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USING TECHNOLOGY
FOR GOOD IN THE
LATIN CLASSROOM

AMERICAN CLASSICAL LEAGUE 2015

NOTES TO PREVIOUS SLIDE

“Using Technology for Good” (worst title ever), but what do I mean by “good”?

To paraphrase Twitter user @saradelg10:
a bad worksheet online is still just a bad worksheet.

Tech should support our pedagogical goals and work within our established methodologies. Here are some goals that I hope to address ...

PEDAGOGICAL GOALS

- Maximize engagement with language
- Go beyond isolated vocabulary; use morphology and syntax
- Combine culture **with** language

NOTES TO PREVIOUS SLIDE

- There needs to be more Latin in Latin class (whether reading, writing, speaking, or listening).
- Tech for language learning too often brings to mind online dictionaries and flashcards, which I actually love, but which normally deal with isolated words and rendering them into English devoid of any context. Also, I've seen too many teaching materials and student projects use Latin simply as labels (usually a single word in the nominative).
- While I believe that students in Latin class should be learning Latin above all, I hope to show how technology can combine learning of language and culture (& other ACTFL standards).

TECHNOLOGY SHOULD **NOT** ...

- be used for its own sake
- take class time away from subject matter
- create more work for instructors

NOTES TO PREVIOUS SLIDE

- Any use of technology may increase student engagement in one sense, but ideally it should not be just a way of providing extrinsic motivation. Willingness to do a thing isn't worth much if nothing is learned from it.
- The tech portion of any activity is ideally to be done outside of class (frankly, students probably don't need our help with tech as much as they do with Latin or Greek).
- While you could use these tools to make things for your students, I hope to show how students can make things for one another, and for a larger audience (touching on the Communities standard and promoting the field).

ADVANTAGES OF TECHNOLOGY

- Reusability
- Instant feedback which supports independent learning
- Adaptability for different learners
- Easier sharing and revisiting

NOTES TO PREVIOUS SLIDE

- Granted, certain things may require time investment from the instructor, but the ease of re-use should make up for it.
- Some activities can be self-correcting so students can practice and get feedback without pressure.
- We'll touch on adaptability when we get to the specifics.
- Again, students are creating for a broader audience than just you, the teacher, making projects that they can show to parents, peers, siblings, etc., instead of, e.g., doing a skit once in class. Students can more easily see progress by looking back on earlier projects.

CROSSWORD
PUZZLES

CROSSWORD DEMO 1

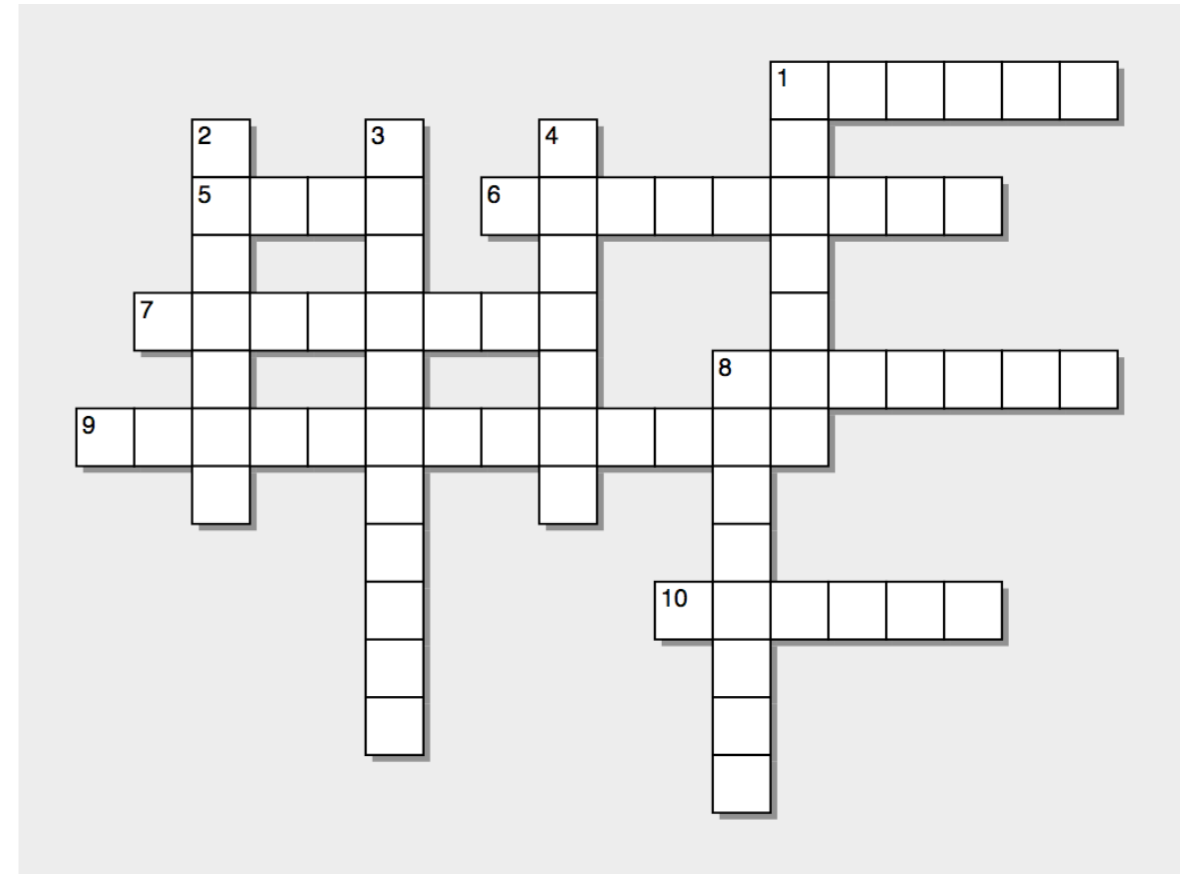
[http://www.mywordpuzzles.com/
puzzle/997](http://www.mywordpuzzles.com/puzzle/997)

