

AAPT 2020

Anti-Racist and Pandemic Pedagogies



Wednesday, July 22 –
Friday, July 24

Wednesday, July 22: Panel Presentations

Wednesday, July 22, and Thursday, July 23: Small-Group Workshops

Friday, July 24: New Tools for Fall Teaching and Social Hour

“AAPT 2020: Pandemic Pedagogy” Conference Proceedings

Keynote Panel Presentation, Wednesday 7/22

Cathleen Muller (Marist College), “Adding Fun and Creativity to Your Online/ Hybrid Courses”

Jenna L. A. Donohue (University of California, Los Angeles), “Adopting Active-Learning Strategies for Remote Instruction”

Shereen Hassanein (Seneca College) “Including Inclusion: Formal and Conceptual Considerations for Planning During the Pandemic”

“New Tools for Fall Teaching” Presentations, Friday 7/24

Clarissa Busch, Sharon Mason, Amy Shuster, and Renee Smith: “Collaborate, create, and play: Using philosophy game design to build community”

Alexandra Brander, Catherin Homan, Russell Marcus, Rebecca Millsop, and David Sanson: “Pandemic teaching of logic: Toward a new logic toolbox”

Dennis Earl, Jeremy Fried, Kathryn Jones, Erica Stonestreet: “Pandemic teaching of ethics: Virtual and collaborative concept mapping”

David Concepcion, Cheryl Frazier, David Schwartz, Patrick Walsh, and Jenna Woodrow: “Pandemic teaching of ethics: Humanizing difficult discussions”

Alida Liberman, Jonathan Spelman, and Ariel Sykes: “A manifesto for teaching philosophy of the pandemic”

André de Avillez, Doug Fishel, Kristina Grob, Rob Loftis, and David Spewak: “Pandemic teaching in two-year institutions: Pandemic needs survey”

Shoshana Brassfield, Emily Esch, Katie Plaisance, Janet Stemwedel, and Adam R. Thompson: “Collaborative learning in a physically distanced environment: Collaborative reading for comprehension”

Jessica David, James William Lincoln, Madeline Martin-Seaver, and Jennifer Mulnix: “Collaborative learning in a physically distanced environment: Collaborative learning assignment template”

Kelly Burns, Paul Green, Celeste Harvey, and Sara Purinton: “Fostering productive online class discussions: An online discussion design questionnaire”

Jenna L.A. Donohue, Nate Jackson, Rory Kraft, and Scott McElreath: “Working simultaneously with face-to-face and remote audiences”

Theodra Bane, Barbara Fultner, August Gorman, Tracie Mahaffey, and Bailey Szustak: “Universal design for learning and the pandemic”

Frances Bottenberg, Katherine Brichacek, Merritt Rehn-DeBaal, and Robin Zebrowski: “Kill your darlings and not your well-being: Paring down your course essentials”

Fritz J. McDonald, Yvette Pearson, Rebecca Scott, and Valerie Williams: “Useful technology for teaching in a new environment”

Karl Aho, Giancarlo Tarantino, and Audrey Yap: “Trauma-informed teaching: Moving from trauma as deficit model to emotions as resources”



AAPT 2020: Anti-Racist and Pandemic Pedagogies

Wednesday, July 22: Panel Presentations
Wednesday, July 22, and Thursday, July 23: Small-Group Workshops
Friday, July 24: New Tools for Fall Teaching and Social Hour

Keynote Panel Presentations

Anti-Racist Pedagogy: Wednesday, 11am-noon Eastern/8am-9am Pacific

Joanna Crosby (Morgan State), "Decolonizing Introduction to Philosophy"
Johnathan Flowers, (Worcester State), "Accessible Anti-Racist Pedagogy at a Distance"
Andrew Pierce (Saint Mary's College), "The Problem with Privilege: Moral Transformation versus Structural Change Orientations to Anti-Racism."

Pandemic Pedagogy: Wednesday, 2:30pm-3:30pm Eastern/11:30am-12:30pm Pacific

Cathleen Muller (Marist College), "Adding Fun and Creativity to Your Online/ Hybrid Courses"
Jenna L. A. Donohue (University of California, Los Angeles), "Adopting Active-Learning Strategies for Remote Instruction"
Shereen Hassanein (Seneca College) Including Inclusion: Formal and Conceptual Considerations for Planning During the Pandemic

Workshops

- Choose workshop groups of interest to you by registering.
- You will be assigned a workshop group before the conference.
- Groups will meet Wednesday (following the panel presentations) and Thursday.
- Groups from both conference threads will present their work to all conference participants on Friday.

The Anti-Racist Pedagogy Workshop

- Wednesday, July 22, 12:15-1:30 Eastern/9:15-10:30 Pacific
- Thursday, July 23, noon-1:30 Eastern/9am-10:30am Pacific
- Friday, July 24, starting at 1pm Eastern/10am Pacific, together with the Pandemic Pedagogy groups

The Pandemic Pedagogy Workshop

- Wednesday, July 22, 3:45pm-5pm Eastern/12:45am-2pm Pacific
- Thursday, July 23, 2:30pm-4pm Eastern/11:30am-1pm Pacific.
- Friday, July 24, starting at 1pm Eastern/10am Pacific, together with the Anti-Racist Pedagogy groups

New Tools for Fall Teaching (both Workshops), followed by Social Hour

- **The Anti-Racist and Pandemic Workshop** groups report out together on Friday, starting at 1pm Eastern/10am Pacific.
- Presentations will be followed by closing remarks and a small-group social hour.



AAPT 2020: Pandemic Pedagogy Panel

Wednesday, July 22, 12:15-1:30 Eastern/9:15-10:30 Pacific

Adding Fun and Creativity to Your Online/ Hybrid Courses

Cathleen Muller

Marist College

During the current pandemic, the academic airwaves are full of phrases like “active learning” and “engagement.” In this talk, I draw on contemporary pedagogy and argue that one of the best ways to achieve active learning, connect to your students, and engage them in your online/hybrid philosophy course is to add the element of fun. Using my experience as a puppeteer and avid sonnet writer, I present an array of easily adapted, creative methods for conveying course content, engaging students, and assessing learning goals, focusing on the use of puppetry and rhyme. These methods will add “spice” to your course, convey your own unique style, and create a type of personal connection that helps combat the alienation of the online environment. The focus of all of these methods is having more fun as an instructor of an online/ hybrid course, using creative methods to engage your students in the content, and giving your students the opportunity to demonstrate their learning in fun and creative ways.

Note: you do not need special training or background to adopt these methods – they are intended to inspire and be useful for all.

Adopting Active-Learning Strategies for Remote Instruction

Jenna L. A. Donohue

University of California, Los Angeles

Teaching philosophy during the time of the COVID-19 pandemic has proven quite challenging. As philosophy teachers, we are responsible for accommodating our students’ needs during these genuinely extraordinary times and for engaging them in active learning strategies while distanced from them physically. Active learning during remote instruction is difficult but not impossible, and I recommend some strategies for using Zoom to achieve some active learning while recognizing needs of privacy and inclusion.

Consider rotating the ways that students may participate from week-to-week. The structure of instruction needn’t be the same every time a class meets, as long as expectations are clearly communicated to students. I recommend a rotating schedule of three to four different ways to participate. After you have cycled through each kind, the schedule starts again. Here I will suggest three, due to space and time limitations, but some creativity and research can yield more.

One method is to allow students to ask questions out loud, making use of the “raise hand” function in Zoom. Or, one can go through the roster and ask each student if they have a question. My second method is to have students ask questions in the “chat” function in Zoom. This allows for students to participate if they are uncomfortable speaking out loud. You can also choose to allow them to submit the questions to you privately, if they prefer, as the chat allows this. My third method is to prepare questions for breakout rooms in advance. This requires a bit of planning in the online setting that wouldn’t be required in person but is well worth it.

Including Inclusion: Formal and Conceptual Considerations for Planning During the Pandemic

Shereen Hassanein

Seneca College

I work at a Liberal Arts College in Toronto, Canada, and am a queer, person of colour. Working in one of the most diverse communities on the planet, I have already advocated strongly for the diversification of curriculum in traditional Liberal Arts curriculum, taken professional development courses on diversifying and indigenizing curriculum, and am co-developing a course on contemporary indigeneity. Moreover, as a department coordinator I have worked with Counselling and Accessibility services to better understand the struggles our accommodated students face and create solutions for both students and colleagues. Since the pandemic has forced us to move to an online format, we have all had to decide whether inclusion must take a backseat while we figure out how to adjust to the current situation. I would argue, however, that inclusion must be considered now more than ever.

What does inclusion look like during pandemic pedagogical development? Inclusion needs to permeate the formal and conceptual facets of pedagogical development; for example, inclusion and universal design must be considered as we consider the formal components of our courses such as synchronous versus asynchronous learning, assessments, and the format of content we upload and deliver. In addition to form, we are in a unique situation to introduce new content that is relevant to the lived experiences of our students and faculty. This is relevant to (among other things), critical thinking, social and political philosophy, bioethics, concepts of freewill and philosophy of science. As a result, our current situation must be seen as an opportunity to reenergize our teaching methods and subject areas to emerge stronger rather than merely weathering the storm.

AAPT Pandemic Pedagogy Workshop
How to Have Fun in Your Hybrid/Online Course
Dr. Cathleen Muller
Marist College

I. Ways to have fun

a. Instruction

- Puppet shows can depict theorists, put them in dialogue, demonstrate ideas like Plato's Cave; a puppet of yourself can teach lessons or give reminders
- Cantastoria offer visual images and memorable rhymes or song

b. Assignments

- Offer an "unessay" option: screenplay, "interview" with a philosopher, diary from living the philosophy for a day, puppet show, cantastoria, music video, poetry, fiction
- Journals can offer a more relaxed space for reflection & creative work

II. Why focus on fun?

a. Ken Bain, *What the Best College Teachers Do*

- Conduct class in varied ways (visual, auditory, etc.), use familiar methods & surprises
- Different learning styles → need to diversify, but everyone benefits from variety
- Storytelling is central: explain concepts at a basic level, then add complexity
- Build relationship of trust: make students feel relaxed & challenged, always comfortable

b. Elizabeth Barkley, *Student Engagement Techniques*

- Well-liked & respected teachers: energy, enthusiasm, passion, & approachability
- Students are engaged when they make an emotional connection & can make sense of the information

c. Linda Nielsen, *Teaching at Its Best*

- Emotional involvement: learning experience must be moving enough to make material memorable & motivate students to learn it
- Humor lightens the mood & "has the same synapse-building benefits of emotional intensity"

III. Responding to possible worries

a. "I don't have theater training. I'm not creative."

- Puppets don't require a background: they're inherently engaging & fun, even if your show is sloppy & unrehearsed
- If you focus on what you want the students to learn, you can find ways to add in the techniques described here, even if you don't think of yourself as a creative person

b. "I don't have time."

- The puppets & cantastoria I've demonstrated don't actually take much time to make
- Even a store-bought puppet can be fun, or a scribbly thing you put on a stick

c. "I can't grade creative work."

- Make a clear rubric or make it a low-stakes assignment, graded based on apparent effort

Key Take-Away: Even though Hybrid/Online teaching is challenging, it can offer opportunities to explore presenting information and assessing learning in fun and inventive ways. *You can do it!*

AAPT Pandemic Pedagogy Workshop
How to Have Fun in Your Hybrid/Online Course
Dr. Cathleen Muller
Marist College

Directions for Making Puppets & Cantastoria

Flat cardboard:

- Draw an outline & cut out, then put it on a stick
- Optional: use a metal brad to attach a movable arm & move it with a wire
- Another option: make a “talking head” with a movable mouth

3-D cardboard:

- Cutting & stapling/taping allow you to make 3-D cardboard objects
- Permanent markers offer an easy alternative to paint

Papier-mâché:

- Make a cardboard tube, tape a ball of newspaper around it, add features
- Next papier-mâché using strips of paper dipped in flour-water mixture or cornstarch paste
- Let the papier-mâché dry, then paint or color with permanent markers
- Lastly, staple or tape cloth to cardboard tube & cut holes for arms; add a ribbon to mask neck

Other options:

- Rod puppets where rod comes up from head or out of side
- Store-bought puppets (e.g., Philosophers Guild “Magnetic Personalities”)

Stage:

- Cut out of cardboard & use black cloth for backdrop
- Toy theater from small box
- Stage is optional: on video, you can show only the puppet and take yourself off screen

Cantastoria:

- Divide topic using images (optionally numbered); put on cardboard or other large sheet
- Minimize written text
- Talk through either in verse or freely, using a song-style

Story-telling ideas:

- Put opposing theorists into conversation with one another
- Use “talking head” to present a direct quote
- Create a puppet representation of Plato’s Cave, Sisyphus, or other visual allegories
- Use puppet of yourself to present a topic

