

## Teaching Methodology B: Latin (H002238)

**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 2023-2024**

A (semester 2) Dutch Gent seminar

**Lecturers in academic year 2023-2024**

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

**Offered in the following programmes in 2023-2024**

	<b>crdts</b>	<b>offering</b>
<a href="#">Master of Science in Teaching in Languages(main subject Applied Language Studies)</a>	3	A
<a href="#">Master of Science in Teaching in Languages(main subject Linguistics and Literature)</a>	3	A
<a href="#">Exchange Programme Linguistics and Literature</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)</a>	3	A

**Teaching languages**

Dutch

**Keywords**

teaching methodology, Latin, evaluation, differentiation, research competence

**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 the competence matrix which can be consulted on [www.ugent.be/educatievmaster](http://www.ugent.be/educatievmaster)

**Contents**

- This course consists of six modules
- reflection and role-play relating to arguments for and against Latin as a subject at secondary school, with a view to a variety of target audiences
  - actual research regarding classics teaching: writing a reaserch paper and participating in a round-table talk with pedagogical consultants in Classical Studies
  - fostering research competence in pupils: following up and reflecting on the process
  - methods of evaluation used in the classics teaching
  - assessing reading competence
  - differentiation in the Latin classroom

**Initial competences**

For more information, see [www.ugent.be/educatievmaster](http://www.ugent.be/educatievmaster)

**Final competences**

- 1 to formulate a convincing argument in favour of Latin as a subject at secondary school, with a variety of target audiences in mind
- 2 to assess common lines of reasoning for and against the teaching of Latin with a view to their basis in empirical fact, their truthfulness and internal coherence
- 3 to critically interpret and compare research publications relating to the didactic methodology of Latin, adjust their own teaching practice (choice of method and materials) in line with

- those publications, and debate the merits of the research with experts in the field
- 4 to assess a research assignment, specifically for the fostering of research competencies, for higher-level pupils
- 5 to generate, for any given Latin excerpt, a variety of transparent questions for assessing language, vocabulary and culture
- 6 to design differentiated assignments for the Latin classroom
- 7 to design and assess a Latin reading ability assignment

#### **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**

Group work, Seminar, Independent work

#### **Extra information on the teaching methods**

6 gatherings on campus

#### **Learning materials and price**

handouts available on Ufora

printing cost: circa 8 euro

#### **References**

- ADEMA, S.M. (2019). Latin language learning and instruction as a research field. *Journal of Latin Linguistics* 18.1-2: 35-59.
- BRACKE, E. & BRADSHAW, C. (2017). The impact of learning Latin on school pupils: a review of existing data. *The Language Learning Journal*, 1-11.
- HARRE, K., SMEYERS, L. & VANHOOF, J. (2014). *Evaluatiepraktijk op school: 10 pijlers voor een kwaliteitsvolle leerlingenevaluatie*. Brussel: ASP.
- HUNT, S. (2022). *Teaching Latin. Contexts, theories, practices*. Bloomsbury Academic.

#### **Course content-related study coaching**

Students are encouraged to interact during the seminars

#### **Assessment moments**

end-of-term and continuous assessment

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

Oral assessment

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

Oral assessment

#### **Examination methods in case of permanent assessment**

Presentation, Assignment

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

#### **Extra information on the examination methods**

non periodic evaluation: design of an integrated language & literature test and of a reading exercise; presentation and leading discussion during panel discussion with pedagogical supervisors

periodic evaluation: 'oral exam': role play about the value of the classical languages

#### **Calculation of the examination mark**

Permanent evaluation makes up 80% of the total, periodic evaluation 20%.

Participants in this course are expected to have mastered Latin at an advanced level (reading and active mastery of grammar); those who do not meet this condition must remedy this independently (and can receive advice from the lecturers); only those who demonstrate a sufficient level of mastery at the various evaluation moments can pass this course.

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).

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