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Eurymedon's "Dilemma": Utilization of Dilemma in the Teaching of Ancient Greek Language Course in 1st Grade of Lyceum

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Abstract: Dilemma-based learning (DBL) is an educational approach that utilizes dilemmas in order to improve students' reasoning ability. The purpose of this paper is to present an instructive scenario entitled "Eurymedon's Dilemma" for the teaching of the 1st Grade of Lyceum (10th Grade of Upper Secondary School) Ancient Greek Language course. This scenario was designed and implemented as part of the Erasmus+ program "Gamified Introduction to Gamification". The innovation of the scenario lies in its student-centered nature and, above all, in the utilization of both the principles of dilemma-based learning and the dibl digital application. The students, acting within a framework of collaborative activities both digital and non-digital, managed to approach to a very satisfactory degree the objectives of the scenario.

Key words: dilemma-based learning (DBL), 1st Grade of Lyceum, dibl

1. Introduction

The utilization of dilemmas has been inextricably linked to Kohlberg's theory of moral development (1969). According to this theory, the moral development of the individual is distinguished in three levels (pre-conventional, conventional, post-conventional) with each of these divided in two additional stages. Thus, man's morality can range from absolute obedience to the law (stage 1) to the development of personal rules of conduct which may either agree with or disagree with the law (stage 6). Kohlberg (1969), explored moral judgments using predetermined dilemmas with no obvious right or wrong answer. In this approach, subjects were asked to choose the best possible response to a situation involving conflicting principles of justice. The original method involved presenting the dilemmas within an interview framed by detailed questions. Analysis of the participant's responses identified the typical characteristics of Kohlberg's stages by which the individual's developmental level of moral thinking was determined. With the goal of improved coding, a codebook containing standardized coding instructions was created (Colby & Kohlberg, 1987).

Dilemma Based Learning (DBL) began as a practice that focuses on using dilemmas to improve an individual's moral reasoning ability (Wood, Hymer & Michel, 2007). A dilemma, moral or not, can be defined as an internal dialogue about the confusion between two propositions within a situation (Shapira-Lishchinsky, 2010). Both these propositions contain valid arguments, but also equally unpleasant consequences (Harding, 1985). Therefore, the seriousness of the issues at hand is determined by subjective factors of the person facing the

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conflict. In order to assess people's personal ethics, the dilemma has been utilized by a number of scientists (e.g., Choi, Han, Thoma, Dawson & Glenn, 2019; Rest, Narvaez, Thoma, & Bebeau, 2000).

DBL, as an educational approach, focuses on the use of dilemmas in order to improve students' reasoning abilities. In the classroom, dilemmas can be used to facilitate group discussions and help students understand how to make rational decisions as young adults. The emphasis is not only on the accumulation of subject knowledge but also on the recognition that dilemmas can have multiple solutions (Caruana, 2021). Main objectives of the dilemma are to allow students to explore the limits of autonomous rational thinking, to cultivate mature decision-making and develop problem-solving skills in order to deal with problems that are applied in real situations, by promoting cognitive stimulation and enriching learning experiences. Dilemma-based learning combines pedagogical concepts, such as cooperative learning, ethics of care, and self-regulation. In this context, Settelmaier (2003), states that dilemma stories can be presented in various forms, including a summary of problematic situations, role-plays, films and storytelling.

Although DBL was initially applied to ethics courses, Wood, Hymer & Michel (2007) suggested its integration into other teaching subjects, such as Religious Studies, History, Languages and Personal, Social and Career Development. A typical example is the subject of Chemistry in which topics such as the hydrolysis of salts, organic chemistry, environmental chemistry, carbonic acid in soft drinks, detergents, preservatives and sea water have been approached through dilemmas (for an overview see Winarti, Nahraniah & Iriani, 2021). Going a step further, Rahmawati, Taylor, Taylor, Ridwan & Mardiah (2022), argued that the use of dilemmas in the subject of Chemistry can empower Secondary Education students not only in deep knowledge of the cognitive subject, but also in cultivating interdisciplinary capacities to solve local environmental problems.

In addition, DBL reserves a new, student-centered and facilitating role for the teacher who applies it. Teachers act as subject advisors for students, coordinate resources and facilitate the learning process (Donnelly & Fitzmaurice, 2005). Their main focus is on helping students' critical and creative thinking skills and not just problem solving skills. Teachers should, through probing questions, create an open learning environment in which students are encouraged to provide creative and well-reasoned solutions. Group discussions and respect for different perspectives are, according to Caruana (2021), effective ways to explore different points of view and solutions.

