Abstract – Philosophy Outreach Project (POP)

Through the Philosophy Outreach Project (POP), a service-learning course at Ball State University, university students engage with high school students across Indiana. By curating philosophical content and fostering philosophical discussion, POP provides high school students with tools and a platform to engage with each other and the world.

The study of philosophy has been shown to help students' school performance and psycho- and social development. Yet there are few existing philosophy programs at high schools in Indiana, which is consistent with the trend in the United States.

POP began in December 2015 as a pilot co-curricular program and was offered as a course in Spring 2018 and 2019. In these initial courses, Ball State students developed an outreach program, established a weekly philosophy club at Muncie Central High School, and organized two pre-college philosophy conferences. In the site visits and clubs, POP students aim to create Communities of Philosophical Inquiry (CPIs), which are spaces wherein all members are coequal knowledge creators.

The Indiana Campus Compact grant would support POP's evolution from an outreach program to a high-impact community engagement course, meaningfully working with high school teachers and students to co-create presentations, additional resources, and the regional conference. The grant also would expand POP's reach to ten instead of five site visits each semester, with a specific focus on low-income and underserved schools.

In addition to the significant advantages of cultivating philosophical discussion in local high schools, Ball State students also benefit greatly from the service-learning course. Student learning outcomes include greater sensitivity to socio-economic inequality; recognition of the value of philosophy in the lives of young people; increased motivation to future service and activism; stronger collaboration skills; and greater willingness to take risks.

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A. High-Impact Community Engagement Practice

COMMUNITY NEED

The idea for the Philosophy Outreach Project (POP) emerged with a survey of roughly 250 public and private high schools in 2015 to inquire into the state of philosophy education throughout Indiana. Over half of the schools responded, and of those who replied, only eight had philosophy classes in their curricula and seven had philosophy clubs. Over the next few years, my students and I visited six of those schools during 10 site visits and discovered a link between access to enrichment opportunities and socio-economic status.

We then further **collaboratively identified the need** in our particular community by inquiring whether there was a philosophy club at the high school in our city, which has a 30.7% poverty rate.[1] We approached a social studies faculty member at Muncie Central who told us that a philosophy club would align well with Indiana curricular standards for World History (WH.2.3. and WH.2.9, which focus on Ancient Greece, as well as WH.2.12, which focuses on Asian philosophies) and communicated that a club would serve a need without duplicating present efforts.

The Philosophy Outreach Project **meets a community need**. Research has shown that engagement with philosophy helps high school students improve reasoning, discussion, and logical argumentation skills.[2] By studying philosophy, students perform better on tests that measure problem-solving skills.[3] Once in college, those who study philosophy receive some of the highest scores on tests including the GMAT, LSAT, and GRE.[4]

Philosophy also helps students engage more in their communities and grow as individuals. It prepares students to live in a complicated world that requires thoughtful citizens. Philosophical dialogue teaches the importance of intellectual humility, as it illustrates to its practitioners that knowledge is not a competition, but rather a shared endeavor. Along with intellectual humility, students develop positive self-esteem and a mature confidence in their ability, which is not the same as arrogance, as it is coupled with open-mindedness. Many studies have connected studying philosophy to socio-emotional growth, independent thinking, and positive self-esteem in children and adolescents.[5]

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POP COMPONENTS

Club meetings and site visits: Since 2017, every week during the academic year (therefore in a co-curricular capacity when the course is not in session and in a curricular capacity when it is), Ball State students facilitate a philosophy club at Muncie Central. They create presentations, organize visits, and build significant and lasting relationships. They use the method of the "Community of Philosophical Inquiry" (CPI) to lead discussions, which positions the college student as a facilitator rather than an expert who delivers content. The Ball State student encourages high school students to take time to reflect on a prompt, which might be an image, story, question, video, or short piece of philosophical writing, and form their own questions, which will shape the direction of the subsequent discussion.[6]

A CPI requires that its members cultivate certain epistemic virtues or virtues that pertain to knowing well. One of these is the virtue of "epistemological modesty," which means that participants in the CPI must recognize that they can make mistakes.[7] This is similar to the high-impact community engagement practice of **humility or co-knowledge**, which "affirms that each stakeholder or involved individual (student, faculty member, community partner, elected leader, etc.) brings valuable knowledge and experience to bear for the work."[8] If one has epistemological modesty or humility, they recognize that others are knowers too, and their experiences are key to the project. In addition, for our project, it is essential to recognize that these others often are young people.