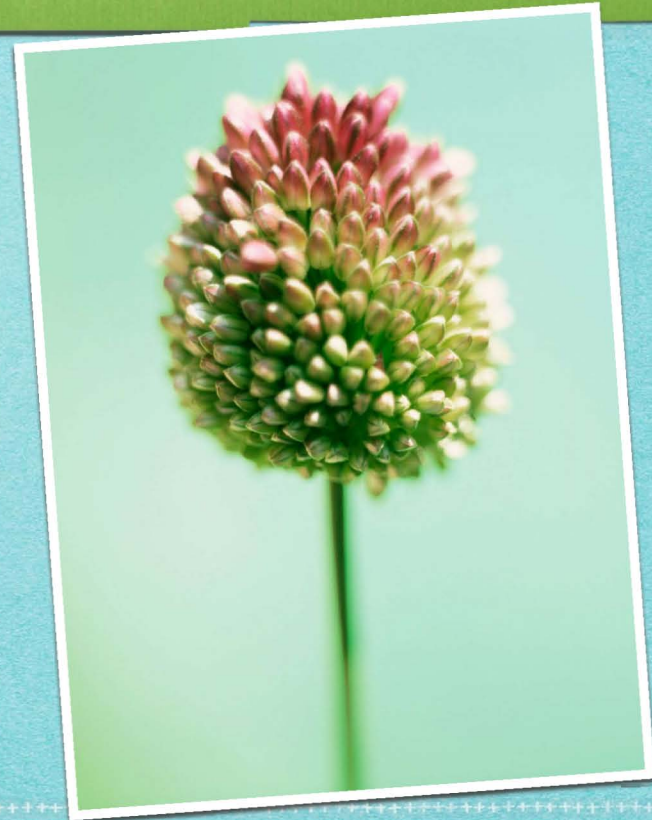
Active Learning Strategies for Remote Teaching

AAPT Pandemic Pedagogy Panel, Summer 2020

Jenna L. A. Donohue, UCLA

Asynchronous Participation

- ▶ Building in the option for asynchronous participation can be very important to achieving active learning.
- ▶ Discord
- ▶ Slack



Discord Server:

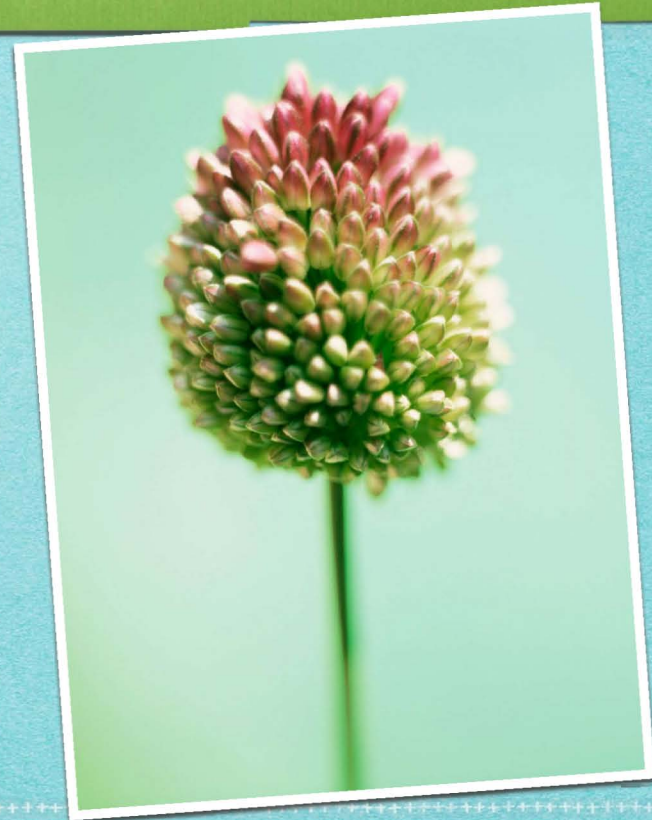
Every Tuesday, from 1:30 pm to 2:30 pm, I will be answering your questions via text chat on our Discord server. Discord will keep a record of our discussions; you should check our channels for information about logistics, course content, and assignments.

Your link to our Discord server is here: <https://discord.gg/Tbgj9XV>

If you have any question about how to use Discord, feel free to email me. However, you should first consult this: <https://support.discordapp.com/hc/en-us>

Three Classroom Strategies

- ▶ 1. Asking Questions
- ▶ 2. Submitting Notecard Questions
- ▶ 3. Working in Small Groups



1. Hand-raising Questions

- ▶ Encourage students to ask questions in advance.
- ▶ Utilize the hand-raising function in Zoom.
- ▶ Ask for questions during roll.



2. Notecard Questions

- ▶ Have students submit questions in the chat!
- ▶ Option to submit privately or to whole group.



3. Break-out Rooms

- ▶ Prepare questions in advance on a Google Doc or pdf.
- ▶ Google doc offers advantage of watching what they put together.

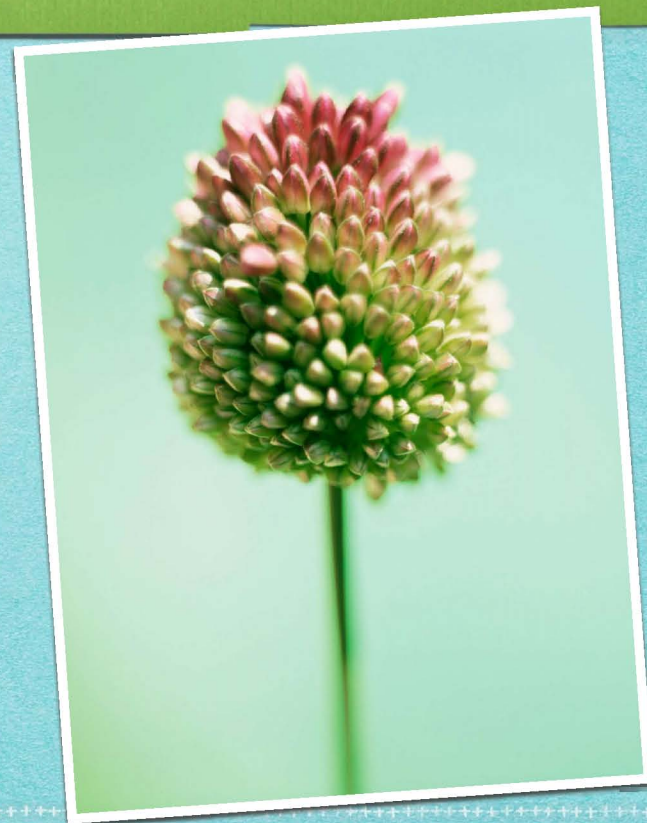


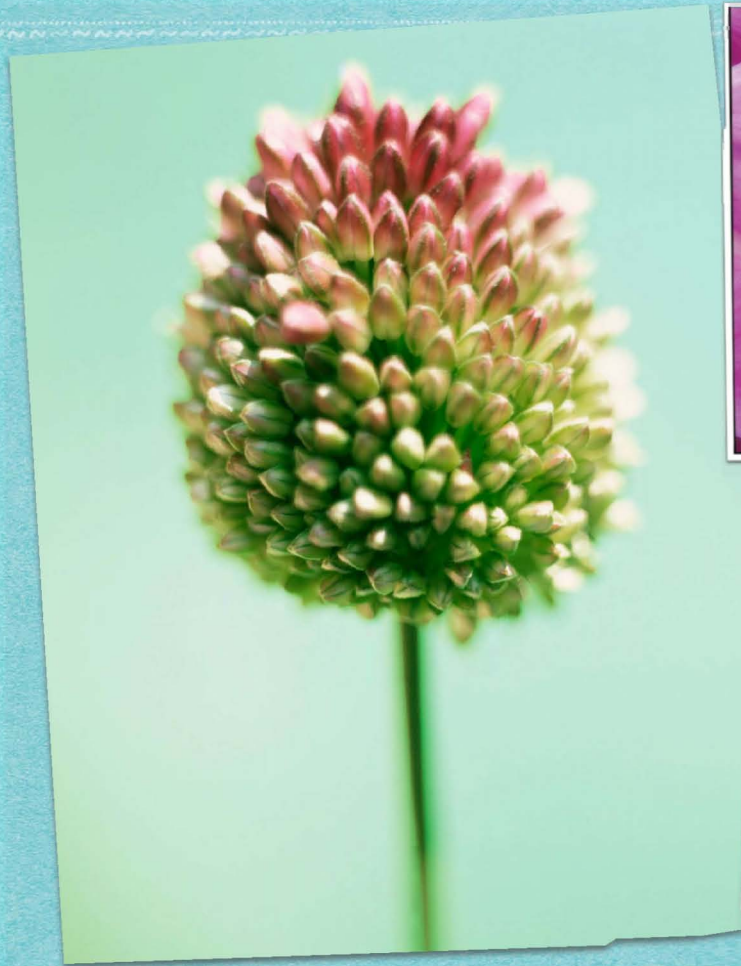
3. Break-out Rooms: Group Stability

- ▶ Assign students to groups with a number.
- ▶ Post that number next to their name in a Google sheet you share with them.
- ▶ Have them change their name in Zoom (by clicking on the ... in the upper right corner) to “# - Name”.
- ▶ Assigning them to groups will be much easier on your end.

Final Tips/Tricks

- ▶ In a classroom, you might ask for a show of hands, or a thumbs up/thumbs down.
- ▶ Zoom offers these features, and they can be great for a very informal assessment.
- ▶ You can also employ the “poll” feature as a check-in.





Including inclusion

Formal and Conceptual Considerations for
Planning During the Pandemic

What does inclusion look like during pandemic pedagogical development?

- Inclusion means making space for a diversity of voices as well as the removal of barriers that prevent it
- Inclusion requires us to reconfigure both the formal and the conceptual elements of a course
- The Pandemic has presented opportunities and barriers that are forcing us to redevelop our courses
- The key to an inclusive redevelopment is a focus on connection: connection to the material, connection to life experience and a connection to one another in our currently disconnected world

Formal

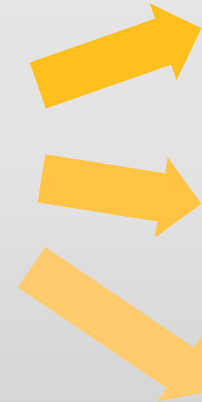
Communication:
emails vs. syllabus,
reminders, feedback

Delivery:
Synchronous vs.
asynchronous,
videos, PowerPoints,
lecture notes

Assessment:
Tests & quizzes,
assignments, essays,
exams, journals,
blogs, remote group
work, wikis...



Inclusion
Making space
Removing
barriers



Conceptual

Topics:
Ethics, epistemology,
metaphysics...

Philosophers:
Canon vs. diverse
voices

**World events and
issues:**
The pandemic, anti-
racism, politics...

Formal

Communication:

What is my main means of communication? Do the students know that? How often will I communicate? Do my students know that? Do the students know how to reach me and when to expect a response?

Delivery:

Do I need a synchronous portion? Am I recording video that uses too much data? Do videos have closed captioning? Transcripts? Do my students need to 'unpack' with me after seeing something? How are they going to do that? Do my images have descriptions? How much Wi-Fi do they need to access the course content?

Assessment:

What are the learning outcomes of this course? Are there other ways to assess that still meet the outcomes? How can I modify assessments to prevent plagiarism? How can I make assessments to which students feel a connection?

Questions
that create
connections
and promote
inclusion

Conceptual

Topics:

What topics am I required to cover? How open are they to diversity? Is the course a philosophy course or a history of philosophy course? How can I help students feel connected to philosophy? Isn't it time we decolonize philosophy?

Philosophers:

Are there diverse authors who have covered your topics? Are there key counter arguments that they bring up and deepen the discussion? Who am I centering in my course material? Are you giving equal time and respect to diverse authors? How does the choice of author help engender interest from the students?

World events and issues:

How can world events shape the content of your course? Are there current articles and events that challenge main claims in traditional readings? How can we better understand positions in ethics, political philosophy, epistemology, and metaphysics through current events? How can I connect the student's lived experience with philosophy?

Case Study: Intro to Cognitive Science

- Learning outcome addressed: Evaluate claims made in various cognitive science articles through reflections and essays
- Assignment: weekly reflections based on guided questions
- Ex: What is a human behaviour that you think challenges evolutionary psychology's main claims? In other words, what might be a thing that we do (or that some of us do but others don't) that would suggest that evolutionary psychology is false?
- Sample answers: Japanese inheritance and adoption laws for businesses, matriarchal cultural group in China, homosexuality, transsexuality and questioned gender norms, dating apps that promote promiscuity, cooperative queuing behavior, eating disorders, slavery, abortion, and adoption

Suggestions to get started...

- Take a look at your institution's statement on inclusion. Do they have one? What does it obligate you to do? What opportunities might it provide you?
- Does your institution have professional development opportunities? Does your department offer course release or sabbaticals?
- Does your course have learning outcomes? How open are they? How can you create inclusive content and assessments that fit your learning outcomes?
- Who can help? Can I connect with colleagues and fellow philosophers who are in the same boat and who have positive (and negative) experiences to share?

