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Section 2
Teaching, Supervising, and Mentoring Students

Teaching
Instructors should strive to achieve in their classrooms sufficient structure to evince clear and high expectations for all students, but also to provide the necessary support for meeting those expectations, to foster the respectful and safe exchange of diverse opinions and perspectives, and to promote the students’ autonomy in creating and maintaining their learning community. With these aims in mind, the APA recommends that faculty and graduate instructors reflect critically upon and make deliberate choices about the diverse aspects of teaching, including the following:

- **Curricular design**: Departments should be aware that the design of a curriculum communicates information to teachers and students about what is seen as most important, central, or foundational in the field—and also about the ways in which philosophy is, or is not, connected to other areas of inquiry, to the development of intellectual and critical abilities, and to practical life. In making decisions concerning the curriculum, departments are thus encouraged to take up such questions reflectively on a periodic basis, rather than allowing them to be settled by default.

- **Course content**: Evidence suggests that course content can also communicate to students’ information about what is most valued within philosophy, or who is most capable of doing philosophy. This speaks in favor of making efforts whenever possible to incorporate authors of diverse backgrounds into syllabi and throughout the course. This may involve adding non-traditional topics, incorporating secondary literature, or inviting guest lecturers. Care should be taken, however, not to marginalize these topics, authors, or guest lecturers by presenting them in a manner that makes them seem peripheral or less important than other parts of the course.
  
  o Good resources for diversifying course content include the [Underrepresented Philosophers Database](http://www.upbdatabase.org) and the [APA’s Diversity and Inclusiveness Syllabus Collection](https://www.apa.org/diversity/education).

Instructors should also make an effort to remain current in the subject areas in which they are teaching, particularly if those areas are new to them, in order to adequately prepare students for subsequent undergraduate coursework, for any subsequent graduate or professional study, and for life beyond the academy. Instructors are also encouraged to remain current with research on effective teaching and learning, and to bring into the classroom new approaches for the teaching of close reading and writing. Finally, instructors are encouraged to discuss and coordinate the content and methods they teach in their courses with other instructors in their department or interdisciplinary program. Even a well-designed, comprehensive undergraduate or graduate curriculum or program depends for its success in practice upon this sort of mutual discussion and coordination among instructors.

- **Course structure**: While some courses by their nature are flexible and open-ended, it typically is important for instructors to develop clear objectives for their courses and to communicate these
to students at the start of the term. Such objectives should be stated in the syllabus, and students should be able to count on the syllabus as a guide to course content—as well as a reasonable estimation of what can be accomplished in the weeks allotted. When courses require flexibility or adaptiveness, instructors should make the changes clear to students and maintain an accessible up-to-date syllabus.

Assignments and learning tasks should be relevant, varied, and level-appropriate, testing students on material they have been asked to master in the course, and minimizing the extent to which differences in the backgrounds students bring to class will affect their test performance. It can help to overcome differences in initial preparedness for instructors to clarify in course descriptions and at the beginning of term the skills and disciplinary content the course will assume. At the same time, instructors are encouraged to be open to alternative ways in which students might meet course prerequisites or enrich their backgrounds outside of class in order to master course material.

Course assignments (at least in introductory undergraduate and perhaps also first-year graduate courses) should be scaffolded so that students have ample opportunity to practice the skills they will need to succeed on important assessments. In teaching new students how to write philosophy papers, for example, instructors might ask first for thesis paragraphs and outlines, instead of full papers, and later offer one-on-one conferences to discuss initial drafts. They might also refer them to writing centers and support elsewhere in the college or university. More generally, efforts should be made to employ active learning techniques and to make the classroom accessible to students with a variety of learning styles, e.g., through the use of large and small-group discussions, student presentations or debates, role-playing, team-based learning, experiential learning, multimedia course materials and texts, low-stakes/ungraded assignments, creative activities, and participation through attendance at office hours.

Further resources on active learning and good practices in teaching can be found in Appendix A of this section, which contains recommendations from the APA Committee on the Teaching of Philosophy. Teach Philosophy 101 also hosts a large set of resources, including sections on "Change-of-pace Exercises" and “Non-traditional materials.”

