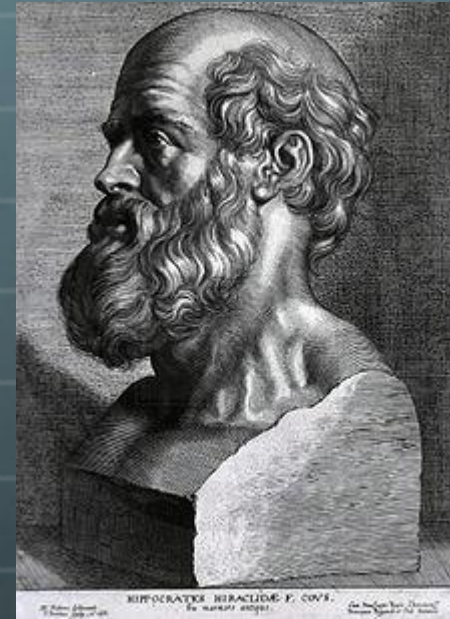
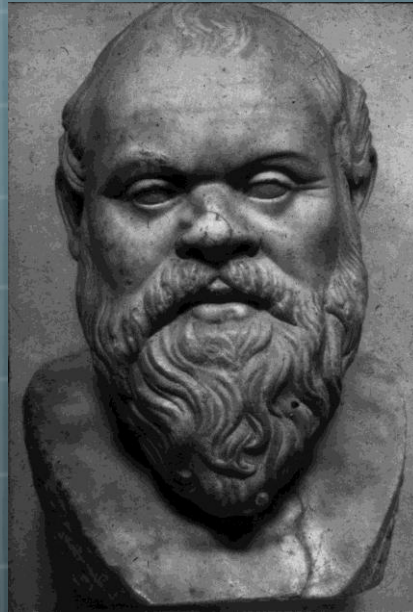
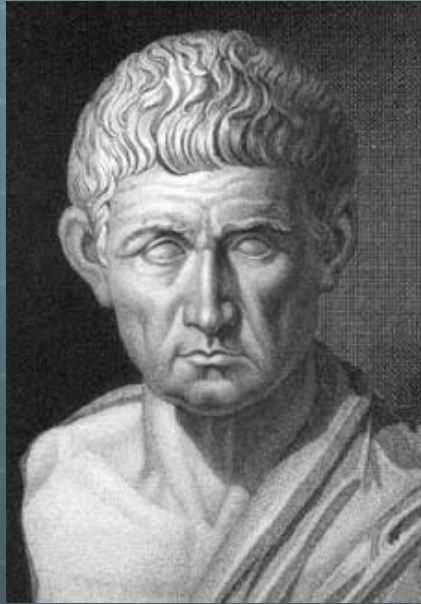


Socratic Questioning



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Socratic Questioning equals



disciplined, systematic and deep



Explore complex ideas

To pursue truisms

Analyze
concepts




Distinguish
what is known
and not known

Open up
issues/concerns

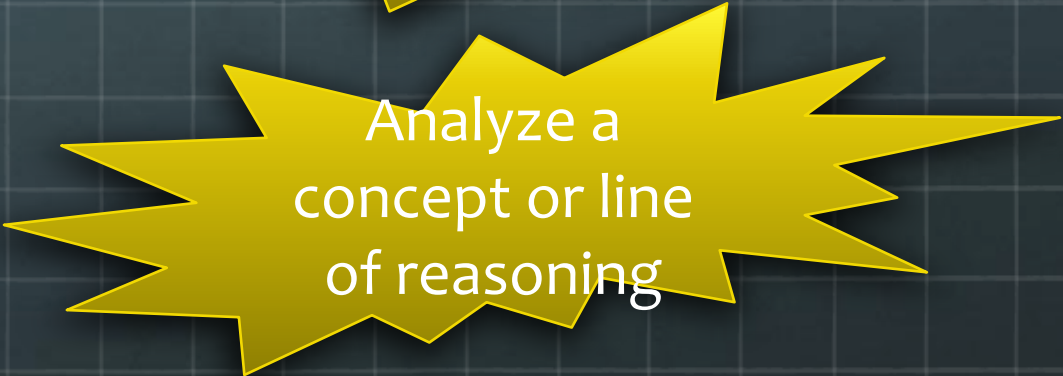
Uncover assumptions and uncertainties

Pursue logical implications

Socratic Questions leads to Socratic Dialogue



Goal: Probing
Thinking of
students



Analyze a
concept or line
of reasoning

Reasoning through complex issues

Understand and assess thinking of others

Follow through on implications of what they and others
think

The Mechanics: Three Kinds

- Spontaneous or unplanned
 - Think aloud in front of the students
- Exploratory: requires preplanning
 - What students know or think and probe thinking
 - Can be in group orally or in writing
 - Cannot predict discussion once thought is stimulated
- Focused: requires preplanning
 - Probe an issue or concept in-depth
 - Have students sort, clarify, analyze and evaluate
 - Distinguish known from unknown
 - Synthesize relevant factors and knowledge
 - Follow-up questions: think about the likeliest student response




