**FIGURE 5.4**

**Socratic Questioning**

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Purpose: To help students</th>
<th>Sample Questions</th>
</tr>
</thead>
</table>
| **Seeking Clarifications** | Think more clearly about the concept | • Can you say more about that?  
• Can you give an example?  
• How does this relate to your background knowledge or experience, or how does this relate to our discussion? |
| **Probing Assumptions** | Think about the assumptions on which they are basing their opinions or arguments | • What are your assumptions that cause you to believe that?  
• How did you arrive at that assumption, and can you prove it is true?  
• Are there other plausible assumptions? |
| **Probing Reasons and Evidence** | Think about their reasoning and the evidence they are using to support their arguments | • How do you know this is true?  
• What is your evidence?  
• What evidence could be used to refute your argument? |
| **Questioning Viewpoints and Perspectives** | Think about equally valid alternative viewpoints and perspectives | • How could you look at this from another perspective?  
• What is the difference between your viewpoint and another perspective?  
• Why is your perspective more valid than another viewpoint? |
| **Probing Implications and Consequences** | Think about the logic and desirability of their perspectives | • How does this affect . . .?  
• What are the intended consequences of that outcome?  
• What might be the unintended consequences? |
| **Questioning the Question** | Think about the effectiveness of the question itself | • Was this an effective question in terms of thinking about . . .?  
Why or why not?  
• What question would have been more effective?  
• Why do we ask questions to support learning? |