

Zachary Fruhling

*Philosophy Instructor, Educational Content Developer,
Instructional Designer*

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Education

2006 Doctoral Candidacy (ABD), University of California, Santa Cruz

2004 M.A., Philosophy, University of California, Santa Cruz

2000 B.A., Philosophy, Sonoma State University

1998 A.A., Liberal Studies, Solano Community College

Experience

2016–2020 **Senior Instructional Designer**, [HotChalk, Inc.](#)

Instructional designer / content developer for graduate-level courses in a variety of academic disciplines for Concordia University, Nebraska and Concordia University, Portland.

Multimedia creation for online courses (animated instructional videos, audio lectures, etc.).

Content authoring and multimedia creation for [SHARE Professional Learning](#) online professional development courses for K-12 educators, with an emphasis on Trauma & Resilience.

Voiceover work for various educational multimedia projects.

2019–2020 **Adjunct Instructor, Philosophy, [College of Eastern Idaho](#)**

Classroom instruction, Introduction to Philosophy

Online course instruction, Introduction to Philosophy

2008–2016 **Senior Learning Design Author / Senior Content Developer (Logic and Philosophy), [Cengage Learning \(Aplia\)](#)**

Lead author and digital content developer for the successful Aplia online homework solution for Patrick Hurley's *A Concise Introduction to Logic*, used by over 20,000 students per year.

Created pedagogically helpful online course materials for introduction to philosophy, ethics, critical thinking, personal finance, and history.

Authored, developed, and maintained complex XML-based digital content.

Collaborated with software engineers and user experience teams to design and build a suite of interactive logic tools (truth tables, Venn diagrams, natural deduction proofs, and argument diagramming).

Collaborated with in-house media designers to develop new and pedagogically-rich animations and illustrations of abstract concepts.

2006–2008 **Teaching Fellow & Lecturer, Philosophy, [University of California, Santa Cruz](#)**

Classroom instruction in the following course areas:

- Formal/symbolic logic
- Introduction to philosophy

2004–2008 **Adjunct Instructor, Philosophy, [Cabrillo College](#)**

Classroom instruction in the following course areas:

- Critical thinking
- Introduction to philosophy
- Introductory ethics
- Philosophy of religion

2002–2006 Teaching Assistant, Philosophy, [University of California, Santa Cruz](#)

2001–2002 Teaching Assistant, Philosophy, [Syracuse University](#)

Educational Content Authoring, Publications, & Media

[Aplia](#) Online Course Materials (Cengage Learning)

Aplia for [A Concise Introduction to Logic](#) by Patrick Hurley

Aplia for [Archetypes of Wisdom: An Introduction to Philosophy](#) by Douglas Soccio

Aplia for [Philosophy: A Text with Readings](#) by Manuel Velasquez

Aplia for [Ethics: Theory and Contemporary Issues](#) by Barbara MacKinnon

Aplia for [Thinking Critically](#) by John Chaffee

Aplia for [Critical Thinking: A User's Manual](#) by Debra Jackson and Paul Newberry

Aplia for [Critical Thinking: The Art of Argument](#) by George Rainbolt and Sandra Dwyer

Aplia for [Personal Finance](#) by E. Thomas Garman and Raymond Forgue

Master's Thesis

Friedrich Nietzsche: Metaphor, Model, Metaphysics, University of California, Santa Cruz, 2004

Doctoral Dissertation (Incomplete)

Mental Causation and the Problem of Causal Exclusion, University of California, Santa Cruz

Interviews

[How Do I Capture the Presence of My Classroom Online?](#) (Resilient Educator)

Podcasts

[Meta Treks: A Star Trek Philosophy Podcast](#), Trek.fm, 2015–2020

[To The Journey: A Star Trek Voyager Podcast](#), Trek.fm, 2016–2020

Instructional Design Articles (*Resilient Educator*)

[Education as Habit Formation](#)

[The Minimum Viable Course](#)

