

Creating Critical Conversations: Investigating the Utility of Socratic Dialogues in Elementary Social Studies Methods

LISA BROWN BUCHANAN

ABSTRACT: This article explores the utility of Socratic dialogues in the elementary social studies methods course. Findings include preservice teachers' behaviors during dialogues, perceived strengths and challenges of using Socratic dialogues in teacher education, and the impact on student learning. Challenges and apprehensions encountered by the teacher educator are explored, and implications for teacher education practice and future research are discussed.

We are pretty much lying to ourselves. Like Christopher Columbus. Why don't we teach the real story?

—Student during a Socratic dialogue on *Mighty Times: The Rosa Parks Myth*

 The Socratic dialogue is a classroom approach to purposeful questioning and shared discourse that engages learners in expanding their content knowledge and identities as learners. Thoughtful and deliberate questions provide opportunities for students to engage in structured, collaborative conversations about a shared text or other phenomenon with the goal of gaining new and deeper understandings of the content being taught. Successful Socratic dialogues create a natural progression of conversation as discussants expand and extend concepts with one another, moving from basic dialogue to shared inquiry through the process (Knezic, Wubbels, Elbers, & Hajer, 2010; Parker, 2003, 2006, 2010; Parker & Hess, 2001).**[Q1]**

In Socratic dialogues, students enter a three-part group conversation about a specific topic. The dialogues vary in length, but the purpose is always to develop a deeper understanding together while increasing individuals' knowledge. The three stages of Socratic dialogues are predialogue, main dialogue, and postdialogue. Group expectations are developed and upheld during the discussions. Facilitators oversee the direction of the dialogue while encouraging participation through upholding the group expectations, and they are responsible for asking important questions that might otherwise be overlooked. Undoubtedly, facilitators are central to successful discussions.

[Q1: Please include Parker, 2006 in list.]

Socratic dialogues present important benefits and challenges. Over time, successful use of Socratic dialogue allows participants to develop their own individual understandings of the concepts being discussed while engaging in shared inquiry. This shared inquiry actually promotes common concept formation (Knezic et al., 2010). Additionally, Pihlgren (2008) discovered that students' dialogic skills improved as they moved from less purposeful conversation skills to discourse-centered inquiry. Knezic and colleagues (2010) found that participants developed a common understanding of the concept being studied that complemented their individual knowledge. In addition, students' written reflections revealed that after engaging in Socratic dialogues and common concept formation, most of their written responses were longer and more detailed than their initial writing about the content. This process is unique to shared discourse such as Socratic dialogues, which provide learners the opportunity to build knowledge together rather than as individuals only. Moreover, it promotes students' tolerance and sensitivity to the ideas and beliefs of others. This suggests that Socratic dialogues promote students' content understanding as well as their understanding of others.

Understanding Socratic dialogues involves recognizing and addressing the challenges to using the method. For facilitators, eliciting participation during Socratic dialogues can be challenging. Participation works differently with each group of participants, and the process should be adjusted to meet the needs of the group of learners engaging the process. Some participants find the process to be comfortable and easy to enter, while others are less comfortable with the method and do not enter the dialogue frequently, if at all.

Socratic dialogues are frequently used in teacher education (Hess, 2009, 2010; Parker & Hess, 2001; Stoddard, 2010). Although research surrounding Socratic dialogues in teacher education is limited, recent work examining such practice provides important implications for understanding its use and developing future research employing the process. Current scholarship related to the Socratic dialogue demonstrates that the method is a critical thinking tool that facilitates learners' understanding about their own beliefs and ideas and promotes their capacity for self-reflection (Turnbull & Mullins, 2007). Recently, programs of teacher education are focused on developing preservice teachers as reflective practitioners (Ottesen, 2007); this goal requires that teacher education programs develop a systematic approach to facilitating teachers' reflection across their programs.

The use of Socratic dialogues in teacher education was most recently explored by Knezic and colleagues (2010), who found that Socratic dialogues promote preservice teachers' interpersonal skills and provide opportunities for shared inquiry. The authors suggest that explicit training in the Socratic dialogue method should be provided for preservice teachers and that an assessment instrument should be developed to help the facilitator or outside observer assess the success of the method in a setting. In a related study, Ot-

tesen (2007) discovered that shared reflection through Socratic dialogues can yield reflection deeper than that of isolated, personal reflection.

