

Socio-Technical Skills and Beyond: The Role of Socratic Dialogue Method and Professional Identity Formation

Presented by: Reine Azzi and Maya Akiki

AMICAL 2025 Conference

Session Outline

- Getting Started
 - Defining the Importance of Socio-Technical Skills
 - Promoting Soft Skills: Role of Socratic Dialogue
 - Breakout Rooms: Practicing the Socratic Dialogue
 - Promoting Soft Skills: Role Professional Identity Formation
 - Breakout Rooms: Developing a Professional Identity Form
 - Reflection
-

Getting Started (Wooclap)



1

Go to wooclap.com

2

Enter the event code in the top banner

Event code

KBIUYS

Role of Socio-Technical Skills



**SUPPORTING PROBLEM-SOLVING
FOR COMPLEX GLOBAL CHALLENGES**



**CONNECTING ETHICS TO
SPECIFIC DISCIPLINES**



**BRIDGING THE 'GAP' BETWEEN
ACADEMIA AND THE WORKPLACE**

Role of Socratic Dialogue

The [Hechinger Report](#) (5/19, Barshay):

- Many students are letting AI do important brain work for them.
 - Students using ChatGPT “improved their essays the most – even more than the group with human writing teachers,” but did not learn more or feel motivated. They relied on AI, showing “[potential metacognitive laziness](#).”
 - Students often offloaded critical thinking tasks to AI.
 - Anthropic researchers warned this could hinder foundational skill development. The studies highlight the **need for educators** “to redesign assignments so that students cannot complete them by asking AI to do it for them.”
-

What is Socratic Dialogue?



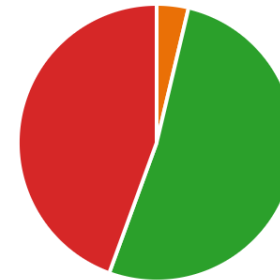
Socratic Dialogue – Study Results

To what extent did Socratic dialogue exercises help you develop critical thinking skills relevant to addressing social and technical issues?

[More Details](#)

 Insights

	Not at all	0
	To a small extent	2
	To a moderate extent	28
	To a large extent	24

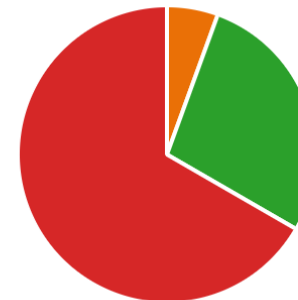


How effectively did Socratic dialogue enhance your ability to view problems from multiple perspectives?

[More Details](#)

 Insights

	Not effectively	0
	Slightly effectively	3
	Moderately effectively	15
	Very effectively	36



Activity 1: Socratic Dialogue

- **Prompt:** You're teaching a course in the upcoming Fall semester, and you wish to add a Socratic Dialogue activity. Reflect upon learning objectives and identify a session during which this activity could be conducted. Identify a specific prompt for your students, clarify the discussion, provide clear guidelines, and *be ready to share your activity within the larger group session*.

Note: One prompt from each breakout room

Time in Breakout room: 15 minutes

- **Dos & Don't's:** Choose a topic that would work well with Socratic Dialogue.
 - Dos: Choose topics or discussions with multiple perspectives
 - Dos: Choose topics or discussions with complex global applications
 - Dos: Encourage students to embrace different questions as a means of challenging and refining their original idea(s)
 - Don'ts: Don't expect students to have one clear answer at the end of the discussion
 - Don'ts: Don't expect one 'winning' argument
-

Time to Present Your Work



Role of Professional Identity Formation (PIF)



**DEVELOPING SELF-
AWARENESS**



**BRIDGING THEORY
AND PRACTICE**



**IDENTIFYING A
MORAL FRAMEWORK**

Sample from LAS 204

- **Q.1:** What values do you aspire to uphold in your professional life as a fresh graduate? How do these values align with the ethical code of conduct in your discipline? Can you identify specific virtues (e.g., honesty, empathy, perseverance) and character traits (e.g., adaptability, integrity, humility) that will help you embody these values? Try to connect your answer to the specific professional code of ethics related to your field.
 - **Q. 2:** How will you ensure ethical use of technology in your profession? What specific challenges related to cyber ethics do you anticipate in your field, and how will your values guide you in addressing them? You can also connect your response to the specific code of ethics related to your field.
 - **Q. 3:** What key insights from our discussions on Technology, Ethics, and Global Society do you feel are important to share with others in your personal or professional network? Why do you think these insights matter, and how might they influence conversations or actions in your field? Refer to specific cases and issues discussed in class or as part of your coursework.
-

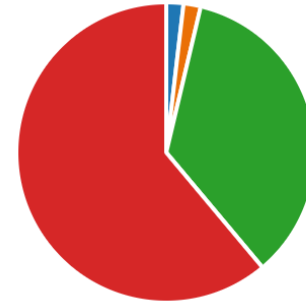
Professional Identity Formation – Study Results

How would you rate your engagement in professional identity formation exercises in this course?

[More Details](#)

 Insights

	Not engaged	1
	Slightly engaged	1
	Moderately engaged	19
	Highly engaged	33



How beneficial were professional identity formation exercises in helping you understand the broader societal impact of your technical work?

[More Details](#)

 Insights

	Not beneficial	0
	Slightly beneficial	9
	Moderately beneficial	18
	Very beneficial	27



Activity 2: Professional Identity Formation (PIF)

- **Prompt:** Reflect upon the PIF we've shared for our class on technology and ethics. Revise or create your own PIF relevant to your discipline or a specific cohort/class. *Be ready to share with the larger group.*



Time to Present your Work



Reflection



Thank You
