Dr. Donald J. Bungum  
Director of Philosophy Program  
Associate Professor of Philosophy and Catholic Studies  
University of Mary  
7500 University Drive  
Bismarck, ND 58504

May 26, 2023

Linda Nuoffer, MPA  
Membership Coordinator  
The American Philosophical Association  
University of Delaware  
31 Amstel Avenue, Newark, DE 19716-4200

Dear Ms. Nuoffer:

I hope you are well. My name is Donald Bungum, and I am an associate professor of philosophy and director of the philosophy program at the University of Mary in Bismarck, North Dakota. In December 2022, I was very grateful to receive a small grant from the American Philosophical Association for my project, titled “Learning Assistants for Philosophy: A Sustainable Model for Career-Oriented Colleges and Universities.” In this letter, I write first to thank the APA for its support. I am grateful for the opportunity to conduct this research with my students, and I have learned invaluable lessons about teaching career-oriented students through this experience. I write also to report on the activities, results, and impact of my project. I will divide this report into a project narrative, a spending summary, and a report on impact. I also attach an appendix containing planning, pedagogical, and assessment materials prepared by me and my interns for use in our courses.

**Project Narrative**

My application to the APA small grant was submitted July 1, 2022. At that point, I had completed a semester of preparation with my two interns, Isaac and Anna. In Fall of 2022, we ran our dialogue-based introduction to philosophy for the first time. The course did not go as anticipated.

I learned the dialogue-based model from Notre Dame’s God and the Good Life course. At Notre Dame, the dialogues were student-led, and they achieved unprecedented levels of student engagement. With my team at UMary, we expected that the dialogues would be similarly helpful to increase student engagement. As it turned out, however, we faced many of the same issues with student engagement that we faced in the classroom. For example, although we consistently used activities designed to build community and share personal knowledge among the students, and
although dialogue groups worked together to build and maintain shared norms for group discussion, many students remained hesitant to share their views about philosophical topics throughout the semester. Moreover, in our post-course review, my interns and I concluded that there was a critical and relevant difference between our student population and that of Notre Dame, namely, that our student population is far more homogenous in its philosophical and theological worldview. As a result, our dialogue sessions were short on a resource that is powerful for stimulating and community-enriching encounters: differences in fundamental metaphysical, epistemological, and moral commitments. Putting things more positively, our experience with the dialogue-based class leads to the conclusion that the dynamic and explosive growth in philosophical engagement seen at the University of Notre Dame depends, at least in part, on the presence of fundamental philosophical diversity in the classroom. To the extent that this diversity is less present in the classroom, the dialogue method requires supplementation to achieve explosive success.

This is not to say that our experiment in Fall 2022 was unsuccessful. I attach semester-end reflections from students in the class (“Merged Responses to Dialogue 12”), and I also attach an analysis of these results conducted by my intern, Isaac (“Project Feedback Analysis: Dialogue 12 Responses”). In brief, 20 out of 24 students wrote that the dialogue-based class was worth the trade-offs implied by the method, while 0 out of 24 said it was not worth it. Regarding whether the selected “application articles” we assigned for dialogues were helpful, 22 out of 24 said that they were both enjoyable and helpful, and 1 replied that some articles were not very applicable but still enjoyable. Students reported strong increases in their willingness to be wrong and their ability to persevere through difficulties. They also reported knowing their fellow students far better than they knew students in their other courses, courses that did not involve dialogues. So, despite our sense in the classroom that the dialogue days did not usually involve the “electric feel” of scintillating philosophical and personal conversation, the objective reports coming from students were overwhelmingly positive, and students’ final essays in the course were not only dialectically stronger than my past cohorts’ but also filled with references to the dialogues.

My reaction to the course was therefore mixed. In hindsight, I realize that my expectations were somewhat unrealistic, but I expected to be able to run the course in fall 2022, tweak it for spring 2023, and then package it up to be used by other programs at the University of Mary and by one of our feeder Catholic high schools in Bismarck. But, given my mixed reaction to the course, I did not think that my method of delivering the course was sufficiently well-suited to our audience. I decided not to run the course using dialogues in Spring 2023.

Another factor in this decision was a major shift in personnel. One of my interns, Anna, decided to graduate early in Fall 2022. My other intern, Isaac, decided to pursue a study-abroad opportunity in Spring 2023. This left me without the two interns who had helped to build and run the project, and I was not able to train two new interns for the Spring 2023 semester. Additionally, my two faculty collaborators on the project, Daniel Barr and Anne Hook Seidler, left the University of Mary in Spring 2023 to pursue other opportunities. I strongly considered closing the project and returning the grant.
Nevertheless, over Summer 2023, my intern Isaac convinced me that the project was worth continuing. He conducted an analysis on our student data (“Project Feedback Analysis: Dialogue 12 Responses”), and he showed the overwhelmingly positive response to the dialogue method. He also crafted a set of action items to transform “version 1.0” of the dialogue course into “version 2.0,” a version that is better tailored to our student population by (1) injecting more diverse philosophical perspectives from beyond our classroom, (2) fostering wonder through media portraying marvelous and philosophically interesting phenomena, and (3) gradually increasing the degree and kind of personal knowledge shared through our community-building activities (“Concrete Deliverables List”). I found Isaac’s analysis, his judgment, and his prescriptions convincing. But even more convincing than these was the fact that Isaac did all this work as a volunteer: I could not even pay him with the APA grant, since he had accepted a work-study position with our IT department, a position that is closely aligned with his future goals and that does not allow him to accept any other positions at our university, grant-funded or otherwise.

Our current plan is twofold. First, during Fall 2023, Isaac and I are revising the course. The list and order of revisions can be found in the document titled, “Concrete Deliverables List,” which identifies the changes that need to be made to elements of the course in order to fit it better to our student population. Amazingly, Isaac is doing this work on a volunteer basis. We are meeting two hours a week, and he is putting in an additional three hours per week on his own. He is doing this work from his commitment to the value of dialogue at UMary and from his own transformative experience as a dialogue leader, despite the difficulties.

Second, in Spring 2024, I will run the dialogue-based course again. Using the APA grant, I will be hiring two interns, while Isaac will remain on a volunteer basis to help with training, delivery, and evaluation of the course. We will be evaluating the course using the methods described in my original proposal and based on the experience and refinements we made in Fall 2022. If the course is clearly better in Spring 2024, then the plan is to establish two permanent work-study positions at UMary for junior and senior philosophy students to serve as learning assistants in my course going forward. The results of the project will be analyzed and disseminated as described in my proposal.
Spending Summary

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Impact Report

1. **Learning assistants themselves.** Both Isaac and Anna were transformed by this project. They were superb not only as dialogue leaders but also as partners in planning and revising the course. I attach their course-end reports in the appendix (“Anna’s LA Assessment and Report,” “A Brief Apology for Dialogues,” “PHI 108 Learning Assessment Reflection”). Within our PHI department, they became evident leaders, clearly comfortable taking charge of a philosophical conversation, but also highly skilled at eliciting the thoughts of others. During Isaac’s “study abroad” opportunity, he studied at our satellite campus at Arizona State University. There, he took a course on existentialism along with 70 other philosophy majors at ASU, and his presentation in the course was regarded as the best of the semester. Furthermore, his paper in the course won the department award for best undergraduate essay of the Spring 2023 semester. Anna is now teaching humanities at a classical Chesterton school in Stillwater, MN. She is flourishing, and she cites her experience as a learning assistant as one of the most transformative experiences of her career. To date, the impact on the learning assistants themselves has been the most important result of the project. It is one of the main reasons why I decided to continue to pursue the project. As program director in philosophy at UMary, I want to offer such an opportunity to our junior and senior philosophers. There is no better way on our campus for students to experience, firsthand, the challenges, joys, techniques, and personal qualities involved in handing on philosophy to others.

2. **Size of the Learning Assistant Program.** It was a project goal to increase the size of the learning assistant program from two to six students. This goal was not achieved, since, in our estimation, we did not yet offer the course in a way that merited expansion. We will be conducting another trial of the course in Spring 2024, and we hope to use the next version of the course as a basis to expand the program. In the near future, it seems more reasonable to strive for a team of four learning assistants, since I will be able to direct such a team using my own two sections of our introductory course.

3. **Student Participants in the Course.** Please see the document below titled, “Project Feedback Analysis: Merged Responses to Dialogue 12.” In this analysis, we see a very wide range of benefits to the dialogue sessions, as reported by students. We take this diversity of benefits to be a very good thing, since it indicates that there were many aspects of the
project that were beneficial to students and vibrant enough to be pointed out as among the “best aspects” of the course. We see an even greater diversity of reports regarding what students learned about the process of philosophical conversation. Again, we take this to indicate that there was much to be learned in the dialogues, that they were not micromanaged, and that they manifested both the spontaneity and discipline of genuine philosophical conversation. Students reported very strong gains in both their ability to articulate and argue for their beliefs (18 of 24 respondents), and they also reported increased willingness to share their views with others (12 of 24 respondents). Both the Learning Assistants assessments in the classroom and the students’ end-of-dialogue reports bear out these subjective reports. As reported above, 20 out of 24 students wrote that the dialogue format was worth retaining, and the remaining four simply did not answer that portion of the survey question. The application articles we set for each dialogue were universally appreciated. Students reported increased intellectual humility and courage, and we found a format for small group discussion that was strongly appreciated by many students.

4. PHI Majors and Minors at UMary. One of the goals of the project was to increase majors and minors in philosophy through their experience of philosophy in dialogue. To date, this goal has not been realized, although the data will need to be collected over the next two years. Currently, we have 42 PHI students who are sophomores through seniors. Over the past three years, we have offered 64 sections of our introduction to philosophy course. This results in an average of 1.5 PHI students per section, which would lead us to expect each section of our introductory course to generate 1.5 majors or minors in philosophy. To date, only one student from my dialogue-based course is currently a major or minor in philosophy, which is somewhat below the expected average. Nevertheless, most of the students in that course were freshmen and are now sophomores, and we know that most students at UMary declare a major or minor in philosophy in their sophomore or junior year. Thus, there is still time for the dialogue-based course to have a measurable impact. But the impact is not yet evident.

Contributions and Conclusion

Through the APA Small Grant, my project has piloted a new model for a dialogue-based introduction to philosophy course at a rural, career-oriented university. In the first iteration of our course, we did not observe the explosive, deep engagement that we were hoping for. Nevertheless, by adjusting our approach throughout the semester, we learned to offer structured small-group discussions that built up to dialogues within the larger group. Unlike the approach at Notre Dame, which emphasizes asking open-ended questions to elicit personal reflection and multiple responses, we found that focused, debate-style questions frequently elicited stronger participation from our students and better patterns of reasoning.

Through Fall 2023, will we be revising the course, focusing on improving the quality, diversity, wonder-inducing “marvelousness,” and philosophical integration of our application articles; adding media to students’ preparatory assignments prior to dialogue days; constructing a new, more flexible
lesson plan format for learning assistants; modeling “conversational excellences” for students through staged conversations between faculty and the learning assistants; training “conversational excellences” more explicitly and in an order of increasing difficulty; revising the pre-dialogue comprehension assignments and post-dialogue reflection assignments; and constructing a graduated plan for community building with more activities at the start of the semester and fewer at the end.

The project is far from finished. However, with the help of the APA small grant, we are working to establish permanent positions for upper-division philosophy students to help in the classroom. This position has already been highly attractive to our philosophy students, and it will be invaluable for those who are looking to go on to graduate school or to careers as educators. At the same time, the learning assistants promise to help introductory students to form their philosophical worldviews, to articulate such worldviews to others, to gain courage and humility in dialogue, and to grow in their ability to converse philosophically, not just under the direction of a faculty member, but by their own powers and in their own friendships.

Again, thank you to the American Philosophical Association for its support of our project. I am honored to have received this grant. Thank you, and best wishes for your support of philosophy in our country.

Sincerely,

Donald J. Bungum
Appendix

1. “Anna’s LA Assessment and Report.” Course-End Report from intern Anna Regnier
2. “A brief apology for dialogues.” Anna Regnier’s argument that the dialogue method should continue.
3. “PHI 108 Learning Assistant Reflection.” Course-End report from intern Isaac Roufs
4. “Merged Responses to Dialogue 12.” Student evaluations of the dialogue method from Fall 2022
6. “Audience Characterization.” Visual maps of conversational motivation and abilities present in our student population at UMary
7. “A Process and Abilities of a Well-Equipped Conversationalist: The Arc.” A visual presentation of our plan for fostering gradual growth in conversational abilities through dialogues
8. “Concrete Deliverables List.” A list, description, and ordering for tasks related to revising our dialogue-based course for Spring 2024
LA Assessment and Report
By Anna M. Regnier

Here are the main prompts:

1. Analyze and reflect upon your experience of the dialogue project as LAs. (See below)
2. Was our dialogue project overall a good worth pursuing for future courses at UMary? Why or why not? (Yes – see document “A brief apology for dialogues”)
3. To the extent that it is, what future form should the project take? (See the very end of this document)

Main Prompt #1: What was my experience as an LA for this dialogue project?

- My experience as an LA was many things, but two key words come to mind that most succinctly describe it: formative and fun.
  1) Formative: I have been formed in numerous ways over the course of these last two semesters, both last spring when we were preparing our course vision, lesson plans, etc. and during this fall when we were actually doing the dialogues for the first time.
    1. Course planning: as a LA, I was asked to help formulate a course plan for our Search for Truth in the dialogue setting. This was actually one of the first assignments that we were given last January – to write a course schedule of our very own, incorporating any topics and readings that we thought would be most fitting. To be honest, I was a bit overwhelmed with this task but was almost as equally honored with the trust that was put upon us. Not many professors turn to their undergraduates to help them design a course, and yet this is exactly what our role as a LA asked us to do. Over the spring, we worked together to integrate the best parts of our schedules together until we had a new and improved, ‘synintegrated’ semester plan for the course.
    2. Effective meetings: part of our responsibilities as LAs was to meet weekly with Dr. Bungum in order to keep him updated on our lesson planning progress, reflect upon how dialogues went (once we actually started doing them), and receiving instruction/advice from him on what areas we could improve upon/how we could do even better the next week. In retrospect, our initial meetings last spring were not that productive. We didn’t really know what we were doing, what we were preparing for, or how to best prepare for it. But as the year went on and we entered into the fall semester, our meetings seemed to become much more effective – we had actually started the dialogues and were attaining a better idea of what we were good at (we basically stopped having to go over our lesson plans as Isaac and I realized we could easily do this on our own) and what we were less good at (we increased the amount of time spent trying to define what our role as LAs truly was and how we could best live up to that role).
    3. Teamwork: I have worked numerous part-time jobs over the years, but none of them have compared with the strong team that I got to work
alongside as an LA. Although Isaac, Dr. Bungum, and myself are three very different people, we somehow managed to discover how to work together as a powerhouse of a team. This experience helped give me a glimpse of what it looks like for a team to know each other so well that it is able to work in such a way that helps each individual’s strengths shine forth while ensuring that each person’s weaknesses are simultaneously strengthened.

4. Teaching: although we were technically “dialogue facilitators,” in actuality our role within the classroom on dialogue days closely resembled that of a teacher. I have never before had the experience of a whole class full of college students who look to me for instruction, but this semester I encountered this every week. What an honor but also a huge responsibility! An honor because I never expected to be teaching other undergraduate students while still finishing my own undergraduate. A responsibility because I had ten-twelve students who were relying on me to actually help them not only begin to foster a greater understanding of philosophy and philosophical discussion but also to not have a miserable time while doing it.

