My goal as a philosophy professor is to engender a love of wisdom in my students. To that end I structure my classes around the pursuit of knowledge and the active engagement with classic philosophical ideas. I employ active learning pedagogical approaches, such as small-group cases or class-wide games, to best bring about this outcome so that when students exit my class they are equipped to explore the world philosophically.

I often present case so students learn philosophy from a conceptual standpoint, as well as gain the ability to apply their knowledge. For example, in my Ethics course, after making sure that the everyone understands the basics of Kant’s moral philosophy, I break them up into small groups and assign each a morally ambiguous situation, like whether or not you should turn in a friend who has cheated on their taxes, tasking each group to describe how a Kantian would respond. The groups then report their findings to the rest of the class and we discuss possible alternatives to the solutions provided by their peers. Approaching the material in this way lends towards my classes not only hearing what Kant thinks about certain moral dilemmas, but it also provides them with the experience of choosing like a Kantian, which enriches their understanding. Whenever possible I push students to adopt the viewpoint of the author we are studying in order to see the world through their lens. This process makes philosophy something active for the students, a thing that they can do and not just an area of study.

Beyond providing my students with cases to work through, I also use larger group activities like games. For instance, during a section on game theory in my Popular Culture in America class, I use a game that simulates a tragedy of the commons. Everyone is told that in each round of the game, they can take between one and five paperclips from a supply that I have. If the supply ever runs out, the game is over and the individual with the most paperclips wins, but if the class can play the game for five rounds without exhausting the supply then everyone wins, albeit a smaller prize. No one is told how many paperclips I have and thus everyone has to try to convince the rest of the class not to be greedy even though it is in each individual’s self-interest to do the opposite. This game helps students understand the tragedy of the commons and, additionally, gives them experience with trying to solve it, thus, providing them with insight into the nature of the problem and potential solutions.

In addition to these classroom practices, I give students a stake in what they are studying. I am currently in the process of designing an honors Ethics course which will focus on the interests of each individual. Early in the semester I will ask students about ethical questions they find compelling and put together a reading list tailored for each person. For example, if a student was interested in ethical obligations towards refugees, I will assign them readings that include authors like Peter Singer and Seyla Benhabib. Throughout the semester students will make class presentations outlining their focus issue so everyone learns about a broad spectrum of ideas and problems. This will culminate in a research paper to be submitted to undergraduate philosophy journals such as *Aporia* or *Episteme*.

Teaching over the years has shown me that in every person there is an individual who can think critically and philosophically. My goal as a teacher is to bring out the philosopher in each of my students. By doing so, I make philosophy more than just an area of study and, instead, it becomes something transformative for learners.