Additionally, the college students go on site visits to area high schools during the spring service-learning course. They collaborate with high school students and faculty to select a topic, and during these visits the university students facilitate philosophical discussions with the high school students. The discussions begin with a brief presentation of material, followed by structured activities and guided discussions. Following these discussions, they field questions about their own experiences with philosophy and college in general, such that they can learn about the specific needs and interests of the high school students. The project is **place-based**, as it focuses on understanding the needs and assets of the communities in which it operates.[9]

Resource development: In addition to site visits and club meetings, POP students have created resources for high school students and faculty members. In the first iteration of the course in 2018, students created a packet

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for pre-college philosophy students called "Doing Philosophy in a Pre-College Setting." The packet includes information on starting a philosophy club; finding philosophical material to read, listen to, and watch; learning how to read philosophy; and information about college-level study, including how to find philosophy departments, the benefits of studying philosophy at college, and what it is like to study philosophy at college. The packet is published on the PLATO site (Philosophy Learning and Teaching Organization), the national organization for pre-college philosophy.[10]

Students also created several "starter packs," accessible introductions to a variety of topics. They are a key feature on our POP's new website,[11] which functions as a national model for precollege engagement and a landing site for students interested in learning more about philosophy.

Conference for Pre-College Philosophy: Ball State students who participated in the site visits and at Muncie Central were impressed by the high level of curiosity and intellectual engagement displayed by the high school students. They recognized that the high school students thrived in a democratic, open-ended, philosophical conversation, but that they were not provided spaces that encouraged such engagement during their regular coursework due to time spent "teaching to the tests." They were eager to provide students with an opportunity that they were lacking in their traditional day.

Over the last two years, Ball State students have organized two free, all-day, pre-college philosophy conferences. Conference-goers attend a keynote session and interactive breakout sessions facilitated by Ball State philosophy faculty and students.

Another signature event is "speed philosophy." At the first conference, Ball State students offered a smaller breakout session devoted to speed philosophy, at which high school students and Ball State students engaged in brief discussions on a variety of topics. Because of the popularity of that session, they expanded it in year two to include all participants. In the larger "speed philosophy" session, each table of five students and one Ball State facilitator discussed a philosophical topic for only five minutes each.

Attendees were provided lunch by Ball State. Over lunch, high school students could visit booths to learn about the university, and teachers could access a teachers' lounge stocked with handouts designed by the Ball

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State students to help them integrate philosophy into their curricula. Sixty students from five schools across Indiana attended during the first year. In the second year, eighty students from nine schools attended.

PROGRAM EXPANSION

We believe this project is well-suited to grow into a more authentic community engagement practice where the flow of knowledge is multidirectional. The Community of Philosophical Inquiry theory holds that all knowers are situated in community and criticizes the view of the objective, disembodied knower. Precollege philosophy criticizes what Paolo Freire calls "the banking concept" of knowledge, wherein "knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing."[12] According to Freire, the banking model presumes the "person is merely in the world, not with the world or with others; the individual is spectator, not re-creator."[13] Freire instead offers the "problem-posing" method, which is similar to the CPI.[14] In a CPI or using the problem-posing method, participants engage in the philosophical pursuit together and learn from and with one another. In addition, the goal is not solely to gain knowledge but also to develop responses and to identify group needs.

Through the grant, the CPI theory will be used intentionally to foster the co-creation of knowledge during site visits, club meetings, resource development, and conference planning.

Site Visits and Relationship Building: Service-learning students will visit ten high schools in Indiana during the grant period to develop relationships with new schools. Because philosophy programs are more likely to exist in affluent school districts, we will target low-income and underserved schools. To make connections with these schools, POP students will first contact and then meet with principals and interested parties.

Resource Development: Once a relationship has been established, we hope to collaborate with teachers and students in each location to understand the needs and assets of each community[15] and co-create presentations and other resources that meet the unique needs of that school and complement resources already available on the POP website.

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      Conference Development: Particularly at Muncie Central, our longest-term community partner, faculty and students will be elevated to co-instructors, collaborating with Ball State students to co-create sessions and discussion spaces for the next Conference for Pre-College Philosophy.

      POP Advisory Board: A community advisory board will be created to help determine the future trajectory of the project. Board members will include high school teachers and students, Ball State students, myself, and community members.

