

Team-Based Learning to Promote the Study of Greek

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ABSTRACT

To meet the demand from my Latin and mythology students for an introduction to Ancient Greek, I offered a course meeting one hour per week. When 43 students enrolled, I decided to try a new pedagogy that has been increasingly popular in medical schools and business schools, Team-Based Learning (TBL). Despite the high enrollment and low number of contact hours, the results were very positive. Students retained information at a high level and were extremely enthusiastic, generating interest in the study of Greek on my campus. Students were more active in their learning and I was able to administer more challenging tests than I had done in standard introductory language classes. This is consistent with second language acquisition research on collaborative and cooperative learning. However, TBL differs from these established methods of group learning in several important ways. As a result of the success of this class, I have been able to add Greek 101 and 102 to our curriculum and have included aspects of TBL in my Latin classes.

KEYWORDS

Team-Based Learning, Collaborative Learning, Cooperative Learning, Second Language Acquisition Research, Greek

INTRODUCTION: THE NEED FOR GREEK

As the only Classics professor at Oxford College of Emory University, I was fully occupied by Latin language and literature in translation courses and consequently unable to offer a standard introductory sequence of Ancient Greek. Nevertheless, I believed that there was interest in Greek among our students. Enrollment in Latin was strong and my mythology and Roman culture courses were very popular. Like many Classics teachers, I used my mythology class as an introduction to the rewards of the discipline. I structured many of my lectures around important thematic Greek words such as κλέος, νόστος, σωφροσύνη, αιδώς, and others; I read poetry aloud to my students in Greek as much as possible, reminding students of what they were missing by reading it in translation; I gave them extra credit for memorizing and reciting a few verses in Greek; I spent a day each semester teaching the Greek alphabet; I mentioned etymological details of English words frequently. I did these things in my Latin courses as well, in addition to introducing comparative linguistic data from Greek as much as possible.

Eventually the demand from majors, minors, and other interested students for a Greek class reached such a high level that I decided to offer one as an overload. I did not have the time to offer a full course, so I decided to create a course that met one hour per week. The limitations of this structure are immediately apparent; it is generally considered desirable to increase and not to decrease the contact hours in introductory language courses. Nevertheless, for me it was once a week or not at all, so I decided to try it. I limited my goal to covering one fourth of the normal

Greek 101 curriculum since the course would have one fourth as many contact hours. There were also some potential advantages: I believed that the small commitment in terms of time and effect on overall GPA would encourage more students to try Greek. This introduction, however incomplete, would give students enough Greek grammar to make them familiar with the basic structure and the methods of learning ancient languages, and they would understand that they do have the capacity to learn Greek, just as they can learn any other language.

To my surprise, 43 students enrolled in the class. Of these, 28 were former or current students in other classes of mine. I was excited about this number, quite substantial on a campus of 830 students. It is the equivalent of about 260 students studying introductory Greek on a campus of 5000 students. Now, however, I had another concern. In addition to designing a course with very few contact hours, I had a course with too many students for the necessary amount of active student participation in the classroom. The statements in the Standards for Latin Teacher Preparation prepared by the Joint Task Force on Teacher Training and Certification of the American Classical League and the American Philological Association (13) apply to Greek as well:

Latin teachers recognize that learning is fundamentally an active process, incorporate active learning strategies whenever possible, and promote active use of the target language. They also strive to move students as quickly as possible from rote recall to application, analysis, and synthesis of what they have learned.

The pedagogies I had been using would not allow every student in a class of 43 to translate and practice the language actively in every class meeting.