2) Fun: in addition to being formed in the above ways, my experience as a LA was also simply a ton of fun! For example, being a part of the team for this project fostered a strong sense of community between Dr. Bungum, Isaac, and myself. There were some meetings in which we would not get any work done for a significant amount of time because we were laughing too hard to talk! These moments, whether it be over a hilarious thing that happened during one of our dialogues or whether it be over the almost irrational excitement we all got over our new title as ‘wedding planner,’ these were the moments that fueled us. They were what got us through the discouraging moments when we realized our students were not as interested in participating as we had hoped or when we began to discover that our dialogue endeavor was going to be a lot harder than we had thought. Our fun was at the service of our efforts for the dialogue project.

❖ The additional considerations will help unpack all of the above:

Here are the “additional considerations”:

1. **Narrative history. Describe what exactly we did:**
   - We wrote a Course Vision: what did we want our students to look like when they left our Search for Truth course? How did we want them to change?
   - We wrote goals for our students and for our dialogues that lined up with our vision. (We would refer back to this list of goals throughout the semester).
   - We met once a week during the spring to walk through the basics of Lesson Plan writing, to go over these Lesson Plans once written, to go over the God and the Good Life content (and how we differed from their content), and to prepare ourselves with Application Articles as well as things like a Treasure Chest full of ideas.
• We returned this fall to begin the semester. We jumped into our first Dialogue with excitement and apprehension. We met afterwards with some disappointment and hopes that it would go better in the future.
• We continued to meet once a week.
• We continued to do Dialogues once a week.
• We adjusted the Dialogues to reflect the needs/wants of our students as we came to know them from our interactions with them and from their reflections.
• We planned an epic last Dialogue for them that had to be moved online due to the blizzard. But we did send them away with warm wishes and music!

2. Plans and changes. Describe the original plan, any changes to the plan, and the factors that drove those changes
• Our original plan:
  ○ To write lesson plans in the spring so that we would have all/most of the plans written for the fall.
    ▪ We actually only got to about half of the lesson plan writing in the spring because we ran out of time to finish them all.
  ○ To have the class split into two groups for the dialogues and then to switch the groups halfway through the semester.
    ▪ We did not switch the groups (thankfully!). Once we actually began the fall semester, we realized that it took much longer to foster a sense of “Dialogue Group Community” – the students did not click with each other or with their LAs as fast as we had thought they would. After they finally began to get more comfortable with each other, we thought it would be detrimental for us to try to change the groups at that point in the semester and then start the community-building-process all over.
  ○ To be paid as LAs:
    ▪ Prior to the fall semester, Dr. Bungum had planned on paying both Isaac and I for our role as LAs. But, after I was accepted into UMin, we realized that the university would not be able to pay me for my work both as a team member on UMin and as a LA. So, Dr. Bungum and I came up with a different plan – we would turn the role into a kind of special topics course in which I could do the job as normal (for the most part, what Isaac and I did was exactly the same) but would get ‘paid’ via course credits (2 credits for the semester) instead of via money. This arrangement worked out quite well.

3. Lessons. Describe the lessons we have learned about:
   a. Training students to discuss philosophical ideas
      1. We learned that this is hard – it is hard to get them to TALK let alone to be trained into great philosophy conversationalists.
      2. We learned that this is easier if they 1) have been primed for discussion (pump the phantasm) and 2) actually enjoy the dialogue (good group/community, fun activities/prizes, affirming relationship with their LA, etc.)
b. Forming intellectual community in the classroom
   1. We learned that activities help in this matter. Even though some students
      disliked the ice breakers, most students agreed that these were important in
      helping them get to know each other and come to a point at which they
      were more comfortable sharing in the discussions.

c. Training dialogue leaders for future classes
   1. Yes! Train them as much as is possible (hopefully more than was possible
      for Isaac and I – the guinea pigs of the project).
   2. But also – there is a sense in which one can only really learn how to be a
      dialogue leader by BEING a dialogue leader. After all the God and the
      Good Life packets we read, after all the meetings and motivational talks
      we had, there came a point in which Isaac and I simply had to walk into
      that classroom on the first day of dialogue and do our best. I think future
      dialogue leaders will have to do the same.

d. What dialogue sessions might be good for at UMary
   1. Good for: providing students with a seminar/discussion style class that
      they would never receive otherwise (unless they were also CTH)
   2. Good for: training students to become more responsible for their courses –
      our freshmen had to take a lot more initiative in this Search for Truth than
      most other freshmen would have had to do in any lecture-only Search for
      Truth. I think this is good for them.
   3. Good for: forming upperclassmen philosophers into future instructors –
      Isaac and I were able to gain so much from our role as LAs. I want that
      for other UMary upperclassmen students too.

e. Comparison to CHEM LA experience, PHI vs. SCI
   1. I might be biased (okay – I am definitely biased), but our PHI LA project
      was better than the CHEM LA project. Why?
      • As PHI LAs, Isaac and I actually knew our students. We knew
        them by name. We knew their strengths and weaknesses, and we
        were thus better able to help them grow throughout the dialogues.
      • I could be wrong, but I don’t recall if my CHEM LAs even knew
        my name or the names of our whole group. Because Chemistry
        had much bigger classes, our workshops were also quite large. I
        don’t recall ever getting to know my CHEM LAs very well at all.
      • As PHI LAs, Isaac and I were on our own in the classroom – on
        dialogue days, we were (for the most part) in charge, the sole
        authority figure in the classroom. This gave us a kind of credence
        with our students; they saw us the ones to turn to since Dr.
        Bungum was not there. This fostered a certain community
        between our students and us as the LAs, a community that would
        have looked different if Dr. Bungum had been present and helping
        at each of the dialogues.
      • My CHEM LAs were almost always there alongside Dr. Barr but
        never without Dr. Barr. They were helpful figures to turn to, but I
        still turned to Dr. Barr as the main authority figure for our
workshops, the person to actually ask our questions, the person who would provide the answers. This fostered a different kind of community than the kind we had in our PHI Dialogues.

4. Readings. **Best types of readings to prepare for discussion**
   a. The shorter, the better – I realized that some of our application articles were quite lengthy. This was no good for us as LAs (as we are also students who have our own homework/readings to do for lots of other classes); it was also no good for our students (as they likely did not read these long passages very carefully, if they even read them at all…)
   b. Less is more – It seemed that we did not actually reference our readings all that often during discussion. Yet, we would assign them two-three readings per discussion, readings that we would not actually get to. In the future, I think it might be better to only assign one-two application articles for each discussion.
   c. The more extreme, the better – I think the readings that were particularly radical got our students attention the most.

5. Discussion toolkit. **Toolkit of best modes of discussion for intro students**
   a. Friendship style – two students discussing
   b. Family style – four students discussing
   c. Community style – the whole group discussing
      1. These seemed to work well.
      2. It also seemed to work well to provide the students with something like a Take a Stand or Parlour in which we would then springboard into discussion.

6. Student reflections. **Repeated patterns in student weekly reflections and what can be done about them**
   a. Some students were super thoughtful in their weekly reflections; others were not (which we expected). For the students that took their reflections more seriously, I saw things such as:
      1. “I wish I would have participated more” – as an introvert myself, I get it when students share things like this. It can be hard for them to speak up in class, to share their thoughts, and to contribute to the conversation. Because it was hard, they wouldn’t do it. And then they would leave the dialogue. And they would be disappointed that they had not contributed. Then next week – the process would repeat.
         • I think our Goal Setting project at least somewhat helped students such as these. To actually put down into words their goal (i.e. “I will participate at least three times…”) helped them make such a goal more tangible. It was especially important to have that added reflection question that asked them, “Did you reach your goal this week?”
         • I think another thing that helped was simply calling on these students (i.e. ‘cold-calling them’). Sometimes, all it takes is a professor (or LA) to gently invite a student into the conversation.
By calling them by name, I was able to relate to that student without having to say a thing, “Hey, I see you and notice you. I would warmly welcome any contribution you might have to share. Would you like to share it?” Usually, they seemed pretty grateful for the opportunity to share.

7. Challenges. Persistent challenges regarding existing skills/aptitudes, training new skills, eliciting participation, facilitating energy
   a. It is hard to make people talk if they don’t want to talk. This was a challenge that both Isaac and I had to continually face over the semester.
   b. It is hard to form our students in the great skill of philosophical discussion when we can hardly get them to talk at all. This was a challenge that built upon the one above – often, it would be so great that a student was even willing to keep the discussion going that we never had the chance to make the quality of the conversation better.
   c. It was hard to make everyone happy – some students loved parts of the dialogue (like the activities) and others hated them. How is one supposed to meet all their needs and wants when their needs and wants conflict with each other?

8. Telos and powers of dialogue. What can reasonably be expected of dialogues - levels of dialogue
   a. Reasonable expectations:
      1. That the students will grow at least somewhat closer in community
      2. That the students will be able and willing to carry on a discussion for the entirety of the dialogue
      3. That the LA will be able to get to know the students so that he/she can help each one grow
      4. That the dialogues will be formative for both students and LAs
         - For students: in learning how to have a philosophical conversation, how to incorporate philosophy with their own lives, how to grow in intellectual courage and humility, etc.
         - For LAs: in learning how to help ten-twelve freshmen students foster a greater understanding of and love for philosophy, how to serve as a teacher yet not a teacher, how to see the needs of their students and discover ways of meeting those needs, etc.

9. Recommendations. Recommendations for future iterations of this project
   1. Give our successors (the future LAs) all the material that we have written/stored over the course of the past two semesters. That way, they would not have to reinvent the wheel. They could pick up where we left off rather than having to start from square one.
   2. Define the role of LA as clearly as possible (maybe even explain the role in the language of Wedding Planner!) – this would help future LAs avoid the confusion that Isaac and I continuously faced as we tried to determine how to find the mean between simply being another contributor to the
discussions (more closely resembling the student level) and being the discussion facilitator (more closely resembling the professor level).

10. Memorable transformations. Particularly powerful individual changes observed in students, or patterns of observed change in students
   a. One student who comes to mind is Grace – at the start of the semester, Grace was not a super significant contributor to the discussions. She would share every now and then, but much more than others. As the semester went on, I noticed that Grace became much more willing to join in the dialogues; she would speak up when no one else was willing to, she would bring in points that others might not have considered. When the day came for them to do Parlour for the first time, it was her name that was randomly generated from the wheel. Although she was not thrilled about it, Grace was a good sport and took the hot seat, doing her best to answer the questions addressed to her. Now, looking back upon the semester, I can see how important Grace was to our conversations. She was one I came to rely on as a willing participant, a person who would keep the classroom discussion going, a person who was capable of chiming in when there was danger of crickets. I am really grateful for Grace.

11. Outside impact. Impact on written apologies
   a. (This would best be answered by Dr. Bungum since he is the only one of us who will be reading their apologies).

12. LA experience. Regarding LAs
   a. Main areas of intellectual and personal growth
      1. Learning how to write lesson plans.
      2. Learning how to work with a team to do something brand new.
      3. Learning how to have the audacity to try something relatively crazy and see how it goes.
      4. Learning how to accept failure – to recognize that a dialogue did not go as well as expected but to pick myself up afterwards and try again.
      5. Learning how to teach – to say that we were discussion facilitators is (to a certain extent) just a fancy of saying that we were newbie teachers this semester. The experience of being entrusted with the formation of a group of university students, the experience of getting to know these students and of helping them to grow in their ability to love and pursue the truth, the experience of them looking up to me as a figure who knew more than they did and could help them, the experience of them seeing me as not only just a LA but also as a friend – all of this I will never forget.
   b. Main challenges encountered
      1. How to get students to talk when they don’t want to talk?
      2. How to foster skills of conversation when we can’t even get them to talk?
      3. How to find the mean between just being another peer for them but also not being their professor?
      4. How to make all students happy and ensure they are all growing?
5. How to plan ahead for unknown realities?
6. How to determine the better of goods? (Is it better for the students to have more lecture time with their professor or is the time taking away from lecture worth it for the sake of the good offered by dialogues?)

c. Darkest hours
   1. There were some days in which I would simply dread the dialogue – whether it be in the hours leading up to it or the few minutes in the classroom in which the students were all arriving and I was trying to muster the courage to lead them all through fifty minutes of great discussion – I did not always feel completely up to the task.
   2. The moments right after some of our last successful dialogues – I would come out of the classroom, meet up with Isaac, and we would walk down to Dr. Bungum’s office feeling pretty discouraged. We put in so much work for those dialogues (even the not-very-successful ones), and it was really disappointing when our efforts did not pay off.

d. Highest highs
   1. Coming out of our weekly meetings – these meetings were often very productive, but they were also just a great time. Whether we were laughing over “artistic syntegration” or our newfound title as “Wedding Planners,” these meetings brought me a lot of joy.
   2. The experience of watching my students as they began to make distinctions for the first time ever in our dialogues!
   3. Reading over my students’ commentary in their reflections and seeing their thought processes as they worked through some of the difficult topics they were covering over the semester. Also, reading over the words they would share at the end about well they thought our dialogues were going or about how they thought I was doing a great job as LA – this was a really affirming experience.
   4. The day in which Dr. Bungum told Isaac and I how proud he was of us. We had just gone over a kind of evaluation of our project at large, but we had run out of time to go over an evaluation of our work as LAs. To remedy this, he spent about two minutes sharing how meaningful it has been for him to watch us grow throughout our time as LAs. Seeing him so proud of us that it brought him to tears is a memory that I will always treasure; it was definitely a highest high.

e. Any new resulting interests
   1. I really loved how we tied in the topic of Beauty into Search for Truth. The philosophy of beauty has been an interest of mine for a long time, and I had been hoping to take Dr. Venable’s course on it this fall, but the class unfortunately conflicted with a CTH class I needed to take. Still, I hope to somehow further explore the interesting topic of aesthetics in the future!

f. Empowerments gained
1. Being a LA empowered me to:
   - See an opportunity that might be out of reach and simply go for it anyway! - When I applied to be a LA, I was not confident that I would get the position. I only had half a minor in philosophy, and I wondered if I was even qualified for the role. But I was accepted anyway! And I am so grateful that I was.
   - Face the unknown with courage and humility – When we were planning together last spring, we faced so many unknowns about how this fall would look. Even when we reached this fall, we still faced many unknowns. Yet throughout it all, we were courageous enough to take the steps that we could (such as lesson planning, writing course goals, meeting weekly, etc.) and do our best to prepare. After we actually entered into the dialogues, we were humble enough to accept the reality that things were not going as smoothly as we had thought they would. The project was a lot harder than expected, yet we never gave up on it.
   - Take initiative! Whether it was feeling empowered to grab a box of markers from the teacher’s stash in lower Welder or it was feeling empowered to take my whole class outside for our dialogue, the time I spent as a LA helped foster within me the boldness to take initiative – to see a need and to step up to meet it.

