

Multimedia Production Project Proposal

Topic

I will design instructional material that will support an introduction to Latin nouns, and that can be adapted to teaching any ancient or modern language that has a case system (such as German, Greek, Icelandic, Russian, Irish, etc.). For the sake of manageability, I will limit my scope to one category of Latin nouns: the first declension. Since the first declension is often the first topic that Latin classes cover, and so introduces a range of important concepts and skills, it is essential that learners receive effective, well-supported instruction on the subject to ensure their future success.

Target Audience

The target audience for this instructional material will be homeschooled learners in Grades 3-5. Latin is a popular subject among this population, who perceive its benefits for understanding the roots of English words, and for learning more about grammatical structure. Several programs exist that target this group (e.g. Latin's Not So Tough, Latina Christiana), yet none of them make extensive use of multimedia or interactivity, which means that there is a gap in the market for a more engaging, effective program. This gap becomes even more evident, when we considered that most parents of home-schooled learners do not have a background in Latin, and so are dependent on the materials they receive. As a result, it is crucial to make rich, robust, accurate materials available to them.

Objectives

- The learners will be able to name the six cases of Latin nouns, and identify their primary grammatical functions.
- The learners will be able to identify the case-endings for nouns in the first declension.
- The learners will be able to decline a noun in the first declension by identifying its root and selecting the appropriate ending.

Note: For the purposes of this class, I will only be developing the materials for the nominative and accusative cases.

Product One: Illustration

I have designed an illustration that introduces learners to the vocabulary that they will use in the subsequent lesson. The illustration draws from a list of nouns in the first declension, and brings them to life through vivid, colorful depictions of people, creatures, and objects. This illustration supports all three objectives, as it provides pretraining for the subsequent lesson. It enables learners to become comfortable with the unfamiliar vocabulary before they are

expected to analyze and manipulate it, which minimizes the possibility of cognitive overload. This type of pretraining is crucial when dealing with novice learners, who may not have encountered much Latin before this lesson, and may require a highly segmented, deliberately paced introduction to it. It specifically does not move beyond the first level of Bloom's Taxonomy for this reason.

Product Two: Interactive Learning Object with Video/Audio and Quizzing

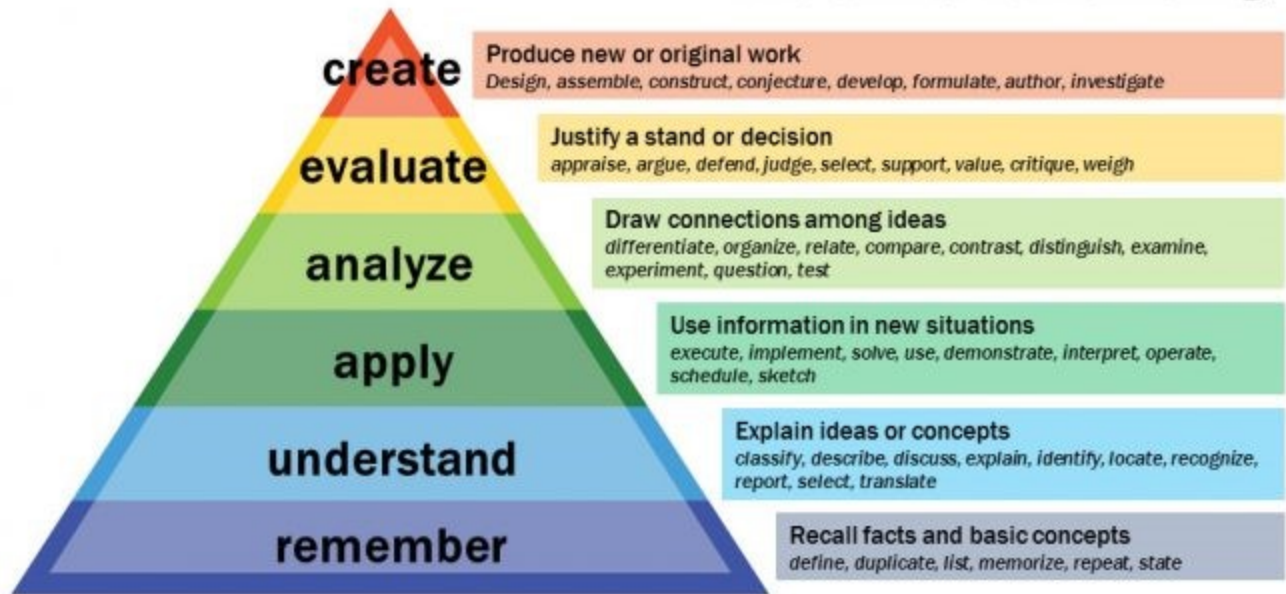
I have designed a narrated lesson with interactive elements that allows learners to explore the first declension. It provides a discussion of the nominative and the accusative cases (with their appropriate endings), and their grammatical function within the sentence. It provides example sentences that illustrate how both these cases are used. Learners are able to move backwards and forwards through this material at their own pace, and spend as much time on each slide as they wish. This lesson aligns with the first and second objectives. First, it introduces learners to two of the six cases, and teaches about their particular functions. Second, it enables learners to focus on the endings both as separate morphological units (e.g. -a, -ae, -am) and as parts of words (e.g. puella, puellae, puellam). This approach helps beginner learners to understand the underlying structure of an inflectional language, and to analyze the word's function in a sentence, both of which are crucial for their future success in Latin.

In addition, this product includes a self-quiz, divided into two components. The first component provides learners with an inflected noun in the nominative or accusative, and asks them to identify its case by selecting from a list of choices. The second component supplies learners with a noun in its base form, and asks them to decline it into the nominative or accusative by entering a response into a textbox. In both cases, learners receive immediate feedback about whether or not they are correct. This self-test aligns with the third objective, as it offers learners an opportunity to practice the skills that they will need to display to meet the objective, and receive immediate feedback about their growth. The two components foster movement up Bloom's taxonomy, as the first asks them to remember and understand, and the second to apply. Yet, by focusing on the lower levels of the taxonomy, they remain appropriate for very introductory material aimed at novice learners.

Bloom's Taxonomy

Taken together, therefore, both products move the learners gradually up Bloom's Taxonomy, and increase the depth of their understanding:

Bloom's Taxonomy



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