Mar 27th, 9:00 AM - 9:45 AM

A Socratic Café for Critical Inquiry

Jody Piro  
*Texas Woman's University, jpiro@twu.edu*

Gina Anderson  
*Texas Woman's University, ganderson@twu.edu*

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/sotlcommons](https://digitalcommons.georgiasouthern.edu/sotlcommons)

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

**Recommended Citation**

[https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2013/4](https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2013/4)

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
A Socrates Café for Critical Inquiry

Jody Piro & Gina Anderson
Texas Woman’s University
Two Goals

* Share research
* Conduct a Socrates Café and use Intellectual Standards
* Calls for emphasis on global awareness, diversity, and multicultural education have increased (Bennett, 2011).

* One of the common strategies among these initiatives is the development of critical thinking skills among teachers and students (Banks, 2008; Gay & Howard, 2000)
Pedagogical Frameworks for Critical Thinking

Pedagogical Goal: Increased Critical Thinking

Intellectual Standards

Socrates Cafe

Jigsaw Cooperative Group

Diversity Course

Piro & Anderson, 2013
The research objective was to understand the development of critical thinking by way of Socratic questioning through the duration of a course in diversity in education.
Grounded in a constructivist approach (Denzin & Lincoln, 2005) and was conducted in three phases. Each phase of the research utilized an ex post facto design (Cohen & Manion, 1989) employing convenient sampling (Patton, 2002). A teacher/researcher stance (Cochran-Smith & Lytle, 1993) situated our inquiry into critical thinking within a Socratic Café.
**RQ:** To what degree was critical thinking occurring by way of Socratic questioning? When Socratic questioning occurred, which intellectual standards were most often applied?

**DC:** Archival online Socratic Café postings

**DA:** Deductive Directed Content Analysis: Taxonomic using the Intellectual Standards

**Data Set:** Two sections of two semesters of initial certification MAT/MA/MEd students in Diversity
Intellectual Standards

* Handout: Use in research; use in class.
**Standard 5 Depth:** (Topic: Patriotism)

SQ-R: What do you do with a student who thinks the country of their origin is more worthy of their love than the one they live in?

**Standard 6 Breadth:** (Topic: Pride & Shame)

SQ-R: People tend to feel better about themselves because of their illustrious ancestors. Should they? If not, should they feel shame at their racist ancestors?
Findings: Original or Reply Postings

- 75% Replies
- 25% Original

Piro & Anderson, 2013
Findings
Conduct a Socrates Café

Attempt to identify the level of Intellectual Standards you are using when you ask a question.

Audio Clip:

* What is the purpose of education?
The imposition of any structure in data analysis also limits the uses of the data to that construct.

Enjoy the structure for our ongoing online discussion forums while simultaneously recognizing the inherent limitations of that scaffolding.

Helping students to construct their own meanings and values in their contextual and situated lives.

Other qualities we found important: intellectual humility, courage, perseverance, and empathy
Questions or Comments?

* Jody Piro, Ed.D.  jpiro@twu.edu
* Gina Anderson, Ed.D.  ganderson@twu.edu

Texas Woman’s University

Piro & Anderson, 2013