The American Association of Philosophy Teachers’ biennial Summer Seminar on Teaching and Learning provides the highest level of teacher training available by and for philosophers. To maximize our impact, the Seminar focuses on graduate students and early career faculty. We provide the participants with research-based, best practices from the scholarship of teaching and learning and the science of learning. Guided by national award-winning philosophers who are experts in teaching and learning, participants develop quickly into better teachers. The AAPT has been conducting a teaching and learning seminar since the late 1980s. The current version was created in 2008. The Seminar continues to evolve to include the latest scholarship, but its core message about the importance of active, inclusive, learner-centered teaching remains the same.

The July 2022 Seminar was held at Otterbein University in Westerville, OH, and sponsored by a $5,000 small grant from the American Philosophical Association (APA) and $1,000 contribution from the AAPT. Applications were accepted from both current graduate students and new faculty who earned their doctorates within two years of the seminar. Each of the 18 Seminar participants received $300 to reimburse their room, board, and travel expenses, $250 from the APA and $50 from the AAPT. The remaining $500 from the APA was used to offset a portion of the $1,800 in conference registration fees waived for seminar participants and other Seminar costs.

The Seminar met on Wednesday, July 27, 2022, at 8:30 pm for an introductory reception and then from Thursday through Sunday, July 28-31, 2022, from 8:15 am–12:15 pm in Roush Hall, Room 330. The Seminar ran concurrently with the AAPT Biennial Workshop-Conference, so Seminar participants could attend conference sessions in the afternoons after their morning Seminar meetings. The AAPT waived the conference registration fee for Seminar participants.

The Seminar focuses on best practices for active, inclusive, learning-centered philosophy teaching. As homework, participants read articles in the scholarship of teaching and learning about formulating meaningful learning objectives; constructing inclusive syllabi; creating and grading both low- and high-stakes assignments; and conducting end-of-term assessment. During Seminar meetings, participants discussed the articles, asked the facilitators questions, and joined in small group activities that were meant to be adapted later on to their own classrooms.

**July 2022 AAPT T&L Seminar Directors/Facilitators**

Stephen Bloch-Schulman [lead] Elon University  
David W. Concepción Ball State University  
Sarah Donovan Wagner College  
Jerry Green University of Central Oklahoma  
Mo Janzen Anoka-Ramsey Community College

**July 2022 AAPT T&L Seminar Participants**

Ezekiel D. Bacans-Grounds Bowling Green State Univ.
Jenny Baranker  
Univ. of Oklahoma
Keilee Bessho  
Univ. of California, Riverside
Kayla Bohannon  
Univ. of Kentucky
Alex Bryant  
Univ. of British Columbia
Abram Capone  
Loyola University, Chicago
Sara Copic  
Univ. of North Carolina, Chapel Hill
Tim Elmo Feiten  
Univ. of Cincinnati
Meredith Gilman  
Brown University
Alexandra Grundler  
Auburn University
Paul J. Kelly  
Univ. of Wisconsin, Madison
Elizabeth Lasater-Guttmann  
Harvard University
Maria Isabel Mejia  
Univ. of Illinois, Chicago
Jonathan R McKinney  
Univ. of Cincinnati
Helen Meskhidze  
Univ. of California, Irvine
Chavva Olander  
California State Univ., Long Beach
Ana Carolina Gómez Sierra  
Purdue University
Jessica Talamantez  
Northwestern University

Schedule

July 27  8:30pm-10:30pm: Optional Meet & Greet
July 28  8:15am-12:15pm: Overview, Learning Objectives
July 29  8:15am-12:15pm: Learning Objectives, Pedagogy
July 30  8:15am-12:15pm: Assessment, Wrap Up

Reading List (completed prior to arrival)

Core Text/Overview

Fink, L. Dee, “A Self-Directed Guide to Designing Courses for Significant Learning”
https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf
This is the abridged, free online version of L. Dee Fink, Creating Significant Learning
Experiences: An Integrated Approach to Designing College Courses Revised and Updated

Learning Objectives


Dotson, Kristie, “Concrete Flowers: Contemplating the Profession of Philosophy,” Hypatia, 26/2 (Spring 2011), 403-409.
Learning Experiences (aka Pedagogy)


Assessment for Learning


Wrap Up


Optional:


The Meaning We Give to Key Terms

By “Learning Objectives” we mean whatever is the answer to this question: How do you want students to be different after their time with you?

By “Learning Experiences” we mean whatever is the answer to this question: What will you design for students to do, and in which order, so that they end up different in the way you hope?

By “Assessment for Learning” we mean whatever is the answer to these two questions: How do you know if your students have changed in the way you hoped they would (at time X in the semester)? Given the answer to the previous question, how should you adjust?

Lead Facilitator Reflections and Recommendations Going Forward

All indications are that the seminar was a success. We did not get as much formal feedback as we would have liked in the Seminar evaluations, but what those said—and what other people spoke to us about and wrote in private emails to me (apologizing for not having filled out the seminar evaluation in time)—was that this was a powerful and moving experience. The Seminarians certainly had small suggestions for revision: a little less of this, a little more of that. But the overwhelming message in the feedback was deep gratitude for creating a space where teaching and learning are revered and recognized for the complex, intellectually challenging, and meaningful work it entails.
The AAPT would like to thank the APA for its generous support of the Seminar. Without this funding, we would not have been able to serve 18 graduate student participants, and we would not have been able to send out a national call. The small grant made this valuable, early career program possible.