

Engaging in Socratic Questioning to Support Student Success

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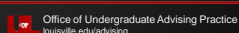
History of Academic Advising

- Service orientation; information driven; prescriptive
- Developmental; theory; counseling
- NACADA
- Teaching Learning paradigm



Welcome

- Overview of presentation
- History of academic advising
- Background of working with students in academic distress
- Pilot program – AIM (Academic Improvement Model)
- Socratic Advising model



Background

- How to improve student persistence
 - Chose population of students on academic warning
 - Decided an intrusive interaction was needed
 - Academic advising was the best method for an intensive interaction
 - Change the perception of students experiencing academic distress



Background

• Collaborative Learning Community (CLC) Cohort

• We Learned...

- how to adapt the P-E critical thinking framework to academic advising
- how to challenge our own thinking
- how to teach the framework to others
- realized the need to provide professional development to professional & faculty advisors in pedagogies & practices aimed at improving student success



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Background

• Pilot Study

- Received IRB approval

- Study question: "What is the impact on student retention when advisors use intrusive advising and critical thinking with students who are on academic warning?"



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Background

• Call for volunteers

- Asked professional advisors to volunteer to participate in a pilot project
- 11 advisors from three academic units
- Committed to attending cohort meetings once a month to learn the P-E framework AND working intrusively with students



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Background

• Pilot Study

- Phase I - development of advisors skill set and use of assessment instruments
- Phase II - implementation of strategies and instruments with students on academic warning



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Phase I

- 1. Researched intrusive advising
- 2. Learned Paul-Elder critical thinking framework
- 3. Developed goals for AIM
- 4. Developed student self-reflection
- 5. Developed advisor toolbox
- 6. Assessment Methodology
- 7. A new model of advising emerged, "Socratic Advising"



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Phase II

- 8. Advisors collect and analyze student data
- 9. Draft report of outcomes
- 10. Plan follow up activities
- 11. Begin a new cohort in Spring 2011
- 12. Present and publish results including promotion of new model of advising



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Phase II

- 13. Market the AIM program
- 14. Select students for the pilot
- 15. Students sign agreement
- 16. Students complete self reflection
- 17. Advisors evaluate students' self reflection
- 18. Advisors meet with students a minimum of three times between summer and fall 2010.



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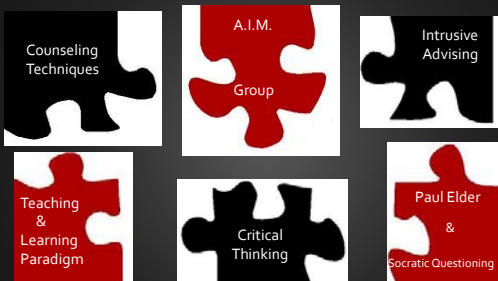
Socratic Advising Model

- 19. Intrusive advising methodology
- 20. Critical thinking framework
- 21. Counseling techniques
- 22. NACADA's Teaching and Learning Paradigm
- 23. Socratic questioning



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Socratic Advising

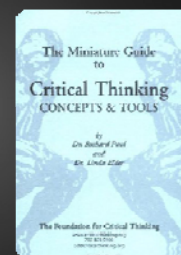


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Paul-Elder framework for Critical Thinking

- ① Elements of Thought
- ② Intellectual Standards
- ③ Intellectual Traits



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Intrusive Advising

"Proactive intervention strategies to assist students in achieving their academic goals. It is a personalized approach designed to inform and empower students to be engaged and responsible for their academic success."



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Elements of Thought

- ① Point of view
- ② Question at issue
- ③ Information
- ④ Assumptions
- ⑤ Implications and consequences



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Intellectual Standards

- Accuracy
- Clarity
- Relevance
- Logic
- Precision
- Depth
- Significance
- Fairness
- Breadth



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Types of Student Thinkers

- **Naïve** – Does not know the policies and procedures nor appreciates the gravity of their situation
- **Externally Focused** – Understands the policies and procedures but does not take responsibility for their situation
- **Self-Aware** – Understands the policies, procedures and consequences; takes responsibility but does not know how to correct their situation

• Student Thinker Types based on Paul & Elder's Three Main Kinds of Thinkers available at www.criticalthinking.org



