"Philosophy has no practical value". For a philosopher at almost any level of training, this statement is obviously false. Yet, for an undergraduate approaching a first course in philosophy, this misconception might be commonplace. Empirical research[1] shows that motivation is essential for learning, but how can one be motivated to learn a subject that one believes is of no value? I obviously cannot force my students to be motivated to learn philosophy; but, I can directly influence the class environment as well as students' expectations for success and the value they place on the material.

Accordingly, my foremost objectives as an instructor are (*i*) to enable students to see the bearing and applicability of philosophy to their everyday lives and (*ii*) to foster students' confidence in their ability to succeed at philosophy while (*iii*) helping to improve their abilities to read, write, speak, and think clearly and critically about philosophical ideas.

To achieve these objectives, I use a goal-based approach that focuses on maximising student motivation via environment, expectancy, and value. In practice, this hinges on several things—e.g., the class size and level, the course content, the students' backgrounds. For instance, graduate students in a special-topics seminar are likely more self-motivated than undergraduates in a survey course; teaching techniques vary in efficacy when teaching 10 students versus 300 students. Hence, I focus on a set of core principles that apply widely, though the application itself varies from course to course.

Environment. An open, safe, and supportive learning environment is essential in any classroom; this is especially true in philosophy, where the content might challenge long-held beliefs of individual students. In light of this, I make it a matter of policy to provide the students with a thorough syllabus and to detail this material during the first meeting, to establish the tone for the course and set a positive and lasting first impression.

In smaller discussion sections I emphasise a set of ground rules during the first class, and I highlight that the syllabus lists these for reference. In this way, everyone (including myself) is held accountable without becoming defensive. In large, lecture-based classes, I focus on maximising accessibility and minimising anxiety. For example, I make every effort to ensure that required readings are accessible to all the students. I would also utilise course notes or lecture slides, where appropriate, and make these available to avoid having students split their attention between listening and taking notes.

Since the classroom is dynamic, I employ technology to gauge the efficacy of my teaching throughout the semester and tailor it as needed. At UC Irvine, I used an online system for soliciting unofficial mid-term evaluations. This allowed me to receive feedback on what components of the course stu-

[1] e.g., Ames (1990); Murayama (2009); Ambrose et al. (2010); Kruglanski et al. (2015); and many others.

dents found most and least valuable and to shift my strategies for teaching accordingly, based on the actual needs of the students in the class.

Expectancy. There are several ways that I would design a course to foster positive expectancy in students. For example, by aligning and clearly communicating the objectives, assessments, and my instructional strategies for the course, students know my expectations and are given opportunities to practice content, showcase their level of understanding, and receive feedback.

Perceived fairness can affect expectancy. As a rule, I grade essays and exams anonymously to avoid implicit bias. On essays, I provide detailed rubrics and targeted feedback that is proportional to the level of the course. These serve to justify the grade (and so reduce perception of unfairness) and to provide the students with the necessary tools to achieve success in the future.

Past experiences influence expectations for future performance; so, early opportunities for success—e.g., short, low-stakes assignments—can help reinforce students' beliefs that they are able to do philosophy in the first place. For example, in a logic class, where students might have high performance anxiety or low expectancy for success due to an aversion to formalism, I would allow them a set time frame to correct mistakes on graded assignments for a higher grade. This can help reduce anxiety about the grade, but it also gives students an incentive to practice the material before an exam.

Having early and frequent assessments disperses the weight of grading. This helps reduce anxiety and further allows me to calibrate the level of difficulty of the course so students are appropriately challenged—if an assignment is too difficult, it will negatively affect expectancy, but if it is too easy, it will negatively impact the value students place on it.

Value. The value I place on philosophy is intrinsic. But, I am sensitive to the fact that not every student holds this view, and one cannot force students to value philosophy in itself. Still, I can affect the instrumental value they place on philosophy by illustrating how philosophical methods are widely applicable, and that philosophical content can be relevant to everyday life. I emphasise the instrumental value of philosophical skills—e.g., critical reasoning, facility with arguments, proficiency with communication—by showing their relevance to most any academic, professional, or personal pursuit.

I highlight the necessity of these skills by incorporating real-world examples and tasks into lectures and assignments. Though thought experiments can be perceived as abstract and esoteric, many of these—and the problems they highlight—can be explicitly related to real-world application. For example, trolley problems can be couched in terms of self-driving cars. Some of my own research has taken place at institutes where these are pressing matters of immediate concern.

When I first learned logic, I valued it as a puzzle. I later learned that all modern computation is elucidated in terms of formal logic. When I teach introductory logic, I bring these facts to bear on my lectures so that students can see the value in logic in a more comprehensive way, outside of memorising a set of derivation rules and applying them to formulae. This highlights the applicability of philosophical content.

The values that students place on goals can be mutually reinforcing. By affecting the instrumental value that students place in philosophy, they can be motivated to actively partake in philosophical discourse in the first place. Being shown that they can succeed may positively affect *attainment value*, which may in turn culminate in *intrinsic value*.

In sum, my approach to teaching is grounded in empirical research which suggests that learning and performance are supported by goal-directed behaviour, which in turn is guided by motivation, which itself is affected by *value*, *expectancy*, and *environment*. Though I cannot force anyone to be motivated to learn philosophy, I can relate philosophy to my students' lives—both in terms of content and as a skill—to affect the value they place on succeeding in philosophy; I can help students see that they are capable of mastering philosophical concepts to provide positive expectancy; and I can ensure an environment that is accessible and supportive.

References

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., and Norman, M. K. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco: Jossey-Bass.

Ames, C. (1990). Motivation: What Teachers Need to Know. *Teachers College Record*. 91: 409–472.

Kruglanski, A., Chernikova, M., & Kopetz, C. (2015). Motivation science. In R. Scott & S. Kosslyn (Eds.), *Emerging Trends in the Social and Behavioral Sciences*. New York: Wiley

Murayama, K., & Elliot, A.J. (2009). The joint influence of personal achievement goals and classroom goal structures on achievement-relevant outcomes. *Journal of Educational Psychology*, 101(2), 432-447.