LET’S TALK ABOUT IT

● SO, WHAT DO YOU THINK?
OUTLINE OF TOPICS

- TEACHING STYLES
- ROLE OF THE TEACHER
- GETTING READY
- TECHNIQUES
- PITFALLS AND HAZARDS
- METAPHORS AND FIELD SHIFTS
- KOANS, APORIAS AND KNOTS
TEACHING STYLES

● DIDACTIC/LECTURING
  ● Focus on content
  ● Style well-suited for transfer of information

● SOCRATIC/DISCUSSION
  ● Focus on process; dialogue
  ● Style well-suited for accessing assumptions, presuppositions, background givens, context, also for evaluating methodology

● HANDS ON
  ● Skill acquisition
ROLE OF THE TEACHER
SOCRATIC MODEL: MIDWIFE

- EDUCATION: TO DRAW OUT
- OPEN-ENDED QUESTIONS
- CLARIFICATION OF KEY TERMS
- PROBE FOR ASSUMPTIONS
- MODEL ACTIVE LISTENING
- FACILITATE DISAGREEMENT
- PROTECT ALL DISCUSSANTS
ACTIVE LISTENING

- ASK QUESTION
- LISTEN TO RESPONSE(S)
- RESTATE WHAT HAS BEEN HEARD
- CAVEAT: Listening to someone, hearing them out, does not indicate agreement
GETTING READY
PRESESSION PREPARATION

- KNOW THE MATERIAL
- IDENTIFY THE ISSUES
- IDENTIFY OBJECTIVES AND GOALS
- THINK THROUGH THE ISSUES; UNCOVER UNDERLYING COMMITMENTS
- IDENTIFY KEY TERMS
- ANTICIPATE BLOCKS
- PREPARE QUESTIONS
- DEVELOP VARIATIONS
TECHNIQUES

- EDUCATE PARTICIPANTS ABOUT DISCUSSION
- VERIFY LEVEL OF KNOWLEDGE
- REVIEW OBJECTIVES AND GOALS
- INITIATE DISCUSSION WITH QUESTIONS
- HELP PARTICIPANTS EXPRESS THEIR POSITIONS
- PUSH FOR CLARIFICATION
- ENCOURAGE RESPONSES/REJOINDEERS
TECHNIQUES - continued

- CLARIFY TERMS WHEN NECESSARY
- ATTEND TO THE LEVEL OF DISCUSSION
- CONSIDER USING SCRIPTS AND ROLE PLAYS
PITFALLS AND HAZARDS

- AVOID LEADING QUESTIONS
- BE ALERT TO PREMATURE CLOSURE
- IDENTIFY AGGRESSIVE AND PASSIVE PARTICIPANTS
- IDENTIFY COMMITMENTS
- BE ALERT TO GOOD ARGUMENTS, BAD ARGUMENTS, AND NON-ARGUMENTS
METAPHORS AND FIELD SHIFTS

- DISCUSSION PRESENTS AN OPPORTUNITY TO LOOK AT THINGS FROM A DIFFERENT PERSPECTIVE
- ONE WAY MAJOR INNOVATION IN SCIENCE COMES IS THROUGH FIELD SHIFTS
- CLASSIFICATION REFLECTS PREVIOUS DECISIONS ABOUT SIMILARITY
KNOTS, APORIAS AND KOANS

- DEAD ENDS AND STUCKNESS MAY INDICATE PROBLEMS IN QUESTION FORMULATION OR METHODOLOGY
- BRAIN STORMING AND THINKING OUTSIDE THE BOX MAY BE REQUIRED
- THE SOLUTION MAY COME THROUGH IDENTIFYING A DIFFERENT QUESTION