STUDENT LEARNING OUTCOMES

      T**he student learning outcomes** include the following:

- greater sensitivity to socio-economic inequality;

- recognition of the value of philosophy in the lives of young people;

- increased motivation to future service and activism;

- stronger collaboration skills; and

- greater willingness to take risks.

Because they are transformative and enduring, the learning objectives are dispositional growth and skill development. Students learn content during the course of the semester, especially content regarding various methods of precollege philosophy and content regarding the subject areas for which they prepare presentations, but the transformative objectives are the overarching goals of the class. These learning outcomes are measured through reflections throughout the semester, especially through embedded assessments at the end of the semester.

MEANINGFUL REFLECTION

      In the first two iterations of the conference, we asked high school students and teachers to reflect on their experience and respond via survey. Ball State students then reflected on the responses to the survey to gauge success and discover improvements for the future.

      Additional mechanisms for reflection – by community partners and Ball State students – will be added throughout the project. We would like to add short reflection opportunities at the end of site visits and an opportunity for group reflection at the conference in addition to the survey. We have established a solid

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foundation for the project and now see that it is mutually beneficial for our students and community partners to deepen the level of engagement.

B. Community-Campus Partnership:

Our **primary community partner** is Muncie Central High School and social studies teacher Adam Cunningham. As a high school, its **mission** is to promote the education of all of its students and prepare them for college or the workforce. We became associated with Muncie Central in February 2017 when we reached out to members of Central's social studies department.

We partner less formally with other schools across the state through regular site visits and the conference. Since the inception of POP, we have worked with 16 schools and 450 high school students. Our relationship with each school is different. At Westfield High, for instance, we first visited Ralph Robinson's AP European History classroom. He expressed interest in starting a philosophy club, and he and some of his students attended the inaugural conference at Ball State. As a result, they created the Westfield Philosophy Club the following fall. The club members attended the conference the following year.

To **foster an authentic and reciprocal relationship** with Muncie Central, during the grant period, my students will collaborate with the high school students in the club to develop sessions for the conference. In addition, we will collaborate with teachers and students at Muncie Central and the other high schools to determine the best way for high school students to participate in a more robust way at the conference. During the first two conferences, while the sessions have been interactive, they have been facilitated by college students and faculty. In an effort to deepen our engagement, we will collaborate with high school students to co-create sessions. Perhaps this will result in a poster session offered by high school students or sessions co-facilitated by high school and university students. Also, to foster the relationship with the various teachers who attend the conference, we will collaborate by inviting at least two teachers in addition to our partner at Muncie Central to sit on a new advisory board. The advisory board will work on conference planning and long-term planning. In this way the community partner and other community members **will be involved as co-instructors.**

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C. Cultivating a Culture for Community Engagement

    This project has helped **further a culture for community engagement** in the Ball State Department of Philosophy and Religious Studies and the Ball State Honors College. Several faculty members from both units participated as session leaders during both iterations of the conference. During this grant period, the Ball State Honors College is providing the institutional cash match and is cosponsoring the conference. To promote a culture for community engagement, we will encourage faculty to attend high school student-led sessions or poster sessions, such that the faculty can engage with high school students and teachers to learn from them and then bring community engagement back to their classrooms. This brings a voice from the community into the philosophy department and Honors College. We also will present at our university's "immersive-learning showcase," which is an opportunity for classes that do community-engaged work to present their projects to the greater Ball State community.

    To **recruit others to develop high-impact community engagement learning experiences**, I participate in conferences in the subdiscipline of precollege philosophy. I have attended two biennial meetings of PLATO and I plan to attend the meeting in June 2020 as well. At these conferences, I share what I am doing at Ball State with faculty and graduate students from other institutions. I have also presented on the project at the biennial meeting of the American Association of Philosophical Teaching (AAPT). The website POP students have created also functions as a model for faculty and graduate students across the country. We also share our work on social media.

D. Dissemination and Sustainability

    We promote the Philosophy Outreach Project to **community stakeholders** through site visits, social media (Facebook, Instagram, and Twitter), conference invitations to Indiana high school administrators, and our website. We advertise via social media (Facebook, Instagram and Twitter) and on our website.[16]

    We also have received recognition from national organizations. Ball State student Zoe Lawson blogged about the project on the Women in Philosophy blog for the American Philosophy Association.[17] A *Chronicle of*

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Higher Education article mentioned the philosophy club at Muncie Central as an example of the unique relationship between the university and the school district.[18] A grant from the Philosophy Learning and Teaching Organization (PLATO) resulted in attention from national pre-college philosophy scholars who advocated for the publication of the students' work on the PLATO website.[19] The field of pre-college philosophy is growing, and the students at Ball State are providing a model for other programs throughout the United States. In addition, I have presented on the project at two conferences hosted by PLATO.

