Third Biennial PLATO Conference
Equity & Inquiry
June 29-30, 2015
University of Washington, Seattle

PLATO (Philosophy Learning and Teaching Organization), a national network for all those working in pre-college education, advocates for the introduction of philosophy into schools and connects the education and philosophy communities through programs, resource-sharing, and research.

Thanks to Our Conference Supporters:

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University of Washington - Center for Philosophy for Children, College of Education, and Department of Philosophy
PLATO promotes philosophy classes for all K-12 students, including those in classrooms least likely to have access to academic enrichment programs. Bringing together the education and philosophy communities, PLATO celebrates diversity within the philosophy classroom and endorses a wide variety of philosophical approaches and methods. The organization hosts annual awards for pre-college philosophy teachers, an annual philosophy essay contest for high school students, and a biennial philosophy teaching and learning seminar for high school teachers at the American Association of Philosophy Teachers conference.

Offering support and resource-sharing for teachers, parents, philosophers and others involved in teaching philosophy to pre-college students, PLATO is an independent 501(c)(3) organization. Membership in and support of PLATO helps fund education for teachers about ways to introduce philosophy in pre-college classrooms, resources for university and college faculty and students working in the field of pre-college philosophy, and advocacy in both the philosophical and educational communities for more pre-college philosophy instruction.

The Fourth Biennial PLATO Conference will be held at the University of Chicago in June 2017.
PLATO 2015 CONFERENCE PROGRAM

Monday, June 29

Bagels and fruit, coffee and tea available at 8:30 am

9:00 – 10:30 am Keynote Address by Jonathan Kozol
Walker Ames Room, Kane Hall

The Big Questions Are Already There in the Hearts of Children
The Role of Philosophy in the Classrooms of Our Public Schools in an Age when Standardized Instruction is Crowding out the Domain of Inquiry

Jonathan Kozol received the National Book Award in Science, Philosophy, and Religion for Death at an Early Age; the Robert F. Kennedy Book Award for Rachel and Her Children; and countless other honors for Savage Inequalities, Amazing Grace, and his most recent writings about poverty and justice. When he’s not with children and their teachers in classrooms, he is likely to be found at colleges and universities, where he lectures on the urgent need to let our children ask the big questions - - including questions about ethics and identity and how we frame our purpose in life - - that are often already in their hearts.

Please note that abstracts for all of the concurrent sessions are available online:
http://plato-philosophy.org/abstracts

Concurrent Sessions I: 11:00 am – 12:15 pm

Elementary School Track, Mary Gates Hall room 241
Chair: Janice Moskalik, University of Washington

Philosophy Cafes in Elementary Schools: Just How Fantastic Was Fantastic Mr. Fox? A Case Study of An 8-week Philosophy Café for Elementary School Students – Kate Kennedy White, Director of Kinder Philosophy, Australia

“Draw a brave person!” – “Um, That’s a rainbow”: The Challenges (and Benefits) of Doing Philosophy with Young English Language Learners – Sara Goering, University of Washington

Middle School Track, Mary Gates Hall room 251
Chair: Wendy Turgeon, St. Joseph’s College, New York

Philosothon: An Inclusive Event That Engages Students in Philosophical Discussion – Susan Paff, Northern New South Wales, Australia, and Michelle Rocca and Bonnie Zuidland, Victoria, Australia

Philosophy You Can See and Touch: How to Enhance the Visual and Tactile Experience of Inquiry for Children – Natalie M. Fletcher, Concordia University, Montreal
High School Track, Mary Gates Hall room 271
Chair: Allison Cohen, Langley High School, Virginia


Establishing an Ethos of Inquiry – Carl Rosin, Radnor High School, Pennsylvania

Theoretical Issues Track, Mary Gates Hall room 231
Chair: Susan Gardner, Capilano University, Vancouver, British Columbia

Blending Pre-College Philosophy with New Movements in Education – Amy Leask, Enable Education/Enable Publishing

Philosophical Inquiry in Teacher Education – Debi Talukdar, University of Washington

12:15-1:30 pm Lunch (on your own)
From 12:15-12:50, Tom Wartenberg will present and discuss the PBS documentary Big Ideas for Little Kids, which is about his college course and has won a New England Emmy – Mary Gates Hall Commons (135)

Concurrent Sessions II: 1:30 – 2:45 pm

Elementary School Track, Mary Gates Hall room 241
Chair: Natalie M. Fletcher, Concordia University, Montreal

The Straw that Breaks the Camel’s Back? Arguing for the Inclusion of Philosophy in the Already Over-stretched English Primary Curriculum – Rhiannon Love, University of Winchester, UK

Agora, Leeds Philosophy Exchange – Grace Robinson, University of Leeds, UK

Middle School Track, Mary Gates Hall room 251
Chair: Sara Goering, University of Washington

