

Protocols for Online Teaching of Thucydides: The ‘Final Word’ Case Study

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Abstract

This paper sets out to describe and analyze issues relating to the role of new literacies and technologies in the teaching process. More specifically, the article deals with how the educational design process of Ancient Greek changes through the implementation of technology by using online discussion protocols. These were utilized as a tool for active learning and as an alternative proposal for teaching in the text of Thucydides ‘Epitaphios’ (Funeral Oration of Pericles), in the third grade of Lyceum at an Athens school during the 2013-2014 school year. The significance of this teaching proposal based on two facts: it is compatible with the philosophy that governs the New Curriculum for the lesson of Ancient Greek and secondly the need to modernize the teaching methodology of this lesson taking into account the new technological facts in the context of digital literacy. The reference point was the highlighting of the social and political character of this text and their projections in the contemporary era. The evaluation of the students’ activities showed that students collaborated to a satisfactory degree, approached knowledge constructively, structured and restructured it, while generating their own interpretations, comparisons and conclusions.

Keywords: Ancient Greek literature; teaching methods; literacy; New Technologies

1. Introduction

Dewey once said (1987) that “if we teach today as we taught yesterday, we rob our children of tomorrow”. This means that the exploitation of New Technologies constitutes a challenge for the educator, since it is associated with the renewal of teaching practices in the context of the modern theoretical premises (Reynolds & Trip 2003). In this article we study the efficacy of the use of online discussion protocols in the teaching of Ancient Greek. It is a new element into the course and the teaching. Therefore, we sought to make sure that these online discussions constituted a meaningful learning experience for students. Additionally, in this paper we consider the literature that concerns protocols, online collaboration and classroom communities as interactive learning environments. The first section of the paper refers briefly to the types and characteristics of the discussion protocols, accompanied by the detailed description of the teaching proposal, the methodology, the course of materialization and its results.

2. Online Discussion Protocols in the Teaching Process

Incorporating protocols for responding along with cooperative learning structures for discussion helps to make teaching instruction more responsive on a daily basis (Sharroky & Coventry, 2012). According to the Australian National School Network (ANSN) and the Coalition of Essential Schools (USA) ‘protocol is a formal structure for looking collaboratively at student work samples to improve pedagogy and classroom practice’ (ANSN & CESUSA, 2001: 9). Looking collaboratively at student and teacher work is a process in which teachers, primarily, but also administrators, parents, students, and members of the community, look at student and/or teacher work with the goal of improving student learning.

The protocols are divided into two categories: responding and discussing. Responding protocols are used to explicitly communicate to students how the facilitator or teacher wants the students to respond or to ask questions as a whole group. In other words, the facilitator knows the purpose of the question being asked (checking for understanding, assessing prior knowledge, checking for engagement, volunteering of personal experiences) and clearly communicates how s/he wants the students to respond to the question. This non-voluntary form of responding encourages accountability and engagement on the part of the learner, while also providing more accurate feedback to the teacher about student understanding within the group.

On the other hand, discussing protocols provide structured, engaging, consistently used forums for students to discuss their learning. They can be used to introduce, clarify, support, and reinforce both learning content and process. The consistent use of a select set of discussion protocols establishes an efficient classroom learning community in which ideas and opinions are shared frequently and in an orderly, timely manner. It is suggested that 5 - 7 of the discussion protocols become a ‘staple’ of the classroom, providing consistency in order to support quick, smooth, and orderly discussions. However, a variety of other discussing protocols can, of course, be utilized when desired.

Online discussion protocols, in particular, help students process readings, podcasts and videos during

online discussions with the aim of using new technologies. For these protocols, students work in discussion groups of 4-5 with each group assigned to their own discussion forum (McDonald, Mohr, Dichter, & McDonald, 2003). Interaction in a forum is closely related to the rate at which new messages are posted. Increased frequency of posting in asynchronous communications can lead to more favorable impressions of communication partners (Liu, Ginther, & Zellhart, 2001; Walther & Bunz, 2005). Researchers have suggested that timing of messages can serve as a proxy for a sense of social presence (Blanchard, 2004), as an indication of attentiveness (Walther & Bunz, 2005) or respect (Bargh & McKenna, 2004), and as a clue to the sociability of a community (Maloney-Krichmar & Preece, 2005).

