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| **What is Socratic Questioning? 1: Probing Questioning** |
| |  |  | | --- | --- | | **Setting:** | Seminar | | **Level:** | Level 4-5 | | **Activity duration:** | 15 minutes | | **Guidance:** | An introduction to the concepts and key ideas of Socratic Questioning.   The Socratic Questioning definition can be found in the *What is Socratic Questioning Information Sheet* | | **Additional resources:** | *What is Socratic Questioning Information Sheet* | | **Outcomes:**   * To understand the basic principles of critical thinking through the use of probing questions. | | | **Pre-task preparation:**   * You will need to source quality examples of critical thinking, an appropriate discipline-specific YouTube, TED talk or an extract of around 2-5 minutes in length. * Select a two-minute video which focuses on a subject-specific concept, problem or an idea. * You will need to find passages of existing work (from journal articles or previous students’ work) which contain obvious examples of criticality. For example, you might include passages which query the validity of a finding or the conclusions of an academic text. * For the benefit of the whole class, you might like to include an exemplar text which has been highlighted to show the specific parts that demonstrate critical thought. * You will need to create a PowerPoint slide which has the list of Socratic Questioning examples as prompts for the students to use in their paired/group activity. | |   **Steps to implement the activity:**   1. Explain to the group the importance of critical thinking at university. What is it and why is it important? (Use the *Socratic Questioning Information Sheet* for the definition) 2. Place students in pairs/groups and using the Socratic Questioning Prompts, discuss either a) why they chose to attend this university or b) why they chose this course. You might choose to record the findings on any polling tool – Padlet, Mentimeter or Poll Everywhere. 3. Feedback to the whole group to generate a whole group discussion on the two questions and to prepare students for additional activities of criticality. |