ABSTRACT

This qualitative teacher-action research study explored the experiences of twelfth grade college preparatory students who participated in six Socratic circle discussions relating to literature in the Anglo-Saxon and Medieval periods of British literature. By allowing them to converse about texts in a highly student-centered and collaborative environment, the study aimed to promote their use of critical thinking skills.

Through the use of Socratic circles, participants in the study demonstrated critical thinking skills including the analysis of textual details, questioning of ideas, connections to outside topics, consideration of multiple perspectives, and evaluation and synthesis of ideas. Further, because students became active participants in their own learning processes, they demonstrated a sense of ownership, accountability, and motivation.