

SUPPORTING FIRST-YEAR CLASSICAL PHILOLOGY STUDENTS: A FLIPPED CLASSROOM APPROACH TO ANCIENT GREEK LEARNING

R. Homar, S. Grau, P. Gómez

Universitat de Barcelona (SPAIN)

Abstract

Following the implementation of LOMLOE, the weekly hours allocated to Ancient Greek in Catalonia's secondary education curriculum have decreased. Moreover, the number of public secondary schools in Catalonia and Spain offering Classical Greek has significantly declined. As a result, many students enrolling in the Degree in Classical Philology at the University of Barcelona have little or no prior knowledge of Ancient Greek. From the 2024–2025 academic year onwards, weekly contact hours for degree courses have also been reduced from 3 hours and 30 minutes to 3 hours. In addition, recent years have seen increased absenteeism, lower attendance, and higher dropout rates among first-year students.

To address these challenges, during the 2025–2026 academic year the Electra Teaching Innovation Group is implementing four optional practical seminars for first-year students without prior knowledge of Ancient Greek, funded by RIMDA (2025PID-UB/008) — Research and Innovation for the Improvement of Teaching and Learning. Introduction to Greek I is a key subject, as it is the first Greek language course students encounter, and successful completion is crucial for progress in subsequent courses. Held on Friday mornings between October and December—days not devoted to regular classes at the Faculty of Philology and Communication—each two-hour seminar adopts a flipped classroom approach. Students prepare by viewing audiovisual resources on the Electra website, enabling the seminars to focus on practical activities, including individual, paired, and collaborative exercises. Communication and resources are provided through a dedicated Virtual Campus. While the seminars are not taught by the Introduction to Greek I instructor, they are coordinated with them and led by Electra members, allowing students to meet different professors from across the degree programme.

This proposal is expected to be transferable to other courses in the Degree in Classical Philology. The initiative aims to enhance student engagement and commitment, thereby increasing attendance and participation while reducing first-year dropout rates. Likewise, the materials available on the Electra Group website could serve as a valuable resource for teaching Ancient Greek in secondary education, fostering knowledge transfer and supporting the transition from secondary education to university.

Keywords: Flipped Learning, Ancient Greek Learning, Audiovisual Pills.

1 INTRODUCTION

Following the implementation of LOMLOE, the weekly hours allocated to Ancient Greek in Catalonia's secondary education curriculum have decreased [1]. Moreover, the number of public secondary schools in Catalonia and Spain offering Classical Greek has significantly declined, and there is a real risk of the disappearance of Ancient Greek instruction in secondary education [2, 3, and 4]. As a result, many students enrolling in the Degree in Classical Philology at the University of Barcelona have little or no prior knowledge of Ancient Greek. From the 2024–2025 academic year onwards, weekly contact hours for degree courses have also been reduced from 3 hours and 30 minutes to 3 hours. In addition, recent years have seen increased absenteeism, lower attendance, and higher dropout rates among first-year students. It is important to note that the course Introduction to Greek I is crucial, as it constitutes the first subject specifically devoted to the Greek language that students encounter upon entering the degree program. Successfully completing this course is essential for all subsequent Greek language courses in the first year. Therefore, achievement in mastering the competencies, objectives, and contents of this subject will determine whether students are equipped with the necessary tools to tackle the remaining first-year language courses (Introduction to Greek II and Introduction to Greek III).

In response to this situation, GINDOC-ELECTRA proposes practical seminars based on the Flipped Classroom model, enabling students to deepen their practical knowledge of the Greek language. Considering both the characteristics of this model and the needs identified—within the framework of GINDOC-ELECTRA, which for many years has supported students in Greek courses during the first two

years of the degree to improve their integration into these studies—the application of the Flipped Classroom approach in these practical seminars appears to be the most appropriate.

The project's main objectives are:

- Supporting first-year students in adapting to university life;
- Providing tools for autonomous learning and self-regulation;
- Addressing diverse learning needs;
- Increasing practical work time to ensure sufficient understanding of Ancient Greek;
- Enhancing the acquisition of knowledge and skills in Ancient Greek;
- Assessing learning outcomes in relation to seminar participation.

The implementation of flipped learning includes:

- Designing and developing audiovisual resources and practical activities;
- Creating and validating a diagnostic test;
- Developing and administering both an initial diagnostic survey and a final evaluation survey;
- Leading and conducting four practical seminars on Ancient Greek;
- Designing and implementing a comprehensive evaluation process for the proposal, including tool development, data collection, and analysis of results.

2 METHODOLOGY

Learning Ancient Greek requires active practice through careful reading of short sentences and texts, as well as the construction of morphological and syntactic structures. These activities consolidate essential morphological, grammatical, and syntactic knowledge, which is indispensable for success in subsequent text-based courses. The Flipped Classroom model places this constant practice at the centre of the learning process [5].

