

SAMPLE Review Session: Game review for final exam

Synopsis

Time to complete: 75 minutes in-class

Goal: to provide an interactive review of course material in preparation for the final exam.

I designed this in-class experience to take the place of a traditional final exam review sheet. For the session, teams of students compete to win the most points by answering a series of questions about the course material. Some of the questions ask students to correctly identify key concepts or figures from the course. Others ask them to identify how a philosopher might address a given scenario.

I use a PowerPoint to display the questions and possible answers. After the class review session, I release the PowerPoint to the class website. Students can use it to identify areas of the course to review, but the PowerPoint does not indicate which answers are correct (even for questions that we did not cover in the game). Thus, students are also challenged to answer the questions for themselves, by reviewing their class notes and/or readings.

Mechanics:

- Students are divided into groups of 4-6 players and are given a set of lettered index cards (letters A-E).
- Teams have 1-4 minutes to decide on an answer for each question (depending on the length and complexity of the question).
- When time is called, each team votes on their answer using the appropriate index card(s). Teams receive 1 point for each set of correct answers.
- The team with the most points wins.
- Depending on the size of the course, I sometimes offer a small amount of extra credit to the winning team. However, if I do this, I always announce the possibility of extra credit before the start of the game.

Sample questions for Introduction to Philosophy

Question 1 (asks students to **apply a philosophical position** to case)

Scenario

After working for years to get her dream job, your best friend gets laid off. You want to console your friend, but you're not sure what to say. Which of the following responses would Eleanore Stump support?

- A. It's ok. God uses our suffering to work out even better plans for us.
- B. It's ok. Getting your dream job isn't actually important. You can still have the most important thing, which is a relationship with God.
- C. It's not ok. Getting your heart's desire is a genuinely good thing. I don't know why this is happening to you.

Question 2 (asks students to **identify the core idea** from thought experiments discussed in class)

What are the following thought experiments supposed to show us about the nature of personal identity?

1. The consciousnesses of a cobbler and prince are switched during the night. In the morning, the cobbler-body possesses the consciousness and memories of the prince while the prince-body possesses the consciousness and memories of the cobbler.
 - A. Personal identity consists in continuity of consciousness.
 - B. Personal identity consists in bodily continuity.
 - C. Personal identity consists both in bodily continuity and the continuity of consciousness.
 - D. Personal identity does not consist in continuity of consciousness.
2. Someone in whose power I am tells me that I am going to be tortured tomorrow. I am terrified. This person also tells me that when the time for torture arrives I will no longer remember the things I now remember and will have an entirely different set of memories. I am now doubly terrified.
 - A. Personal identity consists in continuity of consciousness.
 - B. Personal identity consists in bodily continuity.
 - C. Personal identity consists both in bodily continuity and the continuity of consciousness.
 - D. Personal identity does not consist in continuity of consciousness.

Question 3 (asks students to **identify a reason** one might hold a particular philosophical thesis)

*Which of the following best explains why one might think that you should **suspend judgment** after you and your friend agree that you each have good reasons for your opposing views? Which explanation is the worst?*

- A. Since your friend has good reasons against God's existence and you have good reasons for God's existence, the reasons cancel each other out. Thus, you no longer have a decisive reason for either position.
- B. It's always better to agree. You and friend won't be able to agree unless you suspend judgment on the matter.
- C. You don't fully understand your friend's reasons for his view, but you trust your friend.