2. The GIG-Gamified Small Scale Partnership Introduction to Gamification

On May 30, 2022, officially began the Small Scale Partnership entitled: "GIG-Gamificated Introduction to Gamification" (2021-2-EL01-KA210-SCH-000050330) officially began, in the context of the implementation of the Erasmus+ KA210 project. The planned period of the operation of the partnership extends until the spring of 2024. The partnership consists of 29 participants - partners (schools and Directorates of Education of the Peloponnese Region assisted by two partners from the European Union), among which is the General Lyceum of Molaon "Thodoris Kallifatidis". This is the school where the writer worked at the beginning of the GIG program and on which the scenario was applied in class. The aim of the partnership was three-fold: familiarization with student-centered education methods, creative use of gamification and application of the principles of DBL through the dibl digital application in the context of each teaching subject. To implement the partnership's objectives, two rounds of training activities were carried out. One weekly training of twelve trainers in November 2022 and a series of twelve dissemination weekly trainings of educators between February and March 2023. The scenario

presented in detail below was developed, implemented and evaluated within the context of the first training cycle.

3. The Digital Application Dibl

Dibl digital app has been developed by Serious Games Interactive, a software company based in Denmark. It is one of the partners of the partnership with the responsibility of planning, configuring and ensuring the smooth operation of the dibl platform. Currently this application is not available to the general public and is used exclusively by the trainers and trainees of the training actions of the partnership in order to support the design and implementation of teaching scenarios based on the dilemma, in the context of the Erasmus+ program.

4. Teaching Script: "Eurymedon's Dilemma"

4.1 Rationale of the Scenario

The teaching of the relevant excerpt from the original text of the 3rd book of Thucydides' Histories has been completed. At this point, it is considered appropriate to allocate one teaching hour (45') for the repetition of the meanings of the above texts through a synthetic-intertextual approach. The aim of this approach is the interpretative-critical reflection of the students, in accordance with the detailed curriculum of the course of Ancient Greek Language and Secretarial Studies of the 1st Class of General High School (Y.A. 141505/D2). At the same time, through the activities of this proposal, students will be given the opportunity to prepare for accessing the summary chapters of the historian Thucydides (Ch. 82-83).

4.2 Purpose and Expected Learning Outcomes

The purpose of the proposed scenario is to cultivate teaching practices, literacy, knowledge about language and the world within the "rhombus" model, while at the same time exploiting the students' identities (for a detailed presentation of the model see Koutsoyiannis, 2012). The teaching framework is the "Stories" of Thucydides part of the syllabus of Ancient Greek Language and Secretarial Studies of 1st Grade of Lyceum.

Expected learning outcomes.

Students are expected to:

- track the progress and climax of the war
- compare information and evidence from the passages that refer to the topic of the civil war
- make intertextual references about the attitudes and values that are developed during the civil war (e.g., "morality", "power", interventionism by foreign powers)
- encounter the utilization of the "dilemma" in the educational process
- record the emotional impact it has on them
- work cooperatively in groups using their creativity and imagination
- practice language skills (oral and written) through the presentation of their positions - opinions.
- cultivate digital literacy (Collaborative texts Google Docs, dibl).

4.3 Application of the Teaching Scenario

The implementation of the teaching scenario was carried out in the school's computer laboratory. With the aim of a smoother implementation process, the bookmarks in the Google browser were updated with the electronic link with the aim of an easy access to the dibl platform.

The teaching hour (45') was divided into four individual stages. The first stage (10') was the beginning of the

teaching and its main objective was to activate the reflection and critical thinking of the students, while at the same time making use of their identities as active individuals. The activities described below were carried out within the class assembly, even though the students had already been divided in pairs in front of each computer in the computer lab. The teacher showed the following on the laboratory projector:

"The Athenian general Eurymedon arrives with warships in Corfu. As soon as the Democrats (like-minded Athenians) see him, they attack the Oligarchs and start killing some of them."

Then, the teacher asked the students to answer, orally at plenary session, the following questions:

- Why do you think the democrats attacked the oligarchs?
- How do you think the oligarchs would have felt during those days?
- If someone had treated you in the same way, what would you feel or do?

As reference texts the students had the original text of Thucydides and its corresponding translation in Modern Greek from a school textbook. A debate followed in front of the whole class, on the above topics, with emphasis mainly on recording the possible causes that determined the behavior of the Democrats and on capturing the emotional climate of the moments.

The next 15 minutes (second stage) were dedicated to learning through DBL. A hypothetical scenario was created in which the general Eurymedon has the option of either allowing the extermination of the oligarchs or trying to prevent it (dilemma). The teacher directed the pairs of students, via the relevant bookmark in the browser, to the dibl educational platform. This bookmark should be created before the start of the specific teaching hour.