- **Grading and assessment:** Grading should be performed in a timely manner, usually within two weeks of the assignment’s submission, so that students have ample time to incorporate feedback into their next assignment. Grading should be performed under a veil of student anonymity whenever possible (even though, in practice, complete anonymity might well not be possible). Students may be asked to provide detachable cover sheets, use student ID numbers, or submit using online classroom learning platforms. Grading should conform to distinct and clearly specified criteria (e.g., a rubric, especially in introductory courses) which are publicized in advance and explained to students. Instructor feedback should demonstrate high expectations and confidence in students’ ability to succeed through continued effort and practice. Comments should not be intended to forestall grade complaints but to indicate strengths as well as weaknesses and to suggest concrete ways to improve. When working with graduate student instructors, faculty may want to calibrate grading across sections of the class and to discuss ways of proving constructive feedback to students throughout the course.
• **Plagiarism and cheating**: These are issues not only about the integrity of individual students but also about the integrity of the educational and scholarly process and about fairness to all students. Institutions vary in their definitions and procedures for student cheating or plagiarism, and instructors should be sure that they themselves understand current guidelines and that the guidelines are communicated clearly to students. It is a good practice to include in course syllabi links to official policies on academic integrity and to state to students at the outset that all suspected cases of cheating or plagiarism will be treated seriously.

• **Classroom atmosphere and management**: Structured interaction and facilitation are important for enhancing student learning and promoting inclusion in the classroom. When informal expectations and rules of engagement are not made explicit, students from underrepresented and marginalized groups, or students who lack cultural capital, suffer a disadvantage. To address such issues, instructors might adopt and discuss with students policies for encouraging wider participation. Efforts should be taken to monitor whether students feel both that they understand how to participate in classroom discussion and that they have adequate opportunity to do so; whether each student in fact is able to exercise this opportunity; whether negative and positive feedback are distributed equitably; whether instructors’ informal questions, greetings, and jokes, as well as thought experiments, hypothetical cases, and examples, resonate with some segments of the student body and not others; whether ignorant or insensitive language and comments are quickly addressed; and whether students feel that they may make use of—without being reduced to—their social identities and backgrounds. Instructors should strive to model philosophical dialogue that is critical but constructive in the service of shared aims of greater understanding—in which people’s views are treated as charitably as possible, their contributions are acknowledged, and their ideas (not their ability or character) are under evaluation.

Instructors should take some time at the start of the term to clarify the roles and responsibilities of students (e.g., with respect to attending class, completing assigned reading and homework, respecting fellow students, taking care not to monopolize discussion, and participating in the diagnosis of their learning competencies and needs) and instructors (e.g., with respect to timely and attentive grading, respect for students, availability outside of class, and commitment to academic integrity). Instructors should also be aware of student needs for a physical environment in the classroom which is conducive to participation and learning. The Minorities and Philosophy (MAP) network offers a collection of resources on their website “Best Practices for the Inclusive Philosophy Classroom.”

See also Appendix A of Section 8 for good practices in discussions at talks.

• **Classroom community building**: For many students, and perhaps particularly those from underrepresented and marginalized groups, gaining a sense that they are members of the academic community is not automatic. Instructors should take the time to, e.g., ensure that they and the students all know each other’s names, work with students to generate a list of “ground rules” for classroom discussion which can be revisited and updated periodically, and deliberately arrange group work and other activities in ways that habituate students to working with others outside their default groups. Some instructors have taken up the practice of requesting that students provide their preferred pronouns; this practice can create a more welcoming environment for LGBTQ students, but it can also put undue pressure on students to “out” themselves as transgender,
non-binary, etc. before they are ready. Instructors should think carefully about these dynamics in making decisions about whether to ask students to provide preferred pronouns.

- **Special opportunities for talented students:** Instructors should guide talented students toward co-curricular opportunities that can motivate them to continue in philosophy: journal submissions, independent and summer research projects, conferences, and philosophy summer institutes. Importantly, they must take care to promote these opportunities equally to all promising students, making efforts to correct for latent biases about the presence or lack of philosophical talent.

- **Remediation for struggling students:** The vast majority of students do not study philosophy before they enter college. Many introductory students find themselves underprepared to succeed in their first collegiate philosophy course, and this underpreparation can (but does not always) correlate with social and/or economic disadvantage. Instructors should think reflectively about how they will respond to this issue. At the very least, instructors should monitor and inquire after the well-being of at-risk students, rather than assume that poor performance is due to lack of motivation or interest, and ensure that such students are in contact with the appropriate campus resources. At best, teachers should meet with underperforming students during office hours in order to bring their skills up to speed.

