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Socratic seminar topics avid

We just made two Philosophical Chairs . . . school uniforms and energy drinks -- -- discussing both sides. We will also do socratic seminars that are similar to PC, but also very different. SS is a discussion of a topic within a small group where members take turns discussing the various points of the topic.... agree/disagree; analysis; and critiquing. What topic would you like to discuss for each activity? Example of response: Socratic Seminar - Participation of adolescents in EcoConservation Presidosophists - All professional athletes must have a university education. DUE for Tuesday, May 9, 2011

What is a Socratic Seminary? Socratic Seminary is one of the many effective teaching strategies that AVID uses. Socrates believed that allowing students to think for themselves was more important than filling their heads with correct answers. At the Socratic Seminar, participants seek a deeper understanding of complex ideas through rigorously thoughtful dialogue. A socratic seminar encourages active learning as participants explore and evaluate the ideas, difficulties, and values of a particular text. The skills students develop through participation in a Socratic Seminary are critical to college success. Successful socratic seminars depend on groups of students who develop skills together over time. It is imperative that students understand several concepts before a Socratic Seminary. These include: * the difference between dialogue and debate * the elements of the Socratic Seminar * the role and responsibilities of the participants * the guidelines for seminar behavior Students must also complete the pre-work needed to prepare for the Socratic Seminar. Inner Circle/Outer Circle Method When there are more than 25 students in a class, the teacher may consider using the Socratic Seminary's inner circle/outer circle method. With this method, between 15 and 20 students will assume the role of seminary participants and the rest of the students will act as observers. It is important that observers are given specific tasks and should provide feedback during the debriefing process. The role of observer is crucial to the development of their skills by the group and should not be seen as a way out of participation, but as a different purpose in the process. Students are seated as follows: Desks are arranged in two circles, one outside the other. Seminar participants sit in the inner circle. Observers sit in the outer circle, but are positioned who can see and hear the student or students they are assigned to observe. Activity sheets are included in this unit for observers to use and toon. A warm seat perhaps included in the inner circle. This is a chair that remains empty at the beginning of the seminary. If at any point in the seminary an observer in the outer circle feels a strong need to participate, that student can move to the hot, hot seat, to the dialogue and then return to the outer circle. The hot seat is not essential to the process, but can be used effectively to stimulate participation. If a class is small enough, the teacher is likely to participate in the seminary. Having some students function as observers can greatly help in the debriefing process, as they are able to notice things that participants may not notice. It may also be helpful for tutors or other teachers to function as observers and give their opinion after the seminar. These are photos of a socratic seminar led by AVID-trained English teacher Amy Rosewall at Shakopee West Junior High School. Students discussed their thoughts on several questions regarding the book that the class was asked to read, which was titled The Outsiders. Students completed the pre-work the day before and then participated in the Socratic Seminary the next day.