When situated within the teacher education classroom, Socratic dialogues provide preservice teachers with valuable encounters with the process, first as students and then as future teachers (Knezic et al., 2010; Parker & Hess, 2001; Stoddard, 2010). As the process extends preservice teachers' knowledge of the content, their understanding of how to implement Socratic dialogues in their future teaching is expanded. Furthermore, teacher educators who are considering using Socratic dialogues in their course should begin the semester with intensive training in the Socratic dialogue method. Although Socratic dialogues have been examined in teacher education seminars, their use in methods courses has not been examined. Little is known about the practicality or utility of using Socratic dialogues in teacher education, and it is not clear whether most classroom teachers engage in prior modeling of any method of democratic classroom dialogue as students before their classroom teaching began (Parker, 2001). These gaps in the literature paired with recently circulated scholarship about Socratic dialogues provide a foundation for generating further research about this dialogic approach.

Method

Research Context

An exploratory case study was developed to investigate the utility of Socratic dialogues in one elementary social studies methods course (Merriam, 2009; Yin, 2003). The participants were 23 undergraduate preservice teachers enrolled in one section of said course taught by the researcher. The course was part of a larger program of elementary teacher education at a mid-sized public university in the Southeastern United States. Students of color represent 35% of the university's undergraduate student body, and 67% of undergraduate students enrolled are female. A university report issued in 2010 demonstrates that elementary education students are less diverse than the larger student body, with 21% students of color and 94% female students.

Participants were third-year students enrolled in the elementary education program. All participants were female, and the collective students included 4 African American students, 4 Latina students, 2 multiracial students, and 13 Caucasian students. The cohort was grouped for all content classes and weekly teacher education seminars, and students completed a weekly 10-hour internship in a local elementary school each semester.

One potential limitation of the study is that I chose to study my own students. My positionality as the course instructor affects the study design, credibility, and implementation, yet it is an integral part of the study. As a self-study research endeavor, this study emerged from my interest in better

understanding my teaching and my evolving practice as a teacher and researcher (Dinkelman, 2003; Zeichner, 2007). Furthermore, I believe that my position as the participants' course instructor actually enhanced the data collection process and overall study design (Dinkelman, 2003). For example, there is a relationship that develops between the course instructor and students that would not exist between students and an outside observer. As the instructor, I was able to understand the intricacies of the course design and the collective cohort, allowing me to better facilitate the dialogues as the instructor than as an outside observer, with no connection to participants nor any real understanding of the dynamics within the course and the cohort. Moreover, my position as instructor then informed my knowledge of how to improve the course and my own teaching.

Research Questions and Data Collection

Three research questions guided the study design and implementation:

Research Question 1: How can Socratic dialogues be implemented in elementary social studies methods?

Research Question 2: What are the strengths and challenges of using Socratic dialogue in elementary teacher education?

Research Question 3: What is the impact of Socratic dialogues on elementary preservice teachers' learning?

Three qualitative data collection methods were utilized: audiorecorded Socratic dialogues, students' written reflections, and questionnaires. During each dialogue, I placed three recorders throughout the classroom to pick up each piece of dialogue that was contributed. This verbatim data collection method allowed me to understand the dialogue in greater depth than participant observations alone. Additionally, the recordings were transcribed, providing the opportunity for continually returning to the discussions during data analysis.

Following the Socratic dialogues, students completed written reflections in response to an open-ended question that I posed (see Appendix A). The written responses provided an outlet for students to critically reflect on the process and continue their engagement with the topics discussed in class (Dinkelman, 1999). Students were given class time to complete their responses, which were written in narrative form. A questionnaire was developed to assess participants' ideas about their experiences with Socratic dialogues (see Appendix B). The questionnaires were completed in class, and the responses were anonymous.

Data Analysis

Data collection methods and research questions were triangulated to improve the overall study design and minimize threats to the study's credibility. Data

analysis began with inductive coding (Hatch, 2002), [Q2] where initial codes for dialogues, written reflections, and questionnaires were identified. Initial codes included implementing Socratic dialogues, student behaviors, impact of Socratic dialogues on student learning, and student beliefs. Then, the constant comparative method was used to identify common themes drawn from the initial codes across the three data collection methods (Glaser & Strauss, 1967). As the themes developed, I continually returned to the literature to understand whether what was found in the data analysis was representative of the body of literature about using the Socratic dialogue in the classroom. The analysis codes were then collapsed into broad categories or themes. Potential threats to the credibility of this case study were addressed by triangulating the data sources, which promoted the overall credibility of the case study (Lincoln & Guba, 1985; Yin, 2003).