- **Institutional partners:** These include writing centers, librarians, academic support centers, women’s centers and centers dedicated to underrepresented groups, and counseling centers. Instructors should familiarize themselves with the various institutional resources available to students and make appropriate referrals whenever possible, since students too often either do not know about such resources or feel uncomfortable availing themselves of them. When an instructor believes a student may be a danger to themselves or others, the student should be referred to the institution’s counseling staff or, in an emergency, the instructor should alert campus security. When a student is struggling but does not seem to be a danger to themselves or others, attentive instructors alert the student’s advisor that something seems to be preoccupying the student.

- **Accessibility:** It is a good practice to place emphasis in syllabi and announcements on the commitment to the affirmative principle of ensuring that all students have full access to the course and its content, as opposed to just “accommodating students with disabilities.” Instructors should clearly indicate on the syllabus and emphasize in class that there are opportunities for students to meet privately and discuss any concerns they might have about access, assignments, and so on. Most colleges and universities have special offices of services for students with disabilities, and students can be encouraged to make contact with these offices, which can also provide instructors with detailed recommendations about how to provide appropriate accessibility. Instructors have a vital role to play in making all aspects of the course accessible, from ensuring that the room is wheelchair-accessible, to using videos with captions, to writing on the board in large and clear print, to making arrangements for extra time and private rooms for examinations. Instructors should also indicate their willingness to make reasonable arrangements to take into account religious holidays, lactation needs, caretaking responsibilities, student work, and athletic activity, as well as language difficulties students may experience. While none of these constitute reasons for not engaging with course material, instructors should strive to cultivate relationships of trust with their students so that tailored arrangements can be made to ensure that they are able to engage as
fully as other students. They should also be aware that certain requests from students (e.g., to record lectures) may be related to disabilities that students may or may not wish to disclose. (For a more detailed discussion of accessibility, see the “Accessibility and Accommodation Checklist” in Section 6, below.)

- **Professional development:** Teaching is not a skill at which all philosophers naturally excel but, like any subfield of philosophy, can be an area of expertise. Philosophers should actively study the latest developments in pedagogy both in and outside of philosophy in order to continually improve their teaching. Philosophy departments might purchase monographs on the teaching of philosophy and feature them prominently in their department libraries. Further, campus teaching centers can provide resources on the latest innovations and best practices in teaching.

  The American Association of Philosophy Teachers (AAPT) organizes professional development sessions at APA meetings and a biennial conference at which philosophers can participate in interactive workshops on philosophy teaching and learning.

  Many publications, such as the “The Teacher’s Workshop” on the Blog of the APA and the *APA Newsletter on Teaching Philosophy*, provide active forums in which philosophers can reflect upon their own teaching and share their experiences.

  Further resources are also available at the [University of Michigan Center for Research on Learning and Teaching](https://www.umich.edu/lct).

- **Contributions to the scholarship of philosophy teaching and learning:** Instructors who have spent extra time exploring a particular pedagogy or reading on a particular issue in student learning should consider publishing an academic paper on the subject for the benefit of their peers. Journals that publish such papers include the following:

  - *Teaching Philosophy*
  - *AAPT Studies in Pedagogy*
  - *Journal of the APA*
  - *Questions: Philosophy for Young People*
  - *Teaching Ethics*
  - *Analytic Teaching and Philosophical Praxis*

- **Pedagogical activism:** Teaching requires active support, especially at universities that emphasize research over teaching. Good instructors should support their institution’s efforts to improve faculty teaching and student learning by attending development events, mentoring less experienced teachers, making the discussion of teaching a central part of department culture, rewarding excellent teaching, developing meaningful tenure and promotion standards for good teaching, and advocating for the fair and equal treatment of contingent faculty, who are responsible for the teaching of large, and often vulnerable, student populations.
Supervising dissertations, undergraduate theses, and independent or directed studies

The APA recommends that faculty strive to maintain principles of transparency, accountability, and respect for their students. Faculty are encouraged to work with students to develop enough structure to establish clear and explicit expectations for their students, but at the same time they should treat their advisees with the same respect they accord to colleagues. Faculty and students are jointly responsible for maintaining the advisor's familiarity with the general state of the advisee’s research so that the advisor can represent the student's progress accurately at graduate reviews and discussions of special fellowships. In general, faculty should be partial to the student but impartial to the work. Faculty thus should encourage students in developing original ideas but also rely upon their experience and perspective to guide students toward feasible projects and to help students understand the relation of their projects to the current state of the discipline.

