

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 2024-2025

A (semester 2)

Dutch

Gent

seminar

Lecturers in academic year 2024-2025

Cool, Wim

LW07

staff member

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 Applied Language Studies)	3	A
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, evaluation, differentiation, research competence, museum didactics

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/educatievemaster

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 research paper and participating in a round-table talk with pedagogical consultants in Classical Studies
- teaching classics in a museum
- 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/educatievemaster

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

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 B Latijn & Grieks

Indicative price: € 3

Optional: no

Language : Dutch

Oldest Usable Edition : 2024

Available on Ufora : Yes

Type: Reader

Name: Reader Vakdidactiek B Latijn & Grieks

Indicative price: € 3

Optional: no

Available on Ufora : Yes

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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