[Are You Writing a Course or Creating a Learning Experience?](#)

[HTML Basics for Instructional Designers](#)

[Functional Equivalence in Instructional Design](#)

[Recovering Broken Web Links and Resources with Archive.org](#)

[Writing Better Quizzes and Exams: Reasoning Questions and Asking “Why?”](#)

[21st-Century Content Development: Google Docs and Cloud-Based Content Development Tools](#)

[Instructional Design Lessons for Today from 1980s Edutainment Software: Gertrude’s Secrets](#)

[Writing in the Second Person: Addressing Students Directly](#)

[Bridging the Gap Between Educational Content Developers and Content Development Tools: Playing with the LEGOs](#)

[VideoScribe: A Powerful Whiteboarding Video Creation Tool](#)

[Bloom’s Taxonomy: Bottom-Up or Top-Down?](#)

[Don’t Write. Draw!](#)

[Instructional Design as Customer Service](#)

[Personal Responsibility without Educational Darwinism](#)

[Leave Out That PowerPoint!](#)

[Jargon-Free Instructional Design](#)

[Beyond Behaviorism: Theories of Consciousness and the Philosophy of Education](#)

[A Microlearning Approach to Education](#)

[The Act of Planning vs. Acting on a Plan](#)

[Online Course Writing: Check Your Work](#)

[The New Counterculture in Education: Resisting Normalization](#)

Philosophy Blog (Meta Meditations)

[Dust in the Wind: A Musical Lesson in Stoicism](#)

[Experiments in Living: Song Circles in Berkeley](#)

[Why Do We Do the Things We Know Will Hurt Us?](#)

[Why You Should Contemplate Suicide](#)

[Don't Just Teach Philosophy—Perform Philosophy!](#)

[Seek Out Transcendent Experiences Every Day](#)

[Blogging Nietzsche—Nietzsche's Poetry: "My Happiness"](#)

[Blogging Nietzsche—Nietzsche's Poetry: "Undaunted"](#)

[Blogging Nietzsche—Nietzsche's Poetry: "To the Virtuous"](#)

[Blogging Nietzsche—Nietzsche's Poetry: "Worldly Wisdom"](#)

[Blogging Nietzsche—Nietzsche's Poetry: "Vademecum — Vadetecum"](#)

[Metaphysical Voyeurism in Philosophy and Science](#)

[Blogging Nietzsche—Nietzsche's Poetry: "To a Friend of Light"](#)

[Blogging Nietzsche—Nietzsche's Poetry: "The Scornful One"](#)

[Footnotes in the History of Philosophy — The Meditations of Marcus Aurelius — Book I](#)

[Blogging Nietzsche—Nietzsche’s Poetry: “Writing With One’s Foot”](#)

[The Commodification of the 2020 Coronavirus Pandemic \(COVID-19\)](#)

[Of Naming and Identity — Rey Skywalker and the Metaphysics of Choosing a New Name](#)

[Being a Stranger to Yourself — The Many Meanings of “Know Thyself”](#)

[Today Is a Good Day to Die — Don’t Be So Afraid of Death That You Forget How to Really Live](#)

[Blogging Nietzsche—Nietzsche’s Poetry: “Rust”](#)

[How Heidegger Can Make You a Better Guitarist](#)

[The World According to Zach](#)

[Can Laws of Emergence Settle the Question of Whether Artificial Intelligence Is Possible?](#)

[Teachers Aren’t Supposed to Outlive Their Students — A Tribute to Elizabeth \(Beth\) Ann Allen \(1983–2017\)](#)

[Why I Smoke Cigars and Listen to Rock and Roll](#)

[Higher-Level Pursuits vs. Individual Happiness: The Moral Question of Hobbies](#)

[There Is No “Right” Way to Do Philosophy — Find Your Own Way!](#)

[Layoffs in the Time of Coronavirus — And Some Advice from Henry David Thoreau: “Simplify, Simplify.”](#)