

## What Works: An Online Greek Teaching Success Story

This talk will highlight the techniques that have made my online Greek courses successful. Building on lessons learned from colleagues who were dissatisfied with their experiences of online Greek, I've developed materials and methods for two summers of online Greek on an intensive schedule as well as a regular-pace version of the course for the 2020-2021 academic year.

I came to online teaching of Greek after having already “flipped” my Greek classroom: I had already started a collection of videos to introduce new material, and I had also had several years' experience including remote students in the course. That experience meant that I had already thought a great deal about how to make sure students had access to all class materials online, and I had tried several different methods for delivering clear feedback to them.

When my college decided to venture into summer online teaching, I was ready to try the new challenge, eager to stretch my pedagogical skills and set the stage to reach more students. Among the problems I needed to solve to be successful: designing a course that has flexible timing, to keep to the norms of online courses; making sure students are motivated to progress and not procrastinate; providing practice more challenging than multiple choice questions but still automating as much feedback as possible and keeping my own workload manageable; and keeping students engaged to the end of the course.

The summer intensive version of the course teaches all of beginning Greek from Hansen and Quinn in eleven weeks. Students learn new material from my videos and from the textbook, they practice independently with drills and other homework as the week goes on, and at the end of the week they meet with me online to practice reading. The week ends with a quiz, and then

the cycle begins again. To keep students on track, but to allow for the flexibility of timing that is expected in online courses, all assignments have a recommended deadline with no penalty for turning them in late up to the weekly limit of meeting with me and taking the quiz on that week's material. Our weekly meetings were on Mondays, so I spaced out the new material and recommended deadlines over the course of Tuesday through Friday, leaving the weekend open to "catch up" before the Monday hard deadlines. Some students invariably turned in all assignments by the recommended deadlines, and others regularly arranged their Greek around their other obligations, but everyone managed to keep up with the assigned amount of work by the Monday deadlines. The advantage was flexibility for them, a flexibility that made it even possible for some to join the class; the disadvantage was that I could not mark the same assignment for everyone at the same time.

A key to the success of the course was that students received feedback on every assignment as soon as possible. To keep that from being an around-the-clock job for me, I created drills and homeworks that are largely self-correcting, which means that I can quickly mark and respond to the few things that are not correct (the answers that don't turn green). The satisfaction of completing the self-correcting drills also seems to drive the students to push themselves to practice more than they might, and I believe they help keep the students motivated to continue to the next task. Work that takes longer to respond to—translation of Hansen and Quinn's exercises, for instance—students must be prepared to do with me in conversation when we meet, and they know in advance that we look at only the few sentences I randomly choose, and that I will answer any questions their preparation of other sentences has brought up.