[Q2: Please include Hatch 2002 in list.]

Findings

Findings in this case study concur with prior literature related to teaching with Socratic dialogues and teaching elementary social studies methods, while also contributing new results to the scholarship surrounding Socratic dialogues in teacher education and elementary social studies methods. Three major themes were identified in this study: the utility of Socratic dialogues in social studies methods, the practicality of using Socratic dialogues in teacher education, and the complexities encountered by the teacher educator.

Socratic Dialogues and Elementary Social Studies Methods

Elementary social studies methods is an ideal location for creating successful Socratic dialogues, which in turn should affect preservice teachers' future teaching. Central to elementary social studies methods is developing young learners as democratic citizens who are able to acknowledge and celebrate the mutuality and pluralism of people and engage in public life with others (Brophy & Alleman, 2007). This suggests that if preservice teachers are to facilitate their elementary students' understanding of democratic dialogue, they must engage in such experiences, too. Four central themes were identified for using the Socratic dialogue in social studies methods: the impact on students' behaviors, students' beliefs about participation, students' perceived strengths and weaknesses, and the impact on student learning.

Students' behaviors during Socratic dialogues. Knezic and colleagues (2010) assert that the process of developing successful Socratic dialogues develops over time. This was true for this cohort of students. As the semester progressed and students were able to participate in multiple discussions, the process became more familiar and comfortable for most participants, the

conversations lasted longer, and the questions became more critical. Some students who readily participated at the onset stopped participating by the end. Their written reflections revealed that they felt that they were judged by peers and discredited when their responses were not the same as the popular narrative being developed by the participants as a whole. This is important to recognize and understand, as the impact of peer beliefs and behaviors can heavily influence the participation of others. This mirrors the questionnaire responses indicating that 15% of students felt that they were being judged by their peers during Socratic dialogues.

Periodically, students openly disagreed with peers or provided an alternative interpretation of a quotation or event. Although some students seemed more comfortable engaging in this level of discourse, others did not, and instances where students challenged one another's ideas were short-lived. Sometimes students related the content to other prior learning in the course or outside the course, even to events in their own lives or those of their family members.

During the dialogue on the Rosa Parks story, students openly analyzed what they saw and heard and made multiple connections back to prior readings and films, but most interesting, this occasion prompted students to think about their own schooling experiences with the content. One student offered,

What you learned in school is that she was sitting in the front of the bus, right behind the bus driver. Honestly, this is the first time that I have heard this. So basically, we have been taught the wrong thing the whole time.

The ongoing discourse about what to teach and how to teach it in the elementary grades fueled this particular discussion, as students discussed the tension between their prior knowledge and what they saw in the film. At times, students seemed to recognize the broader context of these instructional decisions, asserting that teachers are central to how social studies is taught. One student alleged, "Teachers try to sugarcoat it. That's the way I was taught it. Not the truth."

Although these forms of shared discourse provided a springboard for deeper, more critical analysis of the context and implications of historical events and people, most students did not supplement the dialogue, and it dropped short of its full potential. Interestingly, students began to position excellent and even contentious questions within the dialogues across the semester. However, the engagement of the group in responding to the questions and to one another was generally not as successful as the initial questions posed.

Students' beliefs about participation. Students held very different beliefs about participation during Socratic dialogues. While some students felt that participation in the discussions should be required, others said that participation should be entirely voluntary. There were also students in the middle,

who countered, “I don’t think it is fair to force everyone to speak, especially when they don’t necessarily have a significant thought to share about the given topic.” Undoubtedly, students held a variety of beliefs about the role of participation in Socratic dialogues. This was particularly evident in their questionnaire responses about the experience of participating in the discussions: 15% of the students stated that they felt uncomfortable during the class discussions, and 20% shared that they did not like the format of the dialogues. Furthermore, 15% of the students believed that their peers judged them when they shared, while only 20% felt comfortable challenging their peers during dialogues. These findings provide implications for developing a classroom climate that promotes successful dialogues, and future research should be aimed at understanding preservice teachers’ behaviors during seminars, particularly what inhibits some students from responding to the Socratic dialogue method.

Perceived strengths and challenges of Socratic dialogues. Participants provided rich information concerning the strengths and challenges of using Socratic dialogues. Students reported that the dialogues complemented the shared text and extended their knowledge of the course content. Most students shared that the structured format of the discussions allowed them to actively engage with others and that, over time, the process became more comfortable and their ideas about the content began to change. Through the series of exchanges in Socratic dialogues, students were able to hear from others and recognize their perspectives, even considering how their own beliefs are different from others. Most students reported that they will incorporate some form of Socratic dialogues in their future teaching.

