooted in the dedication of the people who step forward to participate in it. The AAPT welcomes participation by all its members, including people who have just joined. If you are interested in being active in the AAPT, please fill out the Volunteer Sheet, which will be available on the Summer Series website, and will be posted in zoom chat during the day.

AAPT Standing Committees

The Communications Committee facilitates the AAPT's communication within itself, the AAPT's communication with the rest of the world and communications between the Board of Directors and the chairs of committees. Chairs: Karl Aho (Tarleton State University), kaho@tarleton.edu; and Kevin Hermsberg (Dominican College), kevin.hermsberg@dc.edu

The Finance Committee is charged with oversight of the financial activities of the Board. Chair: Rory E. Kraft, Jr (York College of Pennsylvania), rkraft1@ycp.edu

The Conference Programming Committee is charged with most aspects of the workshop-conference program, including but not necessarily limited to: the solicitation and selection of workshop-conference proposals, keynote speakers and special events; the scheduling of sessions; the production of the program guide for attendees. Chair: Jane Drexler (Salt Lake Community College), jane.drexler@slcc.edu

The Awards Committee is responsible for administering AAPT awards and grants, and develops and recommends policies and procedures regarding all AAPT awards, including policies and procedures regarding stipends and honoraria for speakers at the biennial workshop-conferences. Chair: Russell Marcus (Hamilton College), rmarcus1@hamilton.edu

The Teaching and Learning Committee is responsible for organizing the AAPT Seminars on Teaching and Learning. This includes both the five-day workshop at the biennial workshop-conference and the traveling one-day workshops. They also organize the Facilitator Training Workshop. Chair: Sarah Donovan (Wagner College), sdonovan@wagner.edu

The APA Sessions Committee is responsible for coordinating the Teaching Hub sessions at the American Philosophical Association meetings, in collaboration with the APA committee on the Teaching of Philosophy. Chair: Renée Smith (Coastal Carolina University), rsmith@coastal.edu
The Development Committee is responsible for the strategic planning, mission and vision of the AAPT, and works directly with the Executive Board. Chair: Jack Musselman (St. Edwards University), jackgm@stedwards.edu

The AAPT Board of Directors

The President. The President is the chief executive officer of the corporation, presiding over all meetings of the members and of the Board, managing affairs of the corporation, and seeing that all orders and resolutions of the Board are carried into effect.

The Vice-President. The Vice-President is elected by a majority of votes cast in an election by the full membership, and upon completion of the two-year term as Vice-President becomes President.

The Executive Director. The Executive Director is the chief operating officer of the corporation and exercises general supervision over the day-to-day affairs of the corporation. The Executive Director is appointed by the Board of Directors for a five-year term.

The Treasurer. The Treasurer is the chief financial officer and a signatory on all financial accounts of the corporation. The Treasurer is appointed by the Board of Directors for a five-year term.

The Communications Director. The Communications Director is charged with facilitation the AAPT's communication within itself, the AAPT's communication with the rest of the world and communications between the Board of Directors and the chairs of committees.

At-Large Members. Five At-Large Members of the Board are elected by the members of the AAPT by a majority of those voting. The five At-Large members serve two-year terms.

President

Emily Esch (College of Saint Benedict/Saint John's University), emily.esch@gmail.com

Vice-President

Russell Marcus (Hamilton College), rmarcus1@hamilton.edu

Executive Director

Alexandra Bradner (Kenyon College), alexandrabradner@gmail.com

Treasurer

Rory E. Kraft, Jr. (York College of Pennsylvania), rkraft1@ycp.edu

Communications Director

Kevin Hermberg (Dominican College), kevin.hermberg@dc.edu

Immediate Past-President

Jennifer Wilson Mulnix (University of Massachusetts Dartmouth), jmulnix@umassd.edu

At-Large Members

Karl Aho (Tarleton State University), kaho@tarleton.edu

Sarah Donovan (Wagner College), sdonovan@wagner.edu

Monica Janzen (Anoka Ramsey Community College), monica.janzen@anokaramsey.edu

Jack Musselman (St. Edward's University), jackgm@stedwards.edu

Renée Smith (Coastal Carolina University), rsmith@coastal.edu

Additional Opportunities for Being Active in the AAPT

The **Conference Host/Conference Site Coordinator** at the chosen conference site takes responsibility on behalf of the Site Institution for hosting the AAPT workshop-conference and for making local arrangements.

The **Teaching and Learning Seminar Facilitators** are appointed by the Board. Applications are open to anyone interested and qualified. The seminar facilitators plan and implement the teaching and learning seminar that is held at the biannual conference.

The **Coordinator of the AAPT Workshops** at the Group Sessions of the APA Divisional Meetings organizes the sessions, which includes soliciting and selecting proposals for any of the three (Eastern, Central, Pacific) divisional meetings.