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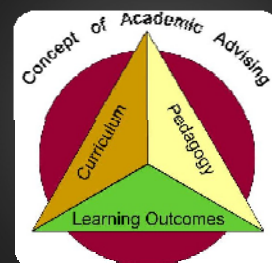
Intellectual Traits

- **Students**
 - Courage
 - Perseverance
 - Confidence in reasoning
 - Autonomy
- **Advisors**
 - Humility
 - Empathy
 - Fair-mindedness
 - Integrity



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NACADA Teaching and Learning Paradigm



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How the paradigm relates to the framework

- Curriculum = Content
- Pedagogy = Questioning
- Learning Outcomes = Transformation in Thinking



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Use of counseling techniques

- To seek information
- Clarification
- Reflect upon implications
- Identify assumptions
- Use paraphrasing to point out inconsistencies or lead to questions of accuracy, relevance, or logic



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Counseling Techniques

- Paraphrase
- Clarification
- Reflection
- Summarization
- Listening



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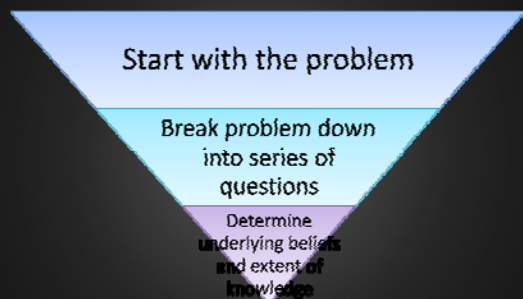
Socratic Method

- Best way to teach is through dialectic reasoning – Q&A
- Rather than destructive/constructive, we use the terms deconstruct and reconstruct
- Advisor helps student to uncover self deception in thinking
- Advisor helps student formulate goals and plans for success based on new content



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Deconstruct



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Questioning the Elements

- **Purpose:** Why are you in college? What do you hope to accomplish?
- **Questions:** Could you explain your question? What questions aren't you asking?
- **Information:** What evidence are you basing that on? Where did you get your information? What experiences are you basing that on?
- **Interpretation/Inference:** How did you come to that conclusion? Could you explain your reasoning? Is that the best conclusion?
- **Concepts:** Are your responses based on fact or feeling? Why do you believe that? Can you explain to me what is going on?
- **Assumptions:** Why do you believe that? Are we taking anything for granted?
- **Viewpoints/Perspectives:** What is your perception? Are there other points of view that you haven't considered?

Based on Paul & Elder "The thinker's guide to : The art of Socratic questioning"



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Reconstruct



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Questions that Assess Standards

- **Clarity:** Could you elaborate? Can you give me an example?
- **Accuracy:** Can we verify that? So what you are saying is that ...?
- **Precision:** Can you be more specific?
- **Relevance:** How does that relate to your problem?
- **Depth:** What are the factors that contribute to your problem? What difficulties are you having?
- **Breadth:** Can you look at this from another point of view?
- **Logic:** Does this make sense? Does this solution address the problem?
- **Significance:** Which problem is the most important one to address? Is this issue central to your situation?
- **Fairness:** Are you empathetic/sympathetic to others?

Based on Paul & Elder "The thinker's guide to : The art of Socratic questioning"



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Kinds of Socratic Discussion

- ④ Spontaneous or unplanned
- ④ Exploratory
- ④ Focused

Paul & Elder, 2006. *The thinker's guide to : The art of Socratic questioning*



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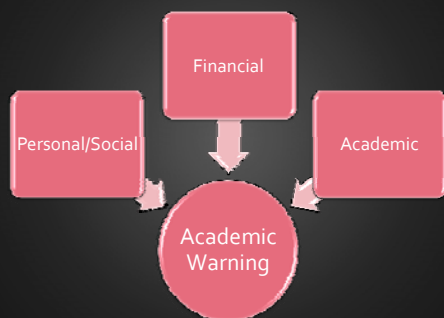
Paul & Elder's Three Kinds of Questions

- ④ One-System
 - Evidence and reasoning
 - Knowledge
 - Correct answer
- ④ No-System
 - Subjective preference
 - Opinion
- ④ Conflicting or Multiple-Systems
 - Evidence and reasoning within multiple conflicting systems
 - Better and worse answers
 - Judgment



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Domains



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Training Exercises

- ④ Scenario I
- ④ Scenario II
- ④ Dialog Handout



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