Regarding classroom communities as learning environments – whether real or virtual – they are complex places (Prcevich, Kervin, & Ferry, 2007), and new technologies are bringing about changes in teaching and learning as power shifts away from the teacher to the learner (Edwards & McKinnell, 2007). Human interaction is common to both real and virtual interactions and has the potential to meaningfully engage learners (Northcote, 2008) and provide challenging learning experiences for them collaboratively (Keamy & Selkig, 2013) as well as individually (Hiltz, 1994, Picciano, 2002). Ridings and Gefen (2004) found that across all types of communities, information exchange was the most commonly cited reason for participation while social support was the second most popular reason for members in communities devoted to professional topics.

Nevertheless, communities are used not only for informational purposes, but also as an opportunity for social interaction (Kaye, 2005). Kalman, Ravid, Raban, and Rafaeli (2006) argued that interactivity is an essential characteristic of effective online communication and plays an important role in keeping message threads and their authors together. Interactive communication is engaging, and loss of interactivity results in a breakdown of the communicative process. Also, research indicates the existence of a relationship between learners' perceptions of social presence and their motivation for participation in online discussions (Weaver & Albion, 2005). The importance of social interaction to individuals who participate in online communities explains why sociability may be a key element in determining the success or failure of an online community. It has been found that learner satisfaction depends on student-instructor interactions and that students' perceptions of 'good' interactions have a positive impact on their enthusiasm and learning (Swan, 2003; Tricker, Rangelcroft & Long, 2001; Ussher, 2004). Therefore, when interactive activities are carefully planned, they lead not only to greater learning but also to enhanced motivation (Berge 1999; Northrup, 2002).

It is, additionally, significant to mention that feedback plays an important role in this interaction. A survey conducted by McCollum, Calder, Ashby, and Morgan (1995) showed that students ranked feedback as the highest factor in determining course quality. Similar findings were reported by Tricker et al. (2001), Spangle, Hodne, and Schierling (2002), and Young (2006). At the same time, faculty members found interacting with - and providing feedback to - students in online classes to be more time consuming than in face-to-face classes (Chabon, Cain, & Lee-Wilkerson, 2001; Jennings & McCuller, 2004; Herrmann & Popyack, 2003; Smith, Ferguson, & Caris, 2002).

Finally, the social learning that occurs in a classroom community of practice involves students learning to relate to each other; learning to be part of a joint, negotiated enterprise; and learning to share specialised terminology and technical resources (Wenger, 2006). In fact, this is the benefit of working with protocols: adopting a sense of responsibility in and for the group; attending to others and listening; co-operating in good faith; aiming for consensus decision-making; confronting problems respectfully; not allowing put downs; accepting where others are at, and suspending judgements (Pallof & Pratt, 2003). Defined by Martinez-Miller and Cervone (2008: 23) as 'accepted or established codes of procedures or behaviours in any group, organization or situation', protocols enable groups of students to work together, solve problems and improve their practices (City, Elmore, Fiarman, & Teitel, 2010) and are effective, professional learning tools in schools (ANSN & CESUSA, 2001; Easton, 2009; Martinez-Miller & Cervone, 2008; McDonald, et al., 2007).

3. 'The Final Word' in the text of Thucydides Funeral Oration of Pericles

3. 1. Theoretical framework

The reference point of the teaching and research proposal is the teaching of the Funeral Oration of Pericles, a text that belongs to the second book of Thucydides History and is taught in the third grade of high school from the original text, with the assistance of a translation school manual. It is a work that, 'even if nothing would have been saved by the world of classical Greece other than the Funeral Oration, not even a single text or building or sculpture or vessel, these few pages would suffice to reveal to us the heights that the Athenian civilization had reached in the second half of the 5th century BC, and to show us how strong was the bond that the Athenian citizen felt with his city and how well he knew his rights and obligations towards it' (Kakridis 1981). If there is a text that highlights the true meaning of democracy and patriotism, this is the Funeral Oration.

What is the Funeral Oration? As its name indicates, it is a speech that Thucydides attributes to Pericles around 430 BC over the dead of the first year of the Peloponnesian war. It is an Attic custom with the following main issues: the praise of Athens, of the dead and ancestors, the instigation of the living ones, and the comforting

of the relatives. The center, however, of the Funeral Oration of Pericles is the praise of the Athenian polity, how it nursed its citizen for him to succeed in making that polity worthy of becoming the great school of the entire Greece or, as we would say today, of the whole world.