Furthermore, this model fosters knowledge consolidation, as it allows students to resolve doubts that arise during practice and promotes self-regulated assessment. The presence of the instructor at the moment when students become aware of their difficulties facilitates content review and consolidation. Additionally, since practice is carried out collaboratively with peers, this approach is expected to enhance students' competence in teamwork [6].

Finally, beyond the theoretical language sessions delivered during regular class hours for Introduction to Greek I, a fundamental component of our proposal—due to the nature of the Flipped Classroom—is the creation of audiovisual content in the form of short videos covering the topics that will structure the practical sessions. This audiovisual material (combining voice and image) supports diverse learning paces while improving students' autonomous learning skills.

Based on the existing literature [7], which addresses both the structure of the Flipped Classroom and experiences of its implementation, we believe this approach aligns with and responds to the objectives of our proposal. Moreover, as it promotes student engagement in their own learning process and thus fosters meaningful learning, we consider that it may also encourage greater attendance and involvement in the various courses of the degree program. Indeed, as some studies have shown [8 and 9], this methodological strategy has proven particularly successful in post-secondary education and university degree programs.

This proposal is specifically designed for students enrolled in Classical Philology who:

- Have not previously studied Greek.
- Exhibit learning difficulties in the subject.

The activities for each seminar are planned in close collaboration with the course instructor to ensure consistency and pedagogical alignment. This coordination guarantees that the Practical Seminars complement and reinforce the objectives of Introduction to Greek I. Furthermore, the audiovisual capsules are specifically designed to address two targeted grammatical and syntactic topics per seminar, providing focused and structured support for students' learning.

A dedicated Virtual Campus is used for students registered in the Practical Seminars. Functions of the Virtual Campus are:

- Announcement of seminars and posting of links to audiovisual pills 10 days prior to each session.
- Reminder of seminar date, time, and location.
- Identification of the instructor delivering the seminar.
- Upload of solution sets after each seminar.

Students must view and assimilate audiovisual materials hosted on the GINDOC-ELECTRA website, short capsules covering grammatical content to be practiced during the seminar.



Figure 1. Audiovisual Materials.

2.1 Seminar Structure

On the day of the seminar, the following steps are implemented:

- The instructor distributes printed copies of the practical activities to facilitate collaborative work.
- Activities are completed and reviewed during the session.
- Exercises are carried out individually, in pairs, and in groups.
- The instructor addresses doubts, correct answers, and errors, providing guidance to reinforce techniques and consolidate knowledge.

2.2 Logistics

- Schedule: Fridays, 2-hour sessions.
- Location: Room 4.3, Faculty of Philology and Translation, University of Barcelona.
- Frequency: Every three weeks (October–December): 24/10, 07/11, 21/11, 12/12.
- Attendance: Voluntary.
- Methodology: Flipped Classroom.

2.3 Implementation Timeline

September 2025:

- The Project Coordinator visits the classroom to present the seminar proposal.
- Information on sessions, procedures, and dates is distributed.
- A diagnostic test on Greek language is administered to all students.

The purpose of this diagnostic test is to provide GINDOC-Electra members with information regarding the students' existing skills and knowledge, thereby facilitating a more accurate understanding of their linguistic competencies.

Early October:

- The corrected diagnostic test is returned to the students. No numerical grade is assigned to the test, as its purpose is to serve as a diagnostic tool, enabling students who have previously studied Greek to understand their level of knowledge and identify areas of difficulty. In this way, students can make an informed decision regarding whether it is advisable for them to attend the Practical Seminars.
- Registration for Practical Seminars.
- Enrolled students are added to the Virtual Campus.

October–December: Delivery of Practical Seminars.

Late December: The entire class completes the Greek language test. Moreover, students who had not previously studied Greek and therefore did not take the diagnostic test in September can assess their progress in learning the language. At the same time, GINDOC-Electra members and the instructor of the course Introduction to Greek I obtain valuable information regarding the degree of progress achieved by the students

		Dia	Correcció i buidatge	Disseny	Dia límit lliurament del buidatge
Qüestionari inicial	Cursos de grec fets al Batxillerat...	DI. 15 a les 8:45	Pilar Gómez	Roser Homar	29/09
Prova diagnòstica	Coneixements previs	DI. 15 a continuació del qüestionari inicial	Francesca Mestre Montserrat Camps	Pilar Gómez, Roser Homar	
Qüestionari valoració	Seminaris i pòdols	DI. 22/12 de 8 a 9:30		Roser Homar,	
Prova final	La mateixa que la inicial, canviant imperfets per imperatius	DI. 22/12 de 8 a 9:30		Pilar Gómez, Roser Homar	
	Temes	Dia (de 9:30 a 11:30 aula 4.3)	Prof. imparteix	Disseny activitats	Dia lliurament activitats per revisió
Seminari 1	1a i 2ad + adj. 1a classe Sintaxi εἰμί	24/10	Helena Badell	Helena Badell	06/10
Seminari 2	Present temàtic + contractes Sintagmes preposicionals	07/11	Montserrat Camps	Montserrat Camps	15/10
Seminari 3	3a d consonant Imperatiu present	21/11	Roger Aluja / Roser Homar	Francesca Mestre	07/11
Seminari 4	3a d vocal Adiectius 3a d	12/12	Sergi Grau	Ernest Marcos	21/11

Figure 2. Implementation Timeline.

