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Kontakt/Contact

ZBW – Leibniz-Informationszentrum Wirtschaft/Leibniz Information Centre for Economics
Düsternbrooker Weg 120
24105 Kiel (Germany)
E-Mail: [rights\[at\]zbw.eu](mailto:rights[at]zbw.eu)
<https://www.zbw.eu/econis-archiv/>

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Taking Advantage of ICT in Teaching Modern Poetry through Music and Painting

Efimia Karamane

High state school of Thessaloniki
efikara09@hotmail.com

Eleni Andreadelli

Junior High state school of Thessaloniki
andreadellieleni@gmail.com

Abstract

In this article we propose an innovative didactic approach that takes advantage of information and communication technology and guided web-quest, in teaching modern poetry through music and painting. It is a proposal that combines poetry, music, visual arts and computer skills and was designed considering the results of Greek studies that indicate a low level of motivation, response and understanding in poetry classes that lead students to unwillingness in participating and reluctance to be engaged. Web-quests are considered to be appealing and computer skills are high among students, but when school knowledge is involved these skills are not practiced, often not reclaimed and their beneficial effects in the learning process are lost. We designed and implemented a reformed modern poetry curriculum of 1st grade of high school that deals with surrealism in Greek poetry and fine arts. We updated and enriched content, in order; (1) to stimulate subjective understanding and interpretation; (2) to indicate the interaction among arts; (3) to stimulate emotions; (4) to provide a holistic perspective of understanding; (5) to enhance creative writing; (6) to develop exploratory activities; (7) to take advantage of the ICT benefits. After eight lessons the results show that teaching modern poetry can be a constructive, creative, aesthetic learning experience, whereas ICT involvement enhances the experiential and communicative approach. This innovative proposal can reveal fillings and ideas, promote personal engagement, improve computer exploring techniques and help students to build an integrative thinking personality.

Keywords: surrealist poetry, music, painting, ITC, creative writing, innovative scenario.

JEL Classifications: I20

Introduction

For many years researchers and teachers have detected the difficulties arose when poetry has to be thought in Secondary Greek Schools and they asked themselves questions about the fact that students' understanding is narrow and their response is limited and inadequate. It is a common belief among teachers and scientists that teaching poetry is the most challenging of all literature Kinds (Thompson, 1996). The major difficulties derive; (1) from the nature and the special features that language acquires, when it becomes poetic; (2) from the ambiguity that occurs in our days, concerning the answer to the question what poetry is; (3) from the fact that experts are unwilling to agree to a common definition. So, teaching poetry becomes more and more difficult (Kaplani, 2006). Especially, when curricula include Modern poetry and Surrealism, students consider that this

poetry is dark and bizarre, so that they feel perplexity and repulsion. At the same time, school curricula and the recommended poetic anthology used in class, make things worse and exacerbate the already existed problems. All these lead students to wonder and set themselves the rhetorical question about the necessity of studying poetry.

Considering the previous points of view, our proposal presents an experiential and communicative approach of modern poetry through the connection with music and painting, taking advantage of the benefits that ICT provides. A matter of prime importance is the students' aesthetic pleasure and their liberation from preset interpretative frames. That is why we rely on the modern literature theories of conception and aesthetical reciprocation, which focus on the communicative approach and interpretation. According to them, when poetry is taught the emphasis is shifted from the text, the context and their dominant interpretation, to the multiple reading versions that derive from the comprehensive range of every student-reader. When this approach is followed, the point of interest is, no longer, the author or the text, but the student. He is encountered as a poet-reader that experiences a dynamic procedure. In this way the poetry is conceived as a life experience and less like myth or artificial construction (Nikolaidou, 2009).