13. Signature stories. What are some key, paradigmatic narratives that we can tell coming away from this experience (signature stories)?
   ❖ One signature story that really stands out to me was the Dialogue on the Existence of God.
     - Leading up to this dialogue, a student approached me and asked if she could bring in lightsabers to our class so that we could do a pre-dialogue lightsaber dual. I was on board but told her I would need to ask Dr. Bungum for approval.
     - After bringing this up in our weekly meeting, Dr. Bungum not only gave his approval but also provided a manner by which we could integrate the lightsaber dual with the philosophical topic of the dialogue day. It was a rather radical idea, but we were willing to go for it.
     - The day of the dialogue arrived. I wrote out the lightsaber dual rules on the whiteboard. They were something to the extent of: 1) Each person must grasp the lightsaber in their hand. 2) Each person must face their opponent and begin to dual. 3) The person who ‘cuts’ off their opponent’s hand is the winner. The winner will receive a prize (which turned out to be a snowman ornament I got from the UMary bookstore. He was (of course) named Jeffrey.
     - We did the dual. I gave the winner the prize. Then we all got settled and started the discussion. Following Dr. Bungum’s idea, I told my students that our lightsaber dual was actually very closely tied to the topic of our discussion for the day. I asked them to consider this, “Based on the rules
that are written on our board, could God have participated in our lightsaber dual? Could God have won Jeffrey?”

◦ This prompted some of the best discussion of the whole semester. I think the students really saw the tension that lay in the midst of the above question, and I think it clicked with them how we had just made a connection between lightsabers and God/philosophical conversations.

◦ That was such a great dialogue day, and I hope the story of it can be shared with future LAs!

14. Groups. Keep groups the same or switch?
   a. I would strongly advise that we keep the groups the same!!! I cannot imagine how hard it would have been if Isaac and I would have had to switch groups midway through the semester. Fostering intellectual community (at least among freshmen), is a much more time-consuming process than one might think. It took us weeks to get to the point where everyone seemed to know each other pretty well and became more willing to open up and participate. Those weeks are worth it if the groups stay the same all semester, but I am not certain they would be so worth it if the groups were to change midway through.

15. Warm-up activities. Which ones should be kept? How should they be used?
   a. Ones that could be kept:
      1. Mr. Hit
      2. Lightsaber Dual
      3. Letter to Aliens
   b. How could they be used?
      1. I think we discovered that activities are best used at the beginning of the semester to help break the ice, to allow the students to get to know each other better, and to allow the LA to get to know the students. As the first few weeks unfold, the activities are then lessened until they are only implemented for ‘special occasions’ – times in which the group might need a sort of pick me up/refresher/out of the ordinary event.
      2. I think we also discovered that although activities are not always necessary, some kind of shared experience/phantasm might actually be more needed than originally thought. ‘Pumping the phantasm’ became a kind of motto for us as we neared the end of the semester and realized how helpful such things were for our discussions, and I would advise future LAs to be even more intentional about the kind of ‘phantasms’ they could incorporate into their dialogues and about when they might best do so.

Main prompt #3:

To the extent that it is, what future form should the project take?
   - Most simply put, I think the project should take a very similar form to that of this semester: namely, Search for Truth with one LA per dialogue group.
      o I think it worked very well to have two LAs each take their own group of students; as interesting as it may be to have several LAs help lead each group, I
honestly don’t think there would be as much growth that way. There is a certain sense of necessary leadership that the LA must assume when he/she is placed in charge of a lot of freshmen and entrusted with their formation. I fear that a sense of this might be lost if the LAs would have each other to rely on during dialogues.

- I think it might be fascinating to explore a dialogue setting for upper division philosophy courses. Based on my experiences within CTH courses, I have learned how beneficial more of a seminar style class can be, and I could see how this kind of style would be extremely formative for our philosophy majors/minors.
Our evaluation of this semester’s project:

I think this semester’s project was, overall, a smashing success.

Why?

- **It was good for us:** the growth that each of the three of us have experienced would never have been possible unless we took the chance with this project.

- **It was good for them:** I think our students grew in their ability to actually talk about philosophy, to engage in meaningful conversations, to foster deeper friendships, and to begin to see that philosophy can actually be fun.

- **It was good for the philosophy department:** I think this was a huge step for the department at large – no one has ever tried to do something like this before within philosophy at UMary.

This semester has been an experience in being willing to be guinea pigs – an experience that has been both difficult and rewarding.

- The three of us were the guinea pigs of trying to head this project for the first time.

- Our students were the guinea pigs in being the first section of Search for Truth to ever try the course in a Dialogue format.

  - But all of us guinea pigs appear (as far as I can tell) to have come through this experience without any major trauma.

    - We have had great conversations.
    - We have introduced them into a whole new way of seeing philosophy.
    - We have introduced ourselves into a whole new way of teaching philosophy.
Overall Evaluation
- As a whole, my experience as an LA lends me to believe that this style of mixed dialogue days and lecture days provided better opportunities for students to learn how and practice discussing philosophical ideas and challenging intellectual and personal topics. I saw clear improvement in the students' willingness and ability to engage each other in discussion of philosophical concepts and topics from the beginning of the semester compared to the end. As a basic content and ability goal, my sense is that this went very well.

Intellectual Community
- Intellectual community growth in the classroom was limited, but clearly present to some degree. It became especially visible in the second half of the semester. Students formed inside jokes, learned about each other in personal ways, began using each other's names, began chatting before and after class as a group, became more open to share ideas and experiences with each other, and were able to tactfully and thoughtfully respond and challenge each other's ideas (most of the time, of course). Still, this does seem to be an area where there is potential for improvement, especially by doing more effective team building activities, keeping the atmosphere friendly and supportive (rather than stiff and “high stakes” feeling), allow students to understand the discussion is really their own, and that it exists for them, and given the students choices at various parts of the process. If I would remain involved in this project to any extent going forward, an area of high interest for me would be applying some social psychology to optimize LA plans to nail community growth in such a small group size.

Global LA Experience
- Overall, I had a positive experience being an LA. The first half of the semester was significantly more challenging than the second half, and the quality of the discussions sessions greatly improved in the latter half from my perspective. Our planning in Spring of 2022 was moderately helpful in preparing for discussions, but the specifically prepared lessons plans were of little use once I got into the discussions, as they went differently than I imagined. There were many times where I felt somewhat lost, challenged above my abilities or preparation in the moment, prepared in the wrong ways, unsure of what to try next, generally anxious, and disappointed in how some portions of our sessions went, but these were not the overwhelming experience of the project or our discussions.
Is the dialogue model worth pursuing for UMary?
- From my perspective, I would say this is a clear yes. I believe that this semester alone was quite successful, and I see several avenues to make the model and experience much better and even more impactful. I find this model to better represent the goals of general education of the person and supplies numerous opportunities to engage deeper with the content and better integrate ideas and lessons from the class into one’s person and students’ lives. I see this portion of the project just the beginning of what this model could become for the University of Mary.

Dialogue Model for Other Classes
- While data is obviously quite limited from our project for other applications, I am very excited about the possibility of a similar dialogue model being implemented in other classes, especially more advanced philosophy classes. Many of the major challenges that we faced this past semester would likely be to a lesser degree or completely dissolved, such as motivation and interest in the topics, intellectual friendship and community, and willingness to participate and challenge others’ ideas. Additionally, the skills and experience on offer are particularly relevant to students studying at a higher level in their area of expertise, such as in the moment language processing for discussing their area of expertise, learning to work in teams amid their specific content, and opportunities to engage content at a higher and more interactive level. Personally, I would sign up for an upper-level philosophy course with dialogue sessions over a conventional course in a heartbeat, given the option. At least, I would be very interested in such a class model to be tried and see if it can reach the desired goals and expectations. Even without such data, I am tempted to say that such a class could be more impactful than the entry-level class model, but I obviously have no data to back this up, this is simply a hunch and a personal desire. However, this model does provide particular benefits within a philosophy introduction class, such as providing a better “first impression” via demonstration what philosophy involves, offering a particular set of skill-building and experience to a wider portion of the UMary population, providing an excellent entry point into UMary’s intellectual community as a whole, and many engage difficult content for the first time among supportive peers. Ideally then, this model is not an either-or, but rather it could be used for both an intro class and a more advanced class, with slight alterations. I have not done the creative work of imagining this model beyond the humanities, and barely beyond philosophy, nor have I had the experience of the CLEM version of this class, but different modified versions may fit other disciplines well. Indeed, I believe this model has the potential to have significant positive impact on the UMary educational experience.
Recommendations

Some Administrative Practicals:
- I strongly recommend rethinking the LA position as an hourly position. During this semester, I would estimate I worked about 6-7 hours a week to be adequately prepared and present for weekly expectations. However, I was only able to punch in for 5 hours every week as scheduled, and my scheduled times often did not allow the needed flexibility to get things done when they needed to be done. I certainly believe that I was paid fairly for my work, not even considering the invaluable experience, but it was a bit strange to lack the coherence between working and being punched in. In short, this position felt more like a class or job where work needed to be done flexibly and just get done regardless of schedules, rather than a job one shows up for and works only while punched in. Additionally, punching 16 times a pay period for such sort periods of time is certainly doable, but it would most likely be easier for all around to move to a semester stipend or something of that sort.
- I would recommend offering the LA and writing tutoring as separate positions, and maybe include the option to couple them. While it worked fairly well for me, the tasks and administrative organization/supervision were quite separate and made it more difficult than necessary to navigate at times.

General:
- Situate the LA’s as non-authorities: While efforts were made to explicitly set up the LA’s as non-authoritative, non-judgmental facilitators, I quickly learned that this is not the sort of thing that can be explicitly flagged and thereafter fully realized within discussions. Rather, I theorize that it is an implicit, intuitive feel of the room that creates how the LAs are conceptualized within students’ minds. Maybe it should come as no surprise that students are conditioned to seek out the authority figure in the classroom and respond to them as such, especially as new university students. However, I’m convinced that some intentional work going forward to set up the LAs as less authoritative would do wonders to producing more fruitful discussion, especially by offsetting the responsibility of successful discussion to the students, which is a key skill-learning opportunity.
- Have LAs engage more in lecture days: Daily questions were a good start to include LAs on lecture days, but I believe there is significant untapped potential with having the LAs there during lectures. For the perspective as an LA, it was certainly not utterly wasteful to be present for lectures, but I did feel somewhat overly passive and unutilized for two hours (almost half of our time) of the week. Additionally, LAs sitting in the same seating and participating more like a “regular” student may help with bridging the student-LA gap.
Design some stellar LA training: Training LAs very well to the telos, the methods, and building the right environment to facilitate good discussion will be crucial to future success of this model. Content knowledge was certainly useful and necessary to succeed in the LA role, but these other skills are equally, if not more so important to finding success.

Specific, as questioned:

Keep groups the same or switch?

- I think it may be best to keep the groups the same throughout the semester to further build deeper community and cut down on transition, as well as the time it takes to getting to know and become comfortable around each other. Given the content and discussion goals, I think keeping the same groups best serves our purposes.

Warm-up activities. Which ones should be kept? How should they be used?

- My most successful warm up activity was the battling duels, which was most physically active, engaging, highest demanding of participants, and generally “fun” activity that my group did. In hindsight these qualities of successful activities are mostly obvious, so I’d recommend these types of activities for future use. After this semester, my vision for future activity use is the following:
  1. Do activities for the first three dialogue sessions.
  2. For the first dialogue, invest by doing mainly activities, information sharing, norms, and maybe one philosophical question or activity at the end. Build group trust, intimacy, and community fast and early.
  3. For two more dialogues, start each dialogue with a fun activity to get the energy up and further cement community.
  4. For the remainder of the dialogues, transition to some sort of warm-up activity, video, or other “phantasm-pump” to start dialogues, but keep these shorter, content relevant, and more efficient

Training dialogue leaders for future classes

- As for training future dialogue leaders, I do not have a full training/preparation implementation imagined, but here at least some ideas to start:
  o Focus on strategies to create the right environment/atmosphere to let discussion flourish: I found this to be an unexpected challenge, but a game-changer to implement it well in certain ways
  o Set expectations: Set LAs expectations about difficulties and challenges that will likely be faced, but also with what is a reasonable expectation for what discussion success looks like.
  o Create a shared lesson plan/discussion structure for LAs with flexibility/customization built it: LAs will need a solid organizational/structured plan for weekly discussion, one that is ideally shared among LAs so that they are on the same page and to cut down on
redundant work. Of course, there is ideally some customization built in for LAs to build a discussion that aligns with their particular strengths and skills. This is another area I would be very interested to work on if I remained involved in this project to any extent.

- Look around at God and the Good Life and other similar models of small group leader training for insight: This project involved a lot of customization and new ideas, which is great, but some of these things do not require a complete reinvention of the wheel. I very much had the attitude of “our way will probably be better” originally, but I have since been humbled that the wisdom of others is highly valuable here.

**Readings. Best types of readings to prepare for discussion**
- The best readings seemed to be shorter and simpler for generating discussion, because many of the “more advanced” or longer articles seemed to easily go beyond what students would bring to discussion. Now, I’m double-minded about this, because being challenged by more complex and more explanatory materials is needed for growth and being exposed to important ideas is often helpful for them to be reinforced in the future. Of course, just because ideas do not arise in discussion does not mean they have not made an impact. However, for specifically preparing for a fruitful discussion, shorter and simpler seems to be better for that purpose. Additionally, articles with “more jest,” essentially more hot button, more emotionally impactful, more overall engaging content, ideas, and style seemed to generate a greater degree of article reference and use in discussions. I think the most important thing here is to get as clear as possible what the telos of these articles are, and then select one’s with appropriate qualities relative to that telos. I would adopt a different set of criteria for article selection now after having used them for discussion, but the one’s we had selected were fairly decent. Certainly though, they could definitely be further optimized for future use. And finally, a concrete suggestion: A 5ish question multiple choice quiz prior to discussion for reading comprehension of the application articles or something similar would be quite helpful to motivate and ensure the articles get read. If student generated questions remain, this is would be a great place for them to put these as well, even if just to motivate them to be adequately prepared.

**Discussion toolkit. Toolkit of best modes of discussion for intro students**
- See the folder in our Drive named “Developed Tools” to see short explanations of five tools that we developed over this semester. By far the most impactful thing I was able to implement was breaking up the “large group” discussion into smaller groups. Not only does this allow parallel discussion to form (meaning that more students are speaking and interacting at a time), but the discussions that did occur seemed significantly more fruitful, relationships were build much faster, more sharing was done, and more ideas, views, and perspectives were offered. The “sweet
spot" of group size in my case was around 3-4, who discussed for some time, then we often came back together as a large group to share with each other. Students also provided strong feedback that they liked and appreciated the social barometer.

- Generally, What Worked Well for Me
  - Smaller group discussions rather than one large group all the time
  - Giving content summaries/content recaps to get the concepts and ideas fresh in students’ minds
  - Starting our discussion with a stimulating content-related video or similar device
  - Social Barometer – students both reported this as a favorite and helped open up disagreement and clarification
  - Have a few very clear questions that allow greater depth of conversation
  - Deformalize, keep the discussion flexible and lower the participation stakes
  - Move from concrete to abstract, but start with simple and concrete examples and questions

Student reflections. Repeated patterns in student weekly reflections and what can be done about them
- Mostly, students make appeals to improve in ways that we outlined in our goal setting exercise but lack the structure and seeming motivation to make these changes a reality. Maybe integrate these goals more closely into the class from the beginning and think up how to provide accountability and further motivation to make them a reality.
- I honestly can’t remember a bunch of specifics aside from the one’s outlined in goal setting; I’d have to dive back into that data to give a more specific answer.

