

Some discussion questions for the chapter:

1. What are the pros/cons of being overt or covert with students in helping them improve their critical thinking skills when using the Socratic advising approach?
2. Do you think it would be helpful to students to explain what level of thinker they are before using the Socratic approach and that you are going to help them become a “self-aware” thinker? Explain why or why not.
3. How will you use the rubric in your advising practice? Will you use an electronic version or will you use a paper and pencil version? How often will you update it? Will you share it with your student? Why or why not?
4. Will you use the Socratic advising approach for your at-risk students or with all of your students? Why or why not?
5. How will you know when you have been successful in assisting your students using the Socratic advising approach?