When the teacher has to teach modern poetry he faces, in advance, a daring task. The first thing he has to cope with is the granted atmosphere of boredom that prevails in literature class. However, the movement of modernism could become an appealing teaching subject. Firstly, because the rise and spreading of modern poetry has to do not only with literature, but is also related to many kinds of art, secondly, because the special features of modernism match the theory of conception and favor the innovative teaching practices. Specifically, modernism appears at the beginning of 20th century in opposition to the conservative values of realism and declares, on the one hand, the rejection and parody of tradition and at the same time the acceptance, under conditions and new points of view. It rejects certainties that Enlightenment established and does not consent to the totally accepted, objective interpretation of the natural and social reality. Instead, it brings to light the subjectivity and the multiple conflicting ideas about reality and stands in favor of the unconventional styles that emerged at the turn of the century. These styles, assisted by the technology evolution, expanded after the influence of the 1st World War to the psyche of artists. The old well-known forms were replaced with new, in order to express the ambiguous position of the individual in the complex modern world. As they tried to put new explanation on the surrounding world and the social environment, the intellectuals and the artists put forward new philosophical, political and aesthetic theories and opinions. This cultural elevation was expressed through music, painting and literature, which interact and present a general trend for controversy, review or rejection of old aesthetic languages. At the same time, they rephrase the answer to the question "what should someone expect from literature, painting or music?" (Gregoriou, 1992).

Surrealism first appeared in literature and then expanded to all kinds of arts. Andre Breton, who writes the Manifesto of Surrealism, put forward the suggestion that artists should ignore the restrictions that the boundaries of reason oppose and they should start to create based on free association of ideas and psychical impulse (Loisidi, 1984). "This was achieved through automatic writing; dream chronicle;

narration under hypnosis; poems and paintings based on random influence and; paintings that illustrate paradoxical dreamy and extravagant images. All these means were invented in order to fulfill the same fundamental cause which is the change of the way we perceive the world which, hopefully, will lead to the change of the world itself" (Bigsby, 1989). The rejection of realistic illustration rules in paintings corresponds to the abolition of tonality rules in music. These make the audience or the viewers feel psychologically uncertain about what the artist wants to say and lead them to adopt several subjective interpretations (Michels, 1995). Respectively, the modern poetry reader becomes energetic and makes his own, personal sense of the poem. This collaboration establishes a connection line between him and the poet, mixing their roles so that the participation converts into complicity (Moullas, 1992).

The connection among surrealist poetry and painting is determined by a dialectical, exchanging action that affects both of them. The fragmentation in the piece of art and the appearance of a promiscuous heap of things in the same theme, as well as the titles of the paintings, became a significant aesthetic accomplishment for surrealists. As they attempt to illustrate the poetic language and describe poetically the paintings, a new type of poet - painter or a painter - poet is born within the surrealist avant-garde. The complementarity and the multiple meanings that poetry and painting bear together during the French Surrealism, deliberate the expressive potentials that favor both arts (Siaflekis, 1991).

As a result, modern poetry communicates and works together with the arts, intervenes into their field, while the arts take advantage of poetry for their own purposes. Poetry cannot be read only with the eyes; words have sounds that constitute the indispensable element of the poetic speech. The sound contributes to the enjoyment, provokes association of ideas, images, underlines the musicality of the text and reminds the connection among poetry and music (Elliot, 1982). The choice we made to involve music in our proposal and take advantage of its benefits, rely on the strong relation and the positive attitude students have towards music, especially songs. Songs come first in the life of a child and still popular, so that the communicative effectiveness is beyond question (Kaplani, 2006).

The contribution of music to the revelation of specific features in modern poetry can be achieved through; (1) creating musical songs, inspired from surrealist ideas, which follow a traditional musical style; (2) selecting modern style music that expresses the text content and includes modern musical characteristics; (3) creating modern style or experimental music, using computer music and artificial sounds as background. In this way music facilitates or embraces the students' effort to express the meaning, describe the atmosphere, reveal the feelings and emphasize on the subjective interpretation of the poem.

The contribution of Information and Communication Technology (ICT) is very important in our proposal. When the lesson is built including ITC activities, the pedagogical and learning results are better, compared to the traditional way of teaching. This improvement results in; (1) boosting the self esteem of students and (2) helping them achieve positive attitudes against Knowledge (Raptis & Rapti, 2006). The dialogue among music, painting and modern poetry is the ideal field for the significant contribution of ICT, which can be helpful.

- I. The study of historical and philological sources can be easier and accessible due to the internet that provides well organized and friendly environment, as long as the web-quest is focused and directed.
- II. The artistic interpretation of poetry, that blends music and painting in a creative multimedia presentation, can be achieved only through ITC.