Some resources

- Universal design and inclusion: Erin Clow & Klodiana Kolomitro: Online Learning isn't as Inclusive as You May Think: <https://www.universityaffairs.ca/opinion/in-my-opinion/online-learning-isnt-inclusive-may-think/>
- Beyhan Farhadi, Centering Social Justice and Equity in Online Synchronous Learning: <https://beyhanfarhadi.com/2020/05/11/centering-social-justice-and-equity-in-online-synchronous-learning/>
- Muhammad Ali Khalidi, Three ways of Diversifying a Philosophy Syllabus: <https://blog.apaonline.org/2020/07/14/three-ways-of-diversifying-a-philosophy-syllabus/>
- Indigenizing curriculum: Lisa Schmidt et. al., Confederation College's Indigenous Learning Outcomes: <https://www.confederationcollege.ca/professional-development/ilo#:~:text=The%20Negahneewin%20Vision%20is%20that,of%20colonialism%20on%20Indigenous%20communities>



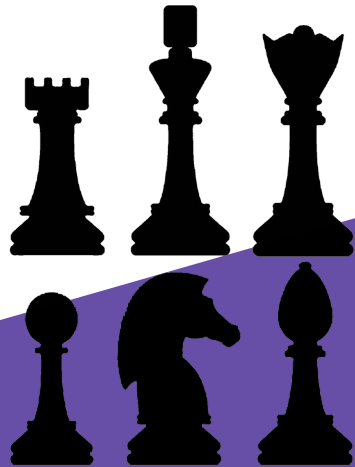
AAPT 2020: Anti-Racist and Pandemic Pedagogies

Wednesday-Friday, July 22-24, 2020

Workshop Presentations

**Pandemic
Pedagogy**

Pandemic teaching of introduction to philosophy



Clarissa Busch
Sharon Mason
Amy Shuster
Renee Smith

Collaborate, Create, and Play:

Using Philosophy Game Design to Build Community



Let's Make a Game

Design a
philosophical
game

Analyze a
game



- Build community
- Active learning
- Fun and engaging

Potential Challenges



FORMAT
LIMITATIONS



GROUP EQUITY



SCHEDULING



TECHNOLOGY



Contact: Amy Shuster <shustera@denison.edu>

Pandemic teaching of logic

Alexandra Bradner
Catherine Homan
Russell Marcus
Rebecca Millsop
David Sanson

Alternative Logic Pedagogy: Beyond the quiz and test model

**Problem: Test oversight in an online or
blended environment**

Toward a new logic toolbox

Good for any class!

Collaborative, online-friendly logic activities

Scaffolded oral assessments

Self-paced work to support all student paces

Specification grading, explicit course goals

[Link to PDF with more details](#)

(also inserted below)

AAPT 2020: Workshop Group on the Pandemic Teaching of Logic

Alexandra Bradner

7/23/20

Scaffolding up to oral exams in logic, which might be unfamiliar to students:

Scaffold by: (1) assigning during weeks two and three each student to work a predetermined problem from the day's lesson in front of the class on whiteboard.com, a problem the student can prepare before class, and then (2) assigning in weeks four and five a date for each student to work a surprise problem in front of the class on whiteboard.com with a phone-a-friend feature. In other words, the rest of the class can pipe in to assist.

For the oral exam, you might (3) give a team exam first, in which you give several surprise problems to a team of 3-4 students and watch the team work the problem collaboratively. (This could be asynchronous or recorded without the instructor's presence from a breakout room. The students could send you a video.) Finally, (4), you would give an individual oral exam on a surprise problem in which you give the students a surprise problem to work in front of you synchronously. If the student struggles, the instructor pipes in to assist by, first, asking leading questions and, if necessary, co-solving the problem. But both of these forms of assistance would be reflected in the grade.

The team exam might feel more natural to students who were working in teams throughout the term.

Students will feel more prepared if, before the oral exam, you give them a list of homework sections upon which the exam questions will be modeled.

Oral examinations in mathematics:

"In-Depth Interviews to Understand Student Understanding," M. Kathleen Heid The Pennsylvania State University,
<https://www.maa.org/sites/default/files/pdf/ebooks/pdf/NTE49.pdf>

"Individual Oral Exams in Mathematics Courses: 10 Years of Experience at the Air Force Academy," Ralph Boedigheimer, Michelle Ghrist, Dale Peterson & Benjamin Kallemyn (2015), PRIMUS, 25:2, 99-120, DOI: [10.1080/10511970.2014.906008](https://doi.org/10.1080/10511970.2014.906008)

“The impact of high stakes oral performance assessment on students’ approaches to learning: a case study,” Iannone, P., Czichowsky, C. & Ruf, J. *Educ Stud Math* 103, 313–337 (2020).
<https://doi.org/10.1007/s10649-020-09937-4>

“ORAL EXAMINATION IN COLLEGE MATHEMATICS: AN ALTERNATIVE ASSESSMENT TECHNIQUE,” Victor U. Odafe (2006), *PRIMUS*, 16:3, 243-256, DOI: [10.1080/10511970608984149](https://doi.org/10.1080/10511970608984149)

Preparation Tips for Students for Oral Exams in Mathematics (from Penn State:
<http://tutorials.istudy.psu.edu/testing/testing4.html>)

- Attend class and stay current with homework problems.
- As you work practice problems, be sure you understand the process.
- Work practice problems on your own first before checking the answer.
- If available, study a copy of the same instructor's previous exams.
- Form a study group to meet weekly to discuss homework problems.
- Carefully read the instructions for the exam.
- Read through the exam questions.
- If you are asked to show your work, write neatly and show each step clearly.
- Complete the easiest problems first.
- Read each question carefully and make sure you are answering the actual question.
- If you get stuck on a problem, move on and come back to it.

Oral exams in other areas of philosophy:

Gilbertson, Mark O. 1998. “A ‘Meeting-of-Minds’ Discussion as a Final Exam in History of Philosophy.” In *In the Socratic Tradition*. Lanham: Rowman & Littlefield.
<http://search.ebscohost.com.libproxy.kenyon.edu/login.aspx?direct=true&db=phl&AN=PHL1654187&site=ehost-live>.

Oral exams more generally (in all disciplines):

“A Short Guide to Oral Assessment,” by Gordon Joughin:
<https://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/FilestoreDONOTDELETE/Filetoupload,213702,en.pdf>

“Rethinking Oral Examinations for Undergraduate Students,” by Macy Hall, June 22, 2016.
<https://ii.library.jhu.edu/2016/06/22/rethinking-oral-examinations-for-undergraduate-students/>

“The Pros and Cons of Oral Assessment,” by Chad Fitzgerald:

https://westpoint.edu/sites/default/files/inline-images/centers_research/center_for_teching_excellence/PDFs/mtp_project_papers/Fitzgerald_16.pdf

Other interesting resources relevant to the online teaching of logic:

KLENK, VIRGINIA. “Self-Paced Logic without Computers.” *Teaching Philosophy* 9 (September 1, 1986): 239–46.

<http://search.ebscohost.com.libproxy.kenyon.edu/login.aspx?direct=true&db=phl&AN=PHL1145517&site=ehost-live>.

“Correlates of Exam Performance in an Introductory Logic Course,” by Renée Smith COASTAL CAROLINA UNIVERSITY and Linda Palm COASTAL CAROLINA UNIVERSITY, *APA Newsletter on Teaching Philosophy*, Fall 2014, volume 14, no 1.

<https://cdn.ymaws.com/www.apaonline.org/resource/collection/808CBF9D-D8E6-44A7-AE13-41A70645A525/TeachingV14n1.pdf>

“We predicted that student performance on logic exams would be positively correlated with homework scores, attendance scores, and self-efficacy scores, and negatively correlated with frustration scores. Bivariate correlations, which measured the strength and direction of the relationship between exam scores and each of these variables, confirmed our hypothesis. Of the three variables that were positively related to exam scores, homework scores were strongly related to exam performance ($r = .66$), while moderate correlations were found between exam scores and attendance scores ($r = .45$) and exam scores and self-efficacy scores ($r = .30$). The negative correlation between exam scores and frustration scores ($r = -.64$) was nearly as strong as the positive correlation between exam scores and homework scores.”

AAPT 2020: Workshop Group on the Pandemic Teaching of Logic

Alexandra Bradner

7/23/20

Scaffolding up to oral exams in logic, which might be unfamiliar to students:

Scaffold by: (1) assigning during weeks two and three each student to work a predetermined problem from the day's lesson in front of the class on whiteboard.com, a problem the student can prepare before class, and then (2) assigning in weeks four and five a date for each student to work a surprise problem in front of the class on whiteboard.com with a phone-a-friend feature. In other words, the rest of the class can pipe in to assist.

For the oral exam, you might (3) give a team exam first, in which you give several surprise problems to a team of 3-4 students and watch the team work the problem collaboratively. (This could be asynchronous or recorded without the instructor's presence from a breakout room. The students could send you a video.) Finally, (4), you would give an individual oral exam on a surprise problem in which you give the students a surprise problem to work in front of you synchronously. If the student struggles, the instructor pipes in to assist by, first, asking leading questions and, if necessary, co-solving the problem. But both of these forms of assistance would be reflected in the grade.

The team exam might feel more natural to students who were working in teams throughout the term.

Students will feel more prepared if, before the oral exam, you give them a list of homework sections upon which the exam questions will be modeled.

Oral examinations in mathematics:

"In-Depth Interviews to Understand Student Understanding," M. Kathleen Heid The Pennsylvania State University,
<https://www.maa.org/sites/default/files/pdf/ebooks/pdf/NTE49.pdf>

"Individual Oral Exams in Mathematics Courses: 10 Years of Experience at the Air Force Academy," Ralph Boedigheimer, Michelle Ghrist, Dale Peterson & Benjamin Kallemyn (2015), PRIMUS, 25:2, 99-120, DOI: [10.1080/10511970.2014.906008](https://doi.org/10.1080/10511970.2014.906008)

“The impact of high stakes oral performance assessment on students’ approaches to learning: a case study,” Iannone, P., Czichowsky, C. & Ruf, J. *Educ Stud Math* 103, 313–337 (2020).
<https://doi.org/10.1007/s10649-020-09937-4>

“ORAL EXAMINATION IN COLLEGE MATHEMATICS: AN ALTERNATIVE ASSESSMENT TECHNIQUE,” Victor U. Odafe (2006), *PRIMUS*, 16:3, 243-256, DOI: 10.1080/10511970608984149

Preparation Tips for Students for Oral Exams in Mathematics (from Penn State:
<http://tutorials.istudy.psu.edu/testing/testing4.html>)

- Attend class and stay current with homework problems.
- As you work practice problems, be sure you understand the process.
- Work practice problems on your own first before checking the answer.
- If available, study a copy of the same instructor's previous exams.
- Form a study group to meet weekly to discuss homework problems.
- Carefully read the instructions for the exam.
- Read through the exam questions.
- If you are asked to show your work, write neatly and show each step clearly.
- Complete the easiest problems first.
- Read each question carefully and make sure you are answering the actual question.
- If you get stuck on a problem, move on and come back to it.

Oral exams in other areas of philosophy:

Gilbertson, Mark O. 1998. “A ‘Meeting-of-Minds’ Discussion as a Final Exam in History of Philosophy.” In *In the Socratic Tradition*. Lanham: Rowman & Littlefield.
<http://search.ebscohost.com.libproxy.kenyon.edu/login.aspx?direct=true&db=phl&AN=PHL1654187&site=ehost-live>.

Oral exams more generally (in all disciplines):

“A Short Guide to Oral Assessment,” by Gordon Joughin:
<https://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/FilestoreDONOTDELETE/Filetoupload,213702,en.pdf>

“Rethinking Oral Examinations for Undergraduate Students,” by Macy Hall, June 22, 2016.
<https://ii.library.jhu.edu/2016/06/22/rethinking-oral-examinations-for-undergraduate-students/>

"The Pros and Cons of Oral Assessment," by Chad Fitzgerald:

https://westpoint.edu/sites/default/files/inline-images/centers_research/center_for_teching_excellence/PDFs/mtp_project_papers/Fitzgerald_16.pdf

Other interesting resources relevant to the online teaching of logic:

KLENK, VIRGINIA. "Self-Paced Logic without Computers." *Teaching Philosophy* 9 (September 1, 1986): 239–46.

<http://search.ebscohost.com.libproxy.kenyon.edu/login.aspx?direct=true&db=phl&AN=PHL1145517&site=ehost-live>.

"Correlates of Exam Performance in an Introductory Logic Course," by Renée Smith COASTAL CAROLINA UNIVERSITY and Linda Palm COASTAL CAROLINA UNIVERSITY, *APA Newsletter on Teaching Philosophy*, Fall 2014, volume 14, no 1.

<https://cdn.ymaws.com/www.apaonline.org/resource/collection/808CBF9D-D8E6-44A7-AE13-41A70645A525/TeachingV14n1.pdf>

"We predicted that student performance on logic exams would be positively correlated with homework scores, attendance scores, and self-efficacy scores, and negatively correlated with frustration scores. Bivariate correlations, which measured the strength and direction of the relationship between exam scores and each of these variables, confirmed our hypothesis. Of the three variables that were positively related to exam scores, homework scores were strongly related to exam performance ($r = .66$), while moderate correlations were found between exam scores and attendance scores ($r = .45$) and exam scores and self-efficacy scores ($r = .30$). The negative correlation between exam scores and frustration scores ($r = -.64$) was nearly as strong as the positive correlation between exam scores and homework scores."