General Guidelines for Socratic Questioning

- 🌐 Think along with the Class
- 🌐 There are Always a Variety of Ways You Can Respond
- 🌐 Do Not Hesitate to Pause and Reflect Quietly
- 🌐 Keep Control of the Discussion
- 🌐 Periodically Summarize
- 🌐 Where the Discussion Is: What Questions are Answered; What Questions are Yet Unresolved

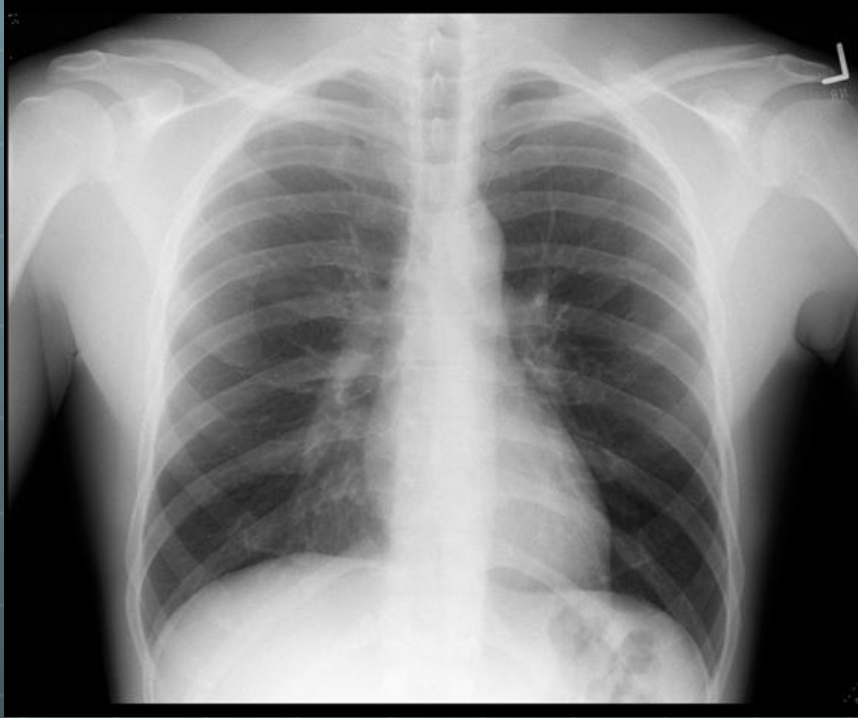
General Guidelines for Socratic Questioning

- 🌐 Think of Yourself as a Kind of an Intellectual Orchestra Leader
- 🌐 Keep Control of the Question Being Discussed
- 🌐 Help Students Transfer Learning from the Public Dialogue to Their Individual Behaviors
- 🌐 Decide When to Think and Wonder with Thoughts Aloud
 - 🌐 Test questions
 - 🌐 Connect academic material to student experiences
 - 🌐 Persevere with questioning if there is silence and redirect to student thoughts and abilities

Think, Pair and Share

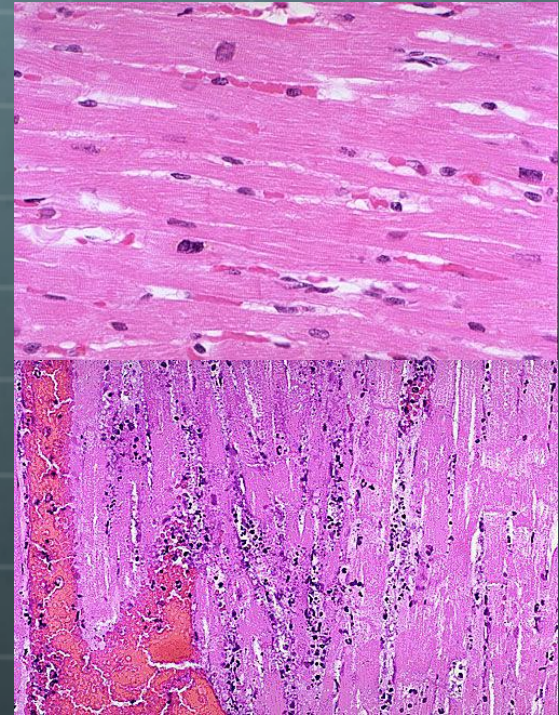
-  **Think:** Devise a line of Socratic style questioning that would lead the student to your goal (LOs)
-  **Pair:** Turn to the person next to you and share your question; leave as is or modify based on discussion of the questions as emulating the Socratic style of questioning
-  **Share:** Questions developed with larger group

