

# ADOPTING A DIGITAL SOCRATIC DIALOGUE THROUGH VIRTUAL EXCHANGE

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## INTRODUCTION



This project connected students from Lebanon (LAU) and Morocco (AUI) on topics related to technology and moral philosophy. Students met through digital platforms, exchanged ideas and developed a **low-stakes** virtual exchange assignment together.

## STAGES



- 4-5 students in each group
- Shared resources/guidelines on Socratic Dialogue (Google Doc)
- Icebreaker Activities (via Webex/Zoom)
- Model Dialogue Session
- Socratic Dialogue Session (via Webex/Zoom)

## OBJECTIVE

To emphasize dialogue as means of truth-seeking and decision-making. Using Socratic Dialogue as a means of **dialogic inquiry**

## SOCRATIC DIALOGUE

Discussions, not Debates  
Socrates claimed to 'know nothing'  
Raising concerns, doubts  
Asking Questions



## RELATED LITERATURE

Students learning in an inquiry-based virtual environment reported **higher levels of engagement** (Ismailov, 2021) virtual team collaboration **develops intercultural competence skills** in students (Swartz et al., 2020)

## ETHICAL FRAMEWORK

**Recognize** ethical issue  
**Identify** Stakeholders  
**Discuss** fact vs. opinion  
**Evaluate** alternative actions  
**Reflect** upon possible outcomes



## CHALLENGES ENCOUNTERED

Some negative attitudes (Basharina, 2007) initially; lack of challenging others' views (Lee, 2011; Liaw & Master, 2010), technological problems (Lee, 2009; Liaw, 2006; Wang & Chang, 2011)