Sample Collaborative Formal Logic Activities
Russell Marcus
July 23, 2020

Logic Lab #1: Arguments and Truth Functions

I. Check-in

Why are you taking this class? What do you hope to get out of it?
Write brief responses for each.

II. Group work plans

Groups meetings for Logic Lab #1 will take place at the designated class times: 9am–9:50am on:
Monday, August 24
Wednesday, August 26
Friday, August 28
Monday, August 31

Groups 1–4 may come to the classroom or meet on Zoom.

Groups 5–8 will meet on Zoom.

Groups can meet additionally, if they need to do so. Feel free to ask for help facilitating further meetings.

For future labs, I may allow groups to schedule meetings outside of the designated class times.

For this lab, you can indicate that you met during the regular times, and any additional class times that your group met.

Choose a scribe for formal work not on this Google Doc

III. Formal work

1. Which of the following are propositions? Briefly explain each answer.

- A. The cat is on the mat.
- B. The cat
- C. Is the cat on the mat?
- D. There will be a sea battle tomorrow.
- E. God created the universe in six days.

2. Regiment the following arguments into premise-conclusion form.

- A. The legalization of drugs is not unwise, because by legalizing drugs we would eliminate the drug trade. By legalizing drugs, we would rid our nation of all the violence that goes along with the illegal drug trade. Furthermore, the legalization of drugs is not immoral because it can be combined with a massive program of moral education. The legalization of drugs is neither unwise nor immoral.
- B. The universe is cooling off, and we are made of wet and messy materials. So computers have an advantage to us when it comes to evolution. That's because consciousness is just a matter of formal processes. And in computers, these formal processes can go on in substances that are much better able to survive.

- C. Understanding a language involves more than just manipulating a bunch of formal symbols. For, by virtue of implementing a formal computer program, I could behave exactly as if you understood Chinese. But I don't understand a word of Chinese. And, if going through the appropriate computer program for understanding Chinese is not enough to give me an understanding of Chinese, then it is not enough to give any other digital computer an understanding of Chinese.
- D. There is no purely logical analysis of conditionals. A counterfactual conditional is true if a certain connection obtains between the antecedent and the consequent. But, the consequent seldom follows from the antecedent by logic alone. The assertion that a connection holds is made on the presumption that certain relevant circumstances not stated in the antecedent obtain. Even if we specify the particular relevant conditions, the connection obtaining will not be a logical one, but a causal one.

3. For each of the following arguments, are they good? Use the terms 'valid' and 'sound' to justify your answers.

- A. All eagles are birds. Eagles are endangered species. So, birds are endangered species.
- B. All rectangles are rhombuses. All rhombuses are parallelograms. So, all rectangles are parallelograms.
- C. Some theories of truth are inflationary. Some theories of truth are deflationary. All deflationary theories of truth include the T-schema. So all theories of truth include the T-schema.
- D. If Socrates denies the eternity of the soul, then Aristotle says that virtues are means between extremes. If Socrates argues that justice is opposed to self-interest, then Aristotle says that virtues are means between extremes. Socrates either denies the eternity of the soul or argues that justice is opposed to self-interest. So Aristotle says that virtues are means between extremes.

IV. Formal logic in the world

1. Consider the definition in 1.1.3 of the book:

Glubs are extreme cases of wizzles.
Wizzles are ordinary forms of glubs.

What is the best way to think about this set of definitions?

- A. There is nothing wrong with this pair of definitions.
- B. They are good definitions of wizzles and glubs, as we can see from the parallel definitions of 'logic' and 'argument' at 1.1.1.
- C. They are acceptable as definitions, but leave room for more to know about wizzles and glubs, just as all definitions leave open room for more information.
- D. They are acceptable as definitions of wizzles and glubs together, but their lack of much content shows that definitions generally are pretty useless.
- E. They are unacceptable as definitions because they are circular, and circular definitions are always terrible.

V. Thinking about logic

1. Consider the following list:

Alberta is strolling with Carlos.
Alberta is strolling with Carlos.
Alberta is walking with Carlos.
Alberta, Carlos, walking
Alberta and Carlos are strolling together.
Alberta is strolling with Beatriz.
Carlos is strolling with Alberta.

How many propositions are on this list? Explain your answer in 1–2 paragraphs.

2. Recall the truth-table definition of the material conditional and consider each of the following sentences:

- A. If I step on the map on Martin's way, I will not graduate on time.
- B. If you wear a mask, you will protect others from COVID–19.
- C. If $2+2=4$ then the square root of 7 is rational.
- D. If you bring me sushi, I will be happy.

Rank the four sentences in order of how well the material interpretation captures the sense of the sentence. Explain your ranking in 1–2 paragraphs.

3. Consider the following two sentences:

- α . If I do 20 pull-ups, my arms will be tired.
- β . If I do 20 pull-ups, my arms will turn into butterflies.

Which of the following is the best conclusion to draw?

- A. α and β have the same truth conditions.
- B. α and β have different truth conditions, so one is not really a material conditional.
- C. α and β have different truth conditions, so neither is a material conditional.
- D. α and β have different truth conditions, and both are conditionals, so our logic is incomplete.
- E. α and β have different truth conditions, and both are conditionals, so our logic is broken.

VI. Reflection

Complete an individual and private Google form with reflections on your group's work.

- 1. Did anyone miss any meetings? Explain.
- 2. Did all members of your group participate adequately when present? Explain.
- 3. Do you have any concerns or questions about the process that you would like to share with me. (Feel free to come see me in office hours!)

Anticipated challenges

- Managing instructor workload
- Communicating new assessment strategies to students
- Goodbye scantron!
- Accountability and skill in collaborative environment.

Contact: Rebecca Millsop, rmillsop@uri.edu

Pandemic teaching of ethics

Team 1

Dennis Earl

Jeremy Fried

Kathryn Jones

Erica Stonestreet

Virtual and collaborative concept mapping

Problem:

- **Concept mapping is an effective exercise**
- **Difficult to do remotely**
- **Especially difficult to do asynchronously**

Google Slides (or Lucid Chart)

- Collaborative
- Widely accessible, inc. via iphone and Android
- Familiar
- Allows commenting
 - Can be synchronous or asynchronous
- Accessibility settings available
- In short, FLEXIBILITY

Anticipated challenges

- For Lucid Chart, setting up extra account
- Asynchronous version requires more structure
- Accessibility:
 - Can phones work both Zoom and another platform at the same time?

Contact: Erica Stonestreet -- estonestreet@csbsju.edu

Pandemic teaching of ethics

Team 2

David Concepción

Cheryl Frazier

David Schwartz

Patrick Walsh

Jenna Woodrow

Humanizing difficult discussions

Problem:

How can we get all the goods of synchronous face2face discussion in an otherwise asynchronous course while avoiding as many of the pitfalls of online, text-based discussions?

Answer: PODS!!!

Pod discussions

Pods: small groups that stay together for some time (2+ weeks). e.g. 4 students, synchronous online 30 minute meetings, twice a week, for 5 weeks or an entire content unit.

Why pods?

- Continuity builds community, rapport and respect
- Self-regulating norms create responsibility
- Small groups can help humanize peers
- Exploratory equitable context for expression and creativity

Anticipated challenges

- Pandemic events (hybrid transition, sickness, closures)
- Group construction challenges
 - Finding time/technology for 4 people to meet synchronously
 - Building rapport/norming so it is safe space w/o teacher present
- Graded?: Depends on what deliverable makes sense for your learning objective

Teaching philosophy of the pandemic

Alida Liberman
Jonathan Spelman
Ariel Sykes

A manifesto for teaching philosophy of the pandemic

The pandemic has helped the public develop a newfound appreciation for epidemiologists, grocery store employees, first responders, etc. We think teaching the philosophy of the pandemic can help students and the public appreciate how philosophers are valuable. But as philosophers, we must commit to showing them how philosophy can help us navigate our current crises.

The Manifesto Includes . . .

Philosophy has an especially powerful role to play during this global pandemic, as the collective challenges we face become ever more pervasive and complex.

- We must make philosophy **relevant**, and respond to the moral, epistemological, political, aesthetic, and existential challenges that the threat of COVID-19 poses.
- We must be **proactive** and **innovative** in thinking about how to prevent and prepare for future pandemics.
- We must be **courageous** both in seeking productive dialogue that aims at truth and in moving forward in the face of troubling uncertainties.
- And we must draw on our best reasoning and ethical theories to act in solidarity and seek **liberation**.

Resources and a call for help

- Crowd-sourced list of topics/resources for teaching philosophy of the pandemic (please contribute!): **tinyurl.com/COVIDphilosophy**
(also inserted below)
- Link to the manifesto:
tinyurl.com/philm manifesto
(also inserted below)

Contact: Alida Liberman (aliberman@smu.edu)

Topics in various areas of philosophy that relate to the pandemic:

Please add your own ideas to this list, as well as whatever resources (links to readings, podcasts, handouts, lesson plans, etc.) you have

Medical ethics/public health ethics:

- Allocation of scarce resources/“rationing” healthcare
 - RESOURCE: Podcast, “Playing God” - RadioLab:
<https://www.wnycstudios.org/podcasts/radiolab/articles/playing-god> (content warning: euthanasia of animals; alleged euthanasia of humans; death; natural disaster)
- Discrimination in who receives healthcare resources (e.g., people with disabilities, fat people, elderly people, people with existing health conditions)
- Healthcare workers and moral injury
- Autonomy and the ethics of paternalism or “nudging” for public health
- Medical trials: injustice and discrimination
- Epistemic injustice in seeking, asking, and providing care
- Professional responsibilities (e.g., are health-care workers obligated to work without adequate PPE or to treat COVID patients?)
- Visitor policies and end-of-life ethics

Animal Ethics

- Is eating non-human animals ethical given the potential that viruses have to jump from non-human animals to humans?
- Is it morally permissible to test vaccines on non-human animals given that, even if a particular vaccine creates immunity in a non-human animal population, we can’t be sure that it will create immunity in the human population?

Theoretical ethics:

- Moral dilemmas; how do we weigh incommensurable values?
- What virtues help us thrive during the pandemic? Which “virtues” hinder us?
- Theorizing about oppression and exploitation (especially regarding “essential workers” and who is counted as “heroic”)
- Discrimination/racism in who gets blamed for the pandemic
- Moral responsibility (e.g., individualizing responsibility for illness; accounts of collective responsibility for collectively harmful practices)
- Limits of individual rights
- Well-being and what makes a life good; what sources of well-being do we lack during times of social distancing?

Feminist philosophy/social philosophy:

- Relational autonomy
- Accounts of solidarity; putting solidarity into practice

- Pandemic and privilege/intersectionality; impact on BIPOC and poor folks
- Pandemic and women's work/life balance
- Pandemic and the body (e.g., fear of weight gain during quarantine)

Epistemology:

- Trust in authorities/experts; trust in fellow citizens
- Credibility and de-legitimization of news sources
- Epistemic injustice of various kinds
- Construction of medical knowledge
- Decision making under conditions of uncertainty
- Weighing risks and probabilities

Philosophy of language:

- Implicature of how we talk about the virus and safety protocols, and policy measures (e.g., "Wuhan virus," "they are doing better today" "essential workers" "war language")

Aesthetics:

- The role of art during times of disaster/creative responses from artists (art as activism, art as documentation, art as therapy, art as connection)
- how we value creative spaces / art in our lives (and how policy decisions do/don't reflect this as a priority)
- Art and live audiences: e.g., how is the experience of watching filmed theater different (metaphysically? morally? aesthetically?) from watching live theater?

Metaphysics:

History of Philosophy:

Logic:

Textbook: The Ethics of Pandemics, Broadview Press:

<https://broadviewpress.com/product/the-ethics-of-pandemics/#tab-table-of-contents>

How ethics and philosophy are relevant for teaching about the pandemic in other subject areas:

Math:

- ethical uses of statistics

Science

History

English

Psychology

Sociology

Political Science

Health & Wellness

A Manifesto for Teaching Philosophy of the Pandemic
Drafted as part of the 2020 AAPT Small Working Groups

Authors: Alida Liberman, Jonathan Spelman, Ariel Sykes

Philosophy has an especially powerful role to play during this global pandemic, as the collective challenges we face become ever more pervasive and complex. We must make philosophy **relevant**, and respond to the moral, epistemological, political, aesthetic, and existential challenges that the threat of COVID-19 poses. We must be **proactive** and **innovative** in thinking about how to prevent and prepare for future pandemics. We must be **courageous** both in seeking productive dialogue that aims at truth and in moving forward in the face of troubling uncertainties. And we must draw on our best reasoning and ethical theories to act in solidarity and seek **liberation** for all of us.

