

A HYBRID ON-LINE SYSTEM FOR TEACHING ANCIENT GREEK

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THE PROBLEM

- Well developed online resources for Intermediate Ancient Greek, but very few resources for beginners
- Lack of time in student's schedules to take Ancient Greek (electives fall behind required courses)
- Lack of sufficient numbers to offer enough Greek classes to allow students to take Greek in non-consecutive semesters.

GOALS OF A HYBRID SYSTEM

- Allow us to offer all three beginning Greek courses concurrently
- Allow students to work independently online while receiving help from faculty and peer mentors in flexibly scheduled office hours
- Accommodate student scheduling needs
- Generate sufficient enrollments to justify offering the course

CURRICULUM

- John William White's First Greek Book published in 1897 with a guided curriculum built around Xenophon's Anabasis.
- 80 lessons that each contain explain some element of grammar, a short vocabulary list, 10 translation exercises, and (starting in chapter 13) modified readings from the Anabasis.
- Digital text available at daedalus.umkc.edu/FirstGreekBook
- Digital text is presented mostly as written with some small expanded grammatical explanations added and some comparisons with Latin removed
- Many sections in the print book refer students to the reference grammar in the back. These tables have been moved into the body of the digital text.

PLATFORM

- Text manually typed by Digital Divide Data
- Presented as static HTML pages with minimal JavaScript
- Designed for use on tablets and mobile phones to respond to patterns of computer use at my institution
- Multi-column tables reduced to single column tables for ease of reading on a mobile device.

740. A. DECLENSION, MASCULINES

	νεᾱνίας, ὁ YOUNG MAN	στρατιώτης, ὁ SOLDIER	πελταστής, ὁ TARGETEER
S. N.	νεᾱνίας	στρατιώτης	πελταστής
G.	νεᾱνίου	στρατιώτου	πελταστοῦ
D.	νεᾱνίᾳ	στρατιώτῃ	πελταστῇ
A.	νεᾱνίαν	στρατιώτην	πελταστήν
V.	νεᾱνίᾱ	στρατιῶτα	πελταστά
D. N. A. V.	νεᾱνιά	στρατιώτᾱ	πελταστᾶ
G. D.	νεᾱνίαιν	στρατιώταιν	πελτασταῖν
P. N. V.	νεᾱνίαι	στρατιῶται	πελτασταί
G.	νεᾱνίων	στρατιωτῶν	πελταστῶν
D.	νεᾱνίαις	στρατιώταις	πελτασταῖς
A.	νεᾱνιάς	στρατιώτᾱς	πελταστᾶς

Page from printed text

Page from online text

(http://daedalus.umkc.edu/FirstGreekBook/JWW_FGB11.html)

Contents

A Digital Tutorial For Ancient Greek Based on White's *First Greek Book*
Lesson XI: A- Declension. — Masculines.

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A- Declension. — Masculines

99. Masculines of the A- Declension end in ᾱς or ης (37). If ε, ι, or ρ precedes they end in ᾱς, otherwise in ης.

100. Learn the declension of νεᾱνίας, *young man*, στρατιώτης, *soldier*, πελταστής, *targeteer*, and Πέρσης, *Persian*.

νεᾱνίας, ὁ (Young Man)

Nominative Singular	νεᾱνίας
Genitive Singular	νεᾱνίου
Dative Singular	νεᾱνίᾳ
Accusative Singular	νεᾱνίαν
Vocative Singular	νεᾱνίᾱ
Nominative Accusative and Vocative Dual	νεᾱνιά
Genitive and Dative Dual	νεᾱνίαιν

DRILL AND PRACTICE

- End of every chapter in online book has 10 questions to review paradigms, vocabulary, and syntax of sentences in that chapter.
- 10 questions are designed to facilitate 'check-in' behavior from mobile devices.
- Questions are drawn at random from a large pool of questions. Reloading page allows students to continue different set of questions