The Play’s the Thing: Why Two-minute Plays, and Role Play Simulations Can Be Exciting Alternatives to Children’s Books as Discussion Prompts – Paul Bodin and Anna Cook, University of Oregon

Using Film to Teach Philosophy in Middle School – Thomas Wartenberg, Mount Holyoke College, Massachusetts

High School Track, Mary Gates Hall room 271
Chair: Karen Emmerman, University of Washington

Academic Engagement in Perspectives: Broadening The Organization of Student-led Equitable Philosophical Inquiry – Stacey Cabrera and Hira Shah, Mira Costa High School, California

Socratic Aporia in the Classroom and the Development of Resilience – Stephen Kekoa Miller, Oakwood Friends School & Marist College, New York
Theoretical Issues Track, Mary Gates Hall room 231  
Chair: Jessica Davis, Teachers College, Columbia University, New York

The Inventive Schoolmaster: We Invent or We Err – Walter Omar Kohan, State University of Rio de Janeiro

From Equality to Dialogue – Keren Sadan, The Minerva Humanities Center, Tel Aviv University

Coffee and snacks available at 2:45 pm – Mary Gates Hall Commons (135)

At 2:50 pm, Jana Mohr Lone and Sara Goering will present the 15-minute film Philosophical Children, showcasing children engaged in philosophical inquiry in classes lead by the UW Center for Philosophy for Children – Mary Gates Hall Commons (135)

Concurrent Sessions III: 3:15 – 4:30 pm

Elementary School Track, Mary Gates Hall room 241  
Chair: Chris Ng, San Francisco Bay Area Outreach

Philosophy for Easily Distracted Third Graders: “Philosopher Kids” at the Good Shepherd School of New Orleans – Jon Altschul, Loyola University, New Orleans

Philosophical Bookends: Beginning and Ending Philosophy Lessons for College Students and Second Graders in the Same Way – David Shapiro, Cascadia College and the University of Washington Center for Philosophy for Children

High School Track

Session 1, Mary Gates Hall room 251  
Chair: Steve Goldberg, Oak Park and River Forest High School, Chicago

The Usefulness (or not) of Teaching Normative Ethical Theory in Pre-College Philosophy – Vanya Kovach, Discipline of Philosophy, University of Auckland, New Zealand and Philosophy for Children New Zealand


Session 2, Mary Gates Hall room 271  
Chair: Di’Anna Duran, University of Washington

Citizen-Students: Using Social Contract Theory to Foster an Inclusive and Cooperative Classroom – James R. Davis, Boston University Academy

Teaching Political Economy in the High School Classroom – Michael Schleeter, Pacific Lutheran University, Tacoma, Washington
Theoretical Issues Track, Mary Gates Hall room 231
Chair: Bridget DuRuz, University of Washington

Authenticity: It Should and Can Be Nurtured – Susan T. Gardner, Capilano University, and Daniel Anderson, Vancouver Institute of Philosophy for Children and Think Fun Camps

Poetry and Truth: Inviting Children to Think About Animals and Experience – Wendy C. Turgeon, St. Joseph’s College, New York

4:30-6 pm Drinks and light appetizers – Mary Gates Hall Commons (135)

Tuesday, June 30

Bagels and fruit, coffee and tea available at 8:30 am

9:00–10:30 am Fishbowl Session: The Goals of Pre-College Philosophy
Mary Gates Hall Commons (135)

This interactive group session will focus on some central issues pertaining to pre-college philosophy and its future. Fishbowl discussions generally begin with brief framing comments from a pre-selected group; following these initial comments, attendees are encouraged to step forward and actively participate in the discussion, whether by raising a question or offering comment or idea for the group to consider. The discussion then proceeds in dialogic fashion. In our fishbowl session, a group of faculty, teachers, and students who are all involved in pre-college philosophy initiatives will offer framing comments. Some initial questions for group consideration will include:

1. As a community of philosophers, teachers, and students, what should serve as (some) common guiding goals for pre-college philosophy over the next 5 years?
2. What makes for a successful pre-college philosophy class, project, or program? By what terms, goals, or metrics do we understand or measure the success (or failure) of this work with children? With teachers? In schools more generally?