Challenges. Persistent challenges regarding existing skills/aptitudes, training new skills, eliciting participation, facilitating energy
- Energy, motivation, and eliciting participation: Getting students interested, motivated, engaged, and participating was significantly more difficult than initially anticipated. The lesson plans that Anna and I designed in the spring would have likely worked excellent for a upper division class with intrinsically motivated students, but were not well suited to the energy and interest dynamics in this specific class. Creating/facilitating energy, providing motivational structures, and encouraging participation was a consistent and central challenge throughout the whole semester.
- Negotiating the LA role: A central challenge that I faced throughout the semester was negotiating what role the LA had in the classroom during lecture and discussions. During discussions, I wanted to be more like a fellow student, providing organization and structure, yet not being an authority, another professor, or the one who students speak to. Unfortunately, I was very much seen as the one that students spoke to, a sort of authority, and likely more like another professor than
another student. This bothered me throughout the entire semester and is what I attribute to making the discussions too formal and high stakes.

LA experience

Main areas of intellectual and personal growth

- Intellectually, I grew slightly, mostly in terms of humility and maturity, as well as solidifying some of the basics to second time around. Practicing discussion with less philosophically interested persons was also helpful to learn how to interact apart from overly technical and jargon-laced language. The main growth occurred personally, in terms of leadership, learning and practicing in the moment skills, and self-discovery in terms of working in an educational capacity.

Main challenges encountered

- Apart from what I described above, a main challenge was confidence, especially at the beginning. I quickly realized that much of my planning and prior imaginative work did not apply as hoped, and I lost confidence in what I was doing and my knowledge of how to do it well. This certainly improved as the semester went on but remained a challenge.

Darkest hours

- The most difficult time was immediately after our first dialogue session, which went more poorly than I had hoped, and I realized that I had mostly failed at building an ideal environment to facilitate discussion and build intellectual community. This general difficulty lessened but remained until about halfway through the semester when we switched models.

Highest highs

- I did have one student express heartfelt gratitude in our last Zoom meeting to my work as an LA and the good experience he had with this class, and that was definitely a high. Additionally, there were some moments in dialogue where discussion exploded for particular things that was quite a bit of fun and rewarding.

Any new resulting interests

- Nothing too extraordinary, but low-key, curriculum development and designing engaging, productive dialogue models built on experience and solid social psychology is a new interest. I’ve already mentioned this, but I’ve learned I really like being the behind-the-scenes guy who integrates experience, theory, and intuitive insights to build better models and discussions designs but doesn’t have to be the person in the classroom testing and implementing them.

Empowerments gained

- I have better confidence in leading small groups of people, navigating difficult moments as a group, and confidence in my own ability to adapt.
Signature stories. What are some key, paradigmatic narratives that we can tell coming away from this experience (signature stories)?

- Building new is immensely difficult, and things are only obvious after the fact: Creating a new, mostly from the ground up model is incredibly difficult and the right and wrong turns are unclear beforehand but seem obvious after the fact.
- Theory alone is insufficient: Coming in with great theory and good planning only goes so far without direct experience to inform and direct necessary choices.

Telos and powers of dialogue. What can reasonably be expected of dialogues – levels of dialogue

- I do not have a good answer to this question, but I think thinking about this and then setting expectations (especially for future LAs) is really important.
- Things I tried to keep in mind:
  - This is many students' first encounter with philosophy
  - This is early in many students’ college career, and likely some of the first experience with different class models
  - Participation is not closely graded – that motivation structure is lacking
  - Most students are non-philosophy students, filling a general requirement
  - Yet, students all share a need to belong and a want to be heard
  - Many students do have deep interests and values that can be tapped into
  - All students have the ability to do philosophy to some degree

Memorable transformations. Particularly powerful individual changes observed in students, or patterns of observed change in students

- Mostly, I observed student forming a rough philosophical approach to questions and a comfortability in engaging with questions above what they had immediate answers for. There is certainly room for improvement in this process, but it was particularly visible in this format. This was pretty awesome to see from the LA perspective.

Time Capsule (Bonus and Somewhat Redundant)

Things on my mind as of Week 6: (Unedited from Week 6)

- Current lesson plans are seemingly overkill, discussion seems to go better with a clear question focus and branching off of that. This helps limit swimming in a sea of ideas.
- The discussion should somehow become more the students’. How can we balance staying on track and implementing an intentional design for the discussion while giving the students choice and taking ownership of the questions and ideas at play?
- What’s the role of the LAs? How active should we be in the discussion, in asking and guiding the discussion via questions? Should it be more of a teacher model or a fellow student model? How best can we negotiate this relationship?
- How can we build energy + community spirit in a short and efficient amount of time via non-annoying means?
- *Is the priority more extractive, for students to realize and share their ideas, or more formative, to guide and form student thinking through specific material?*
- Seemingly, our discussions are still too formal and structured. Would like to see more genuine engagement, with lower buy-in cost
- Somehow, motivate sharing of personal experience or one’s own ideas, intrinsic motivation about the ideas and their connections and consequences on everyday life
- Even though the desire for open, incomplete, on-the-way sharing has been explicitly emphasized, something about the current structuring is not motivating this/communicating this message

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<tr>
<th>What's Seemingly Working Well</th>
<th>What's Seemingly Not Working Well</th>
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<tbody>
<tr>
<td>1. Social Barometer</td>
<td>1. Very abstract/systematizing frameworks right away</td>
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<td>2. Hot button/ relevant, close-to-home topics</td>
<td>2. Very open-ended questions, lots of options, dealing with too many ideas at once</td>
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<td>3. Talking in slightly smaller groups</td>
<td>3. Relationships within the group: still little name use, micro-interactions, and genuine community</td>
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<td>4. Focusing on a key idea focal point, and building and integrating from there - keep it simple, concrete, and straightforward</td>
<td>4. Little content knowledge and intrinsic interest, seemingly little knowledge of application articles</td>
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<td>5. When the students have energy, they are more engaged and more willing to share</td>
<td>5. Students are not taking ownership of the discussion, LA is seen as another teacher, an authority on the content - students talk at LA</td>
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<td>6. A few students are doing most of the talking, lacking balanced participation</td>
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**Ideas to Implement**

1. Turn and talk right at the beginning of our discussion
2. “What did you think about “x” in this application article?” - specific in orientation, yet open-ended for sharing
3. Bring back activities - They may not be immediately exciting or liked, but I think the goal is worthy and needed. My best day was with our most successful activity.
4. Cease reworking students' thoughts - let them stand by themselves, only clarify when necessary

During activities:
1. Start small, and build into larger groups. Start with a partner, then 4, then 6, then our full group. Maybe integrate with student-generated questions?
2. Work by yourself, or one or two other people to construct an argument and present it to the group about a question. Then switch to the social barometer and discuss.
3. Have students respond to an idea/question via the social barometer (binary), they have them compose arguments for the opposing side that they think.

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<th>Going Well</th>
<th>Acceptable</th>
<th>Poorly/Needs improvement</th>
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<tr>
<td>- Introduce students to the discipline of philosophy, demonstrate its instrumental and final value, and communicate how philosophy emerges from and impacts everyday life.</td>
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<td>- Empower students to identify their current views of the world and critically evaluate the merit and consistency of these views.</td>
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<td>- Guide students to refine their critical thinking, writing, and discussion abilities.</td>
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<td>- Engage with life's big questions via philosophy, including the nature of truth, the nature of reality, the existence of God, the relationship of faith and reason, human nature, human flourishing, and evil.</td>
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<td>- Invite students to practice philosophy in community, thereby discovering the capacity of both philosophy and the intellectual life at large to serve as a foundation for community.</td>
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<td>Cultivate intellectual humility and courage, thereby fostering intellectual resilience.</td>
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Rose Amatucci

For you, what were the best and worst aspects of the dialogues this semester?

The best aspect of the dialogues was that we got to dive deeper into each of the great ideas as we learned about them in class. We got to read articles about these ideas and ask questions based on these articles. Then we got to explore these questions to come to a better understanding of each topic. The discussions allowed us to practice philosophy as we came up with arguments to support what we believed and counterarguments to oppose either our own or another person's beliefs.

The worst aspect of the dialogues for me was that I was always wishing that we could have gone deeper into the topic than time would allow us to do. Most every week I was never ready for the dialogue to end at the end of class because I wanted to come to an even deeper understanding than we had been able to come to in the class period.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

The dialogues helped me to better see how philosophers go back and forth with each other debating a topic. A person puts forward their belief, but then another person proposes an argument that seems to counter this belief. The first person must then either refute the counterargument or change their original statement to include this objection. We had this kind of discussion occur especially when we were discussing the relationship between humans and animals. Every time someone tried to put forward an argument for one view, someone else would propose something that seemed to counter that argument. This would cause us to then have to either refute the counterargument or change the original statement.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

Yes, I am better able to express and support my views now than I was before, because I understand better how to articulate what I think and form arguments to support my beliefs. The dialogues played a large part in helping me to improve these skills. They gave me practice applying the argument skills we learned in the lecture by formulating arguments to defend my beliefs about different topics. We also had debates where I had to support an assigned side which was not necessarily my own. While I did struggle with this, I think that my skill at doing this did improve, and that with this improvement I also became better at seeing multiple sides of an issue, no matter which side I am supporting.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?
The dialogues helped me to feel closer with the other students in my dialogue group. We did not all become extremely close friends, but we did form a community with one another. I know the people who were in my dialogue group, including my LA, far better than I know the students who were in the other dialogue group.

From the start my relationship with the students in this class versus in my other classes was different because some of my friends from outside of class were in this class and were in my dialogue group. However, I think that having the dialogues and getting to discuss philosophy together also helped me to feel closer with the students in this class than I do with the students in my other classes.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

The advantages of including dialogues are that you can dive deeper into each concept that you are learning and you can look at how the concepts are applicable to our lives today. With philosophy, having dialogues also allows you to practice forming arguments and thinking critically about what you believe about the great ideas. This will help you retain better the things you learned in class and will also make you a better thinker out in the world, no matter what career you pursue. Finally, dialogues help you build community with those in your dialogue group.

The disadvantage of having dialogues is that you have fewer lectures in which to cover the material found in the philosophical texts. This means that the lectures must stick very closely to the schedule of what is to be covered in each class so that all of the material needed to understand what is being discussed in the dialogue is covered before the dialogue.

I think that the advantages greatly outweigh the disadvantages. Being able to engage in difficult discussions with confidence because one is trained in philosophy is something that will be very helpful for life. I do not think that this confidence and ability would come about as easily if the class did not have discussions. Therefore, I think that it is definitely worth it to have to be more efficient with the lectures so that there is space for dialogues.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I really enjoyed the application articles. They helped me to see at a very understandable level how the philosophical concepts about which we were learning are viewed by people today. I had a lot of fun reading them, finding questions to ask about them, and trying to decide whether I believed what the different authors were saying. I think that the application articles were very helpful for fostering dialogue with my peers. Particularly once we started bringing our questions which were based on the articles to class, the articles really helped to lead into discussions where we could explore both the philosophical concepts themselves and how these concepts might affect our lives today.
I cannot think of any changes that I would make to the application articles.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I found small groups, whole groups, or the hot seat the most effective ways to have discussion. With small groups or with the whole group you have enough people thinking about the topic that you can have a very good and enriching discussion because even if one person cannot think of anything to say, another person will be able to do so. Working in pairs was more difficult because if neither one of us could think of something to say, then the discussion was simply stuck. The hot seat method was also very helpful because it allowed us to take more time to dive deeply into one point.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

The dialogues, and Search for Truth in general, have helped to be able to think more critically and logically and be able to see all sides of a problem. For example, when I am talking with my friends, I feel like I now think more logically when they share problems with me and can more easily see both their perspective on the problem and what I think would be the perspective of another person who might be involved in the problem.

I have not done a lot of writing this semester, so I do not know yet whether the dialogues have influenced my writing. I am guessing that even if they themselves have not influenced it, my knowledge of arguments probably has.

All of the material we have read both for lecture days and for dialogues has shaped how I think about the Great Ideas. For most of these ideas, what I believed before was what we came to see as true in this class, but I did not know how to articulate my beliefs in a way that would convince others. Now I feel like I can articulate in a convincing way my beliefs about God, truth, suffering, justice, and many other concepts.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I think that the dialogues improved both my intellectual courage and my intellectual humility. Regarding my courage, I am now more confident in sharing my ideas because I realize that other people disagreeing with me is okay. I also understand and can articulate better what I believe about these difficult topics than I could before, and this gives me more confidence in sharing my
ideas. In regards to humility, I have become more open to people disagreeing with me. When we started, I was not very happy if someone came up with a counterargument to my argument, because I did not want to be proved wrong. Now I realize that it is okay if a counterargument sometimes undermines my argument because that is how we grow in understanding. One dialogue where I definitely think that I grew in my ability to say that my views might be incorrect was the one where we talked about whether animals go to Heaven. I have always believed that they do, but more for the personal reason of enjoying being with animals than for philosophical reasons. In our discussion, I started to realize that maybe I am missing part of how we are happy in Heaven, and that if I understood this, I might see that I should change my beliefs.

What are one or two specific improvements that you might recommend for the dialogues?

One recommendation I would make is that students should bring questions based on the articles to class from the very beginning. These questions were very helpful for the discussion and coming up with them also helped me to engage more in the reading.

Another recommendation is that I do not think the dialogue reflection needs to include a question about improvements for the LA for the entire semester. I think that this question was good in the beginning, when the discussion groups were getting started, but later on I found it very hard to think of things to say to answer this question.
Julia Anderson

For you, what were the best and worst aspects of the dialogues this semester?

I think the best aspect was the small groups we had. It made me, an extreme introvert, feel comfortable to share my thoughts where I wouldn't have it was the whole class. I also liked that we did it with the L.A's. It felt more relatable to do it with another student. I think the opening activities we started with were the worst part.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

It taught me how to work my ways of thinking about a difficult or complex topic. When we began the semester, my mind would shut down after complex questions, but I feel like the dialogue has shown me how to work through that hard spot.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I am able to express and support by views better now because I am able to shape my thinking towards getting at an answer better than before. The dialogues helped to make me more comfortable with sharing my view in front of others as well as being comfortable with the idea of conflict and being wrong.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

I think that the dialogue has helped me to bond with the students in my dialogue group more than the other students. We all shared in vulnerability, so it helped us to open up to each other. I think that I would talk to more variety of students in my dialogue group than I would in other classes.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I think one of the advantages is becoming more comfortable with speaking in classes. It also helps you to get to know more classmates. I think if we did dialogue in a class like anatomy it would just take away from time to learn our material. I think the only other class this would work in that I am taking would be composition. I think for a class like philosophy the dialogue definitely is an advantage.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think
about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I liked the application articles because I could understand them by myself without needing explanation in class. I think the helped make good conversations and questions.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I liked doing the small group and then bringing back to the big group. I also liked hot seat but i think that is definitely something to save till the end. The whole group setting was also good for the beginning of discussions too.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I don't think they have really influenced much, but it made me a little more comfortable to discuss controversial topics with others.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I think they have impacted both because at times my thoughts would be very much so wrong and I did not feel embarrassed about it. It has shown that it is okay to be wrong sometimes.

What are one or two specific improvements that you might recommend for the dialogues?

I think maybe switching group members halfway through the semester might be beneficial for being more open and getting to see new views. I also think that switching the dialogue leaders halfway would be helpful too if you don't switch the whole group. I think seeing an actual philosophical discussion would be helpful as well.
Labime Bitara

For you, what were the best and worst aspects of the dialogues this semester?