- **Meetings**: Faculty supervisors should discuss in advance with students what might be a mutually acceptable and pedagogically effective schedule of meetings. Meetings should take place no less than once or twice per term if students are in residence, but every two weeks is a common norm, and in some cases meeting as often as once a week may be appropriate. If students are not in residence, some arrangement should be made to coordinate expectations and share information about contact for advising. Both faculty and students should come to an understanding about what level of preparation is expected of both parties before coming to a meeting.

- **Feedback**: Feedback on work should be timely, whenever possible. Insofar as possible, delays should be anticipated and explained to the student. Students should also be encouraged to send reminders if feedback is delayed without expectation, or if an important deadline is approaching.

- **Professional opportunities**: Faculty should recommend and nominate their students for worthwhile opportunities for support, presenting or publishing their work, and engaging in such professional activities as reviewing and networking. When feasible, they should introduce students to their colleagues and visiting speakers. One potential valuable practice is for faculty to invite students to attend conferences with them, review papers, or co-author. Faculty should also make efforts to become aware of special opportunities—whether in philosophy or beyond—available to students from underrepresented groups and encourage their qualified advisees to apply for these opportunities.

- **Sharing resources**: Faculty are encouraged to share with their students such resources as journals, listservs, newsletters, professional societies and organizations, and blogs. Students may not know what they do not know, and so faculty should take the initiative to provide answers to questions that students may not think to ask. At the same time, faculty should apprise students of what sorts of questions or appeals are appropriately directed elsewhere. Faculty thus should become familiar with the resources that are available in their departments, institutions, and discipline.

- **Progress and review**: Departments should establish formal procedures for reviewing the progress of their (graduate and majoring) students. These procedures should be explained in advance to students and followed in a timely and consistent manner.
Faculty are often called upon to write letters of recommendation for their students—including, but not limited to, students whose dissertations and theses they have supervised.

- **Letters of recommendation**: Letters of recommendation should be honest and informed. Faculty should familiarize themselves with current norms in writing letters of recommendation and be aware of some of the ways in which such letters can unintentionally exhibit bias. (See Section 5 on countering implicit bias.) If a faculty member is asked by a student to write a letter of recommendation but feels unable to write a positive letter, it is appropriate for the faculty member to alert the student to that fact. In the placement process, letters of recommendation should be reviewed by placement directors for consistency and accuracy in stating information about the student’s career in the program and the current state of the student’s progress. Questions about consistency or accuracy should be brought to the attention of letter writers, as should any questions about the inclusion of inappropriate material in the letters (e.g., unprofessional comments or utilization of stereotypic language). Responsibility for the content of a letter lies in all cases with the letter writer, though if significant unresolvable issues arise in reviewing a letter these may need to be dealt with through joint consultation with the department chair.

- **Teaching letters**: Evidence of teaching effectiveness is an important part of the dossier, and departments should have in place processes that permit graduate instructors to assemble a varied and well-documented teaching portfolio. Obtaining evidence of effectiveness should not be left to student evaluations alone—departments should arrange multiple faculty observations of teaching over the course of a graduate career and participate actively in improving institutional student evaluation processes. Faculty should also consider nominating especially effective students for teaching awards. Faculty members who write teaching letters for students should be aware of current expectations for such letters and should be mindful of the ways in which student evaluations or faculty reports on teaching can embody unintended bias. Faculty members should write teaching letters only for those students whose teaching they have observed and assessed. (Again, see Section 5.)

**Mentoring graduate students**

Graduate programs with sufficient personnel have sometimes found it beneficial to establish a system for offering mentoring to students that is parallel to the formal relations of faculty supervision. In such cases, departments should make an effort to identify mentors (who can be drawn from the graduate community as well as the faculty) with whom students are likely to be comfortable raising questions and with whom students can discuss matters that might be difficult or inappropriate to bring to an academic advisor or chair. Mentors should follow the principles of accountability and respect outlined in the previous section and be aware of reporting obligations under existing legislation (such as Title IX and the Clery Act), but should also be aware of the need for discretion in sharing or reporting information.