TEAM-BASED LEARNING

As I was organizing this course, I decided to try a new kind of pedagogy designed to promote active learning in large classes. Team-Based Learning (TBL), developed by Larry Michaelsen initially for use in business classes at the University of Oklahoma, is now becoming increasingly popular in medical schools and across the curriculum.¹

In TBL, small group learning is the primary in-class activity. As opposed to casual use of group work or more organized cooperative learning, TBL utilizes teams that are permanent and are graded as a group (Fink 7). The ultimate goal is to have the teams apply course content to a complex intellectual task. First, however, the teams must show that they have mastered the course content through a five-step process of testing which Michaelsen calls the Readiness Assurance Process (“Getting Started” 42-43):

- Pre-Readings: Students are initially exposed to new concepts through assigned readings.
- Individual Test: Students take a multiple-choice test individually to test their ability to remember, understand, and apply the concepts in the reading.
- Team Test: After submitting their answer sheets, students take the same test a second time as a group. This time they discuss the answer to each question and choose an answer as a group. A special type of scratch-off scoring card (similar to

¹ Most of the material in this section is paraphrased from Fink and Michaelsen. Much of the information can also be found at <http://www.teambasedlearning.org/>.

scratch and win lottery cards) is used.² If the team does not discover a star when they scratch off the letter corresponding to their answer, they continue to discuss the question and select another choice. Partial credit is given if the team finds the correct answer on the second or third attempt.

- Appeals: If a group feels that a question they missed on the test is inadequate, they may file an appeal that builds a case using references to the assigned reading. The instructor may choose to award credit for the missed question.
- Oral Instructor Feedback: In a mini-lecture, the instructor reviews the concepts that the students found most challenging.

On subsequent class meetings of the course unit, the group must solve a significant problem. The final grade of each student is based on the individual test scores, the group test scores, and peer assessment of the student's contribution to the group.

COLLABORATIVE AND COOPERATIVE LEARNING IN SECOND LANGUAGE ACQUISITION

Group learning that goes beyond casual assignments in which students discuss a question in pairs or complete a worksheet in groups is not new in language classes. Collaborative learning, which is frequently defined by contrast with competitive learning, "entails students working together to achieve common learning goals" (Nunan 3). It defines learning as "acculturation into knowledge communities" which are different from the knowledge communities to which students already belong (Oxford 444).

Mark Williams (258) described the goal of his use of collaborative learning in a Latin class in the following way: "to turn students from being "passive receptors" of information imparted by an instructor into "owners" of the subject matter such that they are capable of imparting it themselves to their classmates." Williams used this form of group learning in his language class "to help students make the jump from grammar and syntax to the great themes and values conveyed by language" (Williams 258). He concluded that collaborative learning can help the student "to kindle the sparks in himself and in his peers" (Williams 261).

Cooperative learning, another form of group learning in which students participate in sustained, organized group activities, shares the goals of collaborative learning but is generally more structured and more directive than collaborative learning (Oxford 443). Researchers generally agree that two conditions must be present for cooperative learning to take place: positive interdependence, "the perception among group members that what helps one group member helps all group members, and what hurts one group member hurts all," and individual accountability, which requires that "the team's success depends on the individual learning of all team members" (McCafferty, Jacobs, and DaSilva Iddings 5). When students are motivated to ensure that their peers achieve the instructional goal, intensive cooperation is generated (Dörnyei 483).

Already in 1997, Zoltán Dörnyei (482) wrote that cooperative learning was "one of the most thoroughly researched areas in educational psychology." A significant amount of research has supported claims of improved language acquisition when cooperative learning is used in lan-

² See Appendix A for images of the test forms. These forms are available at epsteineducation.com. Some TBL instructors who prefer not to use these forms replicate the process by having students write answers on a blackboard. Some instructors require students to indicate their degree of certainty about their response by assigning a specific number of points to each of the four possible answers to a question.

guage classes. One benefit is a notable increase in the in-class production of the target language by individual students. When the teacher presides over the entire class, normally one student, or the teacher, speaks at any given time. With groups, multiple students speak at the same time, so that each individual student speaks or translates much more in group-based classes. Groups can also reduce the anxiety level of students (Jacobs and McCafferty 27). Applying the work of educational psychologists to cooperative learning in language classes, Dörnyei (485) has concluded that the affective domain of groups plays a crucial role in producing heightened motivation, more positive attitudes toward learning, more higher order thinking, and higher self-esteem among students. While some might feel that groups allow students to focus less on individual achievement and to lean on their fellows, McCafferty, Jacobs, and DaSilva Iddings argue that groups can also encourage individual students to take more initiative in language classes: “[O]n a continuum from teacher lecture to self-study, cooperative learning represents a major step away from dependence on teachers and toward greater reliance on self and peers” (16). When students teach each other, they are more active in class and rely less on the teacher.