In the dialogue this semester on my side there was not the worst part but the good part and the
good part to me was lessening everybody sharing their ideas, talking in a small group and then
sharing what we did discuss in small group to the entire group.

What, if anything, did the dialogues teach you about how philosophical conversation
works? Please give specific examples, if possible.

The dialogue did teach me that people will think according to their culture, and it is not wrong and
right, culture does influence people's thoughts, an example being a father to someone is not only
biological, raising kids is very hard than making one, if a kids call his stepfather dad some people
does take it twisted, but my culture also is right everyone the same age to your father or who have
the kid of your age is consider your father, and everyone the same age to your sister or brother
considers a sister. we had argued about this in philosophical conversation head different views of
something which is right.

Think about yourself at the beginning of the semester and at the end. Are you better able to
express and support your views now than before? Why or why not? How did the dialogues
impact your ability to express and discuss your views with others?

At the beginning of the semester and at the end. I am better able to express and support my views
better than before because I am used to talking in groups and the dialogues impact my ability to
express and discuss my views with others because it does encourage me to talk and I got some
experiences and theories from peers.

How did the dialogues impact your relationships with other students in the class? For
example, how would you compare your relationship with students in your dialogue group
vs. students in the other dialogue group? Alternatively, how does your relationship with
students in this class compare to your relationship to students in your other classes?

Outside of dialogue, there is no relationships relationship, it is only inside the classroom while
discussing a topic, I can say dialogue did help me to talk to some students who I shouldn't talk to
before, compared to some classes I can finish all semester without talking with any student, I think
philosophy class did help in socialisation.

It is likely that most of your other courses have not involved dialogues like this
course. What would you say are the advantages and disadvantages of including dialogues
within a college course like this one? Do you think the advantages outweigh the
disadvantages? Why or why not?
As I did mention above this class did help students in interaction even if is in the classroom only at least we knew each other names and even if we can not greet each other outside there but at least we know each other faces and this is a very big advantage to me.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

both philosophical readings for lecture days and "application articles" for dialogue days. I find the application articles very helpful and the philosophical material did help to prepare the dialogue and foster good dialogues among peers there is no change needed your class is well designed.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

The dialogue had an impact on my habits honestly not on thinking but on the diverse behaviour of some students against my opinion have always brought my personal example in dialogue but some students will take it badly one typical example we were been talking about happiness I say being happy is a personal choice, you have to chose to be happy or being sad. I give an example have grown up in a poor country there sometimes we will spend a day hungry no food but we will not complain we will still go play with friends and be happy. someone did a bring a bad attitude that I did not like but just chill and relax.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

Dialogue has had an impact on my intellectual courage and humility as I did say above just learned to accept people's attitudes that is humility, it was not all group but it was only one person which was always negative against my thought but I had the courage to tolerate and talk tomorrow, and I did saw the kindness of other students toward me there were tolerant on my English barrier.

What are one or two specific improvements that you might recommend for the dialogues?

Respect for people's points of view or Idears. And challenges the idea which you disagree with respectfully.
Savanah Brintnell

For you, what were the best and worst aspects of the dialogues this semester?

The best aspects of the dialogues this semester was discussing with classmates and learning more about the readings through discussion. For me, there wasn't a worst aspect of the dialogues this semester.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

The dialogue's helped teach me about philosophical conversation by helping me think deeper about the readings and questions. I learned more by listening and sharing ideas with other people.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I am better able to express and support my views now than before because I practiced doing it during the discussions. I am better able to explain my views and why I think something, and comparing mine with others.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

The dialouges' helped me get to know the students more than if we would have just done lecture. I got to know the people in my dialogue group a lot more than the students that were not in my group. In comparison with my relationship to students in my other classes, I definitely got to know the students in my dialogue group the most.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I think the advantages of having dialogue outweigh the disadvantages. I had a better relationship with the students in my group and talking about the information with students improved my knowledge and memory of it.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?
The application articles for dialogue days helped me think better about philosophical material and did foster good dialogues among my peers. I wouldn't recommend any changes to the application articles.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I think small groups in the discussion were the most helpful. Talking in small groups gives more of an opportunity for everyone to discuss their ideas. I thought they were the most effective in our discussions.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

The dialogues have made me seek out more meaningful conversations like the ones we had in discussion. Learning about the argument forms also has influenced the way I present my ideas in writing. For example, in the apology, we connected our arguments with our thesis. It has influenced by beliefs about the great ideas. I learned much more about truth, beauty, and goodness in class than I had known before.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

The dialogues have had an impact on my intellectual humility and courage. I needed the courage to say what I thought sometimes in the discussion and be prepared to be humbled if my view was incorrect.

What are one or two specific improvements that you might recommend for the dialogues?

I would recommend doing the questions on the board that the students write and then vote on. Then, we spend time answering the questions together. I enjoyed this part of our discussions. I would also recommend that we set an amount of time to spend on each article so that we are able to get through all of the material before the end of class.
Grace Dahl

For you, what were the best and worst aspects of the dialogues this semester?

The best aspects of dialogue were the ability to be able to discuss, argue, and collaborate over what we learned in lecture.

The worst aspects of dialogue was when not everyone participated by either not talking or not reading.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

I think it taught me that while you can still gain a lot from a lecture or a reading, you can learn way more and understand way more when you discuss and argue it. It is very beneficial to hear other peoples perspectives as well.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I would say yes, I am able to express and support my views better now than before. One reason for this is because I am way more informed than before due to the readings. Another reason is because when you express your idea out loud it gives the opportunity for your classmates to find flaws in your thinking. The dialogues overall positively impacted my ability to express and discuss my views with others.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

I would say I am much closer with the people in my dialogue group compared to the other one. I would also say I talk with more of the students in this class compared to my other classes.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I would say the advantages are being able to put the information you learn in lecture into real life skills. The disadvantages are less lecture time. I think the advantages outweigh the disadvantages 100% because the dialogues taught a lot too.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think
about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I liked the application articles because they helped me understand the philosophical readings and they were easier to discuss in dialogue.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I found the small groups/pairs were most helpful. But, it was also helpful to go from the pairs to the large group.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I think the dialogues have impacted my thought processes when thinking about the Great Ideas. It has also the way I communicate or advocate an opinion of mine with friends and family.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I think in some ways the dialogues forced both intellectual courage and humility in a good way. Because they were forced per say, I was able to grow in those.

What are one or two specific improvements that you might recommend for the dialogues?

One improvement would be to make sure there is no more students than there was in our groups. If the class was bigger, it would need three dialogue groups.
Lillian Effertz

For you, what were the best and worst aspects of the dialogues this semester?

-I did not realize this was due before class. I thought it was going to be a reflection after today's dialogue. I apologize.-

The worst aspect of dialogues is the awkward silence where no one says anything and avoids all eye-contact. I liked when we got more comfortable and really started sharing our views and opinions.

The best aspect for me has been being able to listen to other people's perspectives in life. I learned a lot just from stories and experiences people would share, and it helped me realize not everything is a yes or no answer.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

The dialogues taught me that there is not always going to be an 100% correct answer, and most of the time, there isn't one. There were several times in class were we ended up not coming to an agreed answer. That didn't mean we weren't trying hard enough or that we weren't good enough at philosophy. It just meant we realized philosophy isn't going to give you the "right" answer. Philosophical conversation is a way of trying to discover truth through rational dialogue with others.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I am better at expressing how my past experiences have led me to the views and opinions I have. Because we shared so much of ourselves and asked deep questions, I was able to become better at reflecting on my life to come to know truths. The dialogues also helped me become a better listener and allowed me to discuss better with other people. I was able to listen to other people's views and experiences, and that helped me grow in my discussion abilities.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

I had a deeper connection with those in my dialogue because we were able to share parts of ourself while in discussion. The more we talked about these big questions, the more I got to know them and the life they had. I was able to understand them, more than just knowing what answers they gave. This class overall has been one that has allowed me to form connections with classmates through discussion of philosophical and deep subjects.
It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

The advantages of these dialogues is that you are able to grow more as a person, and not just be a student getting the right answers. They make you think and converse with people in rational and structured way. This is more than just the class. It has helped me learn how to have meaningful conversations with people, even if I do not agree with them. A disadvantage is that not everyone wants to be in this class, as it is required. So, sometimes the dialogues aren't always fulfilling if everyone isn't putting in their own 2 cents.

The advantages definitely outweigh the disadvantages.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I really enjoyed the application articles. It was like we were able to apply what we learned in class and with the philosophical readings, and then put it into action with the application articles. They allowed us to have meaningful conversation about topics we knew and maybe identified closely with. More conversation flowed with these pieces, because we knew what we were talking about and could bring in our own experiences. I thoroughly liked all the articles we had in class.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I liked when we asked a question and then first split into smaller groups of 2 or 3. This allowed us to be more open in answering and discussing the question. Then we would talk in bigger groups or choose a side of the room that represented our answer. I really liked the choosing the part of the room where our answer was, because it made everyone actively think and provided a visual representation of what people were thinking.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

The dialogues have helped me have more honest and meaningful discussions with my friends, especially my roommate. I am able to apply what philosophical knowledge I have gained to everyday conversations. These dialogues have influenced many of my beliefs on the Great Ideas, most
specifically the topic of evil. This has led me to have lengthy conversations with some of my closest friends on the topic of evil in our world and why God allows it.

**Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect.** Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I feel as if my intellectual courage was pretty strong, but my intellectual humility has become way stronger because of the dialogues. Listening to why others believe what they believe has opened the door of not everything being a yes or no answer. I have realized that while something may seem a certain way to me, other people's cultures, way of growing up, or life experiences could mean they see a question or situation in a totally different way. Most specifically, Labeime has opened my eyes with the stories he has shared in class.

**What are one or two specific improvements that you might recommend for the dialogues?**

I would recommend starting off the dialogues with everyone bringing a question or at least everyone having to share. That way it ensures involvement from all parties. After the first few dialogues, you could then be more lenient and let the conversation start more naturally.
Mary Freas

For you, what were the best and worst aspects of the dialogues this semester?

For me the best dialogues of this semester were about faith and beauty. I really liked talking with my peers about what makes something beautiful and if that beauty is objective. I also really liked talking about faith and how its related to reason and whether religious faith is higher than scientific faith.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

I think what the dialogues most helped me to understand was to be clear and concise as well as that it is okay to change your belief half way through the conversation after more evidence is brought to light on another side.

With being clear and concise I noticed it was really important to do that as there was a time when everyone in our group for the most part agreed on something however with the way we each interpreted the question made us stand on different sides of the room representing different answers.

With switching halfway through a discussion where you say you stand on a certain topic it was helpful to have us stand on different sides of the room representing our opinions so that it was when someone had a different thought and were then able to share what changed your mind on it.
Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I would say that I am slightly able to better express and support my views now than from before. I would say slightly improved because I have defiantly gotten better thanks to more practice supporting my view point and reasoning but only slightly because I have already had multiple classes in high school about most of these topics with apologetics and a logic class. It is always helpful to discuss a topic more especially with new people who have different perspectives.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

The dialogues helped me to get to know my classmates better. When we would all sit in a circle and answer the question of the day it helped to learn the people in my groups names much better than in the typical classroom setting as well as get to known what they are like and what they believe. I would defiantly say for the most part I know the people in my dialogue group better than the people outside of it. In my other classes I wouldn’t say that I know many of them very well but rather that I know the few people I sit next to and that is it.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I would say that advantages of a dialogue are that you get to practice what we are learning in class which leads to a deeper understanding of the material. The disadvantages are that by having dialogues we loose those class days with the teacher learning new material. I do think the advantages outweigh the disadvantages as it is extremely important that we understand how to put the material we are learning into practice.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I found the application articles very helpful. The philosophical reading is often hard to swallow so the application articles really helped to explain the material more. The articles also helped everyone come up with questions for the dialogue that helped with the learning of each topic.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?
I found all the different group numbers helpful but the best one was when we all went into different corners of the room to express our thought process. It really helped to see that everyone was thinking about the topic as even the quiet people had to choose a corner as well as we then defended and argued our position.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I'm not entirely sure. I do have a fair bit of philosophy background from high school and I would often go to my teachers during lunch or after school just to talk about what was learned in class so I'm unsure if this class made me think more like that. I also am friends with people who also enjoy this type of discussion so I'm unsure if me taking this class effected the discussions we have.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I would definitely say the dialogues had an impact on my intellectual humility. When talking with other people you have to accept that your position could be faulty and other people will find and point out those flaws. You also have to be kind when pointing out other peoples flaws in their argument. But you also have to be brave enough to share your thoughts even if there is a fear that you may be wrong or misunderstanding.

What are one or two specific improvements that you might recommend for the dialogues?

In the future I think it is okay to not do any activity to start the day and get straight to the dialogue. A common problem for us was that we ran out of time to discuss what we wanted to discuss or at least didn't get to dig as deep as we wanted to.

I would also say that it would be helpful of the LA would ask those who are quiet or don't ever participate questions so that we can hear there perspective as well. Also making sure no one is on there phone during the discussions.
Aleix Garbajosa

For you, what were the best and worst aspects of the dialogues this semester?

The best, is that you refresh all the ideas, that you do in class that week and help it to you to performance too the main to write your things in the paper

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

For me personally the dialogues, don't show me anything.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

Yes, i think that I'm better to able express and support my views, beacuse I talk to other people and have conversations and discuss different points of view and that helps so much to support my views now that when I start the first week class

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

Sincerely, I don't make any friend in that class, and I think that in my case, no in all the cases, the dialogues helping so much to discuss the ideas, and the point that we just made it in class, but no for make a relationship with the other students in class

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

yes I find the application articles, and yes obviously helps to me to think about the philosophical material.

Yes it helps to me the foster good dialogues among your peers.
The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I find most helpful the whole groups discussion, because we can put all the ideas together and we can talk all the class and have a better discussion with more ideas and different views.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

Personally any dialogue that we have in class don’t impact in any habits or acting outside of class.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one’s views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

Don’t have any impact in my intellectual courage and humility, because I like so much my idea to think, and the dialogues helps to me so much in other things but not this one.

What are one or two specific improvements that you might recommend for the dialogues?

Do less

And do it with all the group in the class and more dynamic.
Payton Gerving

For you, what were the best and worst aspects of the dialogues this semester?

I liked that the LAs led the discussions

My least favorite was some of the discussion topics because they were hard to relate to life which made them not as interesting.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

It taught me how to think deeply, as well as being able to understand the other side of the argument

An example of this was when we talked about beauty because the class was split on our opinions, and it was good to learn how to hear the other side of the argument and understand why they believe what they do

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I am definitely better at forming my argument and being able to explain what I am thinking

The dialogues helped me do this by just being able to practice it

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

It made me closer to people and more comfortable because we talked about a lot of tough topics together which made us closer really fast

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

Most classes do have dialogues that are so in-depth, and the biggest difference is the topic of discussion

The advantage of this type of discussion is that it allows everyone to speak their opinions and allows for good discussion
This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

The application articles allowed for a better discussion, for the most part, I think they were easier to understand and talk about as a big group

Some of the philosophical articles were hard to discuss because they weren't as relevant to our lives and weren't as easy to understand

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I liked smaller group discussions because I felt more comfortable giving my opinion in front of fewer people and it was easier to have more in-depth discussion with fewer people and less opinions

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I think they have made me more conscious of what others say and of other people's opinions, and have helped me be better in other classes

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I don't think my courage has gotten any better, but my humility has gotten better

What are one or two specific improvements that you might recommend for the dialogues?