**Being a mentor**

- Mentors should be clear about what types of support (professional, personal, etc.) they are able to provide. No one mentor should be expected to fulfill all roles, and, ideally, students should develop relations with several mentors over the course of their time in graduate school. However, mentors should remain open and supportive even if they personally are unable to help. Mentors should recommend and make introductions to other potential mentors—other faculty, more advanced
students, or other members of the academic and non-academic community—who might be suitable. Note that while it often is helpful for students to have mentors with backgrounds similar to their own, mentees can still have excellent mentoring experiences with mentors who do not share their backgrounds.

- Mentors should get to know their students (at the very least, intellectually). Mentors and students should seek to establish some common points of background, interests, etc.

- Mentors should remember that they might be taken as professional and personal role models. They should encourage experimentation and making mistakes and tell their own or others’ stories of success and overcoming failure. Ideally, the mentoring relationship should be reciprocal, as each learns from the other. However, mentors should be careful to respect boundaries—a rough test sometimes used is if one would hesitate to discuss or share X (something one has heard from a student) with other students, then X is potentially an inappropriate thing to share, generally. Faculty should also be mindful that personal relationships with a particular mentee can be a source of inappropriately privileged access to departmental information and resources.

- Mentors should not assume that a given student does not need assistance merely because he or she is not explicitly seeking it. Mentors should actively provide occasions in which students can raise concerns about their professional lives or about how their professional lives intersect with their personal commitments, responsibilities, or well-being. (See also Section 9 on mental and emotional health and safety.)

**Mentoring structure**

- Whether or not a department decides to institute mentoring relationships as well as other forms of student advising, departments should periodically revisit the question whether the overall structure of supervision and oversight for graduate students is adequate or functioning to meet existing needs. It should be kept in mind that, while considerable attention is devoted to the structure of the curricular aspects of graduate training, supervision of independent work, research assistantships, and dissertation advising are often at least as important in a student’s philosophical and professional development, and thus the appropriateness and effectiveness of these relationships merit consideration in their own right.

- In cases (for example, in the first years of graduate study) where supervisors are assigned, departments should pay attention to student needs in making such assignments.

- Students and faculty alike should be aware of the procedures, standards, and expectations associated with finding and changing supervisors and mentors. Ideally, such information should be written, compiled, and made available to all students upon entering the program and also at relevant points in their progress through the program.

- Ideally, students should have multiple lines of support. If students have only one connection with the department, they are in danger of “falling through the cracks” in the event that their sole advisor or mentor goes on leave or fails to maintain sufficient communication.

- Departments should help make faculty aware of programs that the college or university might offer for the development of supervisory or mentoring skills. When these programs are effective, departments should encourage faculty to participate, and should consider participation in such programs a positive factor in evaluating faculty teaching.
More generally, departments should seek ways of incentivizing good supervising and mentoring by building recognition of faculty contribution in these areas wherever possible into faculty review, award nominations, course reductions, etc. This includes being attentive to whether some faculty are overburdened with advising and mentoring, and finding ways to counteract or offset this.

In addition to relations of supervision and mentoring, departments should provide regular informal opportunities (e.g., departmental picnics, receptions, weekly tea or coffee) for students to meet and develop relationships with one another and with faculty.

It is vital that departments ensure that all faculty and students are aware of institutional, state, and federal policies on discrimination and sexual harassment. Institutions typically have detailed guidelines concerning faculty-student relationships, and these should be brought to the attention of faculty on a periodic basis. Not only are these policies important for preventing inappropriate faculty-student relationships, but advisors or mentors might be the first person approached when a student has a concern of this kind. If such concerns are to be dealt with appropriately, it is vital that faculty have up-to-date information on legal requirements and institutional norms in these very sensitive areas.

For more on advising and mentoring, we suggest the resources developed by the National Science Foundation (NSF) ADVANCE program at the University of Michigan, which is charged with increasing the representation and participation of women in STEM careers: Giving and Getting Career Advice: A Guide for Junior and Senior Faculty and Creating a Positive Departmental Climate: Principles for Best Practices. Further, the University of Michigan Rackham Graduate School has published guides on mentoring for faculty and graduate students.

