









The findings highlight the importance in helping students to challenge their misconceptions before any new material is introduced. Simply presenting a set of new knowledge will not produce conceptual change. To facilitate conceptual change, time must be set aside for students to be engaged in inquiry, so that they can ask probing questions, construct explanations, test their explanations against their friends, consider alternate explanations in order to construct knowledge effectively.

## 7. Conclusion

This study shows that socratic questioning techniques can be adapted and applied to fields beyond law and humanities. With the shift from lecturer-centered teaching to student-centered learning, didactic lectures can be turned into lively discussion amongst the students with the use of questions. In the next phase of study, research will be conducted on the use of socratic questioning in developing curious and inquisitive life-long learners.

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