Facilitated by Michael Burroughs, Rock Ethics Institute, Pennsylvania State University

Concurrent Sessions IV: 11:00 am – 12:15 pm

Elementary School Track, Mary Gates Hall room 241
Chair: Mark Balawender, Michigan State University

Philosophy for Children and Ecocritical Pedagogy – Ezgi Sertler, Michigan State University

Philosophy and Endless Connections: Weaving Philosophy into the Curriculum and Everyday Life – Lin Josephson, South Mountain Elementary School, New Jersey
Middle School Track, Mary Gates Hall room 251
Chair: Thomas Wartenberg, Mount Holyoke College, Massachusetts

Building Peace, from Mali to Michigan – Stephen L. Esquith, Michigan State University

Philosophy with Children and Adolescents and Virtual Memorial Sites – Arie Kizel, Haifa University, Israel

High School Track, Mary Gates Hall room 271
Chair: James Davis, Boston University Academy, Boston

Older and Younger Students “Doing” Philosophy Together – Edwin Marks, William Penn Charter School, Philadelphia

“We are philosophers!” The Kailua High Complex’s K-12 Philosophical Schooling Experience – Chad Miller, University of Hawaii Uehiro Academy for Philosophy and Ethics in Education

Theoretical Issues Track, Mary Gates Hall room 231
Chair: Michael Burroughs, Rock Ethics Institute, Pennsylvania State University

Philosophy in Public Places – Janette Poulton, Victorian Association for Philosophy in Schools, Australia

The Role of Agreement in Public Participatory Philosophy: Rational Consensus at Café Philosophy – Michael Picard, Simon Fraser University, British Columbia

12:15-1:30 pm Lunch (on your own)

Concurrent Sessions V: 1:30 – 2:45 pm

Elementary School Track, Mary Gates Hall room 241
Chair: Debi Talukdar, University of Washington

Learning Equity through Experience – Gilbert Burgh and Simone Thornton, The University of Queensland, Australia

Culturally Responsive Philosophy: Observations with Contrasting Student Populations – Di’Anna Duran, University of Washington

Middle School Track, Mary Gates Hall room 251
Chair: David Shapiro, Cascadia College and the University of Washington Center for Philosophy for Children

Identity Crisis: Philosophy in the Middle School Classroom – Jesse Walsh, Boston University

Learning Skills of Inquiry Through Playing Games – Chris Ng, San Francisco Bay Area Outreach, and Jessica Yusaitis Pike and Justin Devane, Teachers College, Columbia University, New York
High School Track, Mary Gates Hall room 271
Chair: Allison Cohen, Langley High School, Virginia

Creating Communities of Philosophical Inquiry: An International Approach – Jennifer Cattaneo, Santa Fe Christian School, California

Philosophy Outside the High School Classroom: A Case Study of Philosophical Inquiry with a Diverse Group – Lena Green, University of the Western Cape, South Africa

Theoretical Issues Track, Mary Gates Hall room 231
Chair: Janice Moskalik, University of Washington


Children’s Philosophical Encounters: Taking Seriously the Role of Privilege in Classrooms – Jana Mohr Lone, University of Washington

Coffee and snacks available at 2:45 pm – Mary Gates Hall Commons (135)

Concurrent Sessions VI: 3:15 – 4:30 pm

Elementary School Track, Mary Gates Hall room 241
Chair: Amy Leask, Enable Education/Enable Publishing

Argumentation Rating Tool: An Instructional Resource To Improve The Quality of Classroom Discussions – Alina Reznitskaya, Montclair State University, New Jersey

Why It’s Good to Teach Philosophical Reasoning – Janice Moskalik, University of Washington

High School Track, Mary Gates Hall room 251
Chair: Susan Gardner, Capilano University, Vancouver, British Columbia

Ethics Bowl as an Effective Pedagogical Strategy for Teaching Ethics – Karen Mizell, Utah Valley University


Theoretical Issues Track, Mary Gates Hall room 271
Chair: Jana Mohr Lone, University of Washington

Doing What a Virtuous Person Would Do: Investigating the Role of Authority in the Development and Motivation of Virtue in School-aged Children – Nicholas Shudak, University of South Dakota, and Paul Anders, Mount Marty College, South Dakota

Education, Research, and the Advancement of Pre-College Philosophy – Michael D. Burroughs, Rock Ethics Institute, Pennsylvania State University
Poster Session, Mary Gates Hall room 231
Chair: Peter Worley, The Philosophy Foundation, UK

Counterfactual Thinking and Moral Judgment in Ethical and Equity Inquiry – Alessia Marabini, University of Bologna, Italy

Teachers’ Experiences of a Learning Styles Approach to Curriculum Implementation: Dunn and Done? – Desiree Moodley, Cape Town, South Africa

Teaching Justice and Equity Among Children: Matthew Lipman’s Philosophy for Children and the Place for Philosophy in the Philippine K-12 Curriculum – Marella Ada V. Mancenido-Bolaños, University of Santo Tomas, Manila, Philippines

Kevin and the Virtue Hikes: A Logic-Based Therapy Social and Emotional Learning Curriculum for K-2 Students – Laura Newhart, Eastern Kentucky University

Final Session  4:30 – 5:00 pm

Mary Gates Hall room 241
Goals and aspirations: Where do we go from here? A group discussion
Facilitated by Jana Mohr Lone, University of Washington.
BIOS OF SESSION PRESENTERS

Jon Altschul is assistant professor of philosophy at Loyola University New Orleans specializing in philosophy of mind and epistemology. His research centers primarily on the question of what makes us warranted or justified in our ordinary, everyday beliefs about the world. In October 2013, he and several undergraduate students launched “Philosopher Kids,” which uses stories and games to provide high quality philosophy education to at-risk youth in New Orleans.