Latin teachers have written favorably about the potential of cooperative learning. Martha G. Abbot referred to multiple studies indicating that “cooperative learning resulted in higher level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned within one situation to another” (40). She emphasized the ability of groups “to make our students see themselves as responsible for their own learning” (40). Karen Lee Singh described in detail her use of cooperative learning in Latin classes. Among the benefits she listed is that it allowed her to relegate “low level skills” such as practicing forms and vocabulary to the students’ study time at home so that she can focus on tasks that require critical thinking skills in class (93).

More recently, Kathryn Argetsinger has described her goals in using cooperative learning in Latin classes in the following terms:

to provide maximum practice opportunities for students in a low-anxiety and noncompetitive atmosphere; to provide opportunities for students to actively engage with new material and to consciously develop new strategies for mastering that material; and to provide opportunities for structured interaction with peers and near-peers that can result in more positive attitudes to as well as more secure mastery of the material. (70)

Argetsinger adds that standards of linguistic achievement were never compromised in the cooperative classroom activities she describes (82).

TEAM-BASED LEARNING AND COOPERATIVE LEARNING

TBL is one form of cooperative learning that has also received attention from researchers wishing to document the benefits of sustained group work.³ Of all the forms of collaborative and cooperative learning that I am aware of, as described in second-language acquisition research, TBL places the greatest emphasis on group work. Some characteristics of TBL are:

- The groups are permanent; students work with the same team all semester.
- Almost all classroom activity is group work.

³ See Birmingham and McCord for an overview of the research on the TBL.

- The groups are chosen randomly. While some cooperative learning guides allow for this, Michaelsen recommends random group formation since it fosters “the perception that none of the teams was given a special advantage” (“Frequently Asked” 221).⁴
- Students are not assigned specific roles within the group, as in the cooperative Latin unit described by LeaAnn Osburn (83), in which each team has a vocabulary expert, a syntax expert, a translator, and a recorder. In TBL, each student on the team is responsible for all of the work.
- Positive interdependence is fostered to the extent that what helps one group member can help all, but it is not as much the case in TBL that what hurts one group member hurts all. The fear of losing points because of the bad performance of other team members has been a primary reason why students’ parents and others have opposed cooperative learning (Jacobs 40). Since the final grade in TBL is based on a combination of individual test scores and group test scores, and since free riders can be punished through peer grading, students are motivated to perform well individually and also benefit from the hard work of teammates.⁵

TEAM-BASED LEARNING IN AN ELEMENTARY ANCIENT GREEK CLASS

On the first day of my Greek class, I formed groups of 6 students randomly by having students count off. Allowing students to see how the groups are formed is perceived as fair by students and prevents them from wondering if the teacher had some specific agenda in putting them together (Birmingham and McCord 80).

Next I explained the system and the three components of their grade: individual performance, team performance, and contribution to the team. This last part, which is included to provide accountability and prevent free riders, is measured by peer assessment. To prevent teammates from simply agreeing among themselves to give each other all perfect scores, I required each student to divide 100 contribution points among their five teammates, with the stipulation that they must give a different number of points to each student and with the understanding that 25 was an A. This made it impossible for every student to earn an A in the contribution grade, so that students had to perform well on individual and team tests to earn an A in the course. I allowed the students to set the weighting of grade components, within limits set by me. I required that individual test scores count for at least 30% of the final grade, group tests at least 30%, and peer-assessed contribution at least 10%. After discussion in groups and in the class as a whole, students settled on 40% individual tests, 50% group tests, and 10% participation. Michaelsen has found that giving students the power to set the grading scale helps alleviate concern about grades (“Getting Started” 41).