NOTES TO PREVIOUS SLIDE

- Crosswords may not seem very technological, but we can use tech to make them better (more detail coming up).
- Note that the demo is not just a vocabulary quiz with clues in English and answers in Latin. Clues are full Latin sentences, on a common theme. Students need knowledge of vocabulary, morphology, syntax, and also culture. But what the student is required to produce is less complex than what they need to understand.
- Even the interface can be customized into Latin, keeping the experience immersive.

Puzzle Maker

WEB (& PRINT) CROSSWORD & WORD SEARCH PUZZLES



Across

1. Milites _____ sunt equitates.
5. Cohors Prima ab Primo _____ ducitur.
6. Centurio est dux _____.
7. Plenus gradus _____ gradu citatior est.
8. Post Marium, imperator legionis est _____ legionis.
9. Milites in uno contubernio " _____ " vocantur.
10. _____ habet VI centurias.

Down

1. Iuvenes res militares discentes " _____ " vocantur.
2. Centurio cum _____ centuriam ducit.
3. Decanus est dux _____.
4. Milites Romani punctim, non caesim, _____.
8. Ante Marium, consul est imperator duarum _____.

NOTES TO PREVIOUS SLIDE

- The *dei* demo was made with Puzzle Maker which is not free and is Mac-only. A non-free Windows alternative is Crossword Forge, but its web output may require Flash (?!). A free, web-based alternative will be described below.
- I'm not suggesting that teachers always make crosswords for students, but rather have students make puzzles as part of an existing teaching/learning strategy. For example, it's considered useful for students reviewing a new topic to identify and define key terms, or to write potential test questions, themselves. How would such an activity work?

SAMPLE CROSSWORD ACTIVITY

1. Ask students as a group to list new key terms.
2. In pairs or individually, each define one term in a way that does *not* directly quote the source, ideally using *full sentences in the language*.
3. The instructor collects the words and clues and generates the puzzle.
4. Students do the self-checking puzzle at home.

PUZZLE MAKER — HOW-TO

1. Create words & clues (in the app or preferably in a spreadsheet for easier reuse/sharing; can upload all words/clues at once in the form of a csv file (exported from spreadsheet or typed)).
2. Build (app generates grids to choose from).
3. Adjust appearance (layout, fonts, colors, etc.).
4. Configure "help" (word bank and/or letters).
5. Export to web (or PDF or Apple's Pages app).

PUZZLE MAKER FEATURES

- Optional starting letters; word bank; “show solution” button; timer
- Optional help on demand (hