Socratic Questioning

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Socratic Questioning equals

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disciplined, systematic and deep

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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 form 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

Learning Objectives Related to:
- Myocardial infarction
- Cell injury
- Inflammation
- Timing of adaptive change

Normal CXR

Normal myocardium

Acute MI: Day 1
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

- Gross Anatomy
- Medical Imaging
- Physical Diagnosis
- Pathology (Gross/Histologic)
- Embryology
- Normal Histology
Assessment in the Structure Course

“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).”
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.