Two factors stand as reasons for this research test:

a) The teaching of this ancient text in secondary education school, which involves weaknesses and does not render students capable of thoroughly understanding the text and enjoying it. This is mainly due to the exam-centered character of modern Greek education and the depreciation of courses that are not examined nationwide.

b) The modern trend in education and teaching underlines the need for technological literacy that shall allow students not only to have access to a vast volume of information, but also to formulate criteria for the evaluation of the knowledge that they acquire, which they will then transform into new knowledge. In other words, the emphasis should be not only on the 'what' of knowledge, but also on the 'how', i.e. the process of the acquisition of knowledge. In order to achieve this, the teaching content should not be given to students in its entirety, as ready-made knowledge, but rather the ability of each student to be driven more and more autonomously to the research and articulation of new knowledge should be cultivated through the respective techniques.

Thus, the shaping of the image of the ancient world through a critical theorization and investigation of its connection to the modern Greek culture is promoted, utilizing the capacities offered by information and communication technologies for the modernization of the lesson of Ancient Greek and its teaching process. Through the teaching of texts from the Ancient Greek Language and Literature, it is sought that the students will communicate with additional texts that project the substance of the ancient world, i.e. they represent important moments of the ancient cultural activity and provide the key points for the creation of an all-encompassing image of it. Methodologically, this can be achieved through a critical absorption and an evaluation of the knowledge, as well as through the personal creative communication of the students with the ancient texts.

We designed the teaching proposal according to this theoretical frame. The proposal was founded on these new facts, and its planning took into account three dynamic dimensions of the educational process: active learning (Aravani, 2012), collaborative learning (Bosworth, & Hamilton, 1994) and new digital literacy (Watson, 2004) in order to secure real learning conditions according to the paradigm of constructivism (Duffy & Cunningham, 2001; Blake & Pope, 2008). For this purpose, we decided to use the online discussions protocols based on the theory and the steps defined by McDonald et al. (2003). These steps are:

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| 1. Each student identifies one of the most significant ideas from the reading, illustrated by a quote or excerpt. (Each student should have a back - up quote/excerpt in case another student has already posted the same quote/excerpt.) |
| 2. Each student starts a new thread by posting the quote/excerpt from the text that particularly struck her or him. The student points out where the quote is in the text. In approximately 250 words, the student describes why that quote/excerpt struck her or him. (Specify a deadline for the original posts.) |
| 3. Each student responds to that quote/excerpt and what the original student wrote, using approximately 150 words. The purpose of the response is to expand on the original student's thinking about the topic, to provide a different perspective on the topic, to clarify thinking about the topic, and to question the original student's assumptions about the topic. (Specify a deadline for these posts.) |
| 4. After each student in the group has responded to the original post, the first student has the 'final word'. In approximately 150 words, the original student responds to what has been shared by the rest of the group, offering what she or he is now thinking about the topic, and her or his reaction to what the other students have posted. (Specify a deadline for the 'final word' post.) |
| 5. This process continues until everyone has had the opportunity to have the 'final word'. This means that four-five discussions take place simultaneously within a particular timeframe (e.g., one week), or one at a time (each discussion over one - two days). |

3.2. General Goal and Particular Teaching Aims

The general goal of the teaching proposal was for the students to research the social and political character of the Funeral Oration of Pericles through their discussions, utilizing the capabilities of new technologies, with the method of online discussions protocols as a reference point.

Aspired Aims: Students must:

1. Understand in depth the conceptual content of this important monument of Ancient Greek Literature and its projections in the contemporary era.
2. Express freely their opinions to each other after their careful study of the text and develop writing skills.
3. Exercise themselves in the use of arguments in order to justify and persuade about their thoughts and assessments

4. Exercise themselves in the search, processing and evaluation of the teaching material through reliable internet sources.

Objectives by using online protocols:

- ✓ To promote students' reflexive thinking and active learning
- ✓ To develop interactive and collaborative processes
- ✓ To facilitate their participation in content selection
- ✓ To exhibit the works that can demonstrate the acquisitions of skills and show evidence of the effort and progress in the knowledge and competences acquisition process

4. Methodology

4.1. Participants

The sample consisted of 20 children (12 girls and 8 boys) aged 17 years in a school of Athens. According to the teacher of the class all, children had a typical development and no particular language problems. They were all Greek native speakers from middle-class families.

4.2. Instruments

The data collection instruments included: (1) the observation checklist (2) the online discussion protocols and (3) post-course interviews with the students.