Think, Pair and Share



Normal CXR

Normal myocardium



Acute MI: Day 1

Learning Objectives Related to:

- Myocardial infarction
- Cell injury
- Inflammation
- Timing of adaptive change

Socratic Questioning in the Structure Laboratory

General Principles:

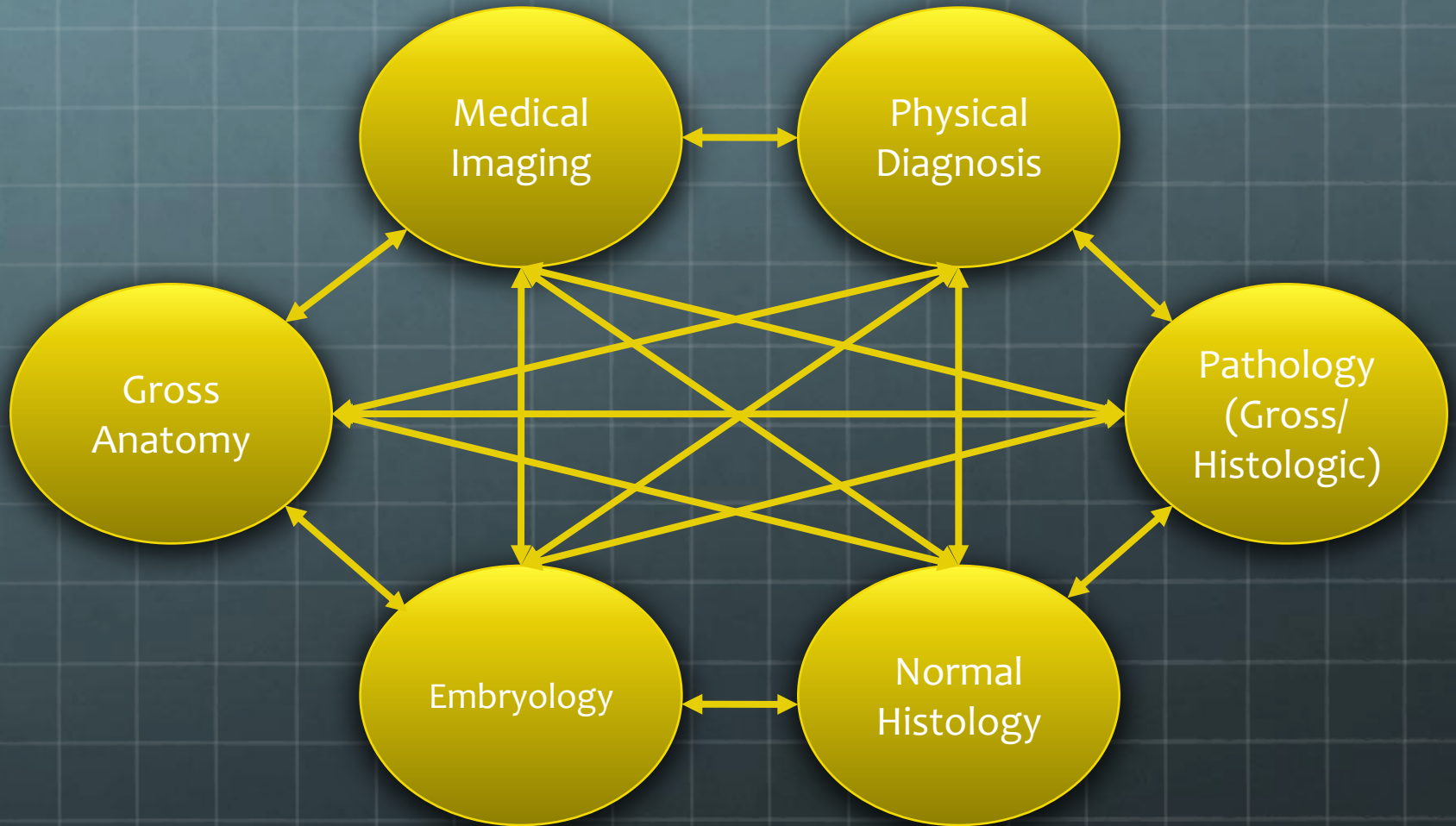
- Will pair at stations with core faculty member
- Anticipate that the students have prepared with required pre-readings (you should do them too)
- Goal is to use dialog and questioning to allow students to understand the material