So, the benefits of the contribution of ICT can complement and balance the teaching progress, when modern poetry is taught (Nikolaidou, 2009).

The didactic approach

Aims and goals

Our proposal is consisted of a teaching scenario for the chapter "Tradition and Modernism in Modern Greek poetry" that is taught in the course of Literature of 1st grade of High School (Λύκειο). It is in accordance with the Inter-disciplinary Unified Framework Curriculum (IUFC) and adopts the main purpose of the course which is "to show that the Literature consists a complex cultural phenomenon that provides us the necessary tools to understand the world and to form our subjectivity, adopting a critical view towards the cultural traditions, the values and the message of texts and writers".

The proposed intervention aims at; (1) making students be acquainted with the movement of modernism, which is a highlight of literature and art; (2) explaining to them the transition from traditional to modern poetry; (3) showing them the special features of modern poetry; (4) making them understand that the changes that occur in literature are not random, but they are part of the general sociopolitical and cultural changes. Specifically:

Cognitive objectives

- To help students understand what a literary movement is and how it is connected with the period it arrears.
- To reveal the main features of modern poetry and surrealism and detect them in poems
- To perceive that poetry presents a subjective perception of reality
- To get familiar with the non-logical elements of modern poetry and to be open to its multiple meanings
- To be acquainted with the multiple possibilities of linguistic expressions
- To comprehend the interaction among literature, music and painting

Pedagogical objectives

- To experience team work in the learning process
- To practice in allocation of duties
- To realize how important is to respect and estimate the fellow team-members
- To be familiar with team-reading practice and consider reading experience joyful and stimulus for critical thinking.

Social objectives

- To develop the sense of responsibility, as individuals as well as team members and to realize that the collective work is the result of the collective effort
- To take their own decisions on the learning process

- To estimate how important the collaboration and the team work are in order to solve problems
- To discover Knowledge through participation and self-action during the learning process
- To promote social and communicative skills through positive interactive relations

ICT objectives

- To get familiar with browsing and web-quests
- To be acquainted with the potentials that open learning environment provides, such as "Chippings for the Greek Language" (Ψηφίδες για την Ελληνική Γλώσσα) in "The gate to Greek language" (Πύλη για την ελληνική γλώσσα), "The study of Modern Hellenism" (Σπουδαστήριο του Νέου Ελληνισμού), "Cultural treasure of Greek language" (Πολιτιστικός Θησαυρός Ελληνικής Γλώσσας)
- To practice on software such as word processor, presentation software and to work on a multimedia project combining texts with pictures and music
- To learn how to choose, gather and organize the digital archives

Methodology

In the proposed teaching scenario, students try to approach the modern poems in an experiential and aesthetical way, following a broad extended learning process. Students, in four groups of six, are asked to fulfill some tasks; (1) to read some representative surrealist poems and detect the specific features of modernism; (2) to search the internet for information out and around the text; (3) to look for the interaction among poetry, music and painting; (4) to create a multimedia presentation of the poems. In this context the critical literacy becomes a modern teaching and learning practice that aims at interpreting the way the poems effect; underlines the means they use in order to construct and represent reality; involves students in text deconstruction and reconstruction (Luke, 2000). The multimedia presentations suggest an interactive, dynamic and communicative model of perceiving literature, as well as a new reading approach. The ICT facilitates the comprehension of the multidimensional character of literature and transforms technology into a tool for reading and creative writing, in other words a tool that enhances literacy. In this way critical thinking, as a part of critical literacy, makes students able to experiment through creative writing and reveal artistic skills. Furthermore, critical literacy is developed, as students attempt to create surrealist poems enriched with music and painting. This reading and didactic approach does not intent to a high quality artistic product or to lead students to become poets. It is expected that students' poetic creations would be inferior to the original poems. However, the creative writing that combines the advantage of the word processor software with the fluid form of the poetic text can emerge the playful aspect of literature. Word replacement, coloring or reassembling the text structure, are activities that help students understand the constructive techniques of the literary content and the efficacy of literary language (Nikolaïdou, 2009). Moreover, the encouragement of self-expression and free thinking, the observation of works of art and the liberation from the initial stimulus, makes students deliberate their creative imagination. Thus, students approach surrealist poems with an experiential way, because they become familiar with the automatic and non-conscious writing, the bold linguistic combinations and the game of non-logical thoughts, the dreamy and unconscious excess of reality.

