

THE 6 TYPES OF SOCRATIC QUESTIONS

Socratic questions can be used in influencing, leading and coaching to stimulate critical thinking

CLARIFYING THINKING & UNDERSTANDING

*Can you give me an example?
Could you explain further?
Are you saying ...?
What is the problem you are trying to solve?*

CHALLENGING ASSUMPTIONS

*Is that always the case?
Are you assuming ...?
How could you verify or disprove that?
What would happen if ...?*

EXAMINING EVIDENCE & RATIONALE

*Why do you say that?
How do you know?
Why?
What evidence is there that supports ...?*

CONSIDERING ALTERNATIVE PERSPECTIVES

*Are there any alternatives?
What is the other side of the argument?
What makes your viewpoint better?
Who would be affected and what would they think?*

CONSIDERING IMPLICATIONS & CONSEQUENCES

*What are the implications/consequences of ...?
How does that affect ...?
What if you are wrong?
What does our experience tell us will happen?*

META QUESTIONS

*Why do you think I asked that question?
What does ... mean?
What is the point of the question?
What else might I ask?*

Questioning

	...is	...did	...can	...will	...would	...might
Who?	Yellow	Yellow	Yellow	Orange	Orange	Orange
What?	Yellow	Yellow	Yellow	Orange	Orange	Orange
Where?	Yellow	Yellow	Yellow	Orange	Orange	Orange
When?	Yellow	Yellow	Yellow	Orange	Orange	Orange
Why?	Blue	Blue	Blue	Purple	Purple	Purple
How?	Blue	Blue	Blue	Purple	Purple	Purple

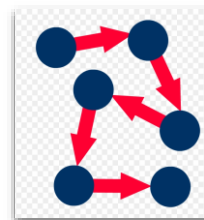
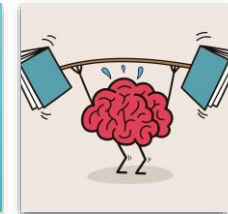


Socratic Questioning

- Socratic questioning involves a disciplined and thoughtful dialogue between pupils and yourself.
- You will need to include several types of questioning to elicit a detailed understanding. Refer to picture.

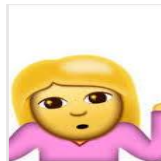
High Challenge

Questions must be pre-planned, as they can be very difficult to invent during a lesson. Focus questions to address analysis, synthesis, evaluation and creativity, based on Bloom's Taxonomy



Sequencing

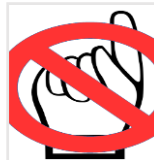
- Increasing the level of challenge with each question, moving from low to higher-order questioning.
- Use the question grid to help you.



Pupils say, 'I don't know'.
Don't allow pupils to 'opt out'. If this happens, either give them thinking time or get another pupil to answer and get them to repeat.

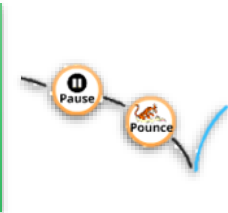
No Hands Up Policy

Also known as cold calling. Direct questions at certain pupils. This will ensure all pupils are engaged as they could be asked a question at any point.



Pose, Pause, Pounce, Bounce

- Pose: teacher poses a difficult question to the class.
- Pause: teacher gives students thinking time (approx. 30 seconds).
- Pounce: teacher insists on no hands up and pounces on a student for as response.
- Bounce: teacher or student then bounces the ideas to another student in the class. There is no need for teacher evaluation. The 'Bounce' student should respond to what the previous student has said.



Thinking time

Teachers sometimes forget to give enough time for pupils to think. Give them at least 30 seconds to think before retrieving answers.

Phone a friend

If you identify that a pupil is struggling, give them the opportunity to ask somebody else in the class. However, make sure you go back to them and get them to add on information or repeat the answer.



Snowball

- Ask the class a question. Individually students write down their thoughts. In pairs, pupils compare answers and come to an agreement. Pupils then move into groups of 4 and repeat. 4 becomes 8 and the process is repeated.
- A final whole class position is then discussed and justified.

Basketball Questioning

- Teacher establishes movement of ideas and responses around the class. Builds on other pupils' ideas and comments. Accepts 'half-formed' ideas.



Names after questions

When directing questions, don't say the name before the question. If you do mention a name, the rest of the class may switch off. However, if you mention the name at the end, pupils would most likely be thinking of potential answers.