

Teaching Methodology B: Greek (H002239)

Course size	<i>(nominal values; actual values may depend on programme)</i>		
Credits 3.0	Study time 90 h	Contact hrs	17.5 h

Course offerings and teaching methods in academic year 2023-2024

A (semester 2)	Dutch	Gent	seminar group work independent work
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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

	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
Exchange Programme 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, Greek, 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
- 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 Greek classroom

Nota bene: Students who also take the course Vakdidactiek B Latijn participate in the following modules as well:

- interdisciplinary teaching
- teaching classics in a museum
- active or communicative Greek in the classroom

Initial competences

for more information see www.ugent.be/educatievemaester

Final competences

- 1 to formulate a convincing argument in favour of Greek 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 Greek, 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 (3rd through 6th forms)
- 5 to generate, for any given Greek excerpt, a variety of transparent questions for assessing language, vocabulary and culture
- 6 to design differentiated assignments
- 7 to design a Greek reading assessment or exercise
- 8 to design an activating museum visit for Greek or Latin pupils
- 9 cooperating with students of other didactic programmes to develop lessons around a common theme
- 10 to use the baselines of the communicative method when reading a Greek or Latin text in the classroom

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

Guided self-study, group work, seminar

Learning materials and price

handouts and reader available on Ufora

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. (2016). *Starting to teach Latin*. Bloomsbury Academic.

Course content-related study coaching

students are encouraged to interact during the seminars

Evaluation methods

end-of-term and continuous assessment

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

Simulation

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

Simulation

Examination methods in case of permanent evaluation

Oral examination, assignment, report

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Calculation of the examination mark