Participants’ feedback about the specific benefits and limitations unique to Socratic dialogues provides teacher educators with a picture of how preservice teachers understand the process as well as what features should be considered when using the process in the teacher education classroom. Like any instructional strategy, Socratic dialogues have benefits as well as limitations. Although a structured approach and group guidelines should be used when the method is implemented, the teacher educator should exercise good judgment when employing the process in individual classrooms. The strengths clearly outweigh the challenges. As the student responses demonstrate, student participation poses an ongoing challenge for implementing Socratic dialogues.

Impact on student learning. Employing the Socratic dialogue with this group of preservice teachers yielded promising outcomes for their learning. Two recurring themes related to student learning were identified. First, the frequent use of Socratic dialogue created an opportunity to facilitate students’ understanding of others’ opinions. Second, the Socratic dialogues expanded students’ learning beyond the text or content being presented. Specifically, students often seemed to unpack their thinking aloud during the dialogues.

For example, during a discussion of Teaching Tolerance's *The Children's March*, a docudrama about the 1963 children's march in Birmingham, Alabama, one student stated, "So I'm wondering, were the parents being good citizens when they allowed their students to march?" Another student added, "What about the teachers, were they being good citizens by letting the students go?" These important questions and the subsequent discourse were a part of students' unpacking their thinking while sharing in inquiry together. Additionally, students often engaged in historical perspective taking during seminars. This supports the use of Socratic dialogues in elementary social studies methods, where preservice teachers should explore historical thinking through opportunities such as historical perspective taking.

In addition to creating a setting for shared inquiry, some students reported that the use of Socratic dialogues allowed them to listen to and understand other people's perspectives. This opportunity cannot be developed by sharing a text or listening to a lecture together without the addition of meaningful shared conversation. One student shared, "Listening and understanding other people's views and comparing them and contrasting them against your own—I think that this is the main purpose [of a Socratic dialogue]." Honing listening skills is a long-standing goal of shared classroom discussion, and listening to others often provides the opportunity to hear perspectives that are different from students' own perspectives (Parker, 2010). Responses suggested that the dialogues illuminate the similar and different viewpoints within a group while providing a stage for participants to share their varied reactions to the film texts. Some participants offered that hearing from others was the most beneficial part of the experience, even suggesting that hearing from others helped them to look at things differently.

Perhaps these two findings—understanding others and enhancing their own learning—overlap. This is indicated in one student's response about her experiences when she wrote,

It was interesting to hear what people say about some of the topics, and to see how some people's ideas started to change as they listened to other people or as they talked through their own thought process about the topic.

This aligns with prior work by Parker (2003, 2010) and Hess (2004, 2009) aimed at understanding the utility of shared dialogue in the classroom. Both Parker and Hess posit that shared dialogue creates the opportunity for ideological diversity to surface and even challenge students' previously held beliefs. Moreover, this indicates that the use of classroom discourse methods such as Socratic dialogues promote the central goals of social justice social studies education (Wade, 2007). Many tools can and should be used within the teacher education classroom to enhance student learning, and the Socratic dialogue provides a platform for students to listen to and learn from one another while expanding their own learning.

The Practicality of Using Socratic Dialogues in Teacher Education

Socratic dialogues provide a structured and invitational approach to classroom discussion, and the teacher education program offers an ideal classroom location for such work to unfold. Teacher education classrooms are ideal locations because, regardless of academic focus, Socratic dialogues can be used to engage preservice teachers in the content through a meaningful method. Moreover, one of the purposes of teacher education is to model exemplary teaching for preservice teachers (Loughran, 2006). Teacher educators who utilize Socratic dialogues provide preservice teachers with the opportunity to comprehend the content through the dialogues while experiencing instructional modeling that they can use with their own future students. Nearly half the participants in this case study reported that Socratic dialogues were meaningful experiences, and 55% of the preservice teachers found that over time the experiences pushed their thinking. Furthermore, 45% of students stated that the dialogues offered them a chance to hear multiple perspectives that were different from their own. This supports previous work by Knezic and colleagues (2010), Parker (2003, 2010), and Hess (2009) dedicated to creating and sustaining successful classroom discussions and Socratic dialogues, while also revealing that not all students find the process beneficial. It is important to recognize this reality and work to create and sustain multiple, varied opportunities for students to engage inquiry—both isolated and shared—in the teacher education course. Further research is necessary to understand how to more effectively engage all students during shared discussions such as the Socratic dialogue model.