At its best, philosophy is

- **Relevant:** Philosophy helps us to respond to the world around us to: understand who we are and what gives our lives meaning, think about how we can live well together, figure out what the truth is and who can be trusted to help us find it, and reflect on the nature of reality.
- **Proactive & Innovative:** Philosophy is forward-thinking: instead of only reacting to existing problems, philosophical practice includes speculating about what problems might arise in the future, and reflecting on what purely imagined or theoretical problems might tell us.
- **Courageous:** Philosophy encourages us to seek the truth, even when that truth is scary; philosophical practice can help motivate us to speak truth to power and fight for justice, even when it's an uphill battle. Philosophy requires us to be comfortable with uncertainty and provides us strategies for making progress in the face of the unknown. Philosophy also provides us a framework for having meaningful and productive dialogue about difficult topics with others with whom we disagree, as well as changing our minds when we have good reasons to do so.
- **Liberating:** Philosophy teaches us to examine long-held assumptions and to not to take the status quo for granted. Philosophical practice requires that we question everything, from what we've been taught to what is and what ought to be. Philosophy gives us a space to do this with ourselves and others; it requires that we take seriously the task of thinking for ourselves while also engaging with expert knowledge to inform our thinking and actions.

Over the past eight months, the coronavirus pandemic has claimed over six hundred thousand lives and dramatically reshaped our world. It has forced us to consider a number of new and difficult questions. For example, how do we balance our needs to socialize, sustain our relationships, observe important rituals, and maintain our mental well-being with the need to remain socially distant and protect ourselves and others from the virus? Should we shop for our own groceries (which may put ourselves or our families at risk) or have them delivered (which outsources this risk to a gig economy worker)? Should we shop online and order take-out to bolster the economy and prop up local business even if this requires others to put themselves at risk to manufacture and ship our goods and prepare our meals? How do we balance the deep and urgent need to advocate for racial justice with the risks that may come with protesting in large groups?

Questions like these, especially when focused on risk and when phrased in terms of safety, may seem like questions for scientists or epidemiologists. But while epidemiology and science play an important role in answering them, they cannot settle them on their own. In the end, answering these questions requires a different sort of expertise: it requires expertise in thinking about what our deepest values are and in how we should act when our values conflict.

These sorts of questions are the proper domain of the humanities, of philosophy, of ethics. As such, they are precisely the sorts of questions we should be talking about, especially right now, and the work that we'll be doing in this class can help us answer them.

Figuring out how to live has always been difficult, but it's especially challenging right now, as we grapple daily with tough decisions that have no obvious right answers. So, now is a great time for you to be taking this class. It's a great time for you to learn how to identify and evaluate arguments, critically reflect on what matters to you and why, and to begin to develop intellectual courage, empathy, and humility. These skills and habits of mind have always been useful, and they'll continue to be useful long after you leave this class. So that's what we'll be dedicating ourselves to this semester, to developing the skills and habits of mind we need to live well during this pandemic and whatever future ethical challenges we may face.

Pandemic teaching in two-year institutions

André de Avillez (adeavillez@delmar.edu)

Doug Fishel (douglas.fishel@mccckc.edu)

Kristina Grob

Rob Loftis: (jloftis@lorainccc.edu)

David Spewak

Pandemic Needs Survey

We need concrete information about the specific challenges and obstacles our students face, directly and indirectly connected to pandemic disruption.

- We want to be better advocates for our students
- Focus our energy on efforts that eliminate *student-identified* obstacles

Pandemic Needs Survey

General anonymous survey designed to help instructors address actual, not projected student needs. [Link to survey](#) (also inserted below)

- *Facilitates collection of accurate information about student needs multiple times throughout term*
- *Highlights student experiences that are otherwise invisible to faculty/admin*

Pandemic Needs Survey

Sample questions for use in surveys to assess the needs of students in online or hybrid courses during the COVID-19 pandemic and beyond*. Designed for the 2020 AAPT Conference-Workshop on Pandemic Pedagogy by André de Avillez, Doug Fishel, Kristina Grob, Rob Loftis, and David Spewak. The purpose of the survey is to gather data to be used in course design or modification, and/or to advocate on behalf of students for additional or modified institutional support.

While this survey can be used by instructors at any kind of school, we designed these questions to center the needs of students at 2-year institutions like the ones at which we teach.

* Please make sure not to use these questions in ways that violate FERPA requirements, student privacy, or institutional guidelines. No warranty expressed or implied. Please consult a physician before use. There's a pandemic going on, after all. Overuse can cause undue smugness at departmental meetings.



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

LMS issues: knowledge of how to use the current LMS and related questions.

1. How familiar are you with your school's LMS?
 - a. Very - I've used it for online courses before
 - b. Somewhat; I've used it to check grades, take quizzes, and submit assignments
 - c. I've used other systems in other schools, but never this one
 - d. I've never used anything like it before
 - e. I've taken a training course for the LMS
2. Have you ever taken a fully online [or hybrid depending on nature of course] class before? If so, how did it go?
 - a. Yes, and it went very well
 - b. Yes, but it could have gone better
 - c. Yes, but I struggled
 - d. No, this is my first online/hybrid course
3. If you struggled with an online/hybrid class, or it could have gone better, can you please explain how?
4. If it went well, what could have gone even better?
5. If this is your first online/hybrid course, what are you most anxious/afraid of?
6. In what way do you usually access/keep up with the LMS part of our course?
 - a. Via the student portal (bookmarked or via the school website)

- b. Click on email announcement
 - c. Click on reminders for assignments generated by the LMS?
 - d. Notification on cell phone
 - e. Other
7. How many times a week do you check into our LMS?
- a. At least once a day
 - b. Most days
 - c. 2-3 times a week
 - d. Once in a blue moon
 - e. Never
8. Are you able to check in more often than you currently do?
9. What keeps you from checking in more frequently (if you check in fewer than 3 times/week)?
10. Do you know how to find your instructor's comments on your work in the LMS?
11. How many different platforms/apps, etc. do you use for school (on average) each semester?
12. How frequently are you asked to learn a different LMS, app, platform, etc. for school purposes?

Internet access and availability of technology and other resources: do they have internet and useful devices?

13. How would you describe your internet access?
- a. Reliable and fast
 - b. Reliable, but slow
 - c. Intermittent (off and on)
 - d. I can get wifi from a hotspot nearby
 - e. I can get wifi a couple of times a week
14. Which of the following do you have consistent access to? (Check all that apply)
- a. Desktop
 - b. Laptop
 - c. Chromebook
 - d. Tablet
 - e. Smart Phone
 - f. Public/shared computer
 - g. Other device

- h. A device with a camera and microphone
- 15. Are you able to afford all your books each semester? If not, how do you decide which ones to buy/rent?
- 16. Do you know how to use Google Docs/Office 365/[whatever the college provides]?
- 17. What software do you use to read PDF files? Did you know that not every reader allows you to see everything in a document?
 - a. Adobe Acrobat Reader/Pro
 - b. I open PDFs in my internet browser
 - c. I don't know; I click on them and they open
 - d. What's a "PDF"?
- 18. How frequently do you check your college email address?
 - a. At least once a day
 - b. Most days
 - c. A couple of times a week
 - d. Once in a blue moon
 - e. Never

In what ways has the pandemic created new challenges for you?

- 19. Are you struggling with anything related to the class? If so, what?
- 20. What about the class is working well for you?
- 21. What about the class would you change, if you were in charge?
- 22. Are you struggling for reasons not related with the class? If so, can you give me some details (as much as you are comfortable with)?
- 23. What is the biggest obstacle to your success in this class?
- 24. [open question about pandemic-specific challenges]

College community: how to build community with our students given social distancing & distance learning; communication

- 25. Do you know that office hours are a time your professor sets aside to answer student questions and give help? Have you ever gone to office hours before?
 - a. I know what they are for, and take advantage of them when I need to
 - b. I know what they are for, but avoid them whenever possible
 - c. I know what they are for, but have never used them
 - d. I'm not sure what they are for

- e. "Office hours"? What's that?
26. Have you gotten in touch with classmates to create a study group?
- a. Yes
 - b. No, but I intend to
 - c. No, but that's a good idea
 - d. No, I don't like study groups
27. Does your instructor help support and promote collaboration between students?
28. Do you feel confident emailing your professor to request a meeting to talk about how you're doing in the course?
29. Do you know the best way to contact your instructor?
30. What is the best way for your instructor to contact you?
- a. School email
 - b. Message in LMS
 - c. Video Conference (Zoom, Teams, etc.)
 - d. Phone call
 - e. Text message (SMS)
 - f. Other
31. Would you find it helpful if your instructor texted you with reminders about assignments and readings?
32. Do you have ways to reach other classmates?
33. What form of virtual office hours are you most likely to utilize?
- a. Video conference (Zoom, Teams, etc.)
 - b. Discord
 - c. GroupMe
 - d. A text/chat based format
 - e. Email
 - f. Other
34. What time of day would you most likely utilize office hours (check all that apply)?
- a. Morning
 - b. Afternoon
 - c. Evening
35. Are you able to see all the feedback your instructor gives?
- a. Yes
 - b. No

- c. I'm not sure
36. Do you know if your instructor is giving you feedback?
- a. Yes
 - b. No
 - c. I'm not sure
37. What would make it feel easier to ask for help? What would make it easier to know when asking for help is a good thing to do?
38. When the grade you receive on your work is not what you hoped for, do you understand why you got the grade you did?
- a. Yes
 - b. No
39. When your grades are lower than you want, do you know how to improve them?
- a. Yes
 - b. No
40. What are some things you aren't sure how to do but are afraid to ask?
41. What do you think your instructors expect you to do but don't explain how to do?
42. In what ways do you think your instructors could better advocate for your education?
43. In what ways do you see your instructors as advocates, resources, and mentors for you right now?
44. What ideas or suggestions do you have for connecting with your classmates and instructors when you can't be on campus?

Course design needs/preferences: synchronous vs. asynchronous; video vs. audio lectures; etc.

45. How many hours a week do [or will] you dedicate to this class?
- a. 9+ hours a week (18 if summer course), in chunks of 1-2 hours or more
 - b. 9+ hours a week (18 if summer course), in small bits of time here and there
 - c. Less than 9 hours a week, in chunks of 1-2 hours or more
 - d. Less than 9 hours a week, in small bits of time here and there
46. What is your preferred way to access lecture material in online courses?
- a. Written lecture notes
 - b. Audio files
 - c. Recorded video lectures
 - d. Zoom/Teams meetings

- e. Other
47. What is your preferred device for accessing [LMS]?
- a. Desktop
 - b. Laptop
 - c. Chromebook
 - d. Tablet
 - e. Smart Phone
48. What's your preference for remote learning:
- a. Synchronous learning with lectures and live activities
 - b. Asynchronous learning with recorded lectures and self-paced activities
 - c. A mix of synchronous and asynchronous activities
49. Do you have any preference for availability of course material?
- a. I like it when all the course material is available from Day 1 as it helps me to plan my semester
 - b. I like it when course material is released a week/unit at a time so I don't feel overwhelmed
 - c. I would like all the readings available, but as long as I know when assignment deadlines are, it's fine if they're not open to me until closer to the due date.
 - d. I have no preference in this.
50. What aspects of the design of this course (organization; type of assignment; difficulty of assignment and reading; pacing, and amount of reading; technology requirements; etc.) do you find **most** helpful? (You'd like to see this again on purpose.)
51. What aspects of the design of this course do you find **least** helpful? (You'd like it if this was avoided in the future.)

Other sources of struggle not included within the other questions

52. Do your instructors regularly ask about your preferred pronouns, and do you wish that they did?
- a. Yes, and I'm glad they do
 - b. Yes, but I don't care about it
 - c. No, and I wish they did
 - d. No, and I don't care about it
53. Do your instructors check in with you in individual emails to gauge your achievements/struggles in the course?

- a. Yes, and I'm glad they do
- b. Yes, but I don't really want them to
- c. No, and I wish they did
- d. No, and I don't really want them to

54. Do you have any comments or suggestions not covered by any of the questions above?

Anticipated challenges

- Individual faculty surveys may not be enough; work in progress
- More work for faculty

Takeaway: find more avenues to listen to what students struggle to tell us

Contact: André de Avillez; Rob Loftis

Collaborative learning in a physically distanced environment

Team 1

Shoshana Brassfield

Emily Esch

Katie Plaisance

Janet Stemwedel

Adam R. Thompson

Collaborative Reading for Comprehension

Why Use Collaborative Reading Activities/Assignments?

- Increase reading comprehension
 - Metacognitive skills (how to read)
 - Content of the particular reading
- Increase student engagement
- Better prepare students for class
- Decrease reliance on the instructor as an authority on the text
- Replace or supplement online discussion boards
- Increase sense of belonging to a learning community
- Provides instructor with fine-grained information about where students struggled in the reading
- Collaboration especially important for online classes

Asynchronous, pre-class activity

Who?	What?	So what?	Now what?
<p><i>Comment on the text using the following types of questions:</i></p> <p>(i) Which sections express the author's own point of view?</p> <p>(ii) Which sentences express an objection or an opposing view? Who does/might hold that view?</p> <p>(iii) Does the author's view change over the course of the text?</p> <p>(iv) Is the author different from the narrator or main character's voice?</p>	<p><i>Comment on the text using the following types of questions:</i></p> <p>(a) what did they say it was?</p> <p>(b) what characteristics are these and to what/whom do they say they belong?</p> <p>(c) what reason did they cite for that claim?</p>	<p><i>Comment on the text using the following types of questions:</i></p> <p>(1) why did they say that they said x?</p> <p>(x = the answer to (a), (b), or (c))</p> <p>(2) why do I think that they said that?</p> <p>(y = the answer to (a), (b), or (c))</p>	<p>(I) what do I have to say about the matter?</p> <p>(II) what should I do about the matter?</p> <p>(III) what can I take away from this exploration of the matter?</p> <p>(IV) how does the author's main argument connect to real-world issues?</p>

Logistics & Considerations

Considerations for the Activity/Assignment

- You'll need to think through the group collaborative aspect
 - How will the groups be formed? How big will they be? Will you assign certain roles? Will students rotate roles, and if so, how often? Perhaps divide the class up, so that different groups do collaborative reading on different days?
- Principles for different kinds of assignments (100 versus 300 level; synchronous versus asynchronous)
- Consider whether you want students to focus more on the metacognitive aspects of reading or the specific content

What platforms could you use?

