

Submission Date	2014-07-21 11:58:09
Full Name	Matthew Panciera
E-mail	mpancier@gustavus.edu
Department	Classics
Administrative Assistant	Janine Genelin

What are the basic pedagogical ideas, problems, or questions you will examine during the grant period?

For the last 500 years Latin has been taught through the lens of the student's native language. The student learns Latin grammar and vocabulary in a classroom where (for example) English is the predominant language of instruction, all explanations take place in English and the primary activity is the translation of Latin texts into English. This, however, is not the most effective approach in the teaching and learning of language. It eliminates the excitement of actually communicating in Latin and greatly impedes the student's familiarity with grammar and vocabulary by reducing the time they actually think in and use Latin.

Recently, however, there has been increasing interest in the pedagogy of Latin to move away from a traditional grammar-translation method that relies entirely on the teaching of Latin grammar in English and the translation of text from Latin to English. This involves incorporating more activities and exercises common in the teaching of modern languages, especially aspects of oral/aural Latin, including conversation, performance, games, songs, video, composition in the target language - in short almost anything that involves live communication or more active uses of the language.

This mini-grant would help fund the Tusculanum Minnesotense, a 7-day immersion Latin experience (all participants agree to communicate entirely in Latin for the duration of the experience) for teachers and students (including one current Gustavus undergraduate, James Skoog, and one recent Gustavus graduate, Kenwon Tran) that I have organized for this summer at Gustavus. I will be developing materials (games, videos, etc.), strengthening my own ability to communicate with spoken Latin, and generally exploring new ideas about using oral Latin in the classroom.

Please describe what course(s) you will focus on during the mini-grant period and how you anticipate incorporating the mini-grant project into that course or those courses.

My entire teaching load next year is beginning and intermediate Latin (LAT 101, LAT 102, LAT 201, LAT 202). This summer then is an ideal time for me to revamp my teaching of these courses. In advance of and during my participation in the week of Latin immersion I will be gathering ideas for new exercises and activities that I will use this upcoming year in beginning and intermediate Latin. I will then develop these as assignments and classroom activities as I plan the teaching of these courses during the rest of August. And very few materials of the sort that are readily available for the teaching of modern languages exist in Latin. For example, the game Apples to Apples is a fun and engaging word game where the players must combine nouns and adjectives in interesting or funny ways to score

points. I will be producing a Latin version that will be used at the Tusculanum Minnesotense as a test run for playing the game in class. Another useful teaching tool would be Latin videos. Sean Cobb has shown me how to take modern films, strip away the audio, and substitute in my own audio (in Latin). I will be producing a number of these for the Latin immersion experience. If they seem successful and entertaining I will continue this project during the school year for and with the students in beginning and intermediate Latin.

What work will be accomplished during the grant period? Supply a brief plan of work.

July 23-August 4:

Preparation for the Tusculanum Minnesotense, which will include all logistical details of hosting 13 people in the International Center for 7 days.

Preparation of various materials, including readings, games, videos, etc., for the Tusculanum Minnesotense.

August 5-12:

Tusculanum Minnesotense, which will involve both practical details to make the program run smoothly, but also my own participation in the immersion experience.

August 13-31:

My course preparation for LAT 101-102 and LAT 201-202 which will incorporate many oral, communicative elements that I learned and developed in the Tusculanum Minnesotense.

Sept. 1, 2014 - May 26, 2015:

My teaching of those courses and assessment of how well the new emphasis on an oral, communicative approach to the teaching of Latin has worked.

How will you measure the outcomes and impact on teaching and learning of your work during this grant period? Please be specific about methodology, assessment techniques, and evaluation of student learning.

I am still a little undecided on how I will assess this. One element will be my own qualitative and reflective assessment of how this new oral communicative approach has worked. I will also look at student grades and retention in comparison to past years. I will also get reflections and observations from the students themselves as well as James Skoog who has already gone through our beginning and intermediate Latin courses.

Since I am teaching 2 sections of LAT 101-102 I could employ the new approach with one section and the old approach with the other (this would involve some different daily activities but most of the testing would be the same). I am reluctant to do this since I think the new approach will be more fun and successful, so perhaps you could advise me on whether this would be something I should pursue.

Anticipated project completion date?

May 26, 2015

Upload Mini-grant budget form here.

[PancieraMini-GrantApplication.docx](#)