The project has resulted in a few **scholarly products**. I have written two articles on the outreach project. One, titled "Community-Engaged Learning and Precollege Philosophy During Neoliberalism," has just been published by *Teaching Philosophy* 42:4 (December 2019).[20] The other is a project I co-authored with a student who was involved with POP, and it titled "Combatting Epistemic Violence Against Young Activists." It is forthcoming in *Analytic Teaching and Philosophical Praxis*. The project has the potential for other scholarly products, including more journal articles and additional educational resources for high school students and teachers.

The project was funded in the first two years through a Provost Immersive-Learning Grant at Ball State. Due to budget restrictions, that grant is not available this spring. If the grant returns, the project will be eligible again in 2021, but it will not be eligible ad infinitum. I have also applied for an American Philosophical Association Small Grant to seek assistance with the rollout of the website and to defray travel costs to the conference for high school students in underserved schools. To **sustain this project beyond the funding cycle**, I plan seek grant funding from the Teagle Foundation, which promotes liberal arts education.[21] I also plan to seek a Whiting Public Engagement Fellowship, which supports humanities faculty whose scholarly work involves public engagement.[22]

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[1] "Muncie, Indiana (IN) Poverty Rate Data," City-Data.com, 2016, http://www.city-data.com/poverty/poverty-Muncie-Indiana.html.

[2] S. Trickey and K.J. Topping, "Philosophy for Children: A Systematic Review," *Research Papers in Education* 19, no. 3 (2004): 365=80.

[3] Shane Frederick, "Cognitive Reflection and Decision Making," *Journal of Economic Perspectives* 19, no. 4 (December 2005): 25–42, https://doi.org/10.1257/089533005775196732.

[4] "Value of Philosophy - Charts and Graphs," Daily Nous, accessed November 19, 2018, http://dailynous.com/value-of-philosophy/charts-and-graphs.

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[6] Lone and Burroughs, *Philosophy in Education: Questioning and Dialogue in Schools*, 53–65.

[7] Lone and Burroughs, 56.

[8] Hoy and Johnson, "High-Impact Learning and Community Engagement," 274.

[9] Hoy and Johnson, 274.

[10] "Downloadable Resources," PLATO - Philosophy Learning and Teaching Organization, 2019, https://www.plato-philosophy.org/downloadable-resources/.

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[12] Paulo Freire, *Pedagogy of the Oppressed*, ed. Donaldo Macedo, trans. Myra Bergman Ramos, 30th Anniversary edition (New York: Continuum, 2000), 72.

[13] Freire, *Pedagogy of the Oppressed*, 72.

[14] Freire, *Pedagogy of the Oppressed*, 126.

[15] Hoy and Johnson, "High-Impact Learning and Community Engagementt," 274.

[16] Philosophy Outreach Project, accessed October 27, 2019, https://www.facebook.com/CPPEbsu/; Philosophy Outreach Project (@philosophyoutreachproject), accessed October 27, 2018, https://www.instagram.com/philosophyoutreachproject/; Philosophy Outreach Project (@philoutreach), accessed October 27, 2019, https://twitter.com/PhilOutreach; "Philosophy Outreach Project."

[17] Zoe Lawson, "Philosophy for Pre-College Students," Women in Philosophy Blog of the APA, May 8, 2019, https://blog.apaonline.org/2019/05/08/women-in-philosophy-philosophy-for-pre-college-students/.

[18] Steven Johnson, "Its City Was Hurting. The Schools Were Strapped. So This University Took Charge.," *The Chronicle of Higher Education*, May 10, 2019, https://www.chronicle.com/article/Its-City-Was-Hurting-The/246272.

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[22] "Public Engagement Programs," Whiting Foundation, accessed October 27, 2019, https://www.whiting.org/scholars/public-engagement-programs/about.

Assessment Strategies

The primary **outputs** of the Philosophy Outreach Project are the packet, conference, site visits, and website. The success of these resources will be assessed through exit surveys, user voice recordings, reflection sessions, and expert judgment. We are also creating an **advisory board**, whose success will be assessed through the regularity of its meetings and the achievement of the goals which it develops for itself.