Host a One-Day Teaching and Learning Workshop. Modeled on our five-day Teaching and Learning Seminar, the AAPT is now running one-day workshops on teaching and learning on campuses around the USA and Canada.

Present a paper or workshop at an AAPT Group Session of an APA Divisional Meeting. Look for calls for proposals in the spring and summer.

The AAPT welcomes inquiries about hosting future Biennial Workshop-Conferences.

If you have any questions, please contact Alexandra Bradner, Executive Director, alexandrabradner@gmail.com, or any of the Board Directors. Visit our Website at <https://philosophyteachers.org/>.

For membership renewals and information, please see the Philosophy Documentation Center's web page, [https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-\(AAPT\)](https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-(AAPT)).



Studies in Pedagogy

AAPT Studies in Pedagogy is a peer-reviewed annual dedicated to publishing thematically focused volumes of original works on teaching and learning in philosophy. The thematic volumes include a range of contributions, from practical advice to theoretical discussions. Contributions are welcomed from anyone teaching philosophy, including graduate students, new faculty, and tenured professors.

Editor in Chief:

Dave Concepción, Ball State University, dwconcepcion@bsu.edu

Volume 1: *Practices in Pedagogy*, 2015, edited by Emily Esch and Charles W. Wright

Volume 2: *Teaching Plato*, 2016, edited by Andrew P. Mills and J. Robert Loftis

Volume 3: *Inclusive Pedagogies*, 2017, edited by Kelly A. Burns

Volume 4: *Experiential Learning in Education*, 2018, edited by Andrew Winters.

Volume 5: *From Research to Learning*, 2019, edited by David Concepción

Volume 6: *Teaching Applied Ethics*, forthcoming, edited by Sonya Charles and Rory Kraft, Jr.

Volume 7: *Teaching Philosophy as a Way of Life*, edited by Ryan Johnson and Jane Drexler

(CFP deadline: November 1, 2021) <https://aaptstudies.org/calls/>

If you are interested in submitting papers for any forthcoming issues, visit the *AAPT Studies* website for information and calls for papers. <https://aaptstudies.org/>

The Lenssen Prize

In 2000 the American Association of Philosophy Teachers established the Lenssen Prize for the best paper regarding the teaching of philosophy in honor of Mark Lenssen (13 January 1949–17 March 1999). Mark Lenssen received his undergraduate education at Pomona College, followed by graduate study at Northwestern University. He taught philosophy at Ohio Northern University from 1978—when he arrived as an instructor—until his death. He was promoted to professor in 1992, and in 1993 he took over as chair of the Department of Philosophy and Religion. At his death, he was also Head of the Humanities Division and (in his spare time) the men’s tennis coach. Mark’s philosophic focus was the broad field of ethics—important figures in the history of ethics, as well as professional and environmental ethics—and he was so highly regarded as a teacher on the ONU campus that he was posthumously elected teacher of the year in 1999. Among his other professional activities, Mark was a tireless worker for AAPT. He served for many years as the co-editor of AAPT News, working to make writing about the teaching of philosophy better and more available.

The Winners of the 2020 Lenssen Prize are:

Melissa Jacquart, Rebecca Scott, Kevin Hermberg, and Stephen Bloch-Schulman, ["Diversity Is Not Enough: The Importance of Inclusive Pedagogy."](#) *Teaching Philosophy* 42, no. 2 (2019).

Past Recipients of the Lenssen Prize:

2018: (co-winners) Andrew J. Pierce. "Interest Convergence: An Alternative to White Privilege Models of Anti-Racist Pedagogy and Practice." *Teaching Philosophy*, 39, no.4 (2016): 507-530;

and Matt S. Whitt. "Other People’s Problems: Student Distancing, Epistemic Responsibility, and Injustice." *Studies in Philosophy and Education*, 35, no. 5 (2016): 427-444

2016: Kate Padgett Walsh, Anastasia Prokos, and Sharon R. Bird. "Building a Better Term Paper: Integrating Scaffolded Writing and Peer Review." *Teaching Philosophy* 37:4

2014: Ann J. Cahill and Stephen Bloch-Schulman, "Argumentation Step-By-Step: Learning Critical Thinking through Deliberative Practice," *Teaching Philosophy*, 35:1

2012: John Rudisill, "The Transition from Studying Philosophy to Doing Philosophy," *Teaching Philosophy*, 34:3.

2010: Daryl Close, "Fair Grades," *Teaching Philosophy*, 32:4.

2008: No award given

2006: David W. Concepción, "Reading Philosophy with Background Knowledge and Metacognition," *Teaching Philosophy* 27:4.

2004: James Campbell, "The Ambivalence Toward Teaching In The Early Years Of The American Philosophical Association," *Teaching Philosophy* 25:1.