2.4 Task Distribution

Among the nine members of the Electra Group:

- Four members were responsible for creating audiovisual capsules (July–September).
- Two members designed the diagnostic test, registration forms, and evaluation surveys (July–September).
- Four members prepared practical activities aligned with the audiovisual capsules (October).
- Four members delivered the seminars and produced the solution sets (October–December).
- Four members handled the correction and analysis of questionnaires and tests.
- Two members managed data cross-checking and results analysis.

Temp.	Tasques	Membres encarregats	Objectius
Juliol 2025	a. Disseny de la prova diagnòstica b. Disseny de píndoles audio-visuals c. Planificació dels seminaris d. Disseny d'activitats	a. Membres 1, 3, 6 b. Membres 2, 3, 4, 10 c. Membres 3, 9 d. Membres 1, 5, 7, 8	1. Generar materials en format audiovisual (tutorials) per implementar de manera satisfactòria la metodologia de <i>Flipped Classroom</i> (mesos de juliol i setembre).
Setembre 2025	a. Disseny de l'enquesta de valoració dels seminaris b. Disseny de píndoles audio-visuals c. Disseny d'activitats d. Realització de la prova diagnòstica e. Informar als estudiants a propòsit del Seminari Pràctic i el funcionament	a. Membres 1, 3, 6 b. Membres 2, 3, 4, 10 c. Membres 1, 5, 7, 8 d. Membre 9 e. Membres 3, 9	6. Ofereix eines en format audiovisual als estudiants de primer del Grau de Filologia Clàssica per millorar el procés d'aprenentatge de la llengua grega (al llarg del Q1). 10. Dotar d'eines l'estudiant perquè pugui encarar amb seguretat les assignatures d'Introducció al Grec II i Introducció al Grec III.
Octubre 2025	a. Correcció de la prova diagnòstica b. Lliurament dels resultats als estudiants c. Confecció del llistat d'estudiants participants en el Seminari Pràctic d. Accessibilitat dels recursos per als estudiants e. Inici i desenvolupament dels seminaris	a. Membres 1, 3, 6 b. Membre 9 c. Membres 3, 9 d. Membres 3, 4, 6 e. Membres 1, 2, 5, 10	2. Augmentar el nombre d'hores de treball pràctic per assolir un coneixement suficient del funcionament de la llengua grega. 4. Millorar el grau d'adquisició dels coneixements, competències i objectius pel que fa a l'assignatura d'Introducció al Grec I. 5. Que els estudiants coneguin i entrin en contacte amb diferents professors del Grau de Filologia Clàssica.
Novembre 2025	Desenvolupament dels Seminaris	Membres 1, 2, 5, 10	6.
Desembre 2025	a. Finalització dels Seminaris b. Resposta per part dels estudiants de l'enquesta de valoració dels seminaris	Membres 1, 2, 5, 10	7. Acompanyar els estudiants de primer curs del Grau de Filologia Clàssica en l'adaptació i integració a la Universitat. 8. Ofereix als estudiants eines que promoguin l'aprenentatge autònom i l'avaluació autoreguladora. 9. Atendre adequadament, pel que fa als ritmes d'aprenentatge, les necessitats dels estudiants que accedeixen al Grau de Filologia Clàssica. 10.
Gener 2026	Rendiment de l'enquesta de valoració	Membres 3, 5, 6, 7	3. Incrementar el nombre d'estudiants que superen satisfactòriament l'assignatura d'Introducció al Grec I.
Febrer 2026	Avaluació creuada dels resultats obtinguts pels estudiants en l'assignatura d'Introducció al Grec I. Valoració dels instruments d'avaluació (vegeu 5. Avaluació de la proposta), confecció de propostes de millora, de continuïtat i de transferència a altres assignatures del Grau de Filologia Clàssica.	Membres 9, 3, 8	
Març-abril 2026		Tots els membres	11. Valorar la continuïtat del projecte, la transferibilitat a d'altres assignatures del Grau de Filologia Clàssica. Introduir propostes de millora i modificacions.
Maig-juny 2026	Redacció i disseny de la difusió dels resultats obtinguts per a la presentació en Jornades i Congressos, i e la memòria justificativa del projecte.	Membres 2, 3, 6	
Juliol 2026	Inici de la difusió dels resultats		12. Donar a conèixer el projecte d'innovació en els àmbits detallats en l'apartat de difusió dels resultats.

