Teaching Methodology A: Latin (H002237)

Course size *(nominal values; actual values may depend on programme)*

Credits 3.0   **Study time** 90 h

Course offerings and teaching methods in academic year 2024-2025

A (semester 1)	Dutch	Gent	seminar
			peer teaching

Lecturers in academic year 2024-2025

Vanacker, Katrien	LW07	staff member
De Herdt, Katja	LW07	lecturer-in-charge

Offered in the following programmes in 2024-2025	crdts	offering
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)	3	A
Master of Science in Teaching in Languages (abridged programme)	3	A

Teaching languages

Dutch

Keywords

teaching methodology Latin, reading method, canon, grammar teaching

Position of the course

This course contributes to the realization of the final competences of the specific teacher training program, based on the basic teacher competences determined by decree and the specific curriculum objectives. The degree of mastery is specified in thecompetence matrix which can be consulted on www.ugent.be/educatievemaster

Contents

- features of the principal reading methods and exercises on the use of the sight-reading method
- teaching Latin grammar in an inductive way
- the Latin school canon, teaching literature and text interpretation, linking Latin texts to modern society
- designing lesson formats and study materials for Latin literature and grammar lessons
- exercises in questioning and error analysis
- activating methods and ICT applications in classics teaching (Bookwidgets, learning paths, etc.)

Initial competences

For more information, see www.ugent.be/educatievemaster.

Final competences

1 to show advanced ability in analysing Latin grammar and literature
2 to discuss the advantages and disadvantages of various methods for learning to read Latin
3 to fit grammar acquisition and Latin reading to sight reading, making use of predictions
4 to fit the selection of Latin texts to modern society and to the diversity in pupils' interests and learning profile

5 to impel pupils to analyse, in a critical way, Latin texts as well as their
   relationship to the historical context and their reception in European culture
6 to teach Latin grammar to beginners in an inductive way, with a critical
   awareness of the advantages and disadvantaes of various methods
7 to give effective feedback on pupils' errors and questions regarding Latin
   grammar and texts
8 making judicious use of ict applications that favour activating Latin instruction

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Peer teaching

Extra information on the teaching methods

Seminar with 6 meetings on campus. Students are expected to do preparatory
work at home (e.g. work out a blackboard diagram or reading questions).
1 seminar is devoted to micro-teaching (= peer teaching).
This course assumes the responsible use of generative artificial intelligence
(GAI). During the lessons, what this means will be explained

Study material

Type: Syllabus

Name: Leidraad Vakdidactiek Latijn A
Indicative price: € 5
Optional: no
Language : Dutch
Oldest Usable Edition : 2024
Available on Ufora : Yes

Type: Reader

Name: Reader Vakdidactiek Latijn A
Indicative price: € 3
Optional: no
Language : Dutch

References

DECREUS, F. (1990). Acht keer acht. Catullus' carmen 8 gelezen vanuit 8
methodologieën. *Kleio* 19.3 pp. 139-169.
HULSTAERT, K. (2016). *Latijn: lezen, zien begrijpen.* Didactica Classica Gandensia
52. Gent: Skribis.
MARKUS, D.D. & PENNELL-ROSS, D. (2004). Reading Proficiency in Latin Through
Expectations and Visualization. *Classical World* 98.1, 79-93.

Course content-related study coaching

students are encouraged tot participate in lectures; study coaching onUfora

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Written assessment

Examination methods in case of periodic assessment during the second examination period

Written assessment

Examination methods in case of permanent assessment

Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

Details on periodic evaluation: written exam, testing the student's ability to apply

didacticy theory to Latin text fragments and grammar
Details on permanent evaluation:
not periodic: 1 lesson preparation and 1 micro-teaching ('peer teaching'). In the second examination opportunity, the micro-teaching is replaced by a more extensive lesson preparation.
periodical: written exam that tests the extent to which students can apply the subject didactic contents to basic Latin grammar and to Latin text fragments from the school canon
Participation in the permanent evaluation is mandatory. In case of legitimate absence, the lecturer in charge proposes another evaluation moment.

Calculation of the examination mark

Written exam counts for 75% of the final score. Assignment (lesson preparation) and peer teaching (micro-teaching) are evaluated based on competencies according to a rubric and together count for 25%.
If one does not participate in one or more parts of the evaluation, one can no longer pass the entire course. If the final score would be a mark of 8 or more out of twenty, this will be reduced to the highest non-deliberable mark (maximum 7/20).

Facilities for Working Students

to be discussed