The following are online resources that you can use to enhance your understanding of philosophy and to improve your philosophical skills. The last section includes resources for philosophy lecturers and tutors.

#### Journals and magazines

- The Richmond Journal of Philosophy (www.rutc.ac.uk/rjp/) The Richmond Journal of Philosophy (RJP) is produced by Richmond upon Thames sixth form college in London, and is intended for students at an early stage in their philosophical studies. Articles are written by professional philosophers or advanced graduate students, and the content covers a wide range of topics, with an emphasis on classic themes and texts.
- The British Journal of Undergraduate Philosophy (http://www.bups.org/bjuponline/) – This journal is published by the British Undergraduate Philosophy Society, and its contents are both written by and aimed at undergraduate philosophers – so it provides an opportunity for you to submit your own work for potential publication, as well as acting as a resource for you to learn from the philosophical thinking of others.
- The Philosopher's Magazine (www.philosophersnet.com/) The Philosopher's Magazine provides accessible articles about philosophy, alongside interviews with well-known philosophers, news, reviews and features. It has been running since 1997, when it was set up by the philosopher Julian Baggini and the writer, editor and computer programmer Jeremy Stangroom. The hard copy magazine is published four times a year, with updates to the website being made three times a week.
- Philosophy Now magazine (www.philosophynow.org/) Philosophy Now is a magazine aimed at the lay person, students and professional philosophers. It provides articles, news, reviews, letters and cartoons about all aspects of Western

philosophy. It was set up in 1991 by Rick Lewis, and is published in hard copy every 2 months, with updates to the website in between.

• Philosophy Compass (http://onlinelibrary.wiley.com/ journal/10.1111/%28ISSN%291747–9991) – This journal is not explicitly targeted at undergraduate students, but it aims to be accessible to philosophers at all levels, and features 'survey' articles which are a useful way of bringing yourself up to date with a particular topic.

### **General resources**

- EpistemeLinks (www.epistemelinks.com) This is a very well-established website that has been in development since 1997. It categorizes links to philosophy resources on the internet by philosopher, topic and type of resource, as well as hosting resources of its own.
- Stanford Encyclopaedia of Philosophy (http://plato.stanford.edu) The SEP is an online encyclopaedia that has been available since 1995. The entries in it are maintained and kept up to date by experts whose work is refereed by an editorial board. This means that the content of the SEP is of a high quality, and many lecturers recommend it to their students as a useful supplement to hard-copy books.
- Internet Encyclopaedia of Philosophy (www.iep.utm.edu) The IEP is similar to the SEP in that it contains original articles by specialists in philosophy, which are also of a high quality.
- Google Scholar (http://scholar.google.com) This is a useful resource for searching for peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations. You can search by keyword or sentences. The site allows detailed multiple search criteria, and has some very useful features such as 'Cited by . . .', and 'Related articles'.
- Philpapers (http://philpapers.org) This is a directory of online philosophical articles and books by academic philosophers. This site is jointly run by the Institute of Philosophy, School of Advanced Study at the University of London, and the Centre for Consciousness at the Australian National University. It includes personal pages and directly uploaded papers of academic philosophers.

- Philosophy Pages (www.philosophypages.com/index.htm) The Philosophy Pages contain detailed discussion of several key figures in Western philosophy, a timeline of important philosophers, an overview of the history of Western philosophy, a dictionary of philosophical terms, a study guide for philosophy students and links to further resources. The website was set up by Garth Kemerling (a philosophy lecturer in the United States of America) in 1997 and is regularly updated.
- iTunes U This is part of the iTunes site, and contains material from lecturers from institutions across the world, including Yale, Harvard and Massachusetts Institute of Technology (MIT). You may well be able to find something of interest related to topics you are studying.

#### **Professional bodies**

- The British Undergraduate Philosophy Society (www.bups.org) This society was founded in 2005 to provide a link for philosophy students studying at different institutions. It runs quarterly conferences, publishes a journal of undergraduate essays and papers presented at the conferences, and provides support for philosophy societies in institutions. It is run by and for students, and maintains email discussion lists for philosophy students across the United Kingdom.
- The British Postgraduate Philosophy Association (www.bppa-online.org) This is a volunteer organization originally formed in 1997 to promote quality postgraduate philosophy; it expanded in 2005 to cover all traditions in philosophy, and to support prospective and recent as well as current postgraduate students. It organizes an annual conference and biannual masterclasses, and also provides an online discussion forum.
- The British Philosophical Association (www.bpa.ac.uk/) This association serves as the main professional body for philosophy within British higher education. Its membership is open to individual professional philosophers, to philosophy departments (or their equivalents) in HE institutions, and to philosophical learned societies. Most of its work is aimed at philosophy academics, but it also provides some resources which may be of interest to students – particularly if you are interested in continuing in philosophy, for example by undertaking postgraduate study or teaching philosophy in schools.