Figure 3. Task Distribution.

3 RESULTS

The project's main objectives are:

Supporting first-year students in adapting to university life;

Providing tools for autonomous learning and self-regulation;

Addressing diverse learning needs;

Increasing practical work time to ensure sufficient understanding of Ancient Greek;

Enhancing the acquisition of knowledge and skills in Ancient Greek;

Assessing learning outcomes in relation to seminar participation.

It is important to note that the results presented here are still provisional, as the course Introduction to Greek I has not yet concluded. Consequently, we cannot assess outcomes based on objective data such as the final grade, nor can we fully evaluate the acquisition of knowledge and skills related to the Greek language. Furthermore, although the enrolment lists indicate 65 students, we do not yet know how many have completed the course and taken all assessments.

The following data have been collected and analysed to date:

Students surveyed at the beginning of the September: 58. Of these, 22 students had never studied Greek before, representing 37.94% of respondents. As for the Interest in resources:

- 50 students (86.2%) expressed interest in accessing audiovisual pills.
- 38 students (65.5%) indicated interest in participating in Practical Seminars.

Seminar registrations:

- First two seminars: 19 students registered.
- Last two seminars: 23 students registered.

Seminar attendance:

- 1st seminar: 17 attendees (89.5% of registered students).
- 2nd seminar: 12 attendees (63.2%).
- 3rd seminar: 11 attendees (47.8%).
- 4th seminar: 10 attendees (43.5%).

As for audiovisual pill views, across 11 pills, views ranged from 31 (minimum) to 117 (maximum) on the official UB YouTube channel (as of January 5, 2026).

As for the final survey responses, 13 students, completed the final evaluation survey. The Feedback highlights are:

- Seminars and pills were considered helpful for deepening knowledge covered in the course.
- Students appreciated attending seminars, viewing pills, and interacting with instructors.

The ratings for the audiovisual capsules were consistently high, ranging between 4 and 5 on a five-point scale, indicating strong perceived usefulness and effectiveness. Similarly, the seminars received predominantly positive evaluations, with most scores falling within the 4–5 range. Only two seminars registered a minimum score of 3, reported by a single respondent out of 13, which represents 8.3% of the feedback for seminar sessions.

When asked about seminars for Introduction to Greek II and III:

- 5 students (41.7%) responded “possibly yes.”
- 8 students (66.7%) responded “yes.”

As for the suggestions for improvement, students requested pills on accentuation, a general practice seminar, and a translation seminar.

4 CONCLUSIONS

The implementation of the Flipped Classroom model in the Introduction to Greek I course has demonstrated promising potential to address the challenges faced by first-year students in Classical Philology. Although the results presented are provisional, the data collected so far indicate that the proposed approach effectively promotes active learning, supports autonomous study, and enhances student engagement.

The high level of interest in audiovisual capsules (86.2%) and practical seminars (65.5%) suggests that students value supplementary resources that complement traditional instruction. Attendance rates, while decreasing across sessions, confirm initial motivation and highlight the need for strategies to sustain participation throughout the semester. Furthermore, the consistently positive ratings for both audiovisual pills and seminars—ranging between 4 and 5 on a five-point scale—reflect strong perceived usefulness and pedagogical relevance. Regarding the views of the audiovisual capsules, data provided by the official YouTube channel of the University of Barcelona reveal that interest in this resource extends beyond students enrolled in Introduction to Greek I. It is expected that these materials can serve as reliable resources not only for first-year students in the Degree in Classical Philology but also for high school students.

Survey feedback reinforces the importance of integrating practical activities and multimedia resources to consolidate grammatical and syntactic knowledge. Students also expressed interest in extending this initiative to subsequent courses (Introduction to Greek II and III), which underscores the scalability of the project. Suggestions for improvement, such as additional pills on accentuation and seminars focused on translation, provide valuable insights for future iterations.

In conclusion, the preliminary findings support the effectiveness of the Flipped Classroom methodology in fostering meaningful learning and improving adaptation to university-level Ancient Greek studies. Continued monitoring and analysis of final performance data will be essential to confirm these trends and refine the proposal for broader implementation.

However, in light of the provisional results obtained, the following improvements are proposed: it is recommended to maintain a consistent proportion of attendees relative to the number of registrations, thereby minimizing absenteeism in sessions where attendance is not mandatory. Additionally, efforts should be made to increase the response rate to evaluation questionnaires in order to obtain more comprehensive feedback. Furthermore, systematic monitoring of students' difficulties should be implemented, particularly in relation to the activities and the acquisition of competencies, skills, and knowledge concerning the Greek language.

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