A Hybrid Approach to Logic Instruction in Philosophy: 
Proposal for a Scholarship of Teaching & Learning Project

Abstract

Recent studies including (Folley 2010, 93-100), (Jefferies and Hyde 2010, 133-140), and (Vernadakis et al. 2011, 188-199) suggest that blended instruction, which incorporates elements of online and traditional face-to-face instruction, can produce learning outcomes that are superior to those produced by traditional instructional methods alone. My proposed project will explore whether this general thesis holds true in the specific case of an upper-level symbolic logic course for a medium-sized audience of predominately philosophy majors.

The project will investigate whether it is possible to enhance student learning in an upper-level symbolic logic course by recording lectures for the course as audio lecture captures, assigning students to view the lectures online through a learning management system prior to class, and devoting 45 to 60 additional minutes of class time per week to working through logic problems collaboratively. Devoting additional time to collaborative problem-solving activities in class could help the weakest students to gain proficiency in applying problem-solving skills through repetition and could help the strongest students to attain even higher levels of mastery by allowing the instructor and the class to work through at least one advanced problem that would really challenge them in each class meeting.

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