I then walked the students through the five steps of the Readiness Assurance Process:

- Pre-reading: On the first day of class, I introduced the Greek alphabet quickly. On subsequent meetings, I introduced the grammatical concepts for the following week after the oral instructor feedback session (see section 5 below).

⁴ See Singh (100) and Argetsinger (76) on the formation of groups in cooperative Latin classes.

⁵ Argetsinger (76) rejects group grading on the college level. Singh (101) has described ways of dealing with group members who perform poorly or refuse to contribute in cooperative learning. In my experience with TBL, peer grading solves this problem efficiently.

- Individual test: Students then took a multiple-choice test containing ten questions with four possible answers. Transliteration was the topic of the first day; I covered the material very quickly with the intention of showing the students the power of teams. When asked to process large amounts of information quickly, groups regularly outperform individuals. In fact research has indicated that this is virtually always the case in TBL classes (Michaelsen, Watson, and Black 834-839). This is one area in which language classes can differ from other subjects in which TBL has been used. In some of my first-year language courses there have been individual students who achieved a score of 100 per cent on every quiz and exam. Nevertheless, TBL not only allows but in fact requires that I give quizzes that are more difficult than any I gave in my standard language classes. For team discussions to be meaningful, it is essential to challenge all of the students to minimize the number of perfect scores on individual tests. Thus, questions rarely measured factual knowledge, such as the translation of individual vocabulary items or the listing of morphological paradigms, but were normally designed to make students apply knowledge.⁶
- Group test: After submitting their answer sheets, students took the same quiz a second time in teams. This is where students actively communicate with each other about language on a meta-level as they negotiate to choose which answer to try on the scratch-off scoring card. I gave students five points if they scratched the correct answer the first time, indicated by a star under the scratch-off coating. If their first guess was wrong, they discussed the question further and agreed on a second choice. If the second choice was right, they got three points, and one point for the third choice and zero for the fourth. The instant feedback and partial credit motivated the students to keep trying until they got the right answer. This is a very powerful learning tool in a course that is organized sequentially, in which students must ideally master one concept before moving on to the next one.
- Appeals: Students had the opportunity to challenge the legitimacy of questions or responses by referring to the textbook. This is designed to give students a sense of control over grading and to encourage them to re-read the text with great attention to detail. In practice, I never gave credit to an appeal in this class, but I may be more likely to receive convincing appeals in a more advanced class where questions will not be as objective.
- Oral Instructor Feedback: Each team submitted one group-scoring card. There were seven groups, so I was able to look at all seven cards quickly to see which questions students missed most frequently. Using this information and also encouraging them to ask questions, I reviewed the most challenging concepts. I then introduced the new grammar for the subsequent week. Our testing center also gave me information about which questions students missed most often on individual quizzes. If a large number of students missed a question on the individual quiz, I reviewed that concept again at the beginning of the subsequent class meeting.

⁶ See Appendix B for sample quizzes.

I changed two aspects of TBL, as presented by Michaelsen. I did not give the students a long-term project on a significant problem. While many have written that the power of TBL is often most apparent in long-term projects, my goals for this one-hour class were more limited (Fink 8).⁷ I also added a final individual test containing ten multiple-choice questions taken from the tests students had already seen over the course of the semester and some Greek to English translation. Students took this quiz only as individuals, not in teams, but they were allowed to retake the quiz (with a different selection of questions from earlier quizzes) two more times if they wished to do so. I wanted to discover how much Greek students had actually learned and to encourage them to review all of the material individually at the end of the semester.

RESULTS

The most gratifying result was almost immediate. Seeing 43 undergraduates, most of whom had never studied an ancient language before, speaking with enthusiasm about Greek grammar was unlike anything I had witnessed before. This excitement continued throughout the semester. Sometimes the class was so loud that I suspected professors in the same building must have thought that it was some kind of party. Yet each time I approached a group, the members were speaking clearly to each other and were so focused that they did not miss any words uttered by their teammates. They were arguing vigorously, referring to pages in the text to explain which grammatical points were being tested in the question at hand. In this way, TBL can enable active learning in large classrooms. At any given time in my class, multiple students were speaking passionately about Greek grammar, motivated by a desire to convince their classmates.