The pairs were asked to discuss whether the General Eyrymedon should allow the extermination of the Oligarchs or try to prevent it. Listed below is, for example, the first page of the application. Screenshots of all individual pages can be seen by clicking the following link: https://docs.google.com/document/d/1BWPoYSnapvfWUwW_LoFab02ya4Y4NTC8/edit.

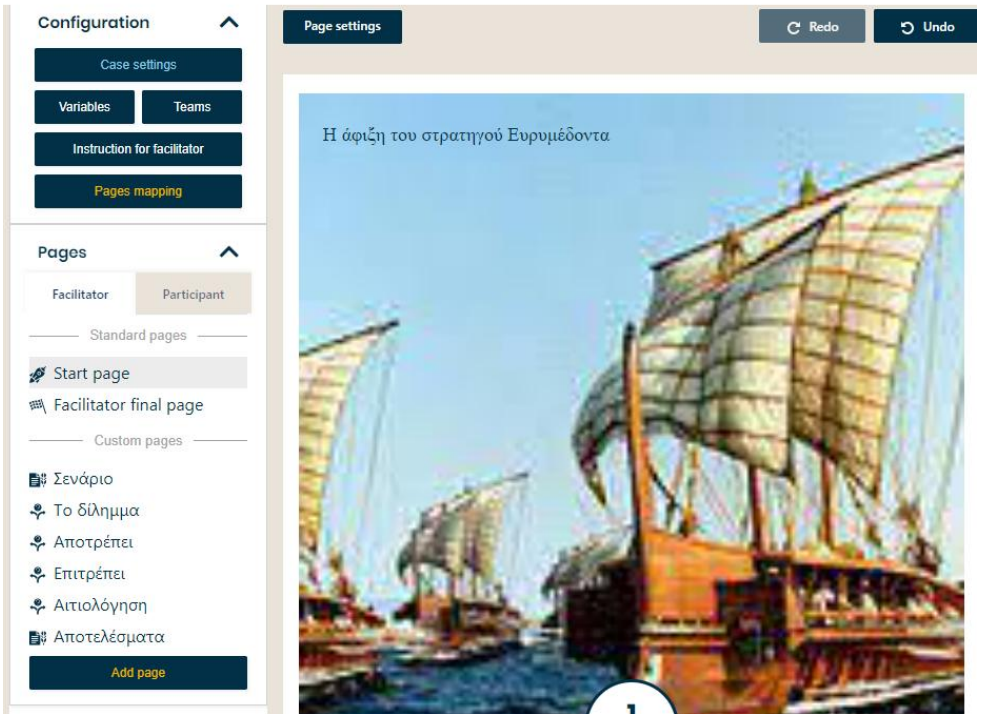

Figure 1 Image From the First "Page" of the Dibl Application.

For each of the Eurymedon's two choices in the given dilemma, the students were given motives prepared by the author of this scenario that might have pushed the general to make his final decision.

Eurymedon allows the attack:

- ensures the alliance with Corfu
- does not intervene in the internal affairs of another state
- serves the interests of the democrats
- completes his mission
- provokes the reaction of the Peloponnesians

Eurymedon prevents the attack:

- risks the alliance with Corfu
- risks of loss of soldiers' lives
- shows humanitarian interest
- serves political dialogue and democracy

The groups were first asked to choose between the two basic options (allow - prevent), and then one of the motives for each option. At the end, they were asked to shortly justify their choice in the environment of dibl platform. In addition, it was possible to activate the students' thinking with the ultimate goal of implementing the next activities of the scenario. More specifically, students' personal thoughts — judgments created during the approach to the "dilemma", were used both during the next activity and during the writing of the collaborative work (see below). The teacher was the one who handled the flow of information — questions on the platform, showing each time the new material that the students had to manage. At the same time, the platform provided the teacher with the possibility to evaluate students' attitudes through the corresponding grading of specific answers (e.g., feeling of democracy, duty, empathy, calculation of different parameters, humanitarianism).

After the conclusion of the DBL activity, the Fishbowl debate technique was used for 15 minutes in order to trigger further discussion amongst the students. The students recorded their own versions of possible motives that could determine the General Eurymedon's decisions and how those would affect the lives of the Oligarchs and the political climate of Corfu. The following was given as a discussion script:

> "The general's council is discussing the attitude the Athenians should take in the face of the attack of the Democrats against the Oligarchs."

The participants sat in two concentric circles. The separation of the two groups was made at the initiative of the students after the teacher had asked for 5 volunteers. The inner circle (5 students) was responsible for the discussion on the topic. The outer circles (the rest of the students) were the observers of the discussion and did not intervene at all at this phase of the discussion. They were instructed, however, to take notes and prepare questions for the second round of discussion. When the time was up, the members of the inner circle stopped the dialogue. Then the members of the outer circle asked the first questions. These questions were addressed either to a specific person in the inner group or to the entire group. The teacher also intervened with two questions of his own, with the aim of comprehensively covering the topic and providing feedback to the discussion.