2002: Deborah R. Barnbaum, "Teaching Empathy in Medical Ethics: The Use of Lottery Assignments," *Teaching Philosophy* 24:1.

The American Philosophical Association and
American Association of Philosophy Teachers
Prize for Teaching Excellence in Philosophy

The Prize for Excellence in Philosophy Teaching, sponsored by the American Philosophical Association (APA), the American Association of Philosophy Teachers (AAPT), and the Teaching Philosophy Association (TPA), recognizes a philosophy teacher who has had a profound impact on the student learning of philosophy in undergraduate and/or pre-college settings.

Award

Frequency: Annual

Award Amount: \$1,000 and a plaque

Next Deadline: August 5, 2021

The APA committee on the teaching of philosophy will present the award during the annual prize reception at an APA divisional meeting.

Eligibility

Open to any APA member who has an impact on student learning in undergraduate and/or pre-college settings. Previous winners are not eligible for a second award.

Visit https://www.apaonline.org/page/teaching_prize for more information

Awardees

The Winners of the 2020 Teaching Prize are:

Russell Marcus (Hamilton College)
Eduardo Villanueva (Pontifical Catholic University of Peru)

Prior Winners

2019: Sandra Dwyer (Georgia State University)
Claire Katz (Texas A&M University)
2018: Maralee Harrell (Carnegie Mellon University)
2017: Stephen Bloch-Schulman (Elon University)

AAPT Grant for Innovations in Teaching

The American Association of Philosophy Teachers (AAPT) is dedicated to the advancement of the art of teaching philosophy. One of the AAPT's initiatives in support of this mission is an ongoing small grant program: the AAPT Grants for Innovation in Teaching.

Through this program, the AAPT is offering competitive small grants to support the implementation of projects involving innovations or modifications to one's teaching. Preference will be given to those projects that have a broad appeal. Grant applications should be sure to specify the aim of the project, its learning goals, your criteria of success, and your proposed timeline.

It is expected that grant recipients will publicly disseminate the projects in some form after completion (the AAPT website will be available as a potential vehicle for this). Grant recipients are required to submit a final project report due after the completion of the project, which will be posted on our AAPT website.

Eligibility

Open to any instructor teaching at the college-level: full-time, part-time, adjuncts, and grad students are all welcome. Grant recipients must be current AAPT members.

The Recipients of the 2020 AAPT Grants for Innovation in Teaching:

"Tulsa Race Massacre at 100: Contractualism and Reparations"
Heather Wilburn, Tulsa Community College

"Difficult Conversations about Race, Class, and Gender:
Wes Siscoe, Florida State University

Recent Recipients:

- 2020, <https://philosophyteachers.org/2020-aapt-grant-recipients/>
- 2018, <https://philosophyteachers.org/2018-aapt-grant-recipients/>

More information:

- Inquiries about the grant program should be directed to grants@philosophyteachers.org.
- Information about the American Association of Philosophy Teachers, please visit: <https://philosophyteachers.org/>.
- AAPT membership information and application is available at: [https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-\(AAPT\)](https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-(AAPT)).



Teaching and Learning Workshops/Seminars

One-Day Workshops on Teaching and Learning

Modeled on our summer seminars which run concurrently with the AAPT biennial conference-workshops, the AAPT is now running **one-day workshops** on teaching and learning. Past workshops have been held at the Pacific APA, Carnegie Mellon University, San Francisco State University, California State University at Long Beach, Loyola University in Chicago, the University of Wisconsin, and the University of Western Ontario.

Like the summer seminar, participants will read some of the best literature regarding how learning happens, how to design maximally effective courses, and how to improve classroom practice. The goal is not only to provide tips, although we will provide some along the way. Rather, the seminar is designed to enhance participants' ability to make effective pedagogical choices. The interactive sessions provide opportunities for participants to reflect with colleagues on how to individualize evidence-based best teaching practices to one's own idiosyncratic teaching contexts. Participants will learn how to identify and select challenging and transformative learning objectives and how to design and assess sequences of learning activities to make the achievement of those goals highly likely. The friendships and collegial relationships begun here can last a lifetime.

Comments from Past Participants:

"The seminar shifted and honed the way I think about and practice teaching in substantial ways"

"Inspiring, fascinating, and incredibly helpful"

"A must for anyone who cares about students"

"An intensive boot-camp for learner-centered education"

"Not at all like the typical (mostly useless) 'teaching orientation' that most graduate students get"

"A surreal experience in which one is surrounded by many philosophers who place teaching before research"

If you are interested in hosting a workshop,
please contact Sarah Donovan,
chair of the Teaching and Learning Committee, at
teaching-learning@philosophyteachers.org



The AAPT-APA Teaching Hub is a series of interactive workshops and conversations designed specifically for philosophers and created to celebrate teaching within the context of the APA divisional meetings. Jointly organized by the APA's Committee on the Teaching of Philosophy (CTP) and the AAPT, the Teaching Hub aims to offer a range of high-quality and inclusive development opportunities that address the teaching of philosophy at all levels, pre-college through graduate school.