Because of the flexible utility of Socratic dialogues, teacher education classrooms across the disciplines can use the technique to interact with students in conversation while informally assessing students' understanding of the content knowledge and their dispositions toward the process. As previous educators have demonstrated, the Socratic dialogue can be used to approach controversial issues, providing a structured discussion process to analyze and deconstruct contentious topics that are often hard for students to contribute to. As students engaged in a Socratic dialogue following *Mighty Times: The Rosa Parks Myth*, discussing the roles of race and power was difficult, yet the structure of the dialogue paired with their culminating experiences with Socratic dialogues seemed to make the process of analyzing and deconstructing the film text, posing questions and countering each other, and wrestling with their own prior knowledge about the events more successful. Socratic dialogues present preservice teachers with the experience of structured and meaningful discussion as they listen to peers, while also offering a model of classroom instruction for their own future teaching. As preservice teachers experience these discussions in teacher education, they are expanding their

content knowledge and understanding of others and developing their own future teaching practices.

Unpacking Teacher Apprehensions and Challenges

As the researcher and course instructor, I was given the opportunity to create an in-depth analysis of Socratic dialogues with my students. This was a meaningful experience, but perhaps equally significant was the experience of trying to understand my own location and utility within the process. Researcher memos written throughout the study revealed that as the instructor, I wanted to engage all of the students in meaningful dialogue with their peers. The lack of participation by some students left what felt like splintered discourse hanging in the air, and after class, I began to develop more questions of my own.

What about the few students who do not speak during the Socratic dialogue? This ongoing phenomenon challenged me to uncover why some students were not taking part. I worked hard to develop a climate where the students felt encouraged to participate openly and safely to share honestly, but some students did not ever contribute during the shared discussions. I was torn by this; I wanted to honor their silence as a form of dialogue (Jones, 2005), yet I wondered if they wanted to share and the setting or circumstances inhibited their participation. Students' responses on the questionnaire revealed that some students did not like the discussion format, felt uncomfortable participating, and even felt that they were being judged by their peers during the discussions. I truly struggled to piece these understandings together with the purpose that I had for using this method throughout the semester. Working to understand why some students did not participate at all led me to look at how frequently students who did converse actually contributed.

Here, I found that I wrestled with the imbalance of contributions. Some students contributed to the dialogue frequently, while others did not contribute to the dialogue at all. Throughout the semester, I frequently challenged the more talkative students to work on becoming more active listeners, talking less and listening more. Likewise, I pushed the quieter students to engage the dialogue, asserting that what they had to offer was important and valuable. Some less talkative students responded to this with more frequent participation, yet others remained disengaged from the conversations. Some more talkative students began to share less and listen more, yet at times, more talkative students seemed to feel obliged to "carry" the conversation or fill in during "long, awkward pauses." Although silence was encouraged, these periods of silence were uncomfortable for students, and their reflections indicated that the awkwardness of the silence added to the discomfort that some felt in participating in the Socratic dialogues.

Although active participation is sometimes difficult to elicit from all students, sustaining and extending Socratic dialogues to broader and deeper

levels is challenging. This study was limited to a single semester for beginning and honing such conversations, yet over 15 weeks, students were able to demonstrate developing skills and a better understanding of the utility of Socratic dialogues. While I understand that a semester presents time restraints, I question whether the shared conversations are really going deep. There seemed to be shared learning and collaborative concept formation occurring (Knezic et al., 2010), but did the process really influence and extend students' knowledge and beliefs? Were students engaging in the process because I encouraged and, to some extent, expected it, or were they truly engaged in unpacking social issues and systemic problems? I intended to push the boundaries of discussion topics, to develop and sustain more critical dialogue by posing difficult questions and embracing multiple right answers, but at times, the dialogue fell just short of contentious, or the room fell silent and the dialogue dissolved into awkward glances at the elephant in the room. Were their collective ideas and beliefs that standardized, or were students participating under the guise of common values?

Study data suggest that several students felt as though their peers were judgmental during the shared dialogues and that the experiences were uncomfortable. These findings align with Parker and Hess's work on developing safe spaces for democratic dialogue, which indicates a need for candid conversations in teacher education classrooms about the purpose and utility of developing democratic dialogues (Hess, 2009; Parker, 2003, 2010; Parker & Hess, 2001). The role of the teacher educator in developing and sustaining frequent and successful discussions through methods such as the Socratic dialogue is challenging but necessary if preservice teachers are to engage in powerful dialogues in teacher education.