Ombudsperson
Some departments have had good experience with establishing a faculty ombudsperson or ombudspersons to whom students can bring concerns about climate, procedures, interpersonal conflict, and the like. This is a distinct function from advising or mentoring, and the choice of ombudsperson(s) should be made with an eye toward this distinctive role. There can be an advantage in students having multiple paths by which to seek counsel and assistance, especially since the advisory or mentoring relationship can itself become a source of concern, and some possible sources of concern will involve the chair him/herself. Moreover, students may be reluctant to bring a concern to the attention of the department chair without having discussed it with someone who has the experience and familiarity with institutional and professional norms of a faculty member. The existence of an ombudsperson apart from the usual system of advising or administration thus can mean that a concern is voiced that otherwise would go unheard. Students should be made aware of current ombudsperson(s) and how to contact them, even outside of normal office hours.

However, if a department establishes an ombudsperson position, there should be a clear understanding of the scope and responsibilities of this role in relation to other supervisory, mentoring, or administrative roles. It is important for faculty to be aware that issues such as sexual harassment and discrimination are not merely interpersonal or intradepartmental matters and must be reported to the college or university Title IX officer and handled by appropriate official procedures. Partly as a result of the potential for conflicts between the ombudsperson’s role and institutional requirements and procedures with respect to harassment and discrimination, some departments that initially experimented with appointing an ombudsperson have since abolished the program, occasionally at the urging of the college or university administration.
Section 2, Appendix A
Good Practices in Teaching Philosophy

The following additional guidelines for teaching philosophy were drafted by the APA Committee on Teaching Philosophy.

Good teachers strive to craft engaging lectures. Research has shown that attention tends to wane after 10–20 minutes, so good lecturers often speak in 10-minute segments before pausing to interact with the class, e.g., by asking questions, performing a close reading of a passage, assigning an in-class writing response, introducing a small group activity, giving an immediate mastery quiz, or telling a story.

Instructors should take active steps to facilitate group discussion, e.g., reading two conflicting passages aloud in class, asking students to relate the reading to a personal experience, assigning a problem that requires the reading to solve, exploring a case study, surveying the group for a response, showing a relevant video clip, or developing a role play. They should also strive to generate and moderate open, active, and inclusive critical discussions. Good instructors typically wait for students to gather their thoughts (instead of calling upon the first raised hand), e.g., by asking students to write down responses before anyone speaks aloud, waiting for two or three hands before calling on the first person, and encourage wider participation by, e.g., calling on people in order across the room, drawing names randomly, or inviting people who have not previously spoken to speak. They respond reflectively to each student contribution, e.g., by paraphrasing the main point, asking for clarifications, challenging students to expand upon the initial idea, or offering parallel or meta-comments such as “I was confused about that myself” or “You’ve identified the first step of the argument.” They artfully restrain students who monopolize discussion, reach out to students who rarely speak without putting them on the spot (e.g., by calling on them only after an activity in which the student has had time to think or by citing points the student has made in previous work or conversation), compliment good questions, and find ways to reignite discussion after it stalls. At the end of class discussion, taking a few minutes to summarize and assess the discussion is especially useful for students, particularly those who might have been struggling.

Good teachers employ active learning techniques, which might include the following in-class activities (revised from Tom Drummond’s Best Practices in College Teaching):

- **In-class writing**: Think-pair-share, focus questions, in-class journals, or lecture/reading summaries.
- **Objection exchange**: Students bring to class a paragraph-long objection to the reading and exchange papers with a partner at the start of class. Each student responds to their partner’s objection. The papers return to their original authors, and the original author responds to the partner’s objection to the original objection. This activity encourages close reading, develops dialectical skills, and prepares students to write philosophy papers.
- **Brainstorm**: Brainstorming generates ideas, encourages creativity, involves the whole group, and demonstrates that people working together can create more than individuals alone.
- **Round**: Each person has a two- or three-minute opportunity to express his or her point of view on a given topic, or passes, while others listen. This activity is used to elicit a range of viewpoints and build a sense of safe participation.

- **Concept models/maps**: The teacher distributes a handout that asks a series of leading questions. Students work in small groups to build a conceptual model. They make their own diagrams and record their own observations.

- **Simulations and games**: Simulations and games, with specific guiding principles, rules, and structured relationships, can last several hours or even days.

- **Learning cells/peer teaching/jigsaw**: Each learner reads different selections and then teaches the material to his or her randomly assigned partner. By explaining conceptual relationships to partners, tutors are forced to develop their own understanding.

- **Team-based learning**: Students are asked to complete on their own a brief activity, which might include ranking reasons, selecting a best interpretation, or filling in a blank. Once divided into teams, each group must discuss the responses, arrive at some consensus, and report its conclusion to the class.