

FOR: PODCASTING and THE CLASSICS APA Convention Philadelphia
DATE: January 10, 2009 ***“TO POD OR NOT TO POD”***

FROM THE STUDENT POINT OF VIEW:

Many students have iPods and listen to them incessantly.

Audio recognition stimulates recollection; recollection leads to fuller understanding of text

Hearing lines read in Latin facilitates mastery of meter, encourages student reading in meter, and promotes fuller comprehension of the sound of the Latin

Hearing question and answer sessions promotes earlier student surety in recitation

Vicarious experience of a recitation allows a student to anticipate what kind of things to look for in preparation of assigned lines or unseen passages

Repetition of lectures assures less student loss of critical ideas

Hearing essays from tests read aloud and critiqued improves student essay writing.

Hearing a student presentation of a paper, or a summary of an article, promotes better delivery skills in all students.

Full access to the sequence of classes encourages the student to use review as a more significant tool in learning

FROM THE TEACHER/PROFESSOR POINT OF VIEW

Can get a sense of how effective or ineffective communication in class is

Can get a sense of the impact of the teaching tone, voice

Can catch mistakes, omissions, and overemphasis

Can see how varied student participation is in the class

Can observe uneven attention to various aspects of language learning, i.e. too much grammar, not enough syntax, too much figure of speech work or interpretations

Can address more subtly a student's reticence to participate in the classroom dynamic

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