I think the topics of discussion can be looked at and have stuff that is more relevant to everyone
Kalem Haney

For you, what were the best and worst aspects of the dialogues this semester?

My best trait was probably my ability to add to the conversations. I felt i did a very good job talking when I was called upon or when I felt comfortable speaking on the topic. My worst aspect was I didn't talk much on topics that I did not feel comfortable with.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

For me i would say just to hear other classmates/group mates ideas on the topic and how they understand the readings compared to me.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I would say yes, I feel more comfortable talking about my personal ideas now compared to the start of the semester.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

The dialogues definitely helped me gain a relationship with my other classmates. I feel like I was more connected with them and could talk with them outside of the classroom. I never really got that time with the other dialogue group so i never could get a relationship with them.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I really enjoyed the dialogue, especially when it was on Wednesday. I felt that it split up my week nicely. I really enjoyed the dialogue and felt that it was good to have in a college class.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I felt that some of the application articles were not very applicable to philosophy. I felt that they were not related at all. I did enjoy the other readings though.
The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I found the small groups the best because I felt that it helped with talking and expressing how I felt.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I would not say I noticed anything in my habits or thinking.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I would say they have slightly because I feel more courageous talking in front of a smaller group of people now. I was in a different class getting ready for a test and I ask a group around me if they would want to get together and study.

What are one or two specific improvements that you might recommend for the dialogues?

I think switching up the groups every other week or so. I think this would help students build relationships with the other students.
Kamryn Hoecherl

For you, what were the best and worst aspects of the dialogues this semester?

Best: How much they helped us get a grasp on the topics we were learning about in class.

Worst: When we got going on a discussion and it was going really well and then suddenly there was nothing else to say.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

Philosophical conversation requires a logical thinking and communicating as well as being open to other people's insights and when you disagree, to disagree in a reasonable and humble way.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I'm definitely much better at expressing my views because this opened up the opportunity to express my thoughts but then also need to back them up with logical reasoning. They also made me much more tolerant and open to opposing views.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

The dialogues brought us together because we all expressed our views together and worked through tough philosophical questions together. I feel more of a connection to my peers who were in my dialogue group than those who were not. I also feel more connected to the people who are simply in our class rather than people in other classes.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

The advantages are that they get the students more involved in the subject matter and help them gain a better grasp of it.

The disadvantages would be that they could get the students off track.

The advantages outweigh the disadvantages because getting the students more involved will help the subject matter to stick in their brain longer whereas if they are off track, it just takes some rerouting to get back on track.
This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I liked the application articles because it brought the philosophical readings down to our level and made the deep work more attainable. This helped facilitate better conversations because we had a better understanding.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

Whole groups and social barometer were my favorites because we got to see everyone's views on the question. However, having us break up into smaller groups and pairs ensured that everyone had a chance to share something about the topic which added to the group discussion as a whole.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

The dialogues have helped contributed to the way I think about the world as it has forced me to come up with logical reasons for why I believe the things that I believe. This has translated into my conversations and writing as it has helped me close up logical holes in my thinking. Through dialogues my perspective on certain Great Ideas also shifted as other people presented more logical arguments than I had.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

Just tonight I had to practice intellectual humility with friend, and this wouldn't have been as easy if I had not had the practice within the dialogues. The dialogues have also made it easier for me to stick to my perspective when the other arguments seem insufficient. This last dialogue Labeem and I disagreed about an aspect of flourishing and we both respectfully disagreed which I think showed both intellectual courage and humility on our parts.

What are one or two specific improvements that you might recommend for the dialogues?

I think starting off in pairs or small groups and then moving to whole group discussions is good because we can still hear everyone's thoughts, but we also were able to refine our arguments in a smaller setting first.
Mary Huber

For you, what were the best and worst aspects of the dialogues this semester?

The best aspects were getting to know my group members better and just hearing their opinions. The worst aspect when the conversation when dead.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

It taught me to really think about others opinions and where they came from. It taught me that you have to defend the other side sometimes so you can really help your argument.
Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

Yes, I think that I am able to express my views better. At the beginning, I was more hesitant to say what I was thinking because I thought they would think I was not smart, but in the end I said whatever I thought and it didn't matter if they thought I was weird. It really helped me not care about what others think if my opinion and it helped me not judge others opinions.
How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

I think that it really did impact my relationships. I don't talk to people in the other group, but I have made friends outside of class with the people in my group. This is different because I haven't really made any other friends from classes.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I think that the advantages outweigh the disadvantages. I think that the biggest advantage is actually applying what we learn to real life. We could spend all the time in the world learning about philosophy but never learn how to use it. I don't think there are disadvantages to it.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I really did like the articles. I think that they helped us see philosophy in a more realistic view. I think they helped grow the dialogues.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

The whole group discussion was my favorite, but the small groups helped refine our ideas more.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I think that they have influenced how I listen to others outside of class. I think I can listen and understand their reasoning and where they are coming from better now.
Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I think that they did. My views did change on a few occasions after we had discussed it. It also helped me have the courage to share my idea no matter what others think of me.

What are one or two specific improvements that you might recommend for the dialogues?

I think that you should bring back the games. I think that they helped break the ice so it was not so awkward. I also think the maybe the TA could also put some question on the board or help refine or tune our questions to make them better.
Cecilia Joyce

For you, what were the best and worst aspects of the dialogues this semester?

The best aspects of the dialogues this semester for me are:

* the ability to ask classmates that I didn't really know what their opinion is on a certain topic

* the ability to give my opinion on a certain topic

The worst aspects of the dialogues this semester for me are:

* not being able to talk to the other dialogue group about a certain topic

* keeping what our group had said to myself, instead of being able to communicate with the other dialogue group about what was said.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

What the dialogues taught me about how philosophical conversations work:

* That there are many different modes of reasoning

* mathematical reasoning

* experimental reasoning

* philosophical reasoning

* moral reasoning

* historical reasoning

* reasoning about social and political matters

* reasoning about human relationships

* theological reasoning

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?
I am better able to express and support my view now than before because I have come to realize that I can support those who don't have the same view as me even though I am more focused on my own views.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I think that the advantages outweigh the disadvantages because the dialogues are a way to get to know each other and to build a kind of friendship.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

What are one or two specific improvements that you might recommend for the dialogues?
Autumn Kotrba

For you, what were the best and worst aspects of the dialogues this semester?

the best part of the dialogues was just talking with people about concepts. I loved just getting to dive deeper into conversation without the pressure of the lesson on it.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

It helped me see and strengthen my arguments against the counter arguments.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I very much am able to express and defend my ideas more than I was at the beginning of the semester. I think discussing complex topics on a regular basis helped a lot with that and my confidence in it. The dialogues also allowed me to better intertwine my ideas with the ideas of others.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

I don't really know. I'm only friends with a few people from the class outside the classroom. We continued the conversation some when we left, but mainly left each other to ourselves to think about it on our own for a while.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I think the advantages would include uninterrupted discussion that can go in almost any direction. That can also be a disadvantage when there is less structure than a typical lecture.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I really liked the application articles a lot more than the philosophical readings. They made things make more sense overall. The philosophical articles made me a bit confused and the applications put them in perspective, slightly. I think they fostered better conversation than the philosophical
readings would have. I wouldn't change the applications, but the other ones I feel need to be simplified as I was very much confused after reading most of them.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I really liked full group (small group) discussions and when we split the group in half. That helped me the most with conversation I think. I was just able to listen to people and talk if I wanted to.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I think they have impacted my thinking outside of class. I question and think about things a lot more and I honestly confuse myself a lot more now. But in a good way.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I think the dialogues have increased both my intellectual courage and humility. I think over the semester I have gotten much better at expressing my views on certain issues and questions while also being better at accepting the views of others at the same time. I think it was a gradual thing that took place over the semester and I can pinpoint a specific point.

What are one or two specific improvements that you might recommend for the dialogues?

One improvement I might make to the dialogues is letting the people in each small group get to know each other a slight bit more before diving into deep philosophical topics with them. I feel like if we have a deeper knowledge of everyone in the room and their experiences in life we may feel more comfortable with having deep conversations as a large group. Maybe spend the first few weeks (1-2) discussing slightly shallower topics to get to know each other and learn how to form good arguments.
Macie Lemar

For you, what were the best and worst aspects of the dialogues this semester?

I really liked the articles we read for dialogue because they weren't articles I would pick out to read for myself. I can't think of any bad aspects of dialogue.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

It taught me how much you have to think and how hard it is to have philosophical discussions especially when we were talking about the topics of truth and beauty. I think the dialogue on moral relativism taught me a lot because it made me realize how everyone thinks differently, and how people view things completely different.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I think I am able to express my views better than I was able to at the beginning of the semester. I think the dialogues made me better at listening to other people's views and listening to what other people are saying helped me create my own views.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

I did not know anyone from my dialogue group when we first started. I still do not really know them but I know their views on certain things, which is more than I know about people in my other classes.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I think dialogues are important in a philosophy class; this is the first class I have taken that has incorporated dialogues into their weekly schedule. I think an advantage of adding dialogues to this course is allowing the students to sort of think about the great ideas with their classmates.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?
I really liked the application articles and they did help me understand the philosophical readings a little better. I also think that the application articles helped us have good conversations in dialogue.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I don't really like talking in big groups, especially with people I am not as familiar with so I really liked when we would discuss the questions in small groups and then switch small groups. I think small groups worked really well because then you are more comfortable sharing what you think.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

They have not impacted my life outside of class quite yet, but I am not going to say they never will.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I think it has strengthened my intellectual humility, especially with the tough topics we talked about. I would say my intellectual courage has gotten a little bit better within small groups but I am still very hesitant to share what I think in large groups.

What are one or two specific improvements that you might recommend for the dialogues?

I don't think any improvements could be made to dialogues, I really liked how Isaac would give us questions to talk about for dialogue.
Justin May

For you, what were the best and worst aspects of the dialogues this semester?

I would say that the best aspect of the dialogue was being able to have important conversations with my fellow classmates. Having the time to discuss the Great Ideas was great as I feel like people need to sit down and have a discussion about these ideas to better understand themselves and the world around them. The worst aspect of the dialogues would be some of the games we played prior to the discussion. I believe that these took away from the overall discussion time and didn't have much benefit.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

The dialogues taught me a lot about how philosophical conversation works. As we talked about in class, the Socratic Elenchus is a fundamental part of discussions. We applied this in our discussions by coming up with a topic to talk about and then attempting to get at the heart of the question with more questions. For example, our discussion of the Wall Street article led to further questions such as whether or not money could solve the world's problems.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I would say that I am better able to express and support my views now compared to the beginning of the semester. Learning the argument forms helped a lot as it allowed me to learn a much more logical way to organize my thoughts. The dialogues impacted my ability to express and discuss my views in that I had to be mindful of the others in my group and I we were able to bounce ideas off of each other to sort of refine our arguments.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

I would say that the dialogues brought the students in my group closer together. For example, I think I know everyone in my group’s name whereas I do not know the names of many of the people in the other discussion group. In terms of my relationship with students in this class compared to students in my other classes, I already had a mutual friend in this class. In some of my other classes, I am without a mutual friend which makes me less close with other people.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?
The advantages of having dialogues within a college course like this one far outweigh the disadvantages. Although one has to manage setting aside time from regular class or instruction, the discussion allows for more hands-on learning. By involving the students in the topics being discussed, I feel like we can relate more to the topics at hand and thus learn more. Another advantage to the dialogues was that we got to learn from each other. Each person brought their own personal experiences to the table and we all could see a new perspective that we perhaps haven't thought of before.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I enjoyed some of the application articles, but I felt like others were too long. I'm not a very scientifically-minded person so the article discussing the fine-tuning theory of the universe and God's existence went a bit over my head. Overall though I felt like the application articles did encourage us to think about the overarching philosophical material and apply it to the real world. The articles often raised a lot of really important questions which positively contributed to our dialogues.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I found the hot seat and small groups to be the most helpful. I liked the hot seat because it challenged us to think about complex issues and formulate arguments. I also liked small group discussion as it felt less intimidating than discussing with the whole group, and it allowed us to refine our ideas before we reconvened with the whole group.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I would say that the dialogues and this class have made my writing sharper and showed me how philosophy can relate to other fields of study. For example, I found myself reminded of what we had discussed regarding friendship in class as my Interpersonal Communication class discussed things such as friendships based on getting things from people, or friendships of utility. In terms of my writing, I find that my writing is sharper than ever and that I write in a more academic voice now compared to a conversational voice.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?
I think that the dialogues did have impact on my intellectual courage and humility. Particularly, discussing articles such as the atheist one denying God's existence was interesting. I was not going to back down from my beliefs, yet I had to rationalize my beliefs in a way that I had never done before which proved challenging.

What are one or two specific improvements that you might recommend for the dialogues?

One improvement might be writing group norms on the board before each discussion so as to remind the group what is expected of them. This would help us out as I feel like I forgot what our group norms were halfway through the semester. Another improvement I would make would be to allow for the maximum amount of discussion time by almost devising a schedule to keep us on pace.
Shaye Mctavish

For you, what were the best and worst aspects of the dialogues this semester?

I find the best aspects of the dialogue were building relationships with other classmates and being able to learn something new every single time from different perspectives.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

That there is never one of the same answers someone is always gunna disagree or argue with you depending on point of views.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I feel I am able to express my self better becasue I am more comfortable with what I know about philosophy and I have a idea of how to express it.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

I would say I have a stronger relationship with other students for the reason that I have been able to understand what my group is thinking so I have a better idea of who they are.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

The advantages are that you get to express your self in a more safe and tight community the only disadvantage would be that you have to only for within your one dialogue I would say it works better if we switched among RA.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I found the articles to be great because it gave me a sense of something to thing about so it was easier for me to understand the material.
The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I loved the pair up group mates than change into a group setting because I find you were able to get everyone’s voice of opinion outta that.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I would say that haven’t had a impact outside of class but within class they have definitely changed my habits and such.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I would say that have becasue it had given me more confidence when I wanna speak up to do it with ease because of the friendliness and comfort that our groups have shared.

What are one or two specific improvements that you might recommend for the dialogues?

I would say one would be to switch up the groups a little but half way through in order for us to build this connection with everyone.
Kaelie Pegors

For you, what were the best and worst aspects of the dialogues this semester?