FLASHCARDS

- In the current instantiation, the online program only allows students to take quizzes over one chapter at a time.
- No cumulative testing, tracking of correct and missed questions, and spaced repetition (yet!)
- Spaced repetition is facilitated for now by providing downloadable files that can be imported into a flashcard program such as Anki. (http://daedalus.umkc.edu/FirstGreekBook/JWW_FGB_Flashcards.html)

HYBRID CLASSROOM IMPLEMENTATION

- Everything described so far is available for free to any interested reader on the web
- Students enrolled for credit:
 - Use this text online
 - Get help via flexible office hours and peer mentoring
 - Complete assessments in the Blackboard CMS system

BLACKBOARD QUIZ SYSTEM

- Student must pass a quiz for each lesson in the textbook
- Quizzes use the question pools from the online text
- Students must complete a 35 question multiple choice quiz in 20 minutes.
- Quizzes have 10 questions covering grammar, 10 questions covering vocabulary, 5 matching questions covering syntax of the translations, and 10 questions covering material from previous chapters
- Cumulative 50 question quiz every five chapters

- Quizzes are all self-grading multiple choice
- Competency based approach.
 - Students can take the quiz as many times as necessary in order to earn the grade that they want
 - Because quiz questions are drawn at random from large pools, students never see the same quiz twice
 - Multiple choice answers to each question are also randomized (i.e. answer 'A' is presented as 'C' if the same questions appears more than once)
 - Twenty minute time limit means that students do not have enough time to simply look up every answer

- Grammatical paradigms and vocabulary are easy to test via multiple choice
- Reading Greek is usually taught by an apprenticeship model that is hard to replicate online
- I attempt to solve this by using 'matching questions' for translation exercises.

Question 21

Match each word with its grammatical description in the sentence "ἔτέτακτο δὲ ἐπὶ τῷ εὐωνύμῳ οὗτος ὁ στρατηγός."

στρατηγός.

ἐπὶ

δὲ

οὗτος

ἔτέτακτο

A. Preposition

B. Main Verb

C. Subject of the Main Verb

D. Demonstrative modifying στρατηγός

E. Particle

- Attempts to replicate a conversation about grammar and syntax that would take place in a classroom setting
- Bulk of office hours and peer mentoring time are spent working on translations
- This system doesn't help students develop the ability to generate their own translations (more on this later)

OFFICE HOURS AND PEER MENTORING

- I hold office hours throughout the week during different time blocks in our course schedule
- We use a room with multiple computers so students can work on problems as we discuss them
- Peer mentor also holds office hours during different time blocks
- Our model for this approach is drawn from the guidelines of the National Center for Academic Transformation

- Sessions generally focus on the translations from the textbook and they are all characterized by active learning driven by student questions and high levels of peer interaction
- Because students have taken the time to review and master the grammar and vocabulary outside of these meeting times, the conversations generally focus on translations and putting the grammatical principles from the chapters into practice
- Between the peer mentoring sessions and professor's office hours, students have the opportunity for more contact time than they would receive in a traditional classroom format.
- This contact time is more beneficial for the students because it takes place in an environment tailored to answering their specific questions.

ASSESSMENT

- I piloted this approach last year using the Reading Greek book from Cambridge University Press.
- I am currently in the middle of teaching this book for the first time.
- My assessment hypotheses are that this approach will allow higher levels of achievement by students of all abilities, promote higher enrollment and retention as in higher level Greek classes. I have some data to support the higher levels of achievement and I need more semesters to acquire the retention data.
- Need to assess whether my students can successfully articulate into 'traditional' 5 person apprenticeship reading class.

FUTURE WORK

- Finish digital version of White's textbook
- Integrate spaced repetition into online text
- Add audio
- Create a similar digital edition of Pharr's Homeric Greek.
- Create matching questions for translations using the Alpheios alignment editor
- Write up pedagogical exercises for students to align their own translations using Alpheios alignment editor