1. The observation checklist

The observation checklist was a Likert scale constructed by the researcher with the following five points: completely satisfied / very satisfied / fairly satisfied / somewhat dissatisfied / very dissatisfied, and two main categories:

(a) Text comprehension (plot, main ideas) and (b) Student's interaction and collaboration (express personal ideas, use a variety of forms to explore and express their opinions, agree or disagree, change or strengthen their initial thoughts and extend them with supplementary and alternative ideas).

2. The online discussion protocols

These were protocols to produce written texts, which included a) protocol of my opinion, b) protocol of my reaction, c) protocol of my final word. Based on these, the groups of students started and finished their online discussions and posted them on their pages on Facebook. These protocols were written texts - messages that were collected from the researcher and analysed with the method of content analysis, with the sentence or phrase as the reference point (Rourke, Anderson, Garrison & Archer, 2001).

3. Semi-structured post-course interviews with the students

On the last day, the researcher conducted informal interviews with the group of the students. The purpose of the interviews was to investigate the student's viewpoint on the entire procedure. It was important to use interviews with the students, because we discussed more easily sensitive issues. Interviews, on the one hand, confirmed what was already known, while on the other hand, they provided not just answers, but the reasons for the answers too (Cohen, Manion, & Morrison 2000). The interview guide was semi-structured and included questions on the students' perceptions toward the text, and their difficulties and attitudes toward teaching of Ancient Greek Literature with new technologies. More specifically:

1. Do you enjoy this procedure and why?
2. Were there difficulties and how did you feel about them?
3. Did you find differences between the teaching with online protocols and the traditional teaching of Ancient Greek? Which do you prefer and why?
4. What is your opinion about teaching Ancient Greek Literature with new technologies? Why?
5. What is the first thought/word that comes in your mind when listening to the word Funeral Oration of Pericles? Why?
6. Which activity did you enjoy the most? Why?

4.3. Procedure

The research was implemented in the last months (March-April) of the school year 2013-2014, because it was important for the students to have finished the teaching of the entire ancient text (34-45 chapters). So, the process of online discussion protocols was used as a summarizing tool. The 20 students of the class were informed by the teacher and the researcher about what they had to do. So, they were divided into four groups of five students and each group was responsible for studying the chapters as follows:

Group A: This group studied the first introductory chapter (34) and made an online search about Athens' burial method for the dead of war. Then, they searched information about different burial ethics and modern traditional habits. Lastly, they created a PowerPoint based on the similarities and differences, in which they included

hypertext links, photographs, poems and their favourite music.

Group B: Studied chapters (35-38)

Group C: Studied chapters (39-42)

Group D: Studied chapters (43-46)

Then each group made its own page on Facebook and started to discuss online. So, for example' the first student of group B started a new thread by posting the following excerpt from the text that particularly struck him:

'While we are thus unconstrained in our private business, a spirit of reverence pervades our public acts; we are prevented from doing wrong by respect for the authorities and for the laws, having a particular regard to those which are ordained for the protection of the injured as well as those unwritten laws which bring upon the transgressor of them the reprobation of the general sentiment'.

He pointed out that the quote was in chapter 37 and, in a 250-word text named the protocol of my opinion, described why that quote struck him. Indicatively:

'This, in my opinion, is the most interesting part of the funeral oration, as it refers to something that is missing from today's era, namely the observance of the written laws and respect for the unwritten ones. And this is so because the existence of laws and compliance with them is an indicator of high civilization. [...]. Unfortunately, nowadays delinquency flourishes with very bad results for social coexistence. Disdain for laws and the lack of respect disrupts society. [..]'

Then, each member of the group read the protocol of my opinion and in four days' time responded to that quote and what the original student wrote, using a text of approximately 150 words, named the protocol of my reaction. The purpose of the response was to expand on the original student's thinking about the topic, provide a different perspective on the topic, clarify thinking about the topic, and question the original student's assumptions about the topic. Indicatively, another student of the group responded:

'And I believe that this is a very central idea of the funeral oration, but I would like to add that, often, laws restrict the freedom of the individuals and, more importantly, are not followed to an equal degree by everyone. [...]. Surely, adherence to them is the quintessence of an ideal democratic system of government, as presented by Pericles'.