The student learning **outcomes** include greater sensitivity to socio-economic inequality; recognition of the value of philosophy in the lives of young people; increased motivation to future service and activism; stronger collaboration skills; and greater willingness to take risks. These learning outcomes will be assessed using reflections throughout the semester, especially by embedded assessments at the end of the semester.

Outcomes in the community include additional philosophy co-curricular offerings at area high schools and the enhancement of high school teachers' ability to integrate philosophy into their curricular offerings and/or eventually lead classes on philosophy. This will be assessed by a survey of the schools and teachers in Indiana to learn if philosophy co-curricular and curricular offerings have increased.

Finally, a **potential long-term impact** is that high school students and college students who participate in the philosophy programs will demonstrate improved reasoning, discussion, and logical argumentation skills; improved test performance; increased self-esteem; greater intellectual humility;
[1] and increased likelihood to participate in civic engagement projects.[2] More students at both the high school and college level who exhibit the traits of greater intellectual humility and increased likelihood to participate in civic engagement may in turn result in stronger communities and improved discourse within and across communities. In communities with improved civil discourse, neighbors may be more willing and able to work together toward shared goals.

We might assess this impact in part by tracking the class performance of those involved in the Muncie Central philosophy club during their time in high school, and we could also employ pre- and post-surveys on likelihood to participate in civic engagement projects and on open-mindedness or intellectual humility.

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[1] Stephan Millett and Alan Tapper, "Benefits of Collaborative Philosophical Inquiry in Schools," *Educational Philosophy and Theory* 44, no. 5 (2012): 546–67, https://doi.org/10.1111/j.1469-5812.2010.00727.x; S. Trickey and K.J. Topping, "Philosophy for Children: A Systematic Review," *Research Papers in Education* 19,

no. 3 (2004): 365=80; Jana Mohr Lone and Michael D. Burroughs, *Philosophy in Education: Questioning and Dialogue in Schools* (Lanham: Rowman & Littlefield, 2016).

[2] Shauna K. Carlisle et al., "Assessing the Impact of Community-Based Learning on Students: The Community Based Learning Impact Scal (CBLIS)," *Journal of Service Learning in Higher Education* 6 (2017): 1–19; Tasha Souza, "Creating Social Justice in the Classroom: Preparing Students for Diversity through Service Learning," in *Race, Poverty, and Social Justice: Multidisciplinary Perspectives Through Service Learning*, ed. José Zapata Calderon (Sterling, VA: Stylus, 2007), 187–206; Lori Simons and Beverly Cleary, "The Influence of Service Learning on Students' Personal and Social Development," *College Teaching* 54, no. 4 (2006): 307–19.

Assessment Strategies

Assessment Table

Output: New, interactive packet for pre-college philosophy education

Activity	Evidence	Assessment Technique
University students collaborate with high school students to update the "Packet for Pre-College Philosophical Engagement" and make it web-based as well	Web-based packet	I will assess the quality of their end product, as well as the collaboration skills of the university students.

Output: Conference for Pre-College Philosophical Education

Activity	Evidence	Assessment Technique
High school students participate in the conference.	Exit survey.	University students and I review quantitative and qualitative feedback on exit survey to improve conference for following year.
	Reflection session at end of the day.	Advisory board reviews information collected at reflection session to improve conference for following year.
High school faculty attend conference.	Exit survey.	University students and I review quantitative and qualitative feedback on exit survey to improve conference for following year.
	Reflection session at end of the day.	Advisory board reviews information collected at reflection session to improve conference for following year.
University students facilitate sessions at conference.	Exit surveys by high school students and teachers.	I review feedback from exit surveys to assess quality of student sessions.
University students organize conference.	University students write reflection papers about their experience after the conference.	I review end-of-semester reflections to assess achievement of student learning outcomes through conference organization.

Output: Website

Activity	Evidence	Assessment Technique
High school students pilot website starter packs.	High school students record themselves while using through the starter packs.	University students review voice recordings to learn about user experiences and improve website.
	High school students meet with university students to discuss strengths and weaknesses of website.	University students and high school students decide collectively on ways to improve website.

Assessment Strategies

Output: Site visits to area high schools		
Activity	**Evidence**	**Assessment Technique**
High school students attend site visits facilitated by university students.	High school students fill out one-word reaction post-it notes following site visits.	University students and I use reaction post-it notes to assess student response to site visits.
	High school students meet with teachers following sessions to discuss strengths and weaknesses of site visits.	Teachers send feedback to advisory board on outcome of post-visit discussion.

