



A SOCRATIC METHOD PROMOTE CRITICAL THINKING IN NURSING EDUCATION

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Abstract: Socratic Method of teaching can be used to facilitate critical thinking in nursing. Nurse educator seek methods to infuse into teaching content to facilitate students critical thinking skills and a technique of questioning designed to encourage increase engagement in discussions and reach the core of an issue.

Key terms: Socratic, Critical Thinking

INTRODUCTION

The Socratic Method is the art of teaching not philosophy, but philosophizing Developed by the Greek philosopher Socrates.

The Socratic method of teaching is based on Socrates theory that it is more important to enable students to think for themselves than to merely fill their heads with right answers, therefore, he regularly engaged his pupils in dialogues by responding to their questions with questions, instead of answers. This process encourages divergent thinking rather than convergent. The vision Socrates believed that enabling students to think for themselves more important than filling their heads with right answers.

DEFINITION:

The Socratic Method is a form of dialogue between people based on asking and answering questions.

“Understanding of complex ideas through rigorously thoughtful dialogue, rather than my memorizing bits of information”
An effective Socratic seminar creates dialogue as opposed to debate”

“A leader prompts the use of dialogue –participants learn to be less attached to their ideas and less reliant on persuasion for influencing opinions. Dialogue is a skill of collaboration that enables groups to create collective thinking”

Time: 30 to 50 minutes

FOUR ELEMENTS:

- Topic : (drawn from readings)
- Questions : Questions are opening questions have no right answers
- The seminar leader : The leader plays a dual role as leader and participant
- The participants : Play most effective

SETUP:

Socratic conducted in inner and outer circles.

Inner circle:

Students are to clear desks and display only prepared answers to the discussion questions. A student enters the discussion only when the previous speaker has finished

Outer circle:

The student in the outer circle is to script as much of the discussion content as possible the discussion evolves. The outer circle is required to summarize and record the consensus. A new truth to them in the manner of an instructor but only to point out the path along which it might be found. Questioning in order to reveal the not-knowing Socrates questioned and examined and cross-examined his fellow not convey Classroom setup chairs desks are set up facing each other with about half facing one way and half facing the opposite way.

SOCRATIC METHOD OF TEACHING:

- Coming to class prepared so you can participate intelligently in the discussion
- Thinking about the topic in advance, considering your opinions or the factors you feel might be at play
- Being willing to speak up and share your thoughts so others can learn from your interpretations, which may involve working to overcome your fear of public speaking
- Becoming a good listener when the instructor is engaging with other students, seeking to learn from their interactions

PROCEDURE:

A statement is presented to the students those who agree with the central statements sit on one side and those who disagree sit on the other side. A mediator who will remain neutral and call on sides to speak is positioned between the two sides.

SOCRATIC DIALOGUE:

1. Focusing: delving and exploring to find the strategic intervention point
2. Understanding: earnestly trying to understand how it makes perfect sense from their perspective
3. Curiosity: expanding that perspective together with curiosity
4. Summary & synthesis: pulling it all together and synthesizing overall belief system, with an emphasis on taking action.

BENEFITS:

- Time to engage in depth discussions, problem solving and clarification of ideas
- Building a strong, collaborative work culture
- Enhanced knowledge, and research base
- Increased success for all student
- Teaching respect for diverse ideas
- Creative a positive learning environment for all students
- This method works well in subjective disciplines such as, philosophy, art, the humanities, or even the ethics of science.

LIMITATIONS:

This method may not be the best teaching method for objective disciplines like mathematics or science

CONCLUSION:

Socratic Method is a timeless and invaluable technique that champions the art of questioning and critical thinking

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Health hazards to doctors, nurses, ward boys, support staff, sanitation workers, rag pickers & other health care workers. Who are regularly exposed to biomedical waste as an occupation hazards as well as general public in the surrounding area.