- Perusall
 - Pros: Perusall is easy to use; has sophisticated features like automatic grading, read aloud, and a confusion report; integrates into several LMSs
 - Cons: Requires students and instructors to learn yet another digital tool
- Hypothesis (similar to Perusall)
- Google Doc
 - Pros: More flexible structure; many students are already familiar with this; can be used for other things besides collaborative reading
 - Cons: very basic, requires more work for the instructor compared to Perusall or Hypothesis
- Additional collaborative reading tools: <https://ecomma.coerll.utexas.edu/social-reading-tools/>

Contact: Adam Thompson (art@unl.edu)

AAPT 2020: Collaborative Reading

Shoshana Brassfield srbrassfield@frostburg.edu, Emily Esch, eesch@csbsju.edu, Katie Plaisance kplaisan@uwaterloo.ca, Janet Stemwedel janet.stemwedel@sjsu.edu, Adam R. Thompson art@unl.edu

The Problem

Reading challenging material is a key transferable skill. Yet students struggle with reading comprehension (especially with the type of highly analytical texts often used in philosophy courses). This seems even more challenging online as we don't have as much in-class time to unpack course readings for students. Our suggestion is to adopt Collaborative Reading Activities as an ongoing part of student work in and out of classroom activities.

Why Use Collaborative Reading Activities/Assignments?

- Increase reading comprehension
 - Metacognitive skills (how to read)
 - Content of the particular reading
- Increase student engagement
- Replace or supplement online discussion boards
- Ensure students do reading before class/are better prepared for class
- Decrease reliance on the instructor as an authority on the text
- Increase sense of belonging to a learning community
- Provides instructor with fine-grained information about where students struggled in the reading
- Collaboration (of all sorts) especially important for online classes
- Better understanding of the reading will improve student motivation and learning

Asynchronous, Pre-Class Activity

Assign students to take notes on the reading assignment before class, using guidelines.

Who?	What?	So what?	Now what?
<i>Comment on the text using the following types of questions:</i> (i) Which sections express the author's own point of view? (ii) Which sentences express an objection or an opposing view?	<i>Comment on the text using the following types of questions:</i> (a) what did they say it was? (b) what characteristics are these and to	<i>Comment on the text using the following types of questions:</i> (1) why did they say that they said x? (x = the answer to (a), (b), or (c))	(I) what do I have to say about the matter? (II) what should I do about the matter? (III) what can I take away from this

Who does/might hold that view?	what/whom do they say they belong?	(2) why do I think that they said that?	exploration of the matter?
(iii) Does the author's view change over the course of the text?	(c) what reason did they cite for that claim?	(y = the answer to (a), (b), or (c))	(IV) how does the author's main argument connect to real-world issues?
(iv) Is the author different from the narrator or main character's voice?			

Activity Outline

- Pre-class asynchronous activity
 - Who, What, So What, Now What
 - Assign students reading roles (which rotate over time): e.g. charitable reader; objector; connector; reconciler; summarizer OR each could take on a specific column from the chart
- In-class collaborative activity
 - Build on assigned roles with discussion sharing their role-perspective (could be synchronous or asynchronous)
 - Answer difficult interpretive questions and practice finding and explaining textual support (synchronous: breakout room activity; asynchronous: discussion board assignment with 'must post before reading' restriction, and follow-up)
 - Share strategies used for getting "unstuck" in trying to understand particularly difficult paragraphs, sentences, concepts, etc.
 - Group quizzes (see below for an example from Shoshana Brassfield)
- Reflection/action?/connection?
 - Could be part of scaffolding of a bigger project; for example, could pair with a learning journal or reflective exercise that asks students to reflect on how their reading skills improved over the course of the semester and how these skills transfer to other courses

Considerations as you develop the activity

- Group collaboration
 - How will the groups be formed?
 - How big will they be?
 - Will you assign certain roles?
 - Will students rotate roles, and if so, how often?
 - Perhaps divide the class up, so that different groups do collaborative reading on different days?

- Kinds of assignments
 - 100 versus 300 level
 - Synchronous versus asynchronous
 - Metacognitive focus
 - Content focus

What platforms could you use?

- Perusall
 - <https://perusall.com/>
 - Pros: Perusall is easy to use, has sophisticated features like automatic grading, read aloud, and the confusion report, integrates into several LMSs
 - Cons: students who don't have access to a computer? another technology students and instructor have to learn and navigate, lots of built in structure, so less flexible
- Hypothesis
 - <https://web.hypothes.is/>
 - Similar to Perusall, ways to use with students discussed here: <https://web.hypothes.is/blog/back-to-school-with-annotation-10-ways-to-annotate-with-students/>
- Google Docs
 - Pros: Many student already familiar with this, might use google docs for other things besides collaborative reading, flexible
 - Cons: very basic, more work for the instructor creating a structure and decided how to evaluate

Who Can Use This?

- Collaborative reading assignments could be tailored to all kinds of classroom experiences: face to face, wholly online, hybrid.
- Collaborative reading assignments can be adapted for different levels of learning.
- Good for low-stakes, repeated reading engagement; could count toward participation/engagement points

Challenges

- When asked to work collaboratively, students tend to 'divide and conquer' the assignment and they may not actually discuss each others' responses and reactions.
- Students tend to be reluctant to correct or criticize each other's answers
- Reading is typically a solo activity, so reading collaboratively will be an adjustment to usual practice

[Instructors: You could post this as a shared document for each of your groups in Google Docs or Microsoft Teams for synchronous collaboration.]

Group Questions: Thomas Aquinas's Second Way (Cosmological Argument)

Discuss and agree as a group on the answer to each T/F question. Write out a supporting quote from the text that states or implies your answer. Then, briefly explain in your own words how you interpret the quotation and why it supports your answer. Make sure everyone in your group agrees and can explain how to interpret the text.

1. ____T or F: Aquinas thinks that all causes must come before their effects.

Supporting Quotation:

Explanation:

2. ____T or F: Aquinas thinks that every existing thing must have a cause.

Supporting Quotation:

Explanation:

3. ____T or F: Aquinas argues that God is the cause of himself.

Supporting Quotation:

Explanation:

4. ____T or F: Aquinas argues that there is something that has no cause.

Supporting Quotation:

Explanation:

5. What would Aquinas say is the cause of God?

Defend your answer:

Collaborative learning in a physically distanced environment

Team 2

Jessica Davis

James William Lincoln

Madeline Martin-Seaver

Jennifer Mulnix

Considerations for collaborative learning in a physically distant environment

- Centering students in their learning process
- The importance of flexibility and providing a variety of ways for students to collaborate given access and other concerns. Could provide students with a list of options and have them select their preferred option(s).
- The importance of giving students more agency in their class experience
- Decreasing screen time by providing more opportunities to apply philosophy to their real life experiences.

Our Tool (pg. 1)

Collaborative Learning Assignment (Template -- modify for your students as needed!)

Student-facing side (adapted from Winkelmes)

- Sets expectations, gives students ownership over their learning experience, involves them in assessment
- Students respond and adapt to their pandemic experience



A COLLABORATIVE LEARNING EXERCISE UTILIZING YOUR OWN COMMUNITIES AS A PLACE FOR PHILOSOPHICAL INQUIRY

THIS ASSIGNMENT SHOULD BE PURSUED CREATIVELY, WITH A COMMITMENT TO SAFE SOCIALLY DISTANT PRACTICES, AND WITH THE UNDERSTANDING THAT PHILOSOPHICAL INQUIRY IS ENHANCED THROUGH ENGAGEMENT WITH YOUR COMMUNITY

ASSIGNMENT DESCRIPTION

PURPOSE

You live in a **community**: a **network of relationships** between you and your classmates, family, friends, and neighbors. **Learning** takes place in communities, online or otherwise. The **purpose** of this assignment is for you to **collaborate** with those around you to create communities of philosophical conversation to facilitate **collaborative learning**.

YOUR TASK

Your task is to **find willing collaborators** in your community to **engage in philosophical practice** with **and create an artifact** reflective of that experience to share with the class.



WHAT TO FOCUS ON:

- Skill Development in:
 - Problem-solving
 - Community-building
 - Communication
 - Public Scholarship
 - Dialogue Facilitation
- Understanding
 - Socratic Method
 - Dialogue's power in a community's philosophical practice

DETAILS & EXAMPLES

YOUR ACTION STEPS

- 1 Identify Possible Collaborators
- 2 Create a Project & Artifact Proposal
- 3 Submit Proposal & Get Feedback
- 4 Recruit Collaborators
- 5 Execute Project & Create Artifact

POSSIBLE PROJECTS

- Interview a community member (i.e., family, friends, classmates, or a neighbor) to reflect on course content
- Facilitate a community dialogue centered on a class content
- Start a community reading group using class content
- Participate in a community organizing or service activity

ARTIFACT EXAMPLES

- Design a meme or illustration based on your discussion of course content with your community
- Create a video containing your interview
- Write an Op-ed about your experiences for class and beyond
- Write a 3 page reflection paper about your experiences

CRITERIA FOR SUCCESS

Have you completed all the action steps? Did you incorporate instructor feedback in your project & artifact? Does your artifact reflect course content accurately? Does your project proposal & artifact display evidence of philosophical methods and personal reflection?

RESOURCES

Building Philosophical Communities
Guidelines for Community Dialogue

Our Tool (pg. 2)

Faculty-facing side -
pedagogical and psychological
resources for faculty.

Note: the links work! Click the
links (in the shared PDF).

Thank you! (also inserted below)

Madeline Martin-Seaver
mcm0178@auburn.edu

TEMPLATE FOR PHILOSOPHY COURSES

CONSIDERING COLLABORATIVE STUDENT WORK
IN LEARNING COMMUNITIES DURING A PANDEMIC AND BEYOND

HOW TO USE THIS ASSIGNMENT TEMPLATE

The only static parts of this 'template' are the 'purpose' and 'task' sections above. Examples, actions steps, resources, criteria for success, and 'what to focus on' are dynamic parts of the assignment that should be adjusted to your course and is content.

INSTRUCTION STEPS

- 1 Introduce Students to Philosophical Dialogue
- 2 Help students think about how to engage their communities
- 3 Share Assignment Handout
- 4 Guide students with feedback on proposals
- 5 Create Occasion for students to engage each others artifacts

WHY THIS KIND OF ASSIGNMENT IS IMPOARTANT

Students live in a variety of communities. These networks are defined by a web of relationships that connect students to their classmates, family, friends, and neighbors. Learning takes place in communities, online or otherwise. Learning communities utilize social connections to enable shared learning through distributed leadership and student agency. In socially distant courses, online or otherwise, the ability for students to engage in collaborative projects needs to move beyond the idea that collaborative learning only happens in classroom communities. This assignment aims to meet students where they are, in their local and online communities. By finding collaborative partners and discussing course content in supportive groups, we can empower students to connect philosophy to the real world while enriching themselves and thier communities.

RESOURCES FOR ADAPTING THE ASSIGNMENT TO YOUR OWN COURSE

- Hybrid and Online Teaching: Four Helpful Workshops
 - <http://dailynous.com/2020/07/25/hybrid-online-teaching-four-helpful-workshops/>
- Six Ways to Use Tech to Design Flexible, Student-Centered Philosophy Courses:
 - <http://dailynous.com/2020/07/14/six-ways-use-tech-design-flexible-student-centered-philosophy-courses-guest-post-paul-blaschko/>
- COVID Chronicles at the Blog of the APA:
 - <http://blog.apaonline.org/category/covid-19/>
- Advice on "salvaging" a terrible day during an emergency
 - <https://www.chronicle.com/article/how-to-salvage-a-disastrous-day-in-your-covid-19-quarantine/>
- Active learning in hybrid and physically distanced classes:



A COLLABORATIVE LEARNING EXERCISE UTILIZING YOUR OWN COMMUNITIES AS A PLACE FOR PHILOSOPHICAL INQUIRY

THIS ASSIGNMENT SHOULD BE PURSUED CREATIVELY, WITH A COMMITMENT TO SAFE SOCIALLY DISTANT PRACTICES, AND WITH THE UNDERSTANDING THAT PHILOSOPHICAL INQUIRY IS ENHANCED THROUGH ENGAGEMENT WITH YOUR COMMUNITY.