So, the abolition of poetical conventions shows the conflict with the traditional poetry, defines, from the beginning, the way fine arts refer to what is 'real', establishes a new way of thinking and a new attitude towards life (Athanasopoulou, 2009).

Our proposal focuses on the learner-centered teaching model. Students take an active part in the lesson, which give them the opportunity to self-acting and critical thinking process. The new knowledge is constructed over the older, according to the cognitive theory of constructivism (Raptis & Rapti, 2006). When students collaborate, work in groups and compose a text, as one of the activities included in the worksheets, they think and create in an environment of feedback. The personal thoughts and ideas of one student become food for thought for the rest of them. Specifically, the methodology we apply relies on the inductive approach, as it is possible for the students to understand the features of modernism while they process the examples they search in the internet. The lessons took place in the computer lab and it lasted eight hours; five of them were spent in web-quests and creative activities on work-sheets; three of them were spent in the presentations and the evaluation lasted one hour.

Design and description of the project

Our didactic scenario was build around the central subject of surrealism. The teaching purpose was to make students comprehend and interpret, in various ways, the poetic text as it is expressed through music and painting. In order to fulfill this purpose we designed an inter-disciplinary project that took place in February 2014 in the poetry class of 1st grade of High school in Thessaloniki, during the course of literature. It lasted eight hours and the 24 student of the class were divided into four groups. The context of the lessons was shaped according to the Curriculum of Literature, especially the chapter "Tradition and Modernism in Modern Greek poetry" (Curriculum of Modern Greek Language and Literature, 2011)

The required knowledge, that students should have in order to participate in the project, is:

- 1 To be familiar with the features and the context of traditional Greek poetry
- 2 To be familiar with working in groups and coordinative activities
- 3 To be familiar with browsing the internet and having basic computer using skills
- 4 To be able to use word processor and presentation software
- 5 To be able to use web.2 tools

Concerning the 1st and 2nd prerequisite, the traditional poetry has been taught in junior high (gymnasium), so it is expected for the students to be familiar with it. Additionally, team work is been practiced at some extend, in the previous years, so students have some experience.

As we know, the wealth of information and the open access to it, as well as the structure, the numerous links and the variety of artistic and communicative media, can mislead the student to a non-reliable, invalid and useless source of information. That is why the scenario stayed stuck with guided web-quest, so that students would be able to have access to selected websites. Still, all these web activities were constructed regarding the work in groups that enhances choice making, critical view and composition of new ideas (Mikropoulos, 2010).

The Students were separated into groups according to their free will. In this way the coherence among group members was stable, since there had been previous connections. Moreover, the short duration of the project did not permit for new relations to be established. The teacher guided, observed, enhanced and coordinated the team work. Every time when a problem occurred, he supported and consulted his students, while during the project he explained and solved questions (Chatzidimou & Anagnostopoulou, 2011)

At the beginning, a short discussion based on questions and answers, stimulates students to recollect what they know and have been taught about traditional poetry. Then, the teacher shows on the projector a text that explains the purpose and the objectives of the lessons, in order to make students understand what they should try to achieve. Then, a video, that shows the most famous paintings of Salvador Dali, is the occasion for a fruitful discussion in-between group. The students express spontaneously their impressions, thoughts and fillings that derived from these works of art and they focus on the non-realistic and bold features that paintings describe. Then, students have to open a work-sheet file and accomplish the first task which is to find and study a modern poem. First group has to browse and find "Cultural treasure of Greek language", where students can study the texts "Renewed tradition and literature between wars" and "Diadochikes anagnoseis elllinon yperrealistvon" (Successive readings of Greeks surrealists). The purpose is, on the one hand, to find the historical and social conditions that led to modernism, on the other hand, to explain why Elytis is a modern poet. Thereafter, they go to the website "The study of Modern Hellenism", they find the poem "Monogram" by Elytis and they describe the shape characteristics of the poem that is the strophe, the verse, the moderation, the rhyme, the punctuation. Additionally, students create a document where they note down and comment the sequence of meanings, the metaphors, the images and the non poetic words. They use the word processor to color the text, the reference menu to insert footnotes and the review menu to insert comments.

