Course Specifications

Valid in the academic year 2023-2024

Methods to Facilitate Socratic Group Discussions in the Educational Context (H002128)

Course size *(nominal values; actual values may depend on programme)*

    Credits 4.0   **Study time** 120 h

Course offerings and teaching methods in academic year 2023-2024

A (semester 2)	Dutch	Gent	lecture
			seminar
			independent work

Lecturers in academic year 2023-2024

Leys, Corinne	LW01	staff member
De Maeyer, Jan	LW01	lecturer-in-charge

Offered in the following programmes in 2023-2024

	crdts	offering
Master of Science in Teaching in Languages(main subject African Languages and Cultures)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Archaeology)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)	4	A
Master of Science in Teaching in Science and Technology(main subject Biochemistry and Biotechnology)	4	A
Master of Science in Teaching in Science and Technology(main subject Bioengineering)	4	A
Master of Science in Teaching in Science and Technology(main subject Biology)	4	A
Master of Science in Teaching in Economics(main subject Business Administration)	4	A
Master of Science in Teaching in Economics(main subject Business Economics)	4	A
Master of Science in Teaching in Science and Technology(main subject Chemistry)	4	A
Master of Science in Teaching in Social Sciences(main subject Communication Science)	4	A
Master of Science in Teaching in Science and Technology(main subject Computer Science)	4	A
Master of Science in Teaching in Social Sciences(main subject Criminological Sciences)	4	A
Master of Science in Teaching in Languages(main subject East European Languages and Cultures)	4	A
Master of Science in Teaching in Economics(main subject Economics)	4	A
Master of Science in Teaching in Science and Technology(main subject Engineering and Technology)	4	A
Master of Science in Teaching in Science and Technology(main subject Geography and Geomatics)	4	A
Master of Science in Teaching in Science and Technology(main subject Geology)	4	A
Master of Science in Teaching in Arts and Humanities (main subject History)	4	A
Master of Science in Teaching in Social Sciences(main subject Laws)	4	A
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	4	A
Master of Science in Teaching in Science and Technology(main subject Mathematics)	4	A
Master of Science in Teaching in Health Sciences(main subject Medical Sciences)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Moral Sciences)	4	A
Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)	4	A
Master of Science in Teaching in Health Sciences(main subject Pharmaceutical Sciences)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Philosophy)	4	A
Master of Science in Teaching in Science and Technology(main subject Physics and Astronomy)	4	A
Master of Science in Teaching in Social Sciences(main subject Political Science)	4	A
Master of Science in Teaching in Behavioural Sciences(main subject Psychology)	4	A

Master of Science in Teaching in Economics(main subject Public Administration and Management)	4	A
Master of Science in Teaching in Health Sciences(main subject Social Health Sciences)	4	A
Master of Science in Teaching in Social Sciences(main subject Sociology)	4	A
Master of Science in Teaching in Health Sciences(main subject Veterinary Medicine)	4	A
Master of Science in Teaching in Physical Education	4	A
Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)	4	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)	4	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Art History, Musicology and Theatre Studies)	4	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biochemistry and Biotechnology)	4	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Bioengineering)	4	A
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Master of Science in Teaching in Economics (abridged programme)(main subject Economics)	4	A
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Educational Sciences)	4	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Engineering and Technology)	4	A
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Master of Science in Teaching in Economics (abridged programme)	4	A
Master of Science in Teaching in Health Sciences (abridged programme)	4	A
Master of Science in Teaching in Physical Education (abridged programme)	4	A
Master of Science in Teaching in Science and Technology (abridged programme)	4	A
Master of Science in Teaching in Social Sciences (abridged programme)	4	A

Teaching languages

Dutch

Keywords

Philosophy as activity, Philosophy for Children, Socratic dialogue, Community of Inquiry

Position of the course

Within the curriculum, this course adds to the discipline specific background of the students and provides an opportunity to learn methods to communicate about discipline specific content to students in an alternative way.

Contents

The course comprises the following:

1 introduction to several (of the most common) Socratic methods: regressive abstraction (Leonard Nelson and Gustav Heckmann), question guided discovery (Plato), critical thinking and community of inquiry approaches (e.g. the Philosophy for Children Program of Matthew Lipman), methodics of the so-called pratiques de discussion à visée philosophique (Michel Tozzi), the hour glass model (Jos Kessels).

2 discussion of academic papers on 1) specific subjects in the domains of language, knowledge, ethics, mathematics, … (the selection of subjects depends on the academic background of the participating students); 2) the didactic possibilities of the method; and 3) research into the practicality and the impact of the method: short term and long term learning effects.

3 training sessions aimed at practicing both the role of participant and the role of Socratic teacher. For the training sessions, the students will be divided into groups (taking into account a maximum variation of disciplinary backgrounds to stimulate the students to present questions or topics related to their own background in an accessible way. Each student will facilitate at least one philosophical session on a problem or question within his/her own discipline that is suited for Socratic treatment. For this, the student has to prepare a dialogue session on the basis of self-devised question schemes and scenario's anticipating possible directions of the discussions. During the training sessions, the following aspects are key 1) reflection about the own role as a participant or facilitator of the sessions, and 2) peer feedback.