ASSIGNMENT DESCRIPTION

PURPOSE

You live in a **community**; a **network of relationships** between you and your classmates, family, friends, and neighbors. **Learning** takes place in communities, online or otherwise. The **purpose** of this assignment is for you to **collaborate** with those around you to create communities of philosophical conversation to facilitate **collaborative learning**.

YOUR TASK

Your task is to **find willing collaborators** in your community to **engage in philosophical practice** with *and* **create an artifact** reflective of that experience to share with the class.



WHAT TO FOCUS ON:

- Skill Development in:
 - Problem-solving
 - Community-building
 - Communication
 - Public Scholarship
 - Dialogue Facilitation
- Understanding
 - Socratic Method
 - Dialogue's power in a community's philosophical practice

DETAILS & EXAMPLES

YOUR ACTION STEPS

- 1 Identify Possible Collaborators
- 2 Create a Project & Artifact Proposal
- 3 Submit Proposal & Get Feedback
- 4 Recruit Collaborators
- 5 Execute Project & Create Artifact

POSSIBLE PROJECTS

- Interview a community member (i.e., family, friends, classmates, or a neighbor) to reflect on course content
- Facilitate a community dialogue centered on a class content
- Start a community reading group using class content
- Participate in a community organizing or service activity

ARTIFACT EXAMPLES

- Design a meme or illustration based on your discussion of course content with your community
- Create a video containing your interview
- Write an Op-ed about your experiences for class and beyond
- Write a 3 page reflection paper about your experiences

CRITERIA FOR SUCCESS

Have you completed all the action steps? Did you incorporate instructor feedback in your project & artifact? Does your artifact reflect course content accurately? Does your project proposal & artifact display evidence of philosophical methods and personal reflection?

RESOURCES

[Building Philosophical Communities](#)

[Guidelines for Community Dialogue](#)

A COLLABORATIVE LEARNING ASSIGNMENT TEMPLATE FOR PHILOSOPHY COURSES

CONSIDERING COLLABORATIVE STUDENT WORK
IN LEARNING COMMUNITIES DURING A PANDEMIC AND BEYOND

HOW TO USE THIS ASSIGNMENT TEMPLATE

The only static parts of this 'template' are the 'purpose' and 'task' sections above. Examples, actions steps, resources, criteria for success, and 'what to focus on' are dynamic parts of the assignment that should be adjusted to your course and is content.

INSTRUCTION STEPS

- 1 Introduce Students to Philosophical Dialogue
- 2 Help students think about how to engage their communities
- 3 Share Assignment Handout
- 4 Guide students with feedback on proposals
- 5 Create Occasion for students to engage each others artifacts

WHY THIS KIND OF ASSIGNMENT IS IMPOARTANT

Students live in a variety of communities. These networks are defined by a web of relationships that connect students to their classmates, family, friends, and neighbors. Learning takes place in communities, online or otherwise. Learning communities utilize social connections to enable shared learning through distributed leadership and student agency. In socially distant courses, online or otherwise, the ability for students to engage in collaborative projects needs to move beyond the idea that collaborative learning only happens in classroom communities. This assignment aims to meet students where they are, in their local and online communities. By finding collaborative partners and discussing course content in supportive groups, we can empower students to connect philosophy to the real world while enriching themselves and thier communities.

RESOURCES FOR ADAPTING THE ASSIGNMENT TO YOUR OWN COURSE

- Hybrid and Online Teaching: Four Helpful Workshops
 - <http://dailynous.com/2020/07/21/hybrid-online-teaching-four-helpful-workshops/>
- Six Ways to Use Tech to Design Flexible, Student-Centered Philosophy Courses:
 - <http://dailynous.com/2020/07/14/six-ways-use-tech-design-flexible-student-centered-philosophy-courses-guest-post-paul-blaschko/>
- COVID Chronicles at the Blog of the APA:
 - <http://blog.apaonline.org/category/covid-19/>
- Advice on "salvaging" a terrible day during an emergency
 - <https://www.chronicle.com/article/how-to-salvage-a-disastrous-day-in-your-covid-19-quarantine/>
- Active learning in hybrid and physically distanced classes:
 - <https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/>

Fostering productive online class discussions



Kelly Burns
Paul Green
Celeste Harvey
Sara Purinton

A design for productive online discussion

The problem: In moving online, we are tempted to try to replicate the face-to-face experience of an instructor-facilitated discussion. But, in a face-to-face, instructor-facilitated conversation, the instructor might be concurrently: 1) checking for comprehension, 2) clarifying misunderstandings, 3) exploring alternative understandings, 4) giving or answering objections, and 5) helping students to connect the content to their own experience. It is difficult (impossible?) to do all of these things in an online environment (especially in an asynchronous online discussion board).

Our tool: an online discussion design questionnaire

Our tool provides a list of questions that instructors should ask themselves when designing an online discussion component of a course.

These questions help instructors limit their use of discussion to well-defined and achievable goals.

An Online Discussion Design Questionnaire: moving toward more productive conversations

The problem that this tool seeks to address: In moving online, it can be tempting to try to replicate the face-to face experience of an instructor-facilitated discussion. In a face-to-face, instructor-facilitated conversation, the instructor might be concurrently: 1) checking for comprehension, 2) clarifying misunderstandings, 3) exploring alternative understandings, 4) giving or answering objections, and 5) helping students to connect the content to their own experience. It is difficult (maybe impossible) to do all of these things in an on-line environment (especially in an asynchronous on-line discussion board).

The purpose of these questions is to help you name the concrete goal(s) of your discussion and evaluate whether your goal(s) can be achieved through the learning activity of an online discussion.

Here are some key questions to ask yourself before planning an online discussion assignment:

1. Why do you want your students to have a discussion?
2. What do you want to accomplish with a discussion? (i.e., What do you want students to learn/know/do/become through this discussion?)
 - a. To spark your thinking, here is a list of things an instructor might want to accomplish with a discussion:
 - i. Build community
 - ii. Solidify/Enhance basic comprehension or show that they read
 - iii. Promote cooperative learning, e.g., after preparing individual answers, students work together in groups to create a group answer, which is typically stronger
 - iv. Provide a forum for asking questions (e.g., questions of clarification, where a student can get a quick response from a colleague or from the instructor)
 - v. Provide a forum for students to share ideas about the content and work through their ideas together, e.g., by identifying key ideas or making a personal connection to the content
 - vi. Evaluate the material. Encounter objections and replies to the arguments.
 - vii. Model good philosophical conversation
 - viii. Learn to ask good questions
3. Why do you want to use a discussion to accomplish this purpose? (Is discussion the best or only way to accomplish this purpose?)
 - a. In a discussion board, students are typically asked to make a personal contribution and respond to others. Consider: Does the student need a response from others in order to accomplish the purpose you have identified? If not, then might a different learning activity be more appropriate?
 - b. What does the back-and-forth exchange of a discussion/collaboration with peers add to the student's learning?
4. What skills, abilities, knowledge, or motivations do students need to effectively participate in this discussion? (e.g. If a student lacks basic comprehension of the essay/topic will they be able to pose a question or contribute in the way you are hoping?)
 - a. How will you know that they have the skills, abilities, knowledge or motivation they need?
 - b. If they lack them, how will they acquire/develop them?

- c. Is there a preparatory activity that you could assign before students engage in discussion in order to try to ensure they are ready to discuss? (e.g., a comprehension quiz? A reading summary? Submitting individual work, prior to the group work? Submitting discussions questions in advance for instructor approval, prior to the student posting their questions for the group?)
5. Given the purposes you've identified, is this purpose suited to a whole-class discussion or would it be better served by discussion in small groups?
6. Could your purpose be advanced by assigning different students in the group different roles? (E.g., a "moderator" could post an initial question, "participants" would be responsible to respond, and a "synthesizer" might summarize the conversation or note strengths and weaknesses)
7. How do you, as the instructor, plan to participate? Do the discussions require an instructor presence?
8. What is the tone/tenor of the discussion that you hope to create?
 - a. General observation: different technologies elicit different kinds of conversation (informal vs. formal, long-form vs. short and snappy). Have you chosen the discussion platform that is most suited to the kind of discussion you want?

This tool was produced for the Pandemic Pedagogy Workshop 2020, hosted by AAPT by...

Paul Green, Mount Saint Mary's University
Kelly Burns, Dominican University
Celeste Harvey, College of Saint Mary
Sara Purinton

Questions? please contact Kelly Burns [kburns@dom.edu]

Caveats

- If you can already manage multiple purposes for discussion online, you might not need our questionnaire.
- Using our tool might disrupt your current plans for discussion.

Contact: Kelly Burns [kburns@dom.edu]

Working simultaneously with face-to-face and remote audiences

**Jenna L. A. Donohue
Nate Jackson
Rory Kraft
Scott McElreath**

All of the Above

The problem: how to do this thing.

Simultaneous face-to-face and remote students presents unique and difficult challenges. How do we incorporate both groups and ensure learning and engagement?

All of the Above

- Report-In: *one student keeps an eye on the chat and asks questions of the instructor on behalf of students not in the room*
- Split Work (Mixed Methods)
 - *Remote Students: Group work*
 - *In-person Students: Live Discussion/Lecture/Content*
- Poll feature and in-person voting
- Video Submissions from students

Anticipated challenges

- Coming up with Self-Directed Group Work can be time-consuming
- Technology! (Unreliable and Uncertain)
- Fewer Topics (Less Breadth of Content)
- Building Community

Contact: Jenna L. A. Donohue jladonohue@gmail.com;

Scott McElreath smcelreath@peace.edu; Rory Kraft rkraft1@ycd.edu

Nate Jackson njackson1331@capital.edu;

Universal design for learning and the pandemic



Theodra Bane
Barbara Fultner
August Gorman
Tracie Mahaffey
Bailey Szustak

UDL: Tools for Accessible and Effective Learning

Goal: Providing a variety of activity, assessment, and presentation options to keep students with a wide range of skills, resources, abilities, and bodies engaged in the learning process during the pandemic

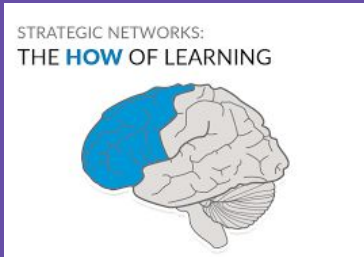
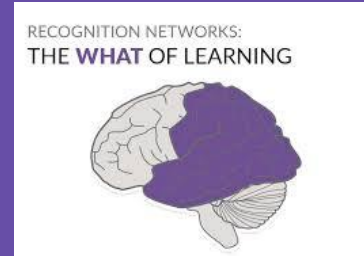
For more info:

http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl

Conceptual Framework: UDL and Pandemic Teaching

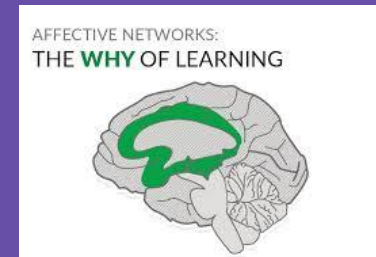
Representation (the What of learning)

- variety of content delivery
- making content accessible



Action & Expression (the How of learning)

- engaging assignments
- goal-directed learning



Engagement (the Why of learning)

- community building and collaboration
- student agency, autonomy, and applying academic skills

Applying UDL

Weekly Engagement Assignments

- Low-Stakes
- Multiple options for contribution
 - Journaling
 - Text Annotation or Reading Notes
 - Visual or Multimedia Reflection

For more info: [Universal Design Handout](#)
(also inserted below)



UDL Tools for Accessible and Effective Learning

AAPT Summer 2020 Workshop

Group Members: Theodora Bain (Villanova University), Barbara Fultner (Denison University), August Gorman (Princeton University), Tracie Mahaffey (Florida State University), and Bailey Szustak (University of Illinois Chicago)

OVERVIEW

Our goal is to provide UDL resources and a variety of activity, assessment, and presentation options to promote engagement in the learning process during the pandemic (and beyond) for students with a wide range of skills, resources, and abilities.

While all aspects of UDL are important in any teaching context, we want to highlight areas that will be especially impacted under pandemic teaching.

WHAT IS UNIVERSAL DESIGN FOR LEARNING (UDL)?

“Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.”

http://www.cast.org/our-work/about-udl.html?utm_source=udlguidelines&utm_medium=web&utm_campaign=none&utm_content=homepage#.XxsHai2z1Bw

UDL focuses on three broad areas:

1. Affective Networks: The Why of Learning
2. Recognition Networks: The What of Learning
3. Strategic Networks: The How of Learning

THE WHY OF LEARNING: ENGAGEMENT

Community building and collaboration is key to successful learning in any context, but becomes particularly challenging in hybrid and remote learning contexts. How do we create class communities through digital means, particularly in asynchronous courses? What are ways that digital technologies offer innovative means of collaboration and community building that we can take advantage of?

Pandemic class contexts also provide additional challenges to student agency, autonomy, and applying academic skills, particularly for first-year students. Course design and assignments should find an effective balance between allowing students as much agency and autonomy as possible and providing enough structure and guidance to facilitate success and improving academic skills such as time management, study, and writing skills.