Paul Anders is an assistant professor of philosophy and chair of the Religious Studies and Philosophy Department at Mount Marty College, specializing in the philosophy of both religion and science. Recently he received a National Endowment for the Humanities Enduring Questions teaching grant for a course he developed entitled, “What is Authority?” Other areas of research at the interface of science and religion include scientific and theological method, and natural and philosophical theology.

Daniel Anderson has a philosophy honours degree from the University of British Columbia and an Associate of Arts Degree from Capilano University. Daniel also serves as the Associate Director of both the Vancouver Institute of Philosophy for Children and Think Fun Camps run at the University of the Fraser Valley. Daniel is interested in moral motivation, metaethics, posthumanism and pedagogy.

Paul Bodin has taught “Teaching Children Philosophy” at the University of Oregon, Eugene, since 2013. His students lead weekly philosophical discussions in fourth or fifth grade classrooms. He also teaches writing and social studies curriculum and supervises student teachers in the graduate licensure program, UOTeach. Over the past three years, he and his undergraduate students have written original “two minute plays” as alternatives to illustrated children’s books for introducing themes for philosophical discussions with children.

Gilbert Burgh is senior lecturer in the School of Historical and Philosophical Inquiry at The University of Queensland. Research interests include educational philosophy; social and political philosophy, especially democracy; citizenship; and alternatives to electoral politics. Current research projects include the history and development of philosophy in schools in Australasia, Matthew Lipman’s practice of philosophy as the methodology of education, the philosophical development of ‘community of inquiry’ in educational discourse, and philosophy and street art.

Michael D. Burroughs is Assistant Director of the Rock Ethics Institute, Senior Lecturer of Philosophy, and Affiliate Faculty Member in the College of Education at Pennsylvania State University. He has practiced philosophical fieldwork with K-12 schoolchildren, the elderly, and the incarcerated. He and Jana Mohr Lone co-authored Philosophy in Education: Questioning and Dialogue in K-12 Classrooms (Rowman and Littlefield, forthcoming in 2015). His primary research interests are the intersection of ethics, social epistemology, childhood studies; and philosophy of education.

Stacy Cabrera is an English Teacher, National Honors Society advisor, and creator of the Young Philosophers Society at Mira Costa High School in Manhattan Beach, CA. Next year she will also pilot “Philosophy in Literature,” a cross-curricular course that will combine philosophical works and themes taught alongside — and as explored in — literary works. Her philosophical interests include aesthetics, hermeneutics, and literary theory and Interpretation; and the works of John Dewey and Aldous Huxley.
Jennifer Cattaneo teaches French, ancient civilizations and western philosophy at Santa Fe Christian School in Solana Beach, CA, where she is the World Language Department chair. Her background is in ancient civilizations, and French history and literature. In the classroom, she nurtures critical thought. She has taught seminars in critical thought, Western philosophy and intercultural communication to both high school students and adults, and has led many student trips to France and Italy in the past decade.

Darren Chetty won the 2014 Biennial Award for Excellence in Philosophy for Children from the ICPIC for his paper “The Elephant in the Room: Picturebooks, Philosophy for Children and Racism.” Darren is currently completing his Ph.D. in philosophy for children and multiculturalism at the UCL Institute of Education. A SAPERE accredited trainer, he has successfully implemented philosophy for children as a whole school approach and has been teaching in London primary schools for almost 20 years.

Anna Cook is a Ph.D. student in the philosophy department at the University of Oregon specializing in feminist philosophy, social/political philosophy and early modern philosophy, with a special interest in Spinoza. She is interested in questions of affect and vulnerability as they pertain to violence prevention education. She has previously worked as an instructor for a non-profit assault prevention center (COPA), offering prevention and self-defense workshops to elementary and high school students.

James Davis has taught history and philosophy at Boston University Academy since 1996. He is on the PLATO board of directors and the editorial board for Questions: Philosophy for Young People. He has taught logic in Johns Hopkins University’s Center for Talented Youth Program; been a reading teacher for the Institute for Reading Development; and an instructor at Babson College, Endicott College, and Merrimack College.

Justin Devane attended the Cognitive Studies in Education program at Teacher’s College, Columbia University, where he specialized in games in education, and the cognitive implications of games. After graduating, he pursued a career in education. He is currently working in a TechEd position with the Healthcare Association of New York State, in his spare time gamifying his home for his children and working as a personal trainer.