This enthusiasm was also reflected in the best attendance of any class I have ever taught. Of the 43 students enrolled, five students missed class once and one student missed class twice over the course of the semester. The student evaluations at the end of the course were also very high, easily placing in the top fifteen per cent of all courses in the IDEA Database of student evaluations the first time I offered it and in the top ten per cent (the highest category) the second time.⁸ Most students wrote in their comments that they thoroughly enjoyed the group work.

In addition to increased enthusiasm, this class demonstrated increased learning. Quiz scores were on average higher than in standard introductory Greek classes I have taught. Several factors may have contributed to this. The frequent, immediate feedback of the group quizzes increases learning. Every student leaves each test knowing the correct answer to every question. The need to make very challenging quizzes to ensure that group discussion was fruitful also raised the level of difficulty in the class. While it took longer to make good multiple choice quizzes that covered all of the material adequately and focused on challenging problems than it had taken me to make standard drill and translation quizzes, I was pleased with student learning. Since students were applying knowledge instead of merely listing forms and vocabulary items, the classroom activities required them to use higher-order thinking skills more often than I have experienced in the first weeks of my other introductory language classes. Class time is devoted more to analyzing and evaluating than to remembering. The structure of class meetings shifted a great deal of the basic knowledge acquisition out of the classroom to students' private study time, just as Singh (93) observed in her cooperative learning Latin classes. This emphasis on application of knowledge instead of rote recall is also consistent with the Standards for Latin Teacher Preparation.

⁷ Nevertheless, I do believe that students apply course information to solve problems in introductory language classes.

⁸ Along with many other colleges and universities, we use the evaluation forms of the [IDEA Center](#) on our campus.

Studies on cooperative learning have described a “positive identity interdependence” through which “group unity is heightened when group members develop a group identity” (Jacobs 41). Several teams in my TBL Greek class developed group names, or otherwise assigned specific characteristics to their group. They were also motivated by positive reward interdependence to encourage each other to attend. Since they understood that each time a team member skipped class, they had fewer resources and perspectives and thus had lower odds of finding the correct answer, they insisted that all team members come to each class to maintain a full cohort. Likewise, unprepared students got quick feedback from their teammates, either overtly or subtly, to encourage them to help the team by studying more. I believe that this atmosphere of intense cooperation can compensate for the difficulty in finding the social aspects in an ancient language classroom that can add a useful affective component to the modern language classroom.

I also witnessed increased confidence in many students; naturally quiet students and students with low quiz averages regularly were able to help the more confident students. This can happen in a standard language class, but the increased opportunities for interaction make it much more common in TBL. I believe that the increased contribution from previously shy students can be explained by research that has shown that students become better at assessing each other’s skills and abilities as they move from stereotypes and superficial observations to evidence-based analysis from watching each other perform and contribute to the group (Birmingham and McCord, 84). A more accurate understanding of the level of their own skills can give quiet students the confidence to contribute more frequently in class.

More objective measures also describe this class as successful. Student evaluations were very high and the average performance on the final test was better than I have seen in my other language classes.

The most significant impact of this course was a greatly increased awareness of Ancient Greek on my campus. Students spoke about Greek outside of the class. They also spoke about having fun in my class. The year after I taught this course, I succeeded in adding a full two-semester introductory sequence of Ancient Greek to our curriculum with the help of colleagues from Emory’s Atlanta campus. I believe that the success of this course helped convince administrators and faculty in other departments and university divisions to support me in this endeavor. Last fall, thirteen students enrolled in Greek 101, also a significant number on a campus of our size. I also believe that students whose first experience in studying Greek is both enjoyable and intellectually challenging are more likely to continue studying Greek. Of the students who completed my Greek 101/102 series, all except one continued to take Greek language courses afterwards.