THE WHAT OF LEARNING: REPRESENTATION

In remote and hybrid classes, standard classroom teaching methods (e.g. lecture, small group discussion), becomes difficult or ineffective. Work from home and pandemic contexts also increase burdens on student time and focus (e.g. Zoom fatigue, technology needs, health/political/social/familial concerns). Content delivery (i.e. how you as the instructor are conveying important information) in hybrid/remote contexts thus requires variety, creativity, and accessibility.

Additionally, course materials, including content delivery methods, should be provided in multiple formats (e.g. video, audio, text) and should be accessible through accessibility technology (e.g. screen readers and alt text).

THE HOW OF LEARNING: ACTION & EXPRESSION

As students experience multiple demands on their time and attention, they will face increasing difficulty in focusing on assignments. Thus, assignments should, as much as possible, be interesting and engaging, have multiple means of fulfillment, and promote effective learning.

To further facilitate focus and learning, assignments and courses should be goal-directed, leveraging goals that are interesting and relevant to students' personal contexts and interests.

ACTIVITY IDEAS

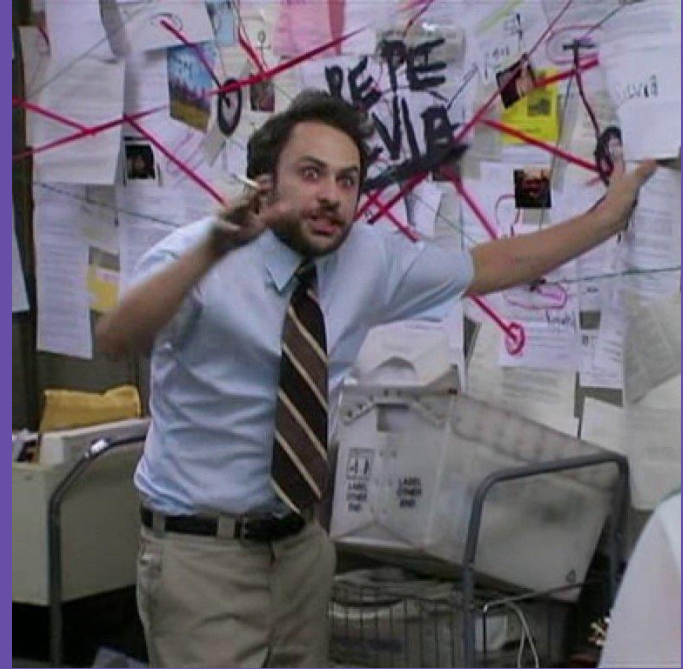
This is a (non-exhaustive) list of activities that promote UDL goals:

- Collective note-taking (Google docs, Microsoft Teams, collective course archive)

- Weekly engagement assignments - give students multiple options to show they are engaging with the course materials (journaling, blog, annotated notes, reflection paper, video)
- Student contracts with instructors - students determine what a reasonable way for them to divide up work over time might be, given their unique goals, challenges, and situation, to promote autonomy and help scaffold the workload to be tailored to support executive functioning
- Creative assignment - action and expression outside of the normal classroom environment provides students additional opportunities to connect with material (videos, podcasts, curated music playlists)
- Dichotomous key - organize course narrative while traversing a complex literature, helps with memory, executive function, sense of cohesion amidst chaos, can be represented consistently across multiple formats: visually in chart form, verbally, interactively (Prezi and/or Choose Your Own Adventure Style)
- Presi on key themes in a unit making broad, graphically visible connections (similar to dichotomous key, but interactive)
- Scaffolded assignments and projects - semester-long project that scales up in intensity and coordination (ie-- writing a term paper from constructing course notes)
- Very short journaling via app--provides check in opportunities, multimedia friendly--could use voice or video recordings, writing, emojis, etc., apps can send notifications which helps with executive functioning. This can help students develop their own sense of personal journey through the material of the course and help students remember what's going on by offering brief moments to reflect on course content more regularly than they might meet or have to turn in assignments.
- Physical activity/engagement - ask students to go DO something in relation to what they are learning (nature journaling in environmental ethics, for example)
- Different modes of submission - ask students to submit assignments in a different mode (a photo of hand-written work instead of typed)
- Make materials available in multiple formats (lecture with ppt, audio online, transcript)
- Make use of accessibility checkers - Adobe Acrobat, Blackboard Ally (available on multiple platforms)

Anticipated challenges

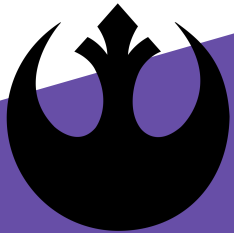
- **Access to Technology**
- **Time and Labor Intensive**
 - Preparation
 - Grading
- **Questions of Embodiment**
 - New Learning Environment
 - Screen Fatigue
- **Encouraging Student Discussion**
 - Facilitating Breakout Groups
 - Asynchronous Chats



Contact: Bailey Szustak, bszust2@uic.edu.

Time Management ~~Teaching in Blocks~~

Frances Bottenberg
Katherine Brichacek
Merritt Rehn-DeBraal
Robin Zebrowski



Kill Your Darlings and Not Your Well-being: Paring Down Your Course Essentials



Kill Your Darlings and Not Your Well-being: Paring Down Your Course Essentials

1. Prioritize essential learning outcomes

2. Realistically assess your own fall teaching resources

3. Re-think labor distribution

[Link to Focus Questions](#)

(also inserted below)

Kill Your Darlings and Not Your Well-being: Paring Down Your Course Essentials

Focus Questions

1. Prioritize essential learning outcomes

Keeping in mind the more limited study time and material and technological access your students will be facing this fall...

- What are the core learning outcomes for your courses which you believe makes each of them distinctively valuable for students as educational experiences?
- How do your courses fit into the overall curricular considerations of your department and institution?
- What reasons have your students given in the past for taking the courses you are teaching this fall?

2. Realistically assess your own fall teaching resources

Keeping in mind the unusual burdens on your time this fall (limited/condensed prep time; creation of new online learning materials; learning curve with unfamiliar online learning technologies; full- or part-time child and/or eldercare, etc.)...

- What is a reasonable and realistic amount of weekly hours you can devote to each of your fall courses?
- Are there ways to streamline or reduce your use of digital learning technologies?
- What resources can you borrow from others so you don't have to reinvent the wheel? (e.g., faculty peers, institutional staff, professional associations, online content producers [[Hi Phi Nation](#), [Wireless Philosophy](#)...])

3. Re-think labor distribution

Keeping your responses to the first two questions in mind....

- What preparation or content presentation work can you co-manage with or shift to students to maximize student learning and to protect your time?
- What kind of assessment or feedback must be instructor-based and what feedback can be shifted to students?
- Who can you invite to join your classes virtually to enliven things and reduce your work burden (e.g., guest speakers, Library staff, Career Center staff, former students/alumni, puppets)?

Caveats

- **These are suggestions: your situation will have unique challenges to think through**
- **The questions are not exhaustive, but a start**
- **Don't let this tool take too much of your time :)**

Contact: Frances Bottenberg <f_botten@uncg.edu>

Useful technology for teaching in a new environment

Fritz J. McDonald
Yvette Pearson
Rebecca Scott
Valerie Williams

Choosing Technology

How do you choose from the overwhelming number of technological options?

Choosing Technology

Consider the following questions when choosing technology.

Who are your students?

- How do you know? Can you do a survey?
- Are you assuming a 'default user'? Who is your 'default user'? Who is left out?

Who are you?

- What are your goals as a teacher?
- What is your role?
- What is your teaching load?
- What are your responsibilities?
- How much time can you dedicate to learning and implementing a new technology?

Who are you?

- **What are your priorities? What can wait?**
- **What are your skills? How can you best use your existing skill set? Should you bring in outside experts?**
- **Do you have the cognitive bandwidth to implement new technologies?**

What are your institutional guidelines and requirements?

What are your learning outcomes?

- **What tools do you need to help students achieve these outcomes?**
- **Are there ways of achieving these outcomes without introducing a new technology?**

Questions to figure out how to choose from the overwhelming number of technological options?

- Who are your students?
 - How do you know? Can you do a survey?
 - Are you assuming a 'default user'? Who is your 'default user'? Who is left out?
- Who are you?
 - What are your goals as a teacher?
 - What is your role?
 - What is your teaching load?
 - What are your responsibilities? How much time can you dedicate to learning and implementing a new technology?
 - What are your priorities? What can wait?
 - What are your skills? How can you best use your existing skill set? Should you bring in outside experts?
 - Do you have the cognitive bandwidth to implement new technologies?
- What are your institutional guidelines and requirements?
- What are your learning outcomes?
 - What tools do you need to help students achieve these outcomes?
 - Are there ways of achieving these outcomes *without* introducing a new technology?
 - Does the context of a global pandemic provide opportunities that we didn't have before?

Before you use a new tech:

- Whose needs are being met by the use of technology X?
- Are you making things unnecessarily difficult for your students/yourself?
- How much cognitive bandwidth will introducing this technology use up?
- What could go wrong? And what happens if this technology fails?
- Are there ethical concerns? [Questions below from [Ethical Edtech](#)]
 - Where does power lie, and where are we expected to place our trust?
 - To whom is it accessible—for instance, in terms of usability and cost?
 - Does it lock us into closed, commercial systems or invite us into open communities?
 - Does it give us more control over the learning process, or does it cede that control?
 - Does it respect and protect our privacy appropriately?
 - Can we access, study, and modify the underlying code or design?
 - Who owns the infrastructure and our usage data? Does it produce private profit or public commons?

Created by: Fritz McDonald, Valerie Williams, Yvette Pearson, and Rebecca Scott

Tech Tools for Teaching Philosophy in the Pandemic and Beyond (hopefully?)

- **Link:**

<https://docs.google.com/spreadsheets/d/1qSdZW2guKhV36gf18p7jccSZad-BFGwPYfRrYB8uMyE/edit?usp=sharing>

Anticipated challenges

- Whose needs are being met by the use of technology X?
- Are you making things unnecessarily difficult for your students/yourself?

Anticipated challenges

- How much cognitive bandwidth will introducing this technology use up?
- What could go wrong? What happens if this technology fails?
- Are there ethical concerns?

Contact: Rebecca Scott (rscott1@harpercollege.edu)
Yvette Pearson (ypearson@odu.edu)

Trauma-informed teaching

Karl Aho
Giancarlo Tarantino
Audrey Yap

Moving from Trauma as Deficit Model to Emotions as Resources

One concern with trauma-informed teaching is that it may use a deficit-model orientation toward students. Instead, we want to emphasize that students have resources and strengths for their own growth that should be affirmed. In particular, we want to affirm that the affective life students bring into the classroom is a relevant and important resource for *understanding* philosophy, and a way of empowering students to view themselves as philosophical contributors.

Affective Reading

Idea: Low-stakes journals/reading reflections that validate the philosophical contribution of emotional responses.

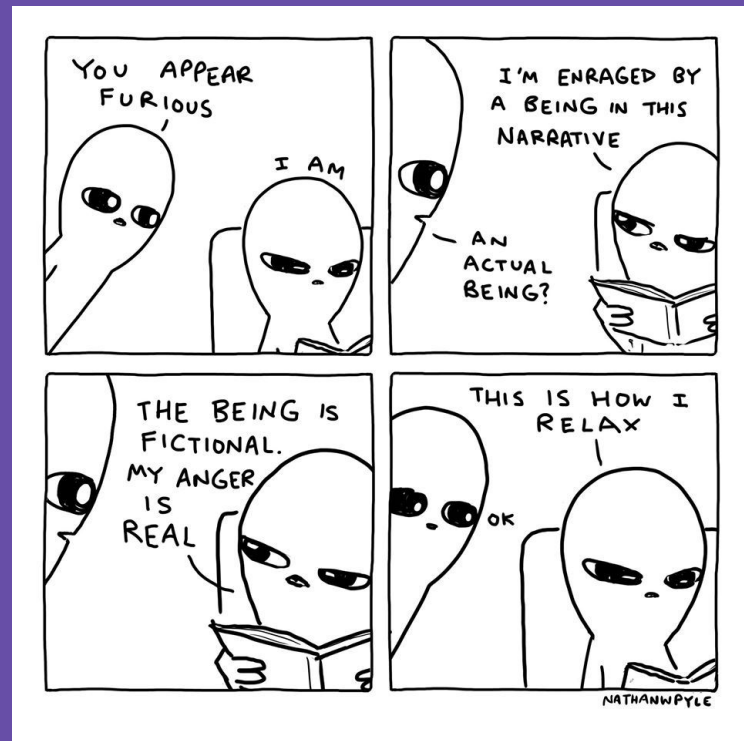
Example Prompt: How did I feel when reading X? How did that give me insight into the text?

- Confused? Point to something unclear in the text.
- Anxious? Something in the text that is impactful.
- Excited? Point to something that resonated with you or that you want to respond to.

An Exercise for You

How are YOU feeling right now? What insight does that give you into how this conference has gone?

Contact: Audrey Yap (ayap@uvic.ca)



The end. Thank you!

**Russell Marcus, Pandemic Pedagogy
Workshop Coordinator**

**Emily Esch, Anti-racist Workshop
Coordinator**