Di’Anna Xochitl Duran is a first-year graduate student in the UW College of Education. Her focus is on developing the application of philosophy for children-community of inquiry for “at-risk” youth. She is motivated by first-hand experience and second-hand accounts highlighting student frustration with the lack of critical, creative, and caring thinking in schools. She hopes that sharing the work of philosophy for children will promote social and educational growth in her community and at large.

Stephen L. Esquith has worked on ethical problems in developing countries since 1990. He is Michigan State University Dean of the Residential College in the Arts and Humanities and is one of the leaders of the doctoral specialization in Ethics and Development, a program he helped to found. He is currently working with colleagues in Mali on projects on post-conflict dialogue and reconciliation, and is the author of many books and articles.

Natalie M. Fletcher is a philosophy teacher at John Abbott College in Montreal, Canada, and the founding director of Brila Youth Projects, an educational charity that introduces philosophical thinking to young people through community inquiry dialogues and digital magazine production. She is pursuing interdisciplinary doctoral research on moral imagination at Concordia University, fusing the fields of ethics, dialogic pedagogy and relational aesthetics. Her work appears in Analytic Teaching and Philosophical Praxis and Childhood and Philosophy.
Susan T. Gardner is a Professor of Philosophy at Capilano University in North Vancouver, Canada. Her publications are primarily in the fields of Critical Thinking (Thinking Your Way to Freedom, 2009), and Philosophy for Children. She is also a director of the Vancouver Institute of Philosophy for Children and was the prime mover in bringing P4C camps to Vancouver in 2014.

Sara Goering is Associate Professor of Philosophy at the University of Washington, Seattle, and Program Director for the UW Center for Philosophy for Children. Though she started doing philosophy for children with high school students, she now leads weekly kindergarten philosophy discussions at a local elementary school. She also teaches UW undergrads to lead philosophy discussions with children, and helps with Seattle-area teacher training workshops. With Tom Wartenberg and Nicholas Shudak, she is co-editor of Philosophy in Schools.

Lena Green is an educational psychologist, currently Extraordinary Professor in the Faculty of Education at the University of the Western Cape in South Africa. Her long-term research interests are in cognitive development and in empowering students and teachers to think more effectively. She is trained and experienced in several approaches to the mediation of thinking, but is particularly interested in philosophy for children, which she introduces to pre-service and in-service teachers and employs in her practice as a psychologist.

Ron Gunczler is a senior at the Columbia Secondary School for Math, Science, and Engineering. As a co-editor-in-chief of the school’s philosophy journal CONTRARIWISE, he works with Nicholas Pape and Professor Diana Senechal. He is interested in philosophy as a way to connect academic disciplines, and is particularly interested in the philosophy of language and humor.

Lin Josephson is a philosophy for children practitioner, endorsed by The Institute for the Advancement of Philosophy for Children. She has been teaching a weekly second grade philosophy class at the South Mountain Elementary School, South Orange, NJ, since 2010. Lin is also a former first grade teacher, educational writer and business journalist. Lin was a 2013-2014 Recipient of the PLATO Award for excellence in philosophy teaching by a non-classroom teacher, and was a Fairchild Publications Scholar.

Arie Kizel heads the department of Learning, Instruction and Teacher Education at the Faculty of Education, Haifa University. His research interests include narrative research of social groups, philosophy of education, philosophy with children, and research of curriculum and textbooks. He is also the academic head of the Israeli-German commission for textbooks research. His publications include Subservient History: A Critical Analysis of History Curricula and Textbooks in Israel, 1948–2006, and The New Mizrahi Narrative in Israel.

Walter Omar Kohan is Full Professor of Philosophy of Education at the State University of Rio de Janeiro (Brazil) and Researcher at CNPq and FAPERJ (Brazil). He coordinates “Philosophy in Schools” in Duque de Caxias, RJ. His recent books include Philosophy and Childhood: Critical Perspectives and Affirmative Practices. (Palgrave, 2014); Childhood, education and philosophy: new ideas for an old relationship (Routledge, 2015); and The inventive schoolmaster (Sense, 2015).

Vanya Kovach teaches philosophy at the University of Auckland, New Zealand, and has long been active in philosophy for children as a practitioner and a teacher educator. She has also worked in a wide range of community contexts, primarily in the area of professional ethics, engaging with - for example - hospice nurses, trainee Anglican ministers, maximum security prisoners, property valuers and sexual health clinicians.
Amy Leask is the author of philosophy books and apps for children, founder of Enable Publishing, and Vice President of Enable Education in Ontario, Canada. A former secondary and post-secondary educator, she is a proponent of 21st century skills development, STEAM education, and the creation of more inclusive and effective educational technology.

