

The purpose of this presentation is: to explain the process of instituting, implementing and maintaining a pod cast system for classes in Advanced Placement Vergil and (the late) Latin Literature Examination; to demonstrate the system in operation by playing clips from pod casts of Vergil classes on the secondary level; to discuss the benefits and disadvantages of such pod casts for the students in the class, for those anticipating entering AP Vergil classes, for the teacher(s) involved, for other area programs; and to discuss the effect of the process on teaching methodologies.

The paper will present the problems and challenges generated by instituting pod-casting in a co-ed boarding school of 500 students. Objections such as pod casting does the work for the student, makes students passive, is antithetical to the need for a Latin student to become intellectually self-reliant, and retards overall academic advancement in the study of the subject will be presented and discussed. Student reaction to the pod cast, student suggestions for improvement, student standardized and individual performance on Latin assessments (such as National Latin Examinations, SAT II Latin Tests, and various AP Literature Examinations) will be projected. The paper will demonstrate the overall effectiveness of this medium and will conclude by displaying what technical equipment is required, outlining what steps must be taken in order to put the class on line, delineating the methods, times, and frequency of access, and the follow up as witnessed in various media such as emails, letters, and magazine articles which addressed the inception of the pod cast. Some brief clips will be played within the talk. While the technical aspect of the talk is very brief, a portion at the end will address the question of how the pod cast influenced my teaching methodology and how it will continue to shape my approach to the teaching of Latin literature.

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