#### Logic resources

• Paul Tomassi's online logic (www.abdn.ac.uk/philosophy/PaulTomassisOnline Logic.shtml) – Paul Tomassi (who was a philosopher at the University of Aberdeen) wrote a popular book about logic, and produced accompanying online materials, some of which are available here.

#### **Dissertation resources**

• AWESOME Dissertation project (www.prs.heacademy.ac.uk/awesome/index. php/Main\_Page) – This project was set up in order to assist philosophy students in writing dissertations. It contains sections on strategies, time management, literature searches, topic choices, supervision and writing.

#### **Podcasts**

• The 10-minute Puzzle Podcast (www.abdn.ac.uk/philosophy/nip/tenminutepuzzle/) – This project was set up by Federico Luzzi and Aidan McGlynn at the University of Aberdeen, and provides accessible 10-minute podcasts on a range of contemporary topics in philosophy.

## Philosophy of religion mindmaps

• Philosophy of Religion Mindmapping project (www.gla.ac.uk/0t4/humanities/ files/mindmapping/) – This project, by Victoria Harrison at the University of Glasgow, created a number of 'mindmaps' of various topics in the philosophy of religion. As well as an overview of current debates, it also provides an example of one method of taking notes about complex subjects.

## 'Aspiring Academics'

 Aspiring Academics project (http://prs.heacademy.ac.uk/projects/aspiring\_academics/index.html) – This project was run by the Subject Centre for Philosophical and Religious Studies from 2005 until its closure in 2011, and provided workshops for philosophy students interested in continuing in academia. An archive of key workshop materials and resources is available online.

# Other study guidance for philosophy students

 'What do universities want?' (http://herts.academia.edu/BrendanLarvor/ Papers/737901/What\_Do\_Universities\_Want) – This brief guide, produced by Brendan Larvor and John Lippitt (University of Hertfordshire), is intended for prospective or new undergraduate students of philosophy, and provides practical guidance on how you can develop the distinctive critical thinking skills that are required for the successful study of philosophy at degree level. It places particular emphasis on the benefits of working collaboratively with your fellow students, and provides detailed tips to assist you in doing this effectively and in an academically rigorous manner.

## **Resources for philosophy lecturers**

There are two main English-language journals which focus on the teaching of philosophy, providing a useful source of guidance and examples of good practice in developing students' philosophical skills:

- Teaching Philosophy: http://secure.pdcnet.org/teachphil (subscriber access only)
- Discourse: Learning and Teaching in Philosophical and Religious Studies: http://prs. heacademy.ac.uk/publications/discourse.html (open access)

We list below a few recent contributions of particular relevance to the themes addressed in *Doing Philosophy* – all of the below papers can be found in volume 10.2 of *Discourse*:

- Danka, I and Saatsi, J 'VLE Wiki as Philosophy Assessment' provides a practical example of how to use wikis for philosophy assignments, and critically analyses the benefits and challenges of this method of assessment
- Larvor, B, Lippitt, J and Weston, K 'Critical Friendships Among Beginning Philosophers' discusses how (and why) to foster effective academic collaborations between philosophy students; this paper provides a useful introduction to peer learning methods and theories in education, and explores how these can be applied in the context of a philosophy course (see also their complementary guidance for students, 'What do universities want?', listed in the 'resources for students' section of this website)
- Smith, R 'Reading to learn to read philosophy' provides detailed practical examples of reading and writing tasks that can be set as in-class or coursework assignments, progressing in levels of complexity and challenge, to develop students' philosophical reading skills
- Sumner, J 'Teaching Source Criticism and Independent Investigation in the History of Science, Technology and Medicine' also provides detailed practical examples of how to foster critical thinking skills through class exercises (as the title suggests, the examples are taken from history of science, but could readily be adapted for philosophy)

If you want to find out how to make best use of a VLE, JISC provides an 'info kit':

www.jiscinfonet.ac.uk/InfoKits/effective-use-of-VLEs/index\_html.