Jana Mohr Lone is director of the University of Washington Center for Philosophy for Children and president of PLATO. She is the author of The Philosophical Child (2012), the co-author (with Michael Burroughs) of Philosophy in Education: Questioning and Dialogue in K-12 Classrooms (forthcoming in 2015), and the co-editor (with Roberta Israeloff) of Philosophy and Education: Introducing Philosophy to Young People (2012). For the past six years she has chaired the American Philosophical Association Committee on Pre-College Instruction in Philosophy.

Rhiannon Love is a senior lecturer in primary education at the University of Winchester, UK, where she is responsible for the undergraduate and postgraduate religious education curriculum. She has been involved with philosophy for children in primary schools over the past 7 years, and is now embedding philosophy for children into the undergraduate and postgraduate initial teacher education programs at the university. Rhiannon is currently engaged in postgraduate research in philosophy for children.

Marella Ada V. Mancenido-Bolaños received her A.B philosophy degree and master’s degree from the University of Santo Tomas, Manila. She is currently teaching philosophy in the same university while working on her Ph.D. Her research interests include existentialism, feminism and philosophy for children.

Alessia Marabini teaches philosophy and history in secondary school where she focuses on Socratic dialogue and critical thinking. She has presented at APA meetings and published numerous articles and books about teaching philosophy, including Cos’è una persona? Un percorso tra Filosofia, Cinema, Letteratura, Fantascienza, (What is a person? A reflection along Philosophy, Cinema, Literature, Science Fiction: 2010, Allori Edizioni, Ravenna). Currently she is a member of COGiTO Research Centre in Philosophy, University of Bologna, Italy.

Ed Marks includes philosophy in the history classes he teaches at the William Penn Charter School (a Quaker K-12 school) in Philadelphia where he has worked since 1980. He also served as department chair, and the varsity boys and girls soccer coach. He participated in two National Endowment philosophy seminars, with Mitchell Green and Tom Wartenberg, where he connected with PLATO and learned of its initiatives.

Chad Miller is the 2012 Hawai’i State Teacher of the Year, a National Board Certified teacher, and current Director of Teacher Development at the University of Hawai’i at Mānoa’s Uehiro Academy for Philosophy and Ethics in Education. He helps teachers incorporate philosophy into their classroom practices. He also teaches at the University of Hawai’i, leads professional development workshops, and is Philosopher in Residence at the Kailua High School K-12 complex.

Stephen Kekoa Miller has taught philosophy and religious studies at Oakwood Friends School and Marist College in Poughkeepsie NY for 15 years. He has worked with students at all levels, from elementary school through college, as well as with high school parents. Courses he has taught include philosophy of science, Greek philosophy, philosophy of religion, existentialism, and ethics, all of which prompt students to ask fundamental questions and explore what constitutes a good life.
Karen Mizell, Professor of Philosophy at Utah Valley University, studies philosophy of childhood, philosophy for children, the ethics of human/animal relationships, and food justice. She received, among other awards, Utah’s Campus Compact Faculty Award for Excellence in Service-Learning, and UVU Educator of the Year. She co-coaches the UVU Intercollegiate Ethics Bowl Team, organizes and hosts the Utah High School Ethics Bowl, directs UVU’s ethics minor and ethics certificate programs, and serves on the UVU Peace and Justice Studies Executive Committee.

Desiree’ Eva Moodley, a teacher with 30 years of experience, is an accredited creative writing coach and curriculum facilitator. She is involved with teacher professional development and has co-authored several textbooks; her academic interests involve exploring innovative, creative pedagogies for the 21st century learner. She has participated in the International Network on Philosophy for Children (Cape Town, Graz). Her current preoccupation is investigating a link between learning styles in community and e-learning.

Janice Moskalik, a graduate fellow at the UW’s Center for Philosophy for Children, has taught classes on moral theory, free will, contemporary moral problems, and the philosophy of law and of criminal punishment. She’s worked as an instructor and mentor with the Center’s Philosophers in the Schools Program and is on the PLATO Board of Directors. She also co-developed and taught an elementary school philosophy class for UW’s Robinson Center for Young Scholars.

Laura Newhart is an associate professor in philosophy and current chair of the Department of Philosophy and Religion at Eastern Kentucky University. Her areas of specialization are twentieth century European philosophy, feminist theory, and biomedical ethics. Her current research interests include mothering and philosophy, logic-based therapy, and philosophy for children.

Chris Ng studied at the University of Maryland, College Park, and Teachers College, Columbia University, specializing in philosophy for children. She aims to incorporate philosophical inquiry into pre-college curriculum, and she is interested in designing video games and apps that involve logical reasoning and moral choice.