So, they sent these protocols to each other and posted them in the portfolio of their page on Facebook. After that, a specific day of meeting (the fifth day) was set in the school's library, and the researcher was there to observe the discussion and the cooperation of the members, filling in the observation checklist. Finally, in two days' time, the original student responded to what had been shared by the rest of the group in a text of 150 words named the protocol of my final word, offering what he was now thinking about the topic and his reaction to what the other students had posted. An example:

'I continue to believe that following the laws is truly essential for a smooth social coexistence. I disagree with the opinion according to which this restricts our freedom, as expressed by Costas, and agree with Athena's opinion, according to which one's freedom stops where another person's freedom begins, a condition secured by law. [...] I had not thought of this parameter earlier, and I now regard it as a very important one'.

This process continued until everyone had the opportunity to have the 'final word'. This means that five discussions were happening simultaneously within the particular timeframe of five weeks. The rest of the two groups (C and D) worked in a parallel way, just as the group B did, in their pages in Facebook. In the sixth and final week, the whole class, i.e. all the groups, had a meeting in the school's library and presented their results in a final protocol of the Funeral Oration of Pericles. They posted this protocol with the basic and important axes of the ancient text on Facebook and on their school's site.

5. Results and Discussion

The analysis of the data included in the observation checklist, the online discussion protocols and the interviews, has indicated that students enjoyed this teaching procedure, while at the same time understanding better the ancient text and expressing freely themselves using the new technologies. So, in the context of the teaching scenario, we assume that new technologies were utilized as cognitive tools under conditions of collaborative learning (Wilson & Boldeman, 2012), since the students collaborated to a satisfactory degree, undertook

initiatives, mobilized themselves, worked with a spirit of teamwork and became keenly involved in the processes of searching and selecting the material that they used. This leads to the conclusion that for today's students who live and grow up in the world of digital technology, the idea of using a PC in the lesson proves especially attractive. It, also, activates immediately their interest while increasing their willingness to participate in the learning process, because eventually students learn through processes of test, control and direct observation of the outcome of their activities on the screen of a computer (Hiller, Gwynn, & Junzheng 2012). Parallel to this, the use of new technologies as a research tool gave the opportunity to students to approach knowledge constructively, and to structure and restructure it while generating their own interpretations, comparisons and conclusions (Crystal, 2001).

More specifically, the content analysis of the researcher's observation checklist with regard to the category 'text comprehension' indicated that students seemed to employ comprehension strategies of the basic narrative elements of the text (plot, main ideas) in a more effective way. They seemed to understand the deeper content of the text and evaluate its basic theme, as they expressed their thoughts, while the researcher was observing the groups in the school's library. Firstly, the students faced some difficulties in understanding some significant matters of the Funeral Oration, such as the meaning of awe and respect, the relationship between the citizen and the city and the written and unwritten laws, but, as the time went by, in the next meetings and discussions it became evident that the students started to understand all of these matters in a better way.

Regarding 'student's interaction and collaboration', the interaction and the cooperation between the members, as the content analysis showed, had fluctuations. There were tensions and disagreements, but these were smoothed quickly. Generally, the overall picture gradually changed as research advanced; the students collaborated to a satisfactory degree and improved the strategies of persuasion through their arguments. The process of the development of the protocols was of decisive significance since, as it became obvious, this initiative encouraged the students to revise and reflect on what they did, what they created, what they learnt and what experiences they acquired. The students registered these experiences clearly and shared them with the rest of their fellow students, with the aim of achieving a constructive and direct feedback (Garrison, Cleveland-Innes & Fung, 2004).

Also, the utilization of online protocols contributed to the development of broader communication (Murphy, 2004, Dunlap, 2009) and problem-solving skills (Garrison, 2007). Thanks to its easy access, the students had the opportunity to revise and evaluate the text from various perspectives. Especially the comparison between the protocols of my opinion and the protocols of my final word has given significant findings. Content analysis showed that 30% of the students remained stuck in their first opinion, without being affected from the responses of the others and without changing their first protocol. The rest 70% of the students was divided: Some of them (20%) changed completely their first protocol and some (50%), although they stayed stuck in their original protocol, expanded on it or complemented their thoughts with new ideas based on the assumptions of their classmates.

