

Teaching Greek tragedy: a critical analysis based on the views of some year 12 students on the impact of different teaching approaches on examination proficiency, subject understanding and engagement.

Within this assignment I considered the impact, as perceived by a group of year 12 students, of different approaches to teaching Greek tragedy in translation in relation to three key outcomes: examination proficiency, subject understanding and subject engagement. I looked specifically at the relative effectiveness of what might be described as 'passive' and 'active' approaches to teaching and learning.

Research tends to support 'active' methods as improving motivation and subject knowledge.

Using questionnaires and interviews, I gathered data that was largely qualitative. The students, even though all attending a selective, high performing girls' school, had quite individual preferences regarding teaching/learning methods. These preferences ranged from preferring 'to be lectured at' to wishing discussions to be primarily student led. There was, however, a tendency to see the most 'active' methods as enjoyable but less useful than more passive approaches, such as essay feedback. This appears to be because of examination considerations defining 'what is useful.'

Clearly a broader sample of students may have pointed in another direction, though examination-centred thinking is probably still influential.

