

Introduction

Welcome to the inaugural volume of the new annual peer-reviewed journal *American Association of Philosophy Teachers Studies in Pedagogy*. The American Association of Philosophy Teachers (AAPT) is a national organization dedicated to the mission of supporting quality teaching in philosophy. Since its founding in the mid-1970s, the AAPT has provided a supportive community for philosophy teachers where we can discuss our pedagogical struggles and successes, discover new ways of being in the classroom, share tips and strategies, and be enriched and inspired by fellow teachers.

For many years, the AAPT community was held together in large part by the publication of the AAPT newsletter, called the *AAPT News*. Before email and the internet, the *AAPT News* was a way for the community's conversations to continue between the summer conferences. As the modes of communication changed, and we built the AAPT website, www.philosophyteachers.org, the *AAPT News* slowly faded away. We hope that the *American Association of Philosophy Teachers Studies in Pedagogy* will partially fill the role that the *AAPT News* used to play by providing a new space for written reflection and discussion of teaching philosophy.

In starting this publication, the AAPT also hopes to extend our conversation to those who are not members of our organization. For decades now, the AAPT has been leading the way in the promotion of a model of teaching as student-centered learning. In addition to the AAPT's biennial conference, we host group sessions at the APA meetings, we facilitate a five-day teaching and learning seminar for graduate students, and we organize one-day teaching and learning workshops across the country. *American Association of Philosophy Teachers Studies in Pedagogy* provides another avenue to share the expertise and wisdom that we have gathered over the decades.

American Association of Philosophy Teachers Studies in Pedagogy is an annual journal dedicated to publishing thematically focused volumes of original works on teaching and learning philosophy. This initial volume, "Practices in Pedagogy," is composed of peer-reviewed selections from the 20th biennial AAPT conference.

Practices in Pedagogy

The articles show the great range of topics covered at the conference, from practical advice about designing specific courses to theoretical discussions about the nature of philosophical disagreement.

We, the editors, have deeply enjoyed working with the various contributors to this inaugural volume. The contributors range from graduate students and new faculty to seasoned veterans with endowed chairs. Like the topics they cover, the articles vary widely in style and tone—some are inspiring, challenging us to do better; many are practical, providing detailed advice on activities or course content; and a few are conceptually rich, bringing classroom teaching into conversation with current philosophical debates. The broad coverage displayed in this volume seems a fitting way to launch this new publication, as we hope in the ensuing years to offer wide-ranging discussions on all kinds of issues affecting the teaching of philosophy.

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