The next 5 minutes were dedicated to preparing the students for the composition of a paper based on the above scenario. The task was to be fulfilled by four-member groups (composed of two of the previous activity pairs) with the contribution of all members in a collaborative GoogleDoc document. The worksheets (2.1 and 2.2) were distributed to each group in turn. The subject of the first is the drafting of a hypothetical letter from

Eurymedon to Athens, while the second concerns the delivery, by the same person, of a speech addressed to the democratic citizens of Corfu. It was essentially an asynchronous activity for which approximately 60' of work were required and which was the final deliverable to be assessed by the teacher. The main concern of the teacher at this stage was to clearly explain the topic and above all to inform the students about the ways of collaborative writing on the online GoogleDoc (parallel entries, corrections, additions, comments but not telephone communication, group conversations on social media or registration by a group representative). It was necessary to have collected the e-mail addresses of the students, where the relevant invitations were sent and author rights were assigned. In order to facilitate the work of the groups, the corresponding worksheet was also sent to the students' e-mail addresses, with a note of the evaluation criteria of the submitted text (variety of arguments, clear reason, well-structured and supporting the communication framework). The students were finally given, a reasonable period of three days, in order to complete the drafting of the texts remotely and asynchronously.

By sending the links, there was access per working group to the following collaborative documents.

Group 1: https://docs.google.com/document/d/1C0rmunCr8YHgscbYXtR7_2N6zkLqStL4OMqTax_sqL4/edit
Group 2: https://docs.google.com/document/d/1ldV1-Xqyx0LAdYWQoW5jlAkBcBmeJGTxbWiBy28T0vM/edit
Group 3: https://docs.google.com/document/d/11ocWA4aRnTzA375U-mBcGKRXE2LO5cE_T854qTzMEl4/edit
Group 4: https://docs.google.com/document/d/1STt_nwGxJdod99Tp7TL-bHt0Z8THzgP5frqJlW9B73s/edit.
Group 5: https://docs.google.com/document/d/1W9oY2RXtE9Pr4lOiyFprlqyOiWtQUTgHVW7raxMkCJ4/edit

Finally, the students completed a rubric related to both their self-evaluation and the reflection of their involvement in the proposed teaching scenario.

4.4 Extensions — Script Adaptations

This educational application could:

- relate hermeneutically to the meanings of Chapters 82–83 of the same cognitive object.
- be implemented with other collaborative tools (e.g., Padlet).
- offer the opportunity for a debate (supporters vs opponents of Eurymedon's position).

4.5 Procedures for Evaluating the Application of the Scenario

The implementation and the degree of achievement of the objectives of the scenario were assessed by the teacher both by recording individual details regarding the students' participation through the completion of the relevant evaluation rubric given to the students and by studying and grading the delivered material. At the same time, the students completed their own self-evaluation rubric.

5. Evaluation — Critique of the Application of the Scenario

The main limitation of the proposed teaching scenario is the need to make use of the school's computer lab, as several computers (10–12) are required in order to implement the planned activities. It is also necessary for the teacher to be able to access the Google websites (Collaborative texts) and especially the dibl platform.

Regarding the "dilemma" on the dibl platform during the implementation of the related activity, it was recorded that the dibl platform worked flawlessly and the students handled the digital platform environment without facing any particular difficulty. At the same time, they were excited by the use of the specific digital tool and, most importantly, they were activated and managed to see synthetically various aspects of the civil war in Corfu in the discussion that followed. Engaging in the platform environment renewed their interest and

contributed to the smooth implementation of the scenario. In the Fishbowl Debate, the participation of the students was enthusiastic and this would mean that the experience from the previous activities was utilized in a practical way.

Regarding the asynchronous part of the activity, the findings of the relevant evaluation are varied. All groups submitted a text. The communication framework was sufficiently respected and the wording of the speech was full of arguments and clear. A point for improvement could be, the lack of participation of all the students in the writing of the texts (sixteen of the twenty students participated). One did not have a personal computer, nor the corresponding Google application on his mobile phone. Three chose to collaborate through another channel (group chat on social media) and one of them wrote trier thoughts in the text. In order to increase the number of participating students, it is suggested to utilize the school's computer lab (in a third teaching hour), and to provide external incentives to the students (e.g., counting the work in the overall assessment of their performance). At the same time, for the smoother creation of collaborative documents, a similar familiarization activity with the specific technique is proposed to be carried out before the implementation of this teaching proposal.

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