Initial competences

This course builds on the bachelor curriculum

Final competences

1 This course contributes to the realization of all final competences of the specific teacher training program, based on the basic teacher competences determined by decree. The degree of mastery is specified in the competence matrix (www.lerarenopleiding.ugent.be)

2 • being able to recognize themes and questions suitable for Socratic discussion

3 • to know and to recognize types of Socratic dialogue

4 • being able to prepare and set up a Socratic dialogue on a theme in one's own discipline

5 • being able to follow and to scaffold the stages of a Socratic dialogue

1 recognize the diverse argumentation styles

    2 identify flawed argumentation and argumentation errors
6 • developing the Socratic attitude
7 • Being able to contribute in an active way to the content of a Socratic session:
- being able to stimulate a Socratic attitude in the student(s)
- being able to recognize different argumentation styles
- being able to recognize argumentation errors
- being able to guide a Socratic discussion in a neutral and thought-provoking way
- being able to stimulate a Socratic attitude in learners
- being able to communicate in an appropriate way with learners and peers
- being able to use correct and effective language
- being able to handle a diversity of opinions, potential conflicts between participants, inappropriate interventions of participants (e.g. racist remarks)
- being able to exceed the discipline specific content of a class and ask questions that invite students to take a broader outlook.

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Lecture, Independent work

Extra information on the teaching methods

The course can only be taken by regular students. Participation in the class is mandatory. To receive a valid overall score for this course, students are required to facilitate at least one Socratic session and take active part in the sessions of their group, facilitated by their peers. In addition, they need to present the required tasks. In these tasks, the students will need to incorporate the substance of max three scientific papers (about the Socrtatic method or about philosophy for children) that were discussed in class.

The course is dedicated to the socratic dialogue as a didactic tool. Dialogues of this type aim at initiating learning processes by stimulating reflection and discovery by the learner(s). The teacher's role in the group (community of inquiry) is restricted to questioning and to scaffolding and structuring the dialogue. Socratic dialogues are thus mainly suited to activities that center on conceptual clarification, problem analysis, the formulation of hypotheses and testing the validity of chains of arguments. These kinds of activities are central to some disciplines (logic, philosophy, mathematics), but they arise in any discipline when meta-questions are addressed. Socratic methods provide welcome ways to address these questions and many topics that relate to the content of a discipline but go beyond the borders of the discipline.

Learning materials and price

Reader with articles, book chapters and other material available via Ufora.
R. Anthone, F. Mortier, Socrates op de speelplaats. Theorie en praktijk van het filosoferen met kinderen. Leuven, Acco, 2007 (26,50 euro)
D. Wyffels, W. Poppelmonde, Klassevol filosoferen. Handboek voor leerkrachten. Mechelen, Plantyn (15 euro)
De Maeyer, J., Verwondering en twijfel vertalen zich in vragen, ACCO (cursus)

References

Books:
L. Nelson, De socratische methode (ed. J. Kessels). Amsterdam, Boom, 1994.
R. Anthone, F. Mortier, Socrates op de speelplaats. Theorie en praktijk van het filosoferen met kinderen. Leuven, Acco, 2007
D. Wyffels, W. Poppelmonde, Klassevol filosoferen. Handboek voor leerkrachten. Mechelen, Plantyn
Scientific papers:
Bartels, R., Onstenk, J., & Veugelers, W. (2016). Philosophy for democracy. *Compare: A Journal of Comparative and International Education*, *46*(5), 681-700.
Kienstra, N., Imants, J., Karskens, M., & van der Heijden, P. G. (2015). Doing philosophy effectively: Student learning in classroom teaching. *PloS one*, *10*(9), e0137590.
Stolper, M., Molewijk, B., & Widdershoven, G. (2015, March). Learning by doing. Training health care professionals to become facilitator of moral case deliberation. In *HEC forum* (Vol. 27, No. 1, pp. 47-59). Springer Netherlands.

Course content-related study coaching

Interactive support using Ufora. Individual feedback by appointment and by e-mail

Assessment moments

continuous assessment

Examination methods in case of periodic assessment during the first examination period

Skills test, Participation, Peer and/or self assessment, Assignment

Examination methods in case of periodic assessment during the second examination period

Skills test, Professional practice, Participation, Peer and/or self assessment, Assignment

Examination methods in case of permanent assessment

Professional practice, Skills test, Participation, Peer and/or self assessment, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

Permanent feedback will be provided based on participation in the philosophical group sessions, guiding of one group session (including the written preparations), the observation and evaluation (including a written report) of two sessions guided by peers and the evaluation (including a written report) of the session that they guided. For all parts of the evaluation, clear instructions and evaluation criteria are placed on Minerva.
Feedback on the exercises will be provided immediately following the sessions or through individual progress discussions (appointment).
Second chance examen is only possible when the student has actively participated during the classes (at least two third). The student will receive an extra task (compensating activity and/or rewriting or expanding the reports or tasks).

Calculation of the examination mark

The score consists of: leading one session (30%), taking part in sessions led by other students (10%), preparation of the own session (15%), critical reflection of the own (15%) and two other, observed, sessions (2 times 15%) that were led by peers.
Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).