Output: creation of a five-year plan for sustainability		
Activity	**Evidence**	**Assessment Technique**
Create an advisory board	Advisory board exists with teachers from multiple schools, high school students, Ball State students and faculty	Advisory board meets regularly
Advisory board creates a five-year plan	Five-year plan is developed by end of grant cycle	Five-year plan is followed

Outcome: Students demonstrate greater sensitivity to socio-economic inequality		
Activity	**Evidence**	**Assessment Technique**
Students go on site visits in schools with diverse socio-economic backgrounds.	In a reflection paper toward the end of the semester, students describe the socio-economic status of five high school students.	I assess their sensitivity to the situations of these students expressed in the reflection paper.

Outcome: Students recognize the value of philosophy in the lives of young people		
Activity	**Evidence**	**Assessment Technique**
Students read articles in the subfield of pre-college philosophy.	Students write a "principal pitch" to convince administrators of the value of philosophy in the lives of young people.	I assess the quality of the pitch with regard to its content, style, and to what degree it shows recognition of the value of philosophy in the lives of young people.

Outcome: Students develop stronger collaboration skills		
Activity	**Evidence**	**Assessment Technique**
Students work in teams throughout the course.	In a reflection paper toward the end of the semester, students describe their success in working collaboratively with their classmates.	I assess the reflection by considering to what degree it shows growth in collaboration skills.
	Students demonstrate collaboration skills through team-based performances.	I am able to assess the quality of their teamwork through observing performances in class and in class-related projects.

Outcome: Students are more likely to take risks		
Activity	**Evidence**	**Assessment Technique**
Students have the opportunity to facilitate a discussion.	A student volunteers to lead a discussion	Not all students volunteer to lead a discussion at a high school at the beginning of the

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		semester, but by the end of the semester, the goal is that they are more comfortable taking that risk.
Outcome: Students are more motivated to engage in future activism		
Activity	**Evidence**	**Assessment Technique**
Pre-and post-semester surveys where students indicate motivation towards future activism.	Comparison of pre- and post-semester survey.	Students express an increased desire to engage in future activism at the end of the semester.
Students engage in future activism.	Self-reporting in 5 years, 10 years.	Compare students who took the class to average college graduates.
Outcome: Additional philosophy co-curricular offerings at area high schools		
Activity	**Evidence**	**Assessment Technique**
Site visits to area high schools	Surveys from high school teachers and students.	University students and I review quantitative and qualitative feedback on exit survey to improve future site visits.
	More schools have philosophy clubs	University students and I survey high schools in Indiana to learn if schools have co-curricular philosophy offerings.
University students research and update section on "How to Start a Philosophy Club" in the "Packet for Pre-College Philosophical Engagement"	More schools have philosophy clubs	University students and I survey high schools in Indiana to learn if schools have co-curricular philosophy offerings.
"How to Start a Philosophy Club" session at CPPE conference	Exit survey.	University students and I review quantitative and qualitative feedback on exit survey to improve session for following year.
	Reflection session at end of the day.	Advisory board reviews information collected at reflection session to improve session for following year.
Outcome: Enhance high school teachers' ability to integrate philosophy into their curricular offerings and/or eventually lead classes on philosophy		
Activity	**Evidence**	**Assessment Technique**
Site visits to area high schools	Surveys from high school teachers and students.	University students and I review quantitative and qualitative feedback on exit survey to improve future site visits.
University students research and update white pages for high school teachers	More teachers have philosophy units or material in their classes	University students and I survey high schools in Indiana to learn if teachers have philosophy units or material in their classes

Assessment Strategies

Impact: High school students and college students who participate in the philosophy programs will demonstrate improved reasoning, discussion, and logical argumentation skills; improved test performance; increased self-esteem; greater intellectual humility; and increased likelihood to participate in civic engagement projects

Activity	Evidence	Assessment Technique
POP project	Students perform better on tests	Tracking the class performance of those involved in the Muncie Central philosophy club during their time in high school
	More students engaged in civic engagement projects	Pre- and post- surveys
	Students demonstrate greater intellectual humility	Pre- and post- assessment on open-mindedness or intellectual humility
	Students demonstrate improved reasoning, discussion, and logical argumentation skills	tracking the class performance of those involved in the Muncie Central philosophy club during their time in high school