



This Week's L&P

Programme

Tuesday 20th April

2.45-4:30pm

DEPARTMENT TIME

Lead: HODs

4:30-4:45

BRIEFING

Deep Announcements

Lead: Principal

Safeguarding

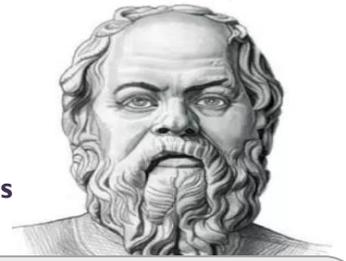
Update

Lead: CAT

STRETCH AND CHALLENGE

Socratic Questions

Socrates was one of the greatest educators who taught by asking questions and thus drawing out answers from his pupils. Here are the six types of questions Socrates asked his pupils:



1. Conceptual Clarification Questions

Get them to think more about what exactly they are asking or thinking about. Prove the concepts behind their argument. Use basic 'tell me more' questions that get them to go deeper.

- Why are you saying that?
- What exactly does this mean?
- How does this relate to what we have been talking about?

- What else could we assume?
- How did you choose those assumptions?
- Please explain why/how...
- What would happen if...?

2. Probing Assumptions

Probing their assumptions makes them think about the presuppositions and unquestioned beliefs on which they are founding their argument. This is shaking the bedrock and should get them really going!

3. Probing Rationale

When they give a rationale for their arguments, dig into that reasoning rather than assuming it is a given. People often use un-thought-through or weakly-understood supports for their arguments.

- Why is that happening?
- How do you know this?
 - Show me?
- Can you give me an example of that?

4. Questioning Viewpoints

Most arguments are given from a particular position. So attack the position. Show that there are other, equally valid, viewpoints.

- Another way of looking at this is ..., does this seem reasonable?
- What alternative ways of looking at this are there?
 - Why it is ... necessary?
 - Who benefits from this?

5. Probing Implications

The argument that they give may have logical implications that can be forecast. Do these make sense? Are they desirable?

- Then what would happen?
- What are the consequences of that assumption?
 - How could ... be used to ... ?
- What are the implications of ... ?
 - How does ... affect ... ?

6. Questions about the Question

And you can also get reflexive about the whole thing, turning the question in on itself. Use their attack against themselves. Bounce the ball back into their court, etc.

- What was the point of asking that question?
- Why do you think I asked this question?
- Am I making sense? Why not?
 - What else might I ask?

THIS WEEK'S
LEARNING WALK
FOCUS:
Stretch and
Challenge