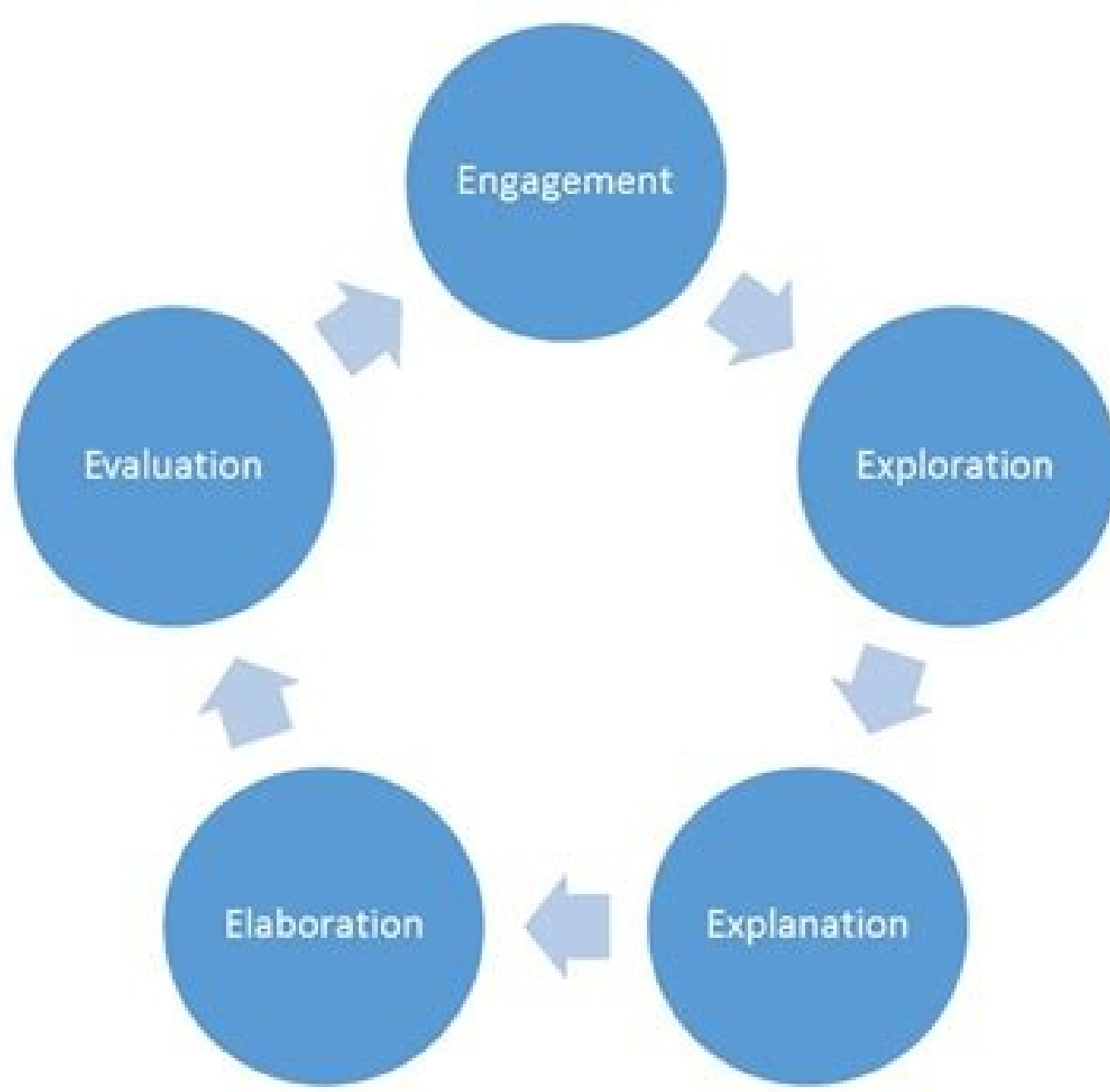


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**Learner clarifies understandings discovered,**

reaches conclusions or generalizations and communicates in varying modes and forms.