I think the best and worst aspects was having to talk to people in a meaningful way. I say it was the worst because it challenged me quite a bit. I can be a very outgoing and social person, but in situations like these I am not. However, I also say that it was the best because it did challenge me. Being challenged is a good thing, and it helped me be less shy in these situations.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

I think that the dialogues did teach me how philosophical conversation works. It began with thought from someone and then we built upon that to have conversation through arguments and agreements. Every week, we had a new topic we chose. An example is talking about if it is wrong to be selfish. We took that topic and discussed the different answers that it could be building off one another.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I think that I am able to better express and support my views now, because this kind of stuff takes practice just like anything else. Since we did every week, I got a lot of practice in. If it was only once a month, I do not think it would have been as beneficial. I am able to better express myself to others because I got a lot of practice with this as well.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

I definitely feel like I had more of a connection with the peers in my group compared to the peers of the other group. I do not even know everyone's name in my class, but I do in my group. With the discussions I have learned who the people in my group are and how they think. In my other classes, I have one friend who is every class with me. She is the only one I know basically in my other classes.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

For this type of class, I would say it is beneficial. If it was for like my anatomy class, I do not think discussion groups would be beneficial. The advantages include learning how to think like a philosopher, learning about philosophical articles, learning more about other's opinions, being able to express your opinion. Disadvantages could include time not spent with the professor/missing
lectures. I think the advantages outweigh the disadvantages because you are still learning in the dialogues even without the professor being there.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I think that the application articles applied very nicely with what we talked about in class. I think they set our groups up with good discussion options. I would not change anything to be honest.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I found that starting off talking to a partner one on one, then moving into a group of about 4, then moving into the whole group was the most beneficial way of discussing. Or just for sure starting off in a smaller group, then moving to the whole group. It helps to bounce ideas off of each other and makes us realize "oh, I did not think of that". It helps us form our true opinions.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I do not think that the dialogues have impacted how I talk to my friends. However, we do not talk much about deep topics. I think that it has influenced my writing, because I try to think more about what someone else would think in response to what I think. I do not think they have influenced my beliefs.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

Yes, I think the dialogues have helped me accept that I can be wrong. Specifically, when I bring up a point, but someone has a better counterpoint and I end up agreeing with them. I look at their view and mine and can accept if theirs makes more sense.

What are one or two specific improvements that you might recommend for the dialogues?

I enjoyed having a question before class to write on the board because that sparked discussion topics. I think that not doing any activities like the hot seat would help people not feel forced to talk.
Helena Skidd

For you, what were the best and worst aspects of the dialogues this semester?

The best part of the dialogues was the deeper discussions where everyone participated and there was some healthy contention. The worst part of the dialogue was when the question did not spark controversy and everyone was just agreeing with each other and talking in circles.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

I'm not sure that they taught me anything but they certainly reinforced how openness to differing arguments is important. I'm afraid I do not have any specific examples.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I am more comfortable sharing my views in that setting. I think this had a lot to do with practice. It makes me more confident in discussing my views.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

My relationship with the people in my dialogue group is certainly deeper given the subject matter that we discussed. Because the class is larger than most of my other classes I have deeper relationships with the students in my other classes. Even with the dialogues, I spend more time in discussions in most of my other classes.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

The advantages are practice with this type of conversation and for those who have never done anything like it, exposure to a more intellectual form of conversation. The disadvantages are how much class time it takes up. I do believe the advantages outweigh the disadvantages, at least for this class.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?
I enjoyed the application articles. I liked how they usually gave two sides to the argument so that it was easy enough to come up with a view and support it. They definitely helped with the dialogue.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I liked the small groups, whole groups, and hot seat. I was in the hot seat, which I was very nervous about, but it turned out to be very fun.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I was having these types of discussions with my friend and in parlor already so they were slightly less impactful because of that.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

They have definitely helped me a lot with intellectual courage. The hot seat was one experience that particularly stands out as helping me with this.

What are one or two specific improvements that you might recommend for the dialogues?

Specific discussion questions, at least for some of the dialogues, would be helpful.
Emily Storick

For you, what were the best and worst aspects of the dialogues this semester?

The best aspect of the dialogues was learning about topics by talking about them with others. I liked bringing a question to the dialogues as well as seeing everyone else's questions. I only wish we had time to talk about more than one!

Often I would feel like I and three others (along with the LA of course) were the only students who contributed thoughts to the dialogue, so that would be one of the worst aspects, but I understand that does not depend on how the course is run but by the people in the course.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

I learned how to work through a topic by choosing an initial position, defending it, objecting to it, and revising it.

I learned that making distinctions is super important in real conversations! Even when talking with friends, the conversation can sometimes get nowhere if we don't make distinctions when we disagree or aren't sure of something.

I also learned that defining terms is also super important, otherwise the person I am talking to might have a different understanding of a term and so we would disagree even if we actually meant the same thing.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I already was good at expressing my view to others, but the dialogues helped me to start discussing my views with others. Before, I would just listen to other people's opinions, not bringing up my view if it did not agree with theirs. I still struggle with this, but now I feel as if I have the tools to make my controversial opinion known in a way that will not make the other person angry or feel bad.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

I definitely know the students in my dialogue group much better than those in the other group. I feel as if I can talk to them if I saw them around campus, as opposed to the students in the other group to whom I would just wave and smile.
As for students in other classes, I got to know the students in those classes who sat nearest to me. Mostly it is just a small talk kind of relationship, but in the dialogues I feel as if I could talk to those students again about other topics.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I would say the advantages of the dialogues are to have time to discuss the concepts learned in class with my peers and with guidance from the LA.

The disadvantages would be that there is not as much class time to learn from you, leading to class feeling rushed and not as much time was spent going through the material that I would have liked to spend more time on.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I did like the application articles; I believe they were thoughtfully chosen and relevant to the topics we covered in class. Some articles I found more interesting/memorable than others, but I'm sure that's different for everyone.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

In our group we mostly did whole group discussion, but I think a variety is most helpful for discussion. I found the hot seat interesting and helpful because the person in the hot seat had an opportunity to practice the philosophical process we have learned throughout the semester.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

They have helped me to become a more philosophical arguer. I used to just drop arguments or deep conversations with a change of subject because I didn't know how to handle them. Now, through both the class and the dialogues, I am more able to engage in deep conversations with others.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one’s views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your
intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I grew in intellectual courage when I realized I needed to speak up in the dialogues because others were afraid to do so as well. Poor Anna would try to begin a conversation at the beginning of the semester and no one would say anything! But that helped me to do my part.

What are one or two specific improvements that you might recommend for the dialogues?

I would recommend continuing the questions classmates bring, keeping activities that tie in with the topic at hand, and guiding the conversation at the beginning so we don’t waste any of our precious dialogue time.
Grace Stroh

For you, what were the best and worst aspects of the dialogues this semester?

For me the best dialogue aspect was the fine-tuning argument. I thought that the dialogue on the soul was confusing, so that was my worst.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

I think that the dialogues taught me how the order of an argument works. For example, towards the beginning of the dialogues, we all had an opinion but no real way to back it up with a claim. However, now we are good at using one of the forms of arguments to support our opinions rather than merely stating them.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I think that learning the different types of arguments and being able to put those into practice in the dialogues made me have stronger arguments. I think that the dialogues that we took part in allowed me to be more comfortable sharing my views on different subjects that I would not have been comfortable sharing earlier in the year.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

I think that within my dialogue group I have formed more friends than I have in the other group. I think that the people in my group who heard my opinions on different subjects allowed us to be closer than the people who didn't hear those things. Within this class, I think that my friendships are slightly stronger, because of the dialogue but also because it is pretty small compared to a lot of my classes.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I think one advantage of the dialogues was that it allowed us to have a hands-on moment in a class that usually doesn't have much of that. Also, I think it allowed us to form more friendships within our groups.

One disadvantage would be that it took away lecture classes and I think that some learn better from lectures than they do from discussions.
I think that the advantages do outweigh the disadvantages because I personally learn better from hands-on type activities.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I think that the philosophical readings were more beneficial for the overall class, but I also think that the application articles were easier to discuss. I think if we had to always discuss the philosophical readings, we would have less impactful discussions. I don't think I would change anything about how you have it set up because I think it worked for what we were doing.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I think pairs, small groups, and whole groups were the most helpful because I like being able to bounce my ideas off other people.

I think my least helpful thing was the hot seat for two reasons. First, because I couldn't really bounce my ideas off anyone. Second, because not everyone got to share their thoughts on the subject and I think it's important for everyone to share.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I think the dialogues have influenced the way in which I write and argue. I now use a form of argument in my writing whereas I did not before. I haven't been able to experience one of those "3am thoughts" conversations yet, but I hope to.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I think that the dialogues have increased my courage. I have never been someone who was shy, but I didn't always want to share my opinions for fear that it may upset someone. Now I can bring up my ideas, while also keeping them so nobody's feelings get hurt.

I don't think it affected my humility greatly because I've always had the idea that I could be wrong in my head.
What are one or two specific improvements that you might recommend for the dialogues?

I think one improvement would be to keep the activities at the beginning of the dialogue. I think they helped everyone get in the mood for dialogue.
Jonathan Viehman

For you, what were the best and worst aspects of the dialogues this semester?

The best aspect was learning other sides of arguments and learning how to defend yourself in a conversation as well as formulate an opinion on a topic. One of the worse aspects would be a lack of participation from everyone. Maybe something to fix this would be a participation grade for the dialogues so everyone has to say something for a grade.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

It taught me how to start philosophical conversations and to continue asking questions of people. It has also taught me how to build off other people's ideas and be open to changing my own views. I don't have any specific examples at the moment, however I know that it was extremely helpful in getting me to talk about more substantial things in everyday life.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I am certainly better at formulating ideas and opinions on topics that are presented to me and arguing points for those opinions. I would say I have grown throughout this semester and it has been somewhat due to this class and what it has taught me about discussion. I am more able to articulate what I am thinking now than at the beginning of the semester.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

My relationship with the classmates in this class is a bit deeper than my other classes, but that can be due to the small size of the class. That being said, the people who have participated in the discussions I have been able to talk to outside of class a little more than I would with other classmates. It has opened the door to friendship, but I don't think anyone really took advantage of that. I would certainly say I have built more of a relationship with the students in this class.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I think that other classes would benefit with trying dialogues because they do help to have the students get to know each other better. It can help with the community aspect that our university highly advertises. The disadvantage would probably be that it takes up a day of class per week which could be a lecture day leading to more knowledge on the topic. I think the advantages outweigh the
disadvantages since what students need is community more so than more knowledge jammed into them.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I think the application articles were very beneficial and led to good conversation because they involved topics that could lead to different sides on a topic. I would not change the application articles because they really sparked my interest in philosophy and talking about philosophy.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I found the pairs and social barometer the most helpful. I think that one on one conversations allow for more vulnerability and the social barometer makes sure of participation by everyone. The social barometer was probably the best thing our group did to discuss ideas. It showed that everyone could give an opinion if they wanted to.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

They have influenced my conversations with my friends. For example, I did some of the 36 questions with my friends and it deepened our friendships. I have changed my idea of conversation from surface level to trying my best to deepen every relationship in my life.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

They have certainly made me want to share my opinions more than before and I have been more open to hearing others opinions and coming to conclusions by combining our good ideas. Nothing specifically stands out to me, just having to help carry the conversation in the dialogues has made me better at critically thinking about concepts.

What are one or two specific improvements that you might recommend for the dialogues?

I would recommend having smaller groups and then maybe splitting into 3 groups just to encourage vulnerability and openness to discussion. I think this will also improve participation since people cannot rely on others for answers as much.
Matthew Westrich

For you, what were the best and worst aspects of the dialogues this semester?

The best aspects was the discussion and being able to bounce ideas off each other. The worst aspect would be that even when I didn't have anything to share, I felt like I had to share something.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

The discussions very much consisted of bouncing ideas of each other and coming to a conclusion. At the same time, however, there were some times where we didn't come to any concrete conclusions. I can't think of any specific examples, but that showed me that sometimes a question can not be answered directly and must be revisited at a later time.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

I think I am much better at structuring my arguments. I think the dialogues helped with gaining the actual experience. You can study a book or listen to as many lectures as you want, but it's not the same as the actual experience.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

I think the dialogues helped me get to know other students better because I learned how they view various topics. I know all the students in my dialogue group much better than those in the other group. I know students in my other classes much better than students in this class because my other classes are major-specific and I tend to hang out with other engineering (and similar) majors. Nothing against students with other majors, I just have more in common and more to talk about with people who share similar interests. Of course, this is just a general rule. I have friends of English, PHI, business, sociology, etc. However, I am closer to people who share similar interests. I do hang out with friends from search for truth outside of class - just not as much as other friends.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

I think the dialogues are very helpful in courses like philosophy where generating, sharing, and revising ideas is necessary. The downside is that you loose one day each week that could be a lecture, but the advantages of being able to reflect on the reading and lectures is more valuable. I think for other courses, like math/science, a dialogue would be less helpful.
This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

I think the variety of reading assignments was very helpful to get a more complete understanding of the topics and then applying those ideas through the dialogues.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I found working in small groups and then transitioning to larger groups to be helpful. Sharing ideas is easier in small groups and that group can refine an idea which is then presented to the rest of the class for further refinement.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

The dialogues definitely had an impact on my interactions with people outside of class. I've found myself posing questions or comments in a more structured way and that helps me to be more clear with what I mean. The dialogues have also helped me be better at understanding other viewpoints and that has helped in my relationships with other people.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

I think the dialogues had an impact on my intellectual courage. I tend to sit back and observe, but the dialogue setting challenged me to take part in discussions and share my own thoughts. I've always been pretty good about accepting that something I say could be incorrect. I've often found myself prefacing much of what I say with something along the lines of "I could be wrong, but this is how I understood it" or when I'm helping someone with homework: "I could be wrong, but this is how I would do it if it were my assignment" I think the dialogues really helped with this.

What are one or two specific improvements that you might recommend for the dialogues?

I might recommend pairing people up in groups of 2 or 3 to work as sort of a "team" in the dialogues. Each group could work out their ideas and then share with the other groups. I think this might help by limiting the amount of nervousness related to presenting one's personal idea to the entire class. The personal idea is presented to a small group, it gets refined as a group idea and then presented to the larger class.
For most people this might not seem necessary, but for people who have a hard time being personal in large groups, this would help a lot.
Zachary White

For you, what were the best and worst aspects of the dialogues this semester?

I liked getting into groups and being able to discuss everything, but it was tough for me because everything was new to me and I did my best to contribute in every conversation.

What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

It taught me a lot about the meanings of words. Truth, beauty, goodness, knowledge, etc. all have more meanings than I ever knew. I also learned a lot about different believes and ways to look at the world.

Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

Yes I am for sure more confident in my views after this class. I didn’t know much coming in and I have never had a philosophy class before. The dialogues taught me a lot and they also helped me understand what my other group members where talking about.

How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

At the start of the year I didn’t talk much in dialogues. The more we engaged in conversations and small games the easier it was to talk and give my thoughts to these people. By the end of the year I really enjoyed going to the discussions to hear others talk about what they believe.

It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

The advantages is definitely being able to communicate with classmates. In other classes I barely know anyone and they are just the people I sit next to. In this class I engaged and met almost everyone in the class which helps with discussions and making the class more fun.

This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?
Yes they helped me understand, somedays in class I didn’t exactly know what was going on but as I read and listened to classmates I learned more and more. I would keep the readings exactly how you did them this semester.

The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

I liked the bigger groups better because I could hear what everyone was thinking. It helped me as a person who didn’t know much form my own opinion.

Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

I wouldn’t say they have influenced my conversation with people, but writings has for sure. I feel i have a better understanding of specific words and even events to where I can use these on my homework.

Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

Yes, I have learned to listen and accept people views better. Also I have went against some challenges I faced at the start of the year and I learned to engage better in conversations.

What are one or two specific improvements that you might recommend for the dialogues?

At the start of the year I was confused on what books to look at and things like that, I think that could be kind of went over at the start of the year. Also I would recommend maybe coming back together on dialogue days so we could hear what the other group had to say as well.
Project Feedback Analysis: Merged Responses to Dialogue 12

Method: All students' responses were read and any significant statement, theme, or point was accommodated into coded options for that question. The values indicate the frequency of instances in which that statement, theme, or point was included in the students' feedback for that question.