Sue Paff has been teaching philosophical thinking skills to primary children since 1996. She has written a philosophy program for high school students that is approved and registered by the NSW Department of Education. Sue has been teaching an elective philosophy course at Bishop Druitt College since 2004. Her professional and personal interests include philosophy, psychology, involvement in the Australia-wide Philosothon initiative, managing her school teams in the da Vinci Decathlon competitions, and challenging kids to think.

Nicholas Pape, a senior at Columbia Secondary School, is co-editor of his school’s philosophy journal, CONTRARIWISE. His primary interest is in mathematics. He also enjoys reading Aristotle, Sartre, and Plato. He hopes to do research in real analysis, complex analysis, differential geometry, and topology; and to use philosophical thinking when writing proofs in these mathematical fields.

Michael Picard, philosophy professor at Douglas College and of cognitive science at Simon Fraser University, founded Cafe Philosophy, a 12-year series of weekly philosophical dialogues for the public, for which he has animated over 600 sessions. Picard is author of many books including Philosophy: Adventures in Thought and Reasoning. Acting President of the Canadian Society for Philosophical Practice and Certified Counsellor of the American Philosophical Practice Association, he offers private philosophical therapeutics based on social theories of meaning.
Jessica Yusaitis Pike is a senior research assistant at the Center for Technology and School Change at Teachers College, Columbia University. Jessica has several years of experience in PK-12 education research and evaluation and has examined such topics as classroom technology integration, data-driven decision making, and teacher professional development models. Other research interests include geographical shifts in educational access and game-based learning. Jessica has an M.A. in Communication and Education from Teachers College, Columbia University.

Janette Poulton is the academic coordinator of the School of Education at Melbourne Institute of Technology where she works with primary school pre-service teachers. She is the Education Officer for VAPS (Victoria) responsible for curriculum development, presentation of courses, training of presenters, and monitoring and administration of courses. Janette has served as joint Secretary on the ICPIC (International) Executive Board and as President of the Federation of Australasian Philosophy in Schools Associations FAPSA.

Alina Reznitskaya, professor at Montclair State University in New Jersey, teaches courses in educational psychology, quantitative research, and educational measurement. Her research interests include investigating the role social interaction plays in the development of argument literacy, designing measurement instruments that can effectively measure oral and written argumentation, and examining professional development programs that help teachers improve the quality of argumentation during class discussions of texts.

Sean A. Riley, academic dean at The Stony Brook School, has chaired the history department; taught history, English, Bible, and philosophy; coached tennis, football, and the Ethics Bowl team; and served as a dorm dad. He has led summer travel courses to Greece, Turkey, and China. He has also taught at Baylor University, McLennan Community College, and Live Oak Classical School in Waco, Texas. Sean is the author of Recovering the Saints from Modern Moral Theory.

Grace Robinson is a philosopher working in schools, universities, communities and businesses. She is a SAPERE trainer and associate of the UK’s Philosophy Foundation. In 2008 she established Thinking Space to promote philosophical dialogue and enquiry; it is now a Community Interest Company for which she is managing director. She is also a teaching fellow at the University of Leeds where she runs a course that introduces philosophy students to philosophical enquiry in schools.

Michelle Sarah Rocca, a philosophy for children practitioner in Victoria, Australia, since 2007, received the 2012 McKinnon Secondary College Teacher Fellowship for professional development. She is a regional coordinator for teacher training and curriculum development in the Ethical Understandings Project, and coordinates the Philosophy Club at her school. Her interests include neuroscience, psychology and philosophy in education, and organizing an international Philosophy Camp.

Carl Rosin teaches English, philosophy and interdisciplinary courses at Radnor High School. He served as English department chairperson, and is now advisor to the Gay-Straight Alliance and coach of the Ethics Bowl team. He won the 2012 Delaware County Excellence in Education award, and PLATO’s 2014 Knisely Award as High School Philosophy Teacher of the Year. He is Assistant Academic Director for the University of Pennsylvania’s Pre-College Summer Law Program, and works with pre-service teachers at Haverford and Bryn-Mawr Colleges.
Keren Sadan is a research fellow in The Minerva Humanities Center, Tel Aviv University. She is interested in ethics and politics, and in the connection between theory and praxis. Toward that end she founded a city public education program in Tel Aviv – Yafo, where she teaches philosophy in preschools. Her areas of specialization are ethics, feminist theory, contemporary French feminism, philosophy of education, and philosophy and children.

Mike Schleeter, assistant professor at Pacific Lutheran University, teaches ethics, social and political philosophy, business ethics, early modern philosophy, 19th and 20th century continental philosophy, and the philosophy of race. His areas of scholarly interest include political philosophy, political economy, German Idealism, and phenomenology.