Additionally, students' argument, as the research and discussions advanced, became stronger as indicated by a) frequent use of causative sentences and b) the increase of examples as a form of documentation of their opinions from the contemporary era. This led to the finding that the conjunction between the ancient world and the contemporary era was achieved to a satisfactory degree. Finally, content analysis showed that the students pointed out and interpreted in an effective way all the significant and basic themes of the Funeral Oration, such as:

- ✓ The meaning of Democracy and its characteristics
- ✓ The consequences of war: human and material losses
- ✓ The issue of justice and power
- ✓ The ideas of freedom, equality and fairness
- ✓ The natural and human rights
- ✓ The relationship between the Athenian citizen and his city: the significance of patriotism
- ✓ The love of beauty, simplicity, virtue and honor in the Athenian democracy
- ✓ The meaning of respect and awe
- ✓ The Athenian citizen and the law
- ✓ The combination of theory and practice as an important factor for the happiness in Athens
- ✓ The meaning of indigenous and self-sufficiency

With regard to the students' interviews, the research showed that they found this teaching process very interesting. The students were disappointed by the teaching method in the entire school year, pointing out important differences between the teaching with online protocols and the traditional teaching of Ancient Greek. This is also corroborated by a student who stated:

"I think that now I understand what exactly this text says. I had no interest in it during the entire previous period. In fact, during the lesson I used to solve Math problems. The discussions with the members of my team encouraged me to process the entire lesson better, and a wonderful world

appeared in front of my eyes’.

Another one said:

‘The lesson of Ancient Greek must change, and especially the way of teaching. It must become more interesting, so that get to regard it not as something irrelevant, but rather as something linked to what takes place nowadays. Through our online discussion, I managed to examine what democracy meant then and now. I also reviewed some of my opinions and, above all, changed my attitude towards Facebook’.

As far as the question ‘were there difficulties and how did you feel about them?’ in the interviews is concerned, the outcomes are of equal significance. It is important to note that, according to the research, the students faced some difficulties, but they didn’t feel down. The responses of two of them are characteristic and illuminating in this regard:

Student one: ‘It is very difficult to find the time to occupy with the Funeral Oration of Pericles, because we have Panhellenic exams and we are very stressed. However, speaking personally, all these discussions were a pleasant break. The most important thing: I learned so many things about social and political issues’.

Student two: ‘I found it difficult to cooperate with the others in my group, because they didn’t let me express my opinions. Nevertheless, for sure, this was reduced and I got used to hearing all the views with tolerance and critical eye’.

Finally, a very interesting finding is based on the first words/thoughts that came in student’s mind listening the word Funeral Oration of Pericles. In the highest position we found the word democracy (80%), and then the words city and citizen; respect; law; justice; and ancestors.

6. Concluding remarks

The present study has numerous limitations. It is a case study involving a small number of children and, in this respect, the results are non-generalizable. Our goal, though, was to research the capacities offered by information and communication technologies for the modernization of the lesson of Ancient Greek and its teaching process. Research evidence has shown that Ancient Greek is often neglected, especially in this grade, while it is used in a fragmented, superficial manner due to students’ exams. Students’ contact with Ancient Greek Literature and the Funeral Oration of Pericles is limited to some translated points without emphasis to the core of this ancient text. Generally speaking, according to our collected data students through the online discussion protocols seemed to increase their motivation and their love for Ancient Greek, and express freely their emotions and thoughts. They learned in a successfully way to explore the basic elements and ideas of the text and enrich their knowledge about social and political issues.

Also, the evaluation of the students’ activities was based on the following criteria: students’ correspondence to predetermined goals, collaboration and communication between all the members of each group, utilization of technological tools, and production of written speech. It should be noted that the students were assessed throughout the teaching process, aiming at the feedback, revision, enrichment and improvement of their performance and grade. Therefore, a redefinition of the teaching methods is necessary, which shall allow students to collaborate and exploit more fully the potential of New Technologies and the Internet (Gooding & Morris, 2008). The observed use of online discussion protocols in the lesson of Ancient Greek may contribute to the substantial participation of students in the teaching and learning process and is in line with relevant findings of international researchers about the sense of responsibility in and for the group, cooperation in good faith, the confrontation of problems respectfully, and the expression of arguments (Martinez-Miller & Cervone 2008, City, Elmore, Fiarman, & Teitel, 2010). In conclusion, this research could well offer insights for further investigation of the pedagogy and teaching of Ancient Greek. Our findings allow us to conclude that there is potential for further development – at the practical and theoretical levels alike – in this area using New Technologies. A future research agenda could include using online discussion protocols in the lesson of Ancient Greek jointly with the lesson of Modern Greek Language or Greek Literature, in the framework of multiliteracies.

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