

READING WITH MYTHOSLITE: EVALUATING AN E-EVALUATING AN E-ANNOTATION SYSTEM FOR HOMER'S THE ILIAD AND THE ODYSSEY

Associate Prof. Ai Chun Yen Dong Hwa University, Taiwan Email: <u>acyen@mail.ndhu.edu.tw</u>

Contents of the presentation

- Introduction
- Literature Review
- The Study: Context and Methods
- Data, Measures and Discussion
- Conclusion

Introduction



Learning Habits

- behaviouristic learning habits
- lack of logical or analytical skills

- get an offer from a university
- luckily or unluckily
 - An English major and studies LITERATURE and starts from reading Greco-Roman Mythology

Why?

because

AND OH MY GODS.....

Gods, Gods, Gods and Goddess, Goddess, and Goddess

WORDS, WORDS, WORDS

How to stop translating & rote-memorizing literary works?

- Scaffolding logical reading in Greco-Roman Mythology at the university level
- Reading with e-Story & e-character maps

A reading tool, MythosLite

- Not mainly for the students but specifically for the teachers. WHY????
- The students learn the way the teachers teach. So.....

MythosLite

- Web annotation system
- Sample chapters of the e-courseware

Literature Review

Visual Thinking

- Messaris (1994): pictorial superiority effect
- Sweller (1999): the imagination effect -> the modality effect
- Mayer (2001): Cognitive Theory of Multimedia
 Learning

Concept mapping

- David P. Ausubel (1978): meaningful learning
- J. D. Novak (1991): propositions -> concept -> concept relation
- Osborne and Wittrock (1983): generative learning theory
- Novak and Gowin (1984): nodes -> linkage or label -> proposition -> network context

The Study: Methods, Hypotheses and Context

MythosLite

• Yen, A. C. (2012). Gateway to Western Literature. Taipei, Taiwan: Bookman.



Part I Classical Mythology

ReadMe!

Smart note: Smart note: Literary knowledge Vocabulary note: Vocabulary definition Character note: Character explanation Story map: Character and plotline maps

Introduction

I Stories of Origins

- 1. Origin of Heaven, Earth and Sky (Ovid, Metamorphoses, trans. John Dryden et al.)
- 2. Origin of Stars, Animals and Men (Ovid, Metamorphoses, trans. John Dryden et al.)
- Origin of the Titans and the 12 Great Olympians Hesiod, Theogony)

II Geographical Stories

- Jove and Io: The Transformation of Io into a Heifer (Ovid, Metamorphoses, trans. John Dryden et al.)
- 2. Jove and Europa: Europa's Rape (Ovid, Metamorphoses, trans. John Dryden et al.)
- 3. Daedalus and Icarus (Ovid, Metamorphoses, trans. John Dryden et al.)



- 3. Who are the goddesses competing for the gold apple? What are the conditions they offered to Paris for the final award?
- 4. Who might be to blame for the start of the Trojan War? Use facts from the story to support your opinion.
- 5. Tell in what way or ways the immortals behave like ordinary human beings. Why do you think the ancient Greeks and Romans describe them this way?











Smart note: Smart note: Literary knowledge Vocabulary note: Vocabulary definition Character map: Relationships among characters Story map: Character and plot-line maps

Before the Text

The original epic poem was an oral composition performed by a bard speaking a

unique dialect and us hexameter.Each line of the either a dactyl (a long sy (two long syllables). This beset by a series of ever-Trojan War (to his patient)

Main Characters

Characters map

Smart Note	ed o
A bard was a professional poet who performed and sang epics in Homer's time.	ho is ho the
OK !!	

Smart note: Smart note: Literary knowledge Vocabulary note: Vocabulary definition Character map: Relationships among characters Story map: Character and plot-line maps while trying to bring his men home after the Sack of **Troy**. He failed in this, for the men **perished** through their own sheer folly in eating the cattle of the **Sun**, and he himself, though he was longing to get back to his wife, was now languishing in a lonely island, the abode of the nymph Calypso. Calypso wanted

Vocabulary Note to agree (past tense: consented) OK !!

any years, till at last all the gods Polyphemus he had blinded.

to pay a visit to the Ethiopians, e Atlantic and the other on to the a council, and Jove made them a ng Clytemnestra and murdering consented that Ulysses should

MythosLite

- Web annotation system
- Sample chapters of the e-courseware





Teaching, Learning & Knowledge Scaffolds in Class





Research Method

 MythosLite's pedagogical content nowledge (PCK) expert review (paper version, N=5, Cronbach'a= .897)

Cronbach's	Cronbach's Alpha Based on	N of
Alpha	Standardized Items	Items
.828	.897	5

Research Method

- MythosLite's ICT-TPCK (information and communication technology-technological pedagogical content knowledge) Evaluation
- 5-likert scale
- Participants N=38 (professors of literature at the university level)

Research Hypotheses



Data, Measures and Discussion

Finding 1: Factors' Descriptive Statistics

	Ν	Mean	Standard Deviation	Variance
Text Analysis Enhancement (t)	38	4.4139	.36860	.136
Subject Knowledge (t)	38	4.4029	.25629	.066
Reading Strategy Increase (t)	38	4.3800	.26051	.068
Reading Anxiety Decrease (t)	38	4.1861	.22453	.050
Declarative to Procedural Knowledge (t)	38	4.0953	.42036	.177
Valid N (listwise)	38			

Finding 2: Factors' Normalized Importance to MythosLite to Text Analysis Enhancement

	Importance	Normalized Importance
Declarative to Procedural Knowledge (t)	.256	100.0%
Subject Knowledge (t)	.263	99.2%
Reading Strategy Increase (t)	.245	92.3%
Reading Anxiety Decrease (t)	.227	85.4%

Finding 3: Factors' Correlations





**. Correlation is significant at the 0.01 level (2-tailed).*. Correlation is significant at the 0.05 level (2-tailed).



**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Discussions



**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4 general claims

- Processor (concept map the texts) → product (analyze texts):
 - a. Linking words (sequence, cause & effects, etc.)
 - b. Propositions (keywords, concepts)
 - c. Organize huge information in literature (graphic organizers)
- 2. Subject content delivery skills
 - a. In-class map making
 - b. MythosLite

4 general claims

3. Arguments in class \rightarrow interactive discussion:

- a. Quiet Taiwanese classroom
- b. In & off class map explanations & evaluations

4. Teaching vs Learning Scaffolds: a. Student centered: Subject knowledge build up b. Teacher centered: PCK delivery skill change

Conclusion

How different?

 In comparison with a traditional mythology class in which the module is usually carried out through a lecture mode not a visualized reading.

Knowledge Management

- Learned not copied
- Organized not notes copied
- Analyzed not web essay copied
 Transferred not copied and pasted

Class Climate Change

- Output & learning outcomes needs various teaching and learning input & process
- To cmap or not to cmap: visual teaching & learning with reasoning

Thanks for your time!

Associate Prof. Ai Chun Yen National Dong Hwa University, Taiwan Email: <u>acyen@mail.ndhu.edu.tw</u>