Second group has to browse and find "Chippings for the Greek Language" and the file "Anemoskala" (Rope ladder), where students can study the texts "George Seferis: for his life and his work" and find the contribution of Seferis to the Greek modernism. In "The study of Modern Hellenism" they read the poem "Gymnopedia A. Santorini", they describe the shape characteristics of the poem and they follow the same activities as the first group does. Respectively, third and fourth group search for the conditions in which the surrealism was born, the relation with psychoanalysis and the personal interviews of the most important Greek surrealists such as Empeirikos and Eggonopoulos, which students can find in "Cultural treasure of Greek Language". The third group carries out the text - centered and creative writing activities analyzing the poem "The apprentice of grief" (Ο μαθητευόμενος της οδύνης) by Eggonopoulos and the fourth group, the poem "The arrows" (Τα βέλη) by Empeirikos.

One of the reasons why these particular poems are chosen is that each one is set to music by a well known composer. So, every group listens to the song based on the poem they studied and writes down, for every verse, the meaning, the atmosphere and the feelings that music adds to the poetic language. This can be achieved with regard to the musical means and features which are musical modes (major or minor), melody structure, musical instruments and timbers, song style and genre. Then, they compare that song with one of their favorites, in order to

comment on the way each poem is set to music and draw conclusions on the musical-linguistic match, concerning; (1) the dominant role of music or language; (2) the poetic and musical rhythm. The purpose of this activity is to make students explore the match of poetry and music, understand the contribution of these arts when they listen to, interpret and appreciate a song (Reinach, 1999). Students are encouraged to choose their favorite song at free will, selecting from a variety of musical styles and genres, so that they come to fruitful comparisons and comments. Depending on the selected favorite song, students come to interesting conclusions and explore, in an experiential active way, the features of modern poetry, working on a complex artistic creation, such as song (Mortopoulos, 2001).

Students are also asked to combine the poems with paintings of Dali, Magritte and Miro, so that they can recognize how the artistic means, for example color, background, shape, form and theme can impress feelings. The purpose of this activity is to make students understand the interaction between poetry and painting, especially when poetic language is "pictured" with imagination, creativity and inventiveness. Then, another activity, based on the theories of perception and communicative approach, is proposed, in order to reveal and enhance creative abilities and free artistic expression (Frydaki, 2003). Students, inspired by the poems they studied, the music they listened and the paintings they observed, are asked to create their own surrealist poem. They work in groups and they create a multimedia presentation, which shows their subjective view through pictures, paintings, sounds, music and poetry. Finally, a debate starts when all the group projects are presented and general conclusions are drawn, as students question, concern, and comment. At the same time, they are encouraged to express their opinion and learn how to document their beliefs with arguments.

Concerning the assessment of the project, during the lessons students in groups filled in work sheets with eight tasks to be accomplished (annex). When the project finished they filled in self-assessment sheets (annex). Additionally, teacher after every two hour lesson filled in an observation sheet (annex) based on four subjects; group collaboration; initiatives; participation; critical thinking. So, there were gathered 4 group work sheets, 24 self-assessment sheets and 4 teacher's observation sheets. In order to improve the procedure and help students reveal difficulties and correct themselves, a peer-assessment was carried out after the first two lessons. Students discussed ways to allocate duties, share tasks and works and exchanged view on this new way of teaching practice. It is obvious that when a lesson is going to be evaluated it is very difficult to separate the procedure from the content. For reasons that have to do with the school life that includes marking and with the scientific research that relies on factual results, these two aspects, content and procedure, are evaluated separately. The general prevailing idea is that learning should be encouraged than checked, in order to help students to the active, holistic approach to Knowledge (Charisis, 2004)

Results and Conclusions

This article describes a didactic scenario for the course of Literature that was implemented in a small number of 24 students and lasted only 8 hours, as it was incorporated in the school curriculum. The main purpose was the approach of modern poetry through music and

painting and the innovative teaching practice through creative writing and ICT. The qualitative results obtained from the assessment of the project are of great interest. Though they cannot be generalized, due to the small sample and limited implementation, they are promising for a larger teaching intervention to be designed. Below, we present, describe and comment on the results that came from the students work sheets, self-assessment sheets and the teacher's observation sheets.