Socratic Questioning in the Structure Laboratory

General Principles:

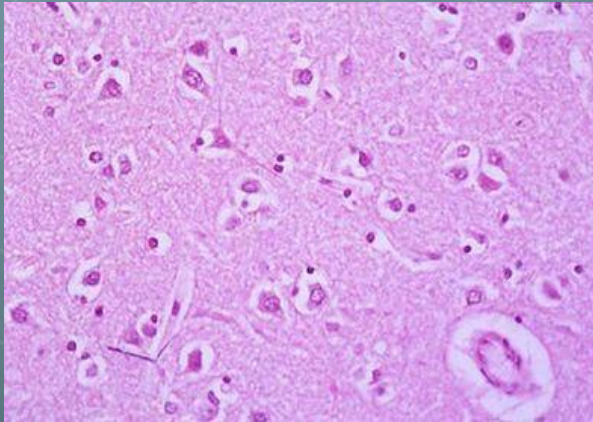
- Acceptable to begin time at station (no more than a few minutes) with basic review of pre-reading or to ask, “Were there any points in the pre-work that were not clear?”
- Aim for higher order thinking; use your own experiences!

Socratic Questioning in the Structure Laboratory

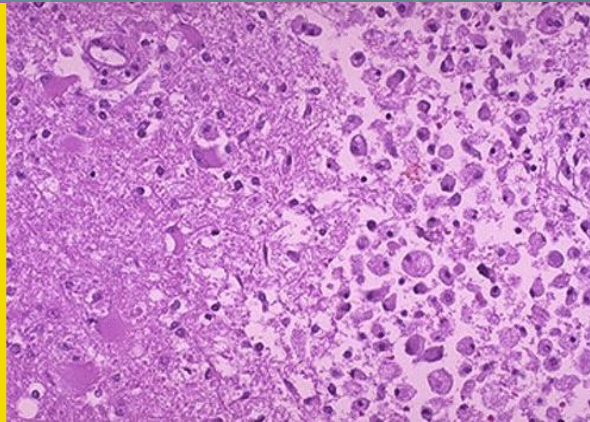


Assessment in the Structure Course

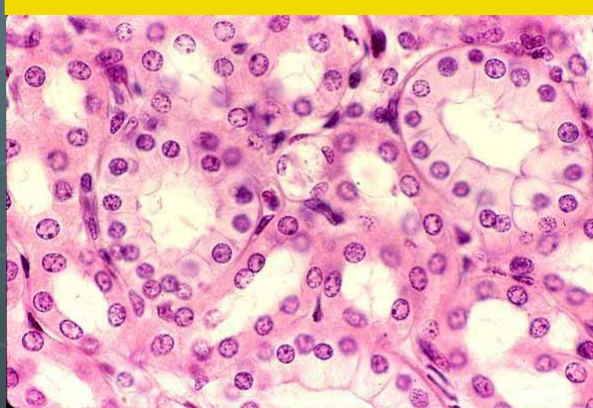
Normal
brain



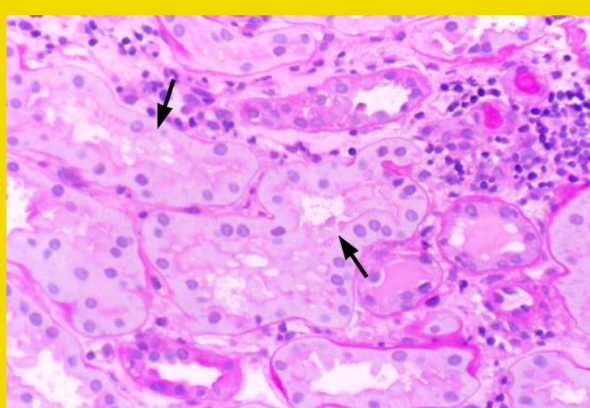
Pathologic
brain



Normal
kidney



Pathologic
kidney



“These are ischemic events taking place in the brain and in the kidney. Briefly describe what you are seeing in each.”

“On a tissue level, compare and contrast the 1 year outcome of the successfully treated event in the kidney (Slide A) with that of an ischemic event in the brain (Slide B).”

Assessment in the Structure Course

A patient with a known history of atrial fibrillation comes into the ER and is diagnosed as having left atrial dilation as a result of underlying mitral valve stenosis. He says that recently when he swallows, it feels like the food is getting stuck halfway down. Additionally, he has had a hoarse voice despite not being sick.

Explain the anatomical basis behind both of these symptoms.