Implications and Conclusions

This exploratory case study presents new findings about using the Socratic dialogue in elementary social studies methods and corroborates previous work by scholars who have examined the use of structured discussions in classrooms (Hess, 2004, 2009, 2010; Knezic et al., 2010; Parker, 2001; Parker & Hess, 2001; Stoddard, 2010). The findings extend the body of literature related to using the Socratic dialogue in teacher education, demonstrating the role of Socratic dialogues in developing preservice teachers as reflective practitioners (Turnbull & Mullins, 2007; Ottesen, 2007), as well as a deeper knowledge of how they understand concepts, issues, and their own beliefs. Similar to previous work by Pihlgren (2008), students in this case study engaged increasingly sophisticated shared inquiry into the course content and issues related to teaching social studies in the elementary grades. Moreover, every component of elementary social studies methods is connected to the idea of developing young learners as civic-minded, democratic citizens. Because democratic

citizenship is central to elementary social studies, engaging in democratic discourse practices such as Socratic dialogues are ideal for elementary social studies education.

Undoubtedly, Socratic dialogues provide an authentic, purposeful learning experience in teacher education for preservice teachers to engage the course content, develop shared inquiry skills, and learn from others whose ideas may be different from their own. Socratic dialogues create the unique opportunity for students to learn from and with others through contributing to the dialogue and listening to what others bring to the dialogue. The benefits of the method outnumber the challenges, which are also opportunities to develop more purposeful instructional practices in teacher education. Furthermore, Socratic dialogues in teacher education can position teacher educators as participants in the process as they learn more about their own teaching practice and how to develop a classroom that embraces and implements the method in deliberate and successful ways. It is important to recognize that although contemporary research provides models for developing successful Socratic dialogues, classroom discourse can be developed and sustained in many different ways. Therefore, there is not a single, best method for engaging students in deliberate dialogue but instead a general framework for a structured and purposeful approach to classroom discussions.

This case study provides implications for teaching practice but also points to potential future research possibilities investigating Socratic dialogues and research situated in elementary social studies education. Future research is necessary to understand the range of participation across preservice teachers, as well as what students' thoughts and beliefs are about engaging the process. Why did the students not engage the concepts further and more critically? Why did some films or shared readings elicit more engaged behaviors than others? These are difficult (and perhaps impossible) questions to answer within this case study, but they are vital to truly understanding the origins and variety of preservice teachers' behaviors during Socratic dialogues.

Future research that is located across multiple teacher education classrooms and content areas would contribute to a better understanding of the different ways in which teacher educators use the method. Similarly, longitudinal research of preservice teachers who engage the Socratic dialogue throughout their program should provide implications for using the process across teacher education and throughout the duration of the programs. As Knezic and colleagues (2010) proposed, an assessment instrument for Socratic dialogues may enable researchers to further examine the Socratic dialogue method and compare its use across multiple settings. Potential research endeavors should include exploring the participation behaviors of individual preservice teachers over time and a longitudinal research investigation of whether preservice teachers who experienced Socratic dialogues as teacher education students implement the method with their own students. **TEP**

Appendix A: Written Reflection Questions

1. How do you feel about participating in our class Socratic dialogues? Explain your answer.
2. Describe your experiences so far with Socratic dialogues this semester.
3. Did the Socratic dialogues impact your learning? If so, how?

Appendix B: Questionnaire

<i>Socratic dialogues</i>	Were uncomfortable for me	Were meaningful for me	Pushed my thinking	Showed me different perspectives
<i>Written reflections</i>	Made me think	Felt like busywork	I needed more time	I needed better questions
<i>Films and film clips</i>	Whole films are better	Film clips are better	I like films in class	I do not like films in class
<i>Participating in Socratic dialogues</i>	I felt comfortable participating in seminars	I felt comfortable challenging my peers' ideas	I felt like peers judged me in seminars	I do not like the seminar format
Comments?				

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Lisa Brown Buchanan is a doctoral candidate studying teacher education and development at The University of North Carolina at Greensboro. Her research interests include elementary social studies education, classroom dialogue, and elementary teacher education. Address correspondence to Lisa Brown Buchanan, The University of North Carolina at Greensboro, 1942 West Front Street, Burlington, NC 27215. E-mail: lbbuchan@uncg.edu.