

CASE STUDY COVER SHEET

The course was a thematic and generic one, examining the Greek genre of "parodia" (hexameter parodic verse) and some related/comparative material (satyr play, comedy, parodic vase-painting, prose parodies by Lucian). The aim was to integrate online and face-to-face seminar-based learning (a form of 'blended learning'). This is part of a series of Honours modules that emphasise students' roles as active learners and critical thinkers. Comparison is made throughout with a similarly structured course run in the previous year.

This case study illustrates:

- ✓ Effect on learning (eg context, style, insight and reflective practice)
- ✓ Effect on exam results
- ✓ Effect on student personal development (eg skills, employability, confidence)
- Student satisfaction with e-learning (eg effect on motivation, attendance and enjoyment, as shown in national survey, institutional survey, module evaluation, focus groups, or other)
- ✓ Innovation in teaching, learning and assessment (eg stimulus to creative approaches)
- Influence on educational research
- Staff satisfaction with e-learning
- Effect on staff personal development (eg skills, employability, confidence)
- Influence on recruitment (students or staff; eg through greater accessibility; opening up new markets)
- Influence on retention (eg students or staff)
- ✓ Influence on policy (eg institutional, faculty/school, departmental, or other extra-institutional body)
- Effect on resources (eg effect on cost of delivery, time, applying full economic costing to teaching & learning)
- Modifications to learning spaces (eg libraries, wireless networks, informal learning spaces)
- Effect on management of learning assets (eg institutional IP, repositories)
- ✓ Effect on a social justice agenda (eg widening participation, provision of space for consideration of differing or challenging perspectives)

"In terms of assessment, this ... showed strong performances from the students"

"At its best, there was genuine dialogue between the students and some challenging arguments developed through the discussion, both f2f and online."