1. Students work sheets assessment. Every group activity was characterized with a verbal assessment that corresponds to a range of marks from 1-20. According to the Ministry of education the characterization goes as follow: inadequate=01-9.4, medium=9.5-13, good=13.1-16, very good=16.1-18 and perfect=18.1-20 (P.D 465).
 - a) Three groups out of four had very good record in tasks 1, 2, 3 and 4 (75%)
 - b) One group had medium record in tasks 1 and 2 (25%)
 - c) The same group had good record in tasks 3 and 4 (25%)
 - d) Two groups out of four had very good record in ICT skills (50%)
 - e) Two groups had perfect record in ICT skills (50%).
 - f) All four groups had very good records in tasks 5, 6, 7 and 8.

The medium record group in tasks 1 and 2, had difficulties when they were asked to process a text and understanding the social conditions that contributed to the modernism. Their record improved in task 3 and 4, from medium to good, when a poem had to be found and understood and specific, well organized questions had to be answered. In general, students realized that poetry is related to the specific period of time and the certain social conditions, which means that it is determined historically. They also understood the relativity and the complexity of interpretative approaches of surrealistic poems. That helped them release their creative capabilities and be familiar with the non logical perspective of modern poetry and the metaphors that surrealists use. It is very interesting that all four groups had very good record in experiential activities of creative writing and in the multimedia video presentation of their project. That indicates that students revealed their artistic skills when they discovered and comprehended the interaction of poetry, painting and music and they cultivated critical literacy taking advantage of the ICT.

2. Self-assessment sheets. Students filled in self-assessment sheets with eight questions, two of them open. The questions focused on (1) the contribution of every member when working in groups; (2) the difficulty derived from the poetic language; (3) the benefits of team work when creative activities were asked.

Table 1: Results from self-assessment sheets

| The subjects | Very much | quite much | Not much |
|---|-----------|------------|----------|
| 1. Contribution to the team work with their own ideas | 8 | 13 | 3 |
| 2. Understanding of the content of work sheet | 6 | 15 | 3 |
| 3. Satisfaction of the result | 17 | 7 | 0 |
| 4. Acquirement of new knowledge | 18 | 6 | 0 |
| 5. Coordination and collectivity | 14 | 6 | 4 |
| 6. Collaboration and acceptance | 8 | 10 | 6 |

As for the open questions 20 students said that the lesson was novel and amusing and they added that computers made the lesson interesting. 13 students were surprised when the work in groups came into results, because they assumed that groups never manage to accomplish a project. 8 students mentioned that it was difficult for them to elaborate the content of the work sheet. Though they browsed the websites and reached the information needed, it was difficult to compose the results of their research. 8 students said that the coordination was difficult and their ideas were rarely accepted by the team.

3. Qualitative observation sheets. Teacher filled in a qualitative observation sheet during and after every two-hour lesson. She described and wrote down, for every group, observations about the work in groups, the critical thinking, the satisfaction and the accomplishment of web-quests.

- a) All four groups finisher their work in time.
- b) All four groups participated in the web-quest, followed the proposed course of websites and menus and reached the information needed.
- c) All four groups used the word processor, two of them very well and two perfect.
- d) All four groups use the proposed multimedia software, two of them good and two very well.
- e) All four groups' members show interest in the subjective interpretation of the modern poems
- f) All four groups' members show interest and got involved in discussions about the connection of poetry, music and painting.
- g) All four groups developed critical thinking to some extent. One group made efforts but it was weak, two were quite well and one very well.
- h) Tree groups out of four improved their collaboration which was getting better as they worked together and processed the one task after the other. At the end, one of them developed strong bounds and had learned to be quick and effective.
- i) One group faced difficulties in working as a group. Although the members participated in discussions and show interest, they could not reach a decision and the final result was mediocre.
- j) All four groups faced difficulties in creative writing and the cohesion of the groups was put in danger. Three of them manage to deal with the situation.
- k) All four groups were exited with the creation of the multimedia video production (task 8 of the work sheet).