Diana Senechal teaches philosophy at Columbia Secondary School for Math, Science, & Engineering in New York City where she is advisor for the student philosophy journal, CONTRARIWISE. She is also on the faculty of the Sue Rose Summer Institute for Teachers at the Dallas Institute of Humanities and Culture. She is the 2011 recipient of the Hiett Prize in the Humanities and the author of Republic of Noise: The Loss of Solitude in Schools and Culture.

Ezgi Sertler is a third year Ph.D. student in the philosophy department at Michigan State University. She is also completing a specialization in Gender, Justice, and Environmental Change (GJEC). Her research focuses on feminist philosophy, epistemology, and social and political theory with a special interest in epistemologies of testimony, oppression, resistance, and ignorance. In addition, she is interested in the relationship between critical (transformatory and liberatory) pedagogies and civic engagement.

Hira Shah is a sophomore at Mira Costa High School in Manhattan Beach. She is a founder of the Mira Costa Young Philosophers’ Society, as well as an active participant in Model United Nations and marching band. Hira recently moved to the United States after several years of study in France at the Lycée International de Saint Germain-en-Laye, where she observed the French approach to the integration of philosophy into the curriculum.

David A. Shapiro is Education Director of the University of Washington Center for Philosophy for Children and a tenured faculty member in Philosophy at Cascadia College in Bothell, WA. He has been doing philosophy with pre-college students for more than two decades and has written and presented extensively on philosophical inquiry with young people. His most recent book is Plato Was Wrong! Footnotes on Doing Philosophy with Young People (Rowman and Littlefield, 2012).

Nicholas J. Shudak is an associate professor and division chair of curriculum and instruction at the University of South Dakota. He is interested in teacher effectiveness, action research in teacher education, and philosophy for children. He was the co-recipient of $25,000 National Endowment for the Humanities’ Enduring Questions grant. He co-edited Philosophy in Schools: An Introduction for Philosophers and Teachers, and his articles and chapters have appeared in Creative Education, The Journal of Thought, and The Social Studies.

Debi Talukdar, a UW graduate student at the College of Education, researches incorporating philosophical inquiry and reflective practices in teacher education. She also teaches an undergraduate course in early childhood and family studies. A fellow with the UW Center for Philosophy for Children, Debi regularly does philosophy with elementary school children in Seattle. Debi has previously worked in schools in India, and with the foster care/residential care system in the UK.
Simone Thornton is a doctoral candidate and research scholar in the School of Historical and Philosophical Inquiry at The University of Queensland. Her research interests focus on depictions of nature in philosophical thinking; Camus, pedagogy, and the phenomenology of inquiry; Rousseau and human nature. Topics she explores include relationships and sympathies between Camus and pragmatism in the education of lucid individuals, and the history and development of philosophy in schools in Australasia.

Wendy C. Turgeon teaches philosophy at the college level but also works in philosophy for children by teaching undergraduate and graduate courses at St. Joseph’s College and Stony Brook University. She also works with Interdisplinincary.net to organize conferences on Childhood, Play, and most recently on The Animal/Human Bond. These are held every summer at Oxford University in the UK.

Jesse Walsh is pursuing a Masters of Public Health degree at Boston University School of Public Health in the Health Law, Bioethics and Human Rights Department. She initiated two pre-college philosophy clubs for teens: at St. Martin de Porres Academy in New Haven, CT, and at the Dorchester Boys and Girls Club in Boston, which has recently expanded to other neighborhoods. She also consults with the philosophy outreach program at UMass Boston and serves as a guest philosopher at club meetings.

Thomas Wartenberg, Mt. Holyoke College professor of philosophy, has published Big Ideas for Little Kids: Teaching Philosophy Through Children’s Literature (Rowman and Littlefield, 2014), and A Sneetch is A Sneetch and Other Philosophical Discoveries: Finding Wisdom in Children’s Literature (Wiley Blackwell, 2013). His program, Teaching Children Philosophy, won the 2011 APA/PDC Prize for Excellence and Innovations in Philosophy Programs. His course, Philosophy for Children, is the subject of a PBS documentary.

Kate Kennedy White, a philosophy teacher and trainer in Australia, is the Founding Director of Kinder Philosophy, which trains in-service and pre-service teachers and supports parents who want to engage children in dialogues. Kate is also the resident philosophy teacher in a Sydney elementary school, teaching weekly school-wide dedicated philosophy lessons. Most recently she was awarded the NSW State Premier’s Teaching Scholarship to explore the introduction of philosophy in the early childhood centers and in-service training.

Bonnie Zuidland has been teaching philosophy in schools and adult centers for the past 9 years. Her interest stems from a love of philosophy and a desire for social change. For the Victorian Association of Philosophy in Schools, she organized 2012/2014 conferences and supports the Humanist Society of Victoria teaching volunteers in Col who provide students with ethics programs. She also develops and implements curriculum for ethical understanding.
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