**TABLE 1  
UTILISATION OF ELEMENTS OF THOUGHT TO ASK SOCRATIC QUESTIONS**

ELEMENTS FOR INTELLECTUAL ENGAGEMENT	EXAMPLES OF SOCRATIC QUESTIONS TO HELP STUDENTS BE CRITICALLY ENGAGED
Recognise that all thought reflects a <b>purpose</b> and the purpose is to expose the logic of thought.	What is the main purpose of personal, ideological and societal values? What is the central purpose or goal of studying values in social work?
Recognise that all thought is responsive to a <b>question</b> .	What kinds of questions are raised when social services are rendered to different target systems in society? How do you implement social justice, human dignity and other social work values in addressing the social problem?
Recognise that no thought is fully understood until the background <b>information</b> (facts, data and experiences) that supports or informs it is clear.	What information am I using or do I need to come to a conclusion regarding the specific social work values(s) as it applies to addressing the social issue at hand? Is the information relevant to the issue? Is the information evidence based?
Recognise that all thought requires the making of <b>inferences</b> , the drawing of conclusions and the creation of meaning.	How did I reach this conclusion? Is there another way to interpret this specific social work value? Should we call into question any of the inferences that were made?
Recognise that no thought can be fully understood until one understands the <b>concepts and ideas</b> that define and shape it.	What is a value? What is meant by a social work value? What are the most basic main ideas, concepts or theories of social work and for social work? Can I explain this idea, concept or theory on which this value is based?
Recognise that all thought rests upon other thoughts, which are taken for granted or <b>assumed</b> .	What are the assumptions I am using in my thinking about social work values? What can we safely assume as we reason through this social work value? What assumption has led me to this conclusion?
Recognise that all thought begins somewhere (in assumptions) and goes somewhere (has <b>implications</b> ).	What am I implying with this specific social work value? What are the consequences of my stance in what I am implying with the specific social work value? What are the consequences for the practice and implementation of social work values within a specific theory?
Recognise that no thought can be fully understood until one understands the <b>point of view</b> that places it on an intellectual map.	Which point of view am I utilising to look at social work values? Is there another point of view I should consider? What worldview is upheld by the client system(s)? What is the agency's point of view?

(Adapted from Elder and Paul, 2007; Paul and Elder, 2009b)

Please indicate your preference for the mode of presentation (oral or poster): \_\_\_\_\_

## Conference Abstract Template: Geo-Risks in the Mediterranean and their Mitigation

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### Paragraph 1

This document gives formatting instructions for authors preparing papers for publication in the International Conference Geo-Risks and their Mitigation, to be held in Malta during July 2015. You can use this document both as an instruction set, and as a template into which you can type your own text. Where possible, you should simply replace the text in this template by your own text. Do not change the line spacing.

### Paragraph 2

If your paragraph starts with a heading, place the cursor on the **P** of Paragraph and type the correct text for the heading. Now delete the text Paragraph 1 and start with the text.

The text should fit exactly into the type area (180 x 240 mm). For A4 size paper the margins settings are: Top: 2.5 cm, Bottom: 2.0 cm, Left: 3.0 cm, Right: 3.0 cm, and all other settings 0.00 cm. All text should be typed in Times New Roman. All text is 11 pt except for the paper title (24 pt), author's (12 pt), and the small text in tables, captions and references (9 pt).

Table 1. The number of officially reported plague cases in the world.

Region*	1964	1976	1977	1978	1979	1978
Africa	172	27	68	116	181	77
America	392	206	580	207	321	142
Asia	439	613	2512	1808	2230	919
Total	4099	4454	2868	1831	2154	717

\*For Europe only one reported case in 1978.

### Paragraph 3

Number figures consecutively in the order in which reference is made to them in the text, making no distinction between diagrams and photographs. Figures should fit within the type area width of 250 mm (5.51").

Figures, photographs, etc. should be in black only. Place same size copies onto the typescript where you want them to appear in the text. Do not place them sideways on a page. Figures, etc. should not be centered, but placed against the left margin. Leave about two lines of space between the actual text and figure (including caption). Never place any text next to a figure. Leave this space blank. The most convenient place for placing figures is at the top or bottom of the page. Avoid placing text between figures as readers might not notice the text. Line drawings (as well as photographic reproductions of them) should be in black (not grey) on white. The minimum size of the lettering should be 9 point. Lines should preferably be 0.2 mm (0.1") thick. Keep figures as simple as possible. Avoid excessive notes and designations.

This is an example of italic, bold, underline, <sup>superscript</sup> and <sub>subscript</sub>.







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