Any APA or AAPT member is welcome to help with the programming of the Teaching Hub. Interested volunteers should visit the Teaching Hub webpage at:

<https://www.apaonline.org/general/custom.asp?page=TeachingHub2018>

Please consider submitting a proposal for one of more of the following sessions at the 2022 Eastern Division meeting by July 31:

- [Religion in the Philosophy Classroom](#)
This session will include 3-4 presentations on how philosophers can handle the challenging religious questions that often arise within typical undergraduate philosophy courses.
- [The Hidden Curriculum](#)
This session will feature presentations on the “hidden curriculum”: the set of rules for an institution or social group that no one ever tells you about—the rules and expectations that are taken for granted, but no one ever explains.
- [Alternative Grading](#)
This workshop foregrounds alternatives to traditional grading. The aim is to highlight grading practices that better promote learning goals, and that foster values like fairness and inclusivity.
- [Intergenerational Philosophy](#)
This session will explore innovative approaches to doing public philosophy across the lifespan and strategies for using philosophy as a vehicle for intergenerational dialogue and encounter: college students working with seniors in their community, teens engaging with adults and children in philosophical discussions and activities.
- [Disabled Philosophers: Equity and Accessibility in the Philosophy Classroom](#)
This session will address the advantages of having disabled faculty and students in the philosophy classroom and/or innovative ways to counter ableism in the philosophy classroom.

The complete calls for proposals are available on the [APA website](#). Presenters will be selected in early August.

Teaching Hub Poster Sessions

Each Teaching Hub includes a poster session and reception featuring both independent work by undergraduate students and innovative work in the teaching of philosophy by faculty and graduate students.

If you have something of your own to share with your colleagues—a new teaching technique, course proposal, assessment strategy, in-class activity, or SoTL research finding—please consider submitting an abstract to one of the [Teaching Hub poster sessions](#) by August 15.

Please also encourage undergraduates who have completed independent work in philosophy this past academic year and undergraduates who are working on summer research projects in philosophy currently to submit an abstract to one of the [Teaching Hub poster sessions](#) by November 15.

For general information about the AAPT-APA Teaching Hub, please visit the [AAPT website](#) and the [CTP webpage](#). For specific information about the Teaching Hub at the 2022 Eastern Division meeting, please contact Jerry Green (jgreen67@uco.edu) and Rebecca Millsop (rmillsop@uri.edu). We look forward to receiving your proposals.

Acknowledgements

Our sincere thanks to all who helped make the AAPT 2021 Summer Series happen. And thanks too to those who worked so hard to prepare the 2020 Conference-Workshop: much of this summer series is based on the efforts they all put into that Covid-cancelled event.

AAPT 2020 and Summer Series 2021 Conference Programming Committee

Jane Drexler (chair), Andrew Mills, Russell Marcus, Dan Mittag, Manuel Chavez, Sarah Donovan, Stephen Bloch-Schulman, Alexandra Bradner, Christina Hendricks, Rory Kraft, Rob Loftis, Rebecca Scott, Rebecca Millsop, Renée Smith, Jennifer Mulnix, Phil Schoenberg, Kimberly Van Orman.

2021 Summer Series Committee Chairs

Series Chair: Jane Drexler, jane.drexler@slcc.edu

“Who We Teach” – June 9, 2021

Chairs: Rebecca Scott, rebecca.g.scott@gmail.com
Andrew Mills, andrewpmills@gmail.com

“What We Teach” – June 23, 2021

Chairs: Sarah Donovan, sdonovan@wagner.edu
Christina Hendricks, christina.hendricks@ubc.ca

“How We Teach” – July 14, 2021

Chairs: Kimberly Van Orman, kvanorman@uga.edu
Renée Smith, rsmith@coastal.edu

“Why We Teach” – July 28, 2021

Chairs: Russell Marcus, rmarcus1@hamilton.edu
Rebecca Millsop, rmillsop@uri.edu

Proposal Readers

Stephen Bloch-Schulman, Rebecca Millsop, Manuel Chavez, Dave Concepción, Christina Hendricks, Rob Loftis, Russell Marcus, Renée Smith, Rebecca Scott, Paul Green, Erica Stonestreet, Juli Thorson, Wendy Turgeon, Claire Lockard, Betsy Decyk, Dan Mittag, Kimberly Van Orman, Alida Liberman, Monica Janzen, Jane Drexler

Thanks to the **2018-2021 AAPT Board Members** for their service.

And thanks to all the **AAPT committee chairs and members** for their hard work this term.