Notes:
1. Categories are not necessarily mutually exclusive, many students have responses that fit into multiple categories per question.
2. Categories are not necessarily exhaustive, they were created based on students' responses, and are not standardized.
3. Sample size: 24
4. All data is self-reported, and not completely representative of the total diversity of answers. Reasonable efforts were made to accommodate, but some data was discarded.

1. For you, what were the best and worst aspects of the dialogues this semester?

### Best Aspect of Dialogues

<table>
<thead>
<tr>
<th>The Great Ideas/Deeper engagement of class material</th>
<th>Generate arguments for beliefs</th>
<th>Small groups</th>
<th>Sharing ideas/perspectives/opinions</th>
<th>Just discussion/without lesson pressure</th>
<th>Relationships</th>
<th>Application Articles</th>
<th>Disagreement/all participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### Worst Aspect of Dialogues

<table>
<thead>
<tr>
<th>Desire to go deeper/more time</th>
<th>Peers not participating/reading</th>
<th>Awkward silences/dead conversation</th>
<th>Some topics are not interesting/applicable</th>
<th>Not comfortable with some topics</th>
<th>Not sharing with other dialogue group</th>
<th>Games/activities</th>
<th>No disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
2. What, if anything, did the dialogues teach you about how philosophical conversation works? Please give specific examples, if possible.

**Learned aspects of Philosophical Conversation**

<table>
<thead>
<tr>
<th>Interactive/back-and-forth process</th>
<th>Persistence of mind</th>
<th>Cultural/viewpoint differences</th>
<th>Thinking deeper</th>
<th>Conversation as a mode of learning</th>
<th>The difficulty of landing on a “right” answer</th>
<th>Changing one's mind is okay and good</th>
<th>Disagreeing well</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Defending/knowing the other side of the argument helps you</th>
<th>Building better arguments</th>
<th>How difficult it can be to do well</th>
<th>Importance of questions</th>
<th>Distinctions/definitions</th>
<th>Changing one's own mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Think about yourself at the beginning of the semester and at the end. Are you better able to express and support your views now than before? Why or why not? How did the dialogues impact your ability to express and discuss your views with others?

**Viewpoint Expression and Support Improvement**

<table>
<thead>
<tr>
<th>Yes, improved belief articulation and argumentation</th>
<th>More willing to share beliefs</th>
<th>More comfortable being wrong</th>
<th>Better listener</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>12</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
4. How did the dialogues impact your relationships with other students in the class? For example, how would you compare your relationship with students in your dialogue group vs. students in the other dialogue group? Alternatively, how does your relationship with students in this class compare to your relationship to students in your other classes?

<table>
<thead>
<tr>
<th>Peer Relationships</th>
<th>Better with peers in small groups</th>
<th>Better than other classes</th>
<th>Grew in community</th>
<th>No impact</th>
<th>Knew students in major better</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>19</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

5. It is likely that most of your other courses have not involved dialogues like this course. What would you say are the advantages and disadvantages of including dialogues within a college course like this one? Do you think the advantages outweigh the disadvantages? Why or why not?

<table>
<thead>
<tr>
<th>Dialogue Advantages</th>
<th>Deeper engagement/applicability, helped reinforce course content</th>
<th>Comfort/willingness to speak/converse</th>
<th>Relationships</th>
<th>Real-life application</th>
<th>Grow as a person, not just a student</th>
<th>Share Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dialogue Disadvantages</th>
<th>Fewer lectures/less material</th>
<th>Not fulfilling when participation is lacking</th>
<th>Students can get off track</th>
<th>Less structured</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Worth it?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
</tr>
</tbody>
</table>
6. This course included both philosophical readings for lecture days and "application articles" for dialogue days. How did you find the application articles? Did they help you to think about the philosophical material? Did they help to foster good dialogues among your peers? Would you recommend any changes to the application articles?

<table>
<thead>
<tr>
<th>Application Article Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyed+helpful</td>
</tr>
<tr>
<td>22</td>
</tr>
</tbody>
</table>

7. The dialogues involved different modes and sizes of discussion: pairs, small groups, whole groups, social barometer, hot seat, and others. Which modes and sizes of discussion did you find most helpful, and why?

<table>
<thead>
<tr>
<th>Discussion Mode Helpfulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Groups: +</td>
</tr>
<tr>
<td>19</td>
</tr>
</tbody>
</table>

Jonathan: I found the pairs and social barometer the most helpful. I think that one on one conversations allow for more vulnerability and the social barometer makes sure of participation by everyone. The social barometer was probably the best thing our group did to discuss ideas. It showed that everyone could give an opinion if they wanted to.

Matthew: I found working in small groups and then transitioning to larger groups to be helpful. Sharing ideas is easier in small groups and that group can refine an idea which is then presented to the rest of the class for further refinement.
8. Have the dialogues had any impact on your habits of thinking or acting outside of class? For example, have they influenced the topics or style of conversation that you have with your friends? Have they influenced the way that you present your ideas in writing? Have they influenced your beliefs about any of the Great Ideas? Please give specific examples, if possible.

<table>
<thead>
<tr>
<th>Outside Class Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think more critically/logically</td>
</tr>
<tr>
<td>Appreciate Different Views</td>
</tr>
<tr>
<td>Greater willingness to share</td>
</tr>
<tr>
<td>Better Articulation/better communication</td>
</tr>
<tr>
<td>More Meaningful Conversations</td>
</tr>
<tr>
<td>No impact/not noticed &quot;yet&quot;</td>
</tr>
<tr>
<td>Connections to other fields</td>
</tr>
<tr>
<td>Writing: +</td>
</tr>
</tbody>
</table>

9. Intellectual courage is the willingness to share and pursue the truth despite challenges. Intellectual humility is the willingness to accept that one's views are incorrect or might be incorrect. Would you say that the dialogues have had any impact on your intellectual courage and humility? Why or why not? If so, what specific experiences made the biggest impact for you?

<table>
<thead>
<tr>
<th>Intellectual Courage and Humility Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, both improved</td>
</tr>
<tr>
<td>Humility / Willingness to be wrong</td>
</tr>
<tr>
<td>Courage/Willingness to persevere</td>
</tr>
<tr>
<td>No impact</td>
</tr>
</tbody>
</table>
10. What are one or two specific improvements that you might recommend for the dialogues?

Specific Dialogue Improvement Suggestions

<table>
<thead>
<tr>
<th>Bring questions from the beginning</th>
<th>Switch groups/LAs halfway/weekly</th>
<th>Keep small groups</th>
<th>No Activities</th>
<th>LA engages quiet students</th>
<th>Make topics more relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start in small groups, then bring to whole dialogue group</th>
<th>Bring back/keep the activities</th>
<th>LA refined student questions</th>
<th>Get to know each other better</th>
<th>Make a daily schedule</th>
<th>Hot seat: Don’t do it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have LA’s guide convo at the beginning to not waste time</th>
<th>Conversation teammates</th>
<th>Come back together as a whole class to recap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Autumn:** One improvement I might make to the dialogues is letting the people in each small group get to know each other a slight bit more before diving into deep philosophical topics with them. I feel like if we have a deeper knowledge of everyone in the room and their experiences in life we may feel more comfortable with having deep conversations as a large group. Maybe spend the first few weeks (1-2) discussing slightly shallower topics to get to know each other and learn how to form good Arguments.

**Jonathan:** I would recommend having smaller groups and then maybe splitting into 3 groups just to encourage vulnerability and openness to discussion. I think this will also improve participation since people cannot rely on others for answers as much.

**Matthew:** I might recommend pairing people up in groups of 2 or 3 to work as sort of a “team” in the dialogues. Each group could workout their ideas and then share with the other groups. I think this might help by limiting the amount of nervousness related to presenting ones personal idea to the entire class. The personal idea is presented to a small group, it gets refined as a group idea and then presented to the larger class. For most people this might not seem necessary, but for people who have a hard time being personal in large groups, this would help a lot.
Notes

1. Overall, the feedback was overwhelmingly positive. This could have been prompted by the questions asked, but still a very clear pattern from the feedback.
2. Smaller groups were a massive hit, students often brought it up. Most said it was helpful to start small and then move to the whole dialogue group.
   a. Smaller groups (2-4) helped them feel more comfortable and willing to get started, willing to be more vulnerable and personal.
   b. Small groups refine ideas, getting comfortable, and efficient, then share to the bigger group to get more diversity.
3. Application articles were the biggest hit of all, with no negative feedback.
4. Every student who responded thought that this model was worth it over a comparable lecture class. Many students noticed that there was a loss of class content, but considered it worth it.
5. Students said this was more relationship-building than other classes - not surprising, but good.
6. Students report that when the conversation dies, it is not a positive experience, these were some of the worst moments. They themselves don't want this.

Ideas:

1. Give students thought-probing questions before students come to the discussion, to reflect on after they read the article, but before class.
2. Have students bring a question they have to class to be discussed (too much material problem)
3. Modeling as learning: want to see a philosophical discussion.
Motivation to Share

**Eager**
- Feels entitled to an opinion and wants to be heard
- Excited to participate in the form of Socratic Dialogue
- Is confident and proud of achieving a view

**Reticent**
- Fearful of being wrong because of a concern for the truth
- Social Environment Uncomfortable
- Not interested in topics or discussion
### Desired Change in Grasp of Worldview

<table>
<thead>
<tr>
<th>Lacking cohesive worldview</th>
<th>Implicit worldview</th>
<th>Merely received worldview</th>
<th>Personal command: poorly-formed</th>
<th>Personal command: well-formed</th>
</tr>
</thead>
</table>

- **Reticent:** Not interested in topics or discussion
- **Reticent:** Social Environment Uncomfortable
- **Reticent:** Fearful of being wrong because of a concern for the truth
- **Eager:** Feels entitled to an opinion and wants to be heard
- **Eager:** Excited to participate in the form of Socratic Dialogue
- **Eager:** Is confident and proud of achieving a view

### Takeaways:

1. Make the social environment comfortable. This can shut down all forms of worldview holders.
2. For those scared of being wrong, cement that risk and being on-the-way is essential to the philosophical process. Make the conversations lower stakes.
3. For those uninterested in discussion because their views are implicit or merely received, motivate the fact that this is not sustainable in serving our contemporary world. Get
Search for Truth Vision Plan

1. Introduce students to the discipline of philosophy, demonstrate its instrumental and final value, and communicate how philosophy emerges from and impacts everyday life.

2. Empower students to form and identify their current views of the world and critically evaluate the merit and consistency of these views.

3. Guide students to refine their critical thinking, writing, and discussion abilities.

4. Engage with life’s big questions via philosophy, including the nature of truth, the nature of reality, the existence of God, the relationship of faith and reason, human nature, human flourishing, and evil.

5. Invite students to practice philosophy in community, thereby discovering the capacity of both philosophy and the intellectual life at large to serve as a foundation for community.

6. Cultivate intellectual humility and courage, thereby fostering intellectual resilience.
Low Grasp-of-Worldview

High Grasp-of-Worldview

Low Motivation for Discussion

High Motivation for Discussion

Majority of PHI 108 Students

Goal Area

Low Grasp-of-Worldview
A Process and Abilities of a Well-equipped Conversationalist: The Arc

**Proper expectations and mindset**
- Warrior vs explorer mindset
- Have shared and personal conversation goals
- Respect for persons

**Asking Questions**
- Challenging ideas

**Making connections**
- To everyday life

**Asking Questions**
- Starting the philosophical process

**Giving and evaluating of reasons**
- On-the-way version vs finalized version
- An honesty of the grounding of beliefs and reasoning
- Merely rationalizing and justifying vs explaining and engaging truthfulness

**Drawing out other people’s ideas**
- An equality of time
- An openness to sharing appropriately
- The “commons” of time – a shared resource. It’s not to be dominated, not wasted, not unproductive. Exhibits respect for persons
- Others need your thoughts to improve and understand their own, draw out diversity of thought and experience

**Asking Questions**
- Clarifying ideas

**Providing a mental sandbox**
- Concrete examples
- Thought experiments
- Real-world connections
- Counterexamples

**Making connections**
- To other areas of thought/disciplines
- To other topics/thinkers in philosophy

** Setting out a position in its integrity**
- Patience with setting out viewpoints
- Knowledge of the elements of a viewpoint in its integrity
- Principle of charity

**Virtues of intellectual courage and humility**
- Form a view
- Offer a view
- Welcoming and accepting critique
- Pursuing other views
- Providing unfinished thoughts for the common good
- Public change of mind
Concrete Deliverables List

The Musts:

- **Make a pre-dialogue assignment for each week on Canvas.** (Semi-standardized) This will check reading comprehension of application articles, provide thought-probing questions and collect intuitive answers, and possibly collect a question from students.
  
  Possible model: 3 simple reading comprehension questions, 2 thought-provoking questions to have students given initial intuitive answers (for framing and preparing discussion), and finally, submit one generated question from the readings prior to class. Students then bring that question to dialogue and discuss it with a partner for the first 5 minutes.

- **Make a post-dialogue assignment for each week on Canvas.**
  (Fully or semi-standardized) This may be a continuation of the same reflection assignment from v1 or a changed assignment that will provide an opportunity for students to reflect on dialogue, indicate their engagement with the content, and provide feedback to LAs and the professor.

- **Develop a community-building activities plan.**
  Pick activities for relationship and community building and design a plan of when to utilize them during the semester.
  
  - Possible model:
    - Do activities for the first three dialogue sessions.
    - For the first dialogue, invest by doing mainly activities, information sharing, norms, and maybe one philosophical question or activity at the end. Build group trust, intimacy, and community fast and early.
    - For two more dialogues, start each dialogue with a fun activity to get the energy up and further cement community.
    - For the remainder of the dialogues, transition to some sort of warm-up activity, video, or other “phantasm pumps” to start dialogues but keep these shorter, content-relevant, and more efficient.

- **Create discussion plan(s) for LAs.**
  (Fully or semi-standardized) Choose the highest impact discussion modes/techniques and generate discussion plans for LAs to use during dialogue sessions.
- Small groups -> full dialogue group
- Social barometer, possibly with staggered use
  - Reveal the student's intuitions via behavioral manifestations for positions or views, then give time for reflection, and then make explicit.
- Hot seat? Explore other “Developed Tools” from v1
- LA prepared questions - possibly similar or the same as thought-probing questions
- Overall structure for the class period
- What does the arc look like?

- **Create LA training.**
  - Create a training packet, including project vision, methods, and resources.
  - Create a training plan, possibly including some sort of simulation/discussion practice.

**The Optionals:**

- **Refine application articles.**
- **Video Lectures**
- **Brainstorm LA involvement in lecture days**
- **Develop lecture-based discussion training**
- **Individual student goal-setting – tripart**

**The Experiments:**

- **Philosophical Conversation Modeling**
- **Creative Utilizations of Student-Generated Questions**
- **Phantasm pumps for dialogue days**
- **Discussion recap during the next lecture**
- **Throwing curveballs**
Order:

- Refine application articles + a piece of media
- Make a pre-dialogue assignment for each week on Canvas.
- Make a post-dialogue assignment for each week on Canvas.
- Develop a community-building activities plan.
- Create discussion plan(s) for LAs.
- Create LA training.

- Phantasm pumps for dialogue days
- Individual student goal-setting - tripart
- Throwing curveballs