

Abstract

This qualitative action-research study recorded the experiences of sixth grade reading students who collaboratively engaged in reflective questioning techniques. The purpose of the study was to determine the effects of a cooperative learning environment on increasing higher order thinking skills and critical thought.

With the implementation of literature circle groups, higher order question stems, and project-based responses, participants in the study demonstrated an increased use of questioning strategies, analysis of literature, and a greater awareness of personal connections to literature. Additionally, participants gained time management and organization skills through the creation of timelines to ensure accountability amongst their peers.