USES OF TBL IN OTHER CONTEXTS

TBL allows the active learning and higher order learning endorsed by the Standards for Latin Teacher Preparation to take place in a large class. I am now offering my large one-hour introduction to Greek for the third time as a TBL course. Nevertheless, I do not plan to base all of my language courses exclusively on TBL. I have experimented with a more limited use of TBL in my more traditional Greek and Latin courses in ways that may be useful in contexts such as the high school classroom. My standard first-year courses are small enough to allow me to continue to use the traditional pedagogy in which individual students translate in front of the entire class and receive feedback from the teacher every day, so I use TBL in only one of the four weekly meetings in those courses. In my current second-semester Greek class, I use TBL for morphology quizzes.⁹

⁹ See Appendix B.

During the non-TBL portions of this class, students are much more likely to correct each other's in-class translations and to seek help from fellow students while translating than in other Greek 102 classes I have taught. They pay attention to the other students' translations instead of trying to prepare the next section in the text in case the teacher plans to call on them. I believe this may be the result of weekly group work.

I have also used TBL for simpler tasks such as quizzes on vocabulary and principal parts in my first-semester Latin course. Although students do not achieve the full potential of cooperative learning in these contexts, many have told me that the energy generated by group work has helped to make some of the more repetitive tasks interesting and enjoyable.

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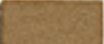
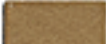


APPENDIX A

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name _____ Test # _____

Subject _____ Total _____

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.					_____
2.					_____
3.					_____
4.					_____
5.					_____
6.					_____
7.					_____
8.					_____

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name _____ Test # _____

Subject _____ Total _____

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.					_____
2.					_____
3.					_____
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6.					_____
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IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name _____ Test # _____

Subject _____ Total _____

SCRATCH OFF COVERING TO EXPOSE ANSWER





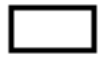



























	A	B	C	D	Score
1.					_____
2.					_____
3.					_____
4.					_____
5.					_____
6.					_____
7.					_____
8.					_____

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name _____ Test # _____

Subject _____ Total _____

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.					_____
2.					_____
3.					_____
4.					_____
5.					_____
6.					_____
7.					_____
8.					_____

APPENDIX B

Greek 102Q Group Quiz 2

1. πίπτω 3rd person plural aorist active
 - A. ἔπεσον
 - B. ἔπιπτον
 - C. ἐπέπταντο
 - D. ἔπεισαν

2. πράττω future active participle feminine singular accusative
 - A. πράξασαν
 - B. πράττουσαν
 - C. πράξαν
 - D. πράξουσας

3. ἀμύνω aorist active participle masculine singular nominative
 - A. ἀμύνας
 - B. ἤμυνας
 - C. ἀμύνων
 - D. ἄμυνον

4. γράφω aorist imperative active singular
 - A. γράψε
 - B. γράψαι
 - C. γράψον
 - D. γραφαί

5. ἀναχωρέω imperfect active third person plural
 - A. ἀνεχώρουν
 - B. ἀνεχώρον
 - C. ἀνέχον
 - D. ἀνεχώρησαν

6. ὁράω aorist active participle masculine plural accusative
 - A. εἰδόντας
 - B. ἰδόντες
 - C. εἰπόντες
 - D. ἰδόντας

7. φράζω aorist third person singular aorist active
 - A. ἔφραξε
 - B. ἔφραξε
 - C. ἔφρασει
 - D. ἔφρασε

8. βαίνω aorist active participle masculine singular accusative

a. βάσον

b. βάντα

c. βάν

d. βάς

9. πείθω future active participle neuter singular accusative

πεῖσον

πείσοντα

πεσούμενον

πέσον

10. ἀφικνέομαι aorist middle participle plural feminine accusative

a. ἀφικομένας

b. ἀφιζομένας

c. ἀφικνούμενας

d. ἀφικόντας