Concluding, the didactic proposal activated students which showed attention and interest. They participated in the learning process and they revealed their creativity in searching, organizing and presenting their projects, combining arts and computers. They liked being poets and video producers and used sounds, music, paintings to express themselves. They realized that artistic expression is complex and profound. On the other hand, the teacher realized that the boring poetry lesson can be transformed and the pleasure that poetry offers can be revealed in the class, when arts and computers are incorporated in the teaching practice. If teachers undertake initiatives and take advantage of computer technology, if they express their creative thinking and include arts in their lessons, then they can reduce difficulties when modern poetry has to be taught and facilitate the connection between students and the various meanings of the poetic language.

Indicative proposals

The implementation of the teaching scenario in a small sample of students for a limited period of time, gave us the first positive results that lead to descriptive and qualitative conclusions. Taking advantage of these conclusions, a wide interdisciplinary project could be designed, including not only Literature but Language and History in collaboration with music teachers and art teachers of junior High School. Links among the curricula of these disciplines could be found. For example, students could be asked to investigate in depth the origins of modern art, the economical, social and cultural conditions that led to surrealism and combine them with today. References could be done to the history of Greek poetry. In this case, quantitative questionnaires could be built in order to extract generalized results or qualitative research methods could be applied.

The appealing communicative aspect of technology could be incorporated in the learning process that is why we propose to create "the blog of poetry class" where students can participate in a virtual readers' community throughout the duration of the project. When students post their creations and at the same time have the opportunity to comment on somebody else's publication, they are educated as writers and readers. Alternatively, the multimedia creations can be applauded on social networks or emailed, so that poetry becomes the common ground of commentary and communication.

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ANNEX

We present an example of the student's work sheet, the self-assessment sheet and teacher's observation sheet

Students' work sheet

1. Browse the website <http://www.potheg.gr> and open the menu **Literary periods** → **Renewed tradition and literature between the wars**. Read the text and find the historical periods in Greece and in Europe that led to the modern poetry.
2. At the same page open **Authors** → **Elytis Odysseas** → **Literary criticism** → **Diadochikes anagnoseis Ellinon yperrealiston**. Study the text and explain the characterization that Elytis is a modern poet.
3. Browse the website <http://goo.gl/gPzb0l> and find the poem "Monogramma". Find the following shape characteristics of the poem: the strophe, the verse, the moderation, the rhyme, the punctuation.
4. At the same page study the excerpt IV and create a document using word processor where you will write down and comment on (1) the sequence of meanings, (2) the metaphors, (3) the images and (4) the non poetic words. Use different colors and the reference menu.
5. Watch the dramatized version of the excerpt IV in <http://goo.gl/gXsFUc> and the musical song in <http://goo.gl/DQWRBF> and write down the meaning, the atmosphere and the feelings that every verse includes.
6. Combine the verse of the poem with paintings that you can find in <http://www.surrealism.org> → **Rene Magritte** → **Magritte Gallery**. What are the feelings that paintings describe and with what artistic means (color, shape, faces)?
7. Suppose you are in love and create a poem to describe how you feel, taking advantage of the features of modernism you find in tasks 3 and 4
8. Create a video using the moviemaker software. Set music to your poem and images that you can find in the web and post it in the blog of the class.

Students' self-assessment sheet

| Questions | Not much | Quite much | Very much |
|---|----------|------------|-----------|
| 1. I contributed to the team work with my own ideas and arguments | | | |
| 2. I understood the content of the work sheet | | | |
| 3. I am satisfied with the result of my team | | | |

| | | | |
|--|--|--|--|
| 4. I acquired new knowledge | | | |
| 5. It was easy for me to coordinate with other group members and to produce collective work. | | | |
| 6. In our team there was an atmosphere of collaboration and acceptance. | | | |

7. What was the most difficult in this project and why?

8. What you liked the most and why?

Teacher's Observation sheet

| Skills | 1 st group | 2d group | 3d group | 4 th group |
|---------------------------------|-----------------------|----------|----------|-----------------------|
| Critical thinking | | | | |
| Collaboration and participation | | | | |
| Dialogue and mutual respect | | | | |
| Work in groups | | | | |
| Satisfaction | | | | |
| Accomplishment of ICT tasks | | | | |