|  |
| --- |
| **What is Socratic Questioning? 2: Clarification Questioning** |
| |  |  | | --- | --- | | **Setting:** | Seminar | | **Level:** | Level 4-5 | | **Activity duration:** | 15 -20 minutes | | **Guidance:** | This leads on to What is *Socratic Questioning 2: Clarification Questioning* | | **Additional resources:** | What is *Socratic Questioning Information Sheet* | | **Outcomes:**   * To encourage students to ask why/what (clarification) questions when exploring video material or text. | | | **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 2-5 minute video which focuses on a subject-specific concept, problem or an idea. An appropriate source might be YouTube or an extract of a TED Talk. * 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. | |   **Steps to implement the activity:**   1. As an icebreaker, put students into pairs to discuss the previous sessions of the module/course thus far using the *Socratic Questioning Information Sheet.* 2. Introduce the selected 5-minute video to the class. 3. In pairs, when the video has ended, one partner describes the content while the other person **only** asks questions based on the *Socratic Question Prompts* which you will have displayed for them. 4. Each pair will then write a summary of the video together, with a particular emphasis on analysis rather than description, i.e. using the Socratic Questions to formulate a response. 5. Finally, students could then report their video summaries to the class for review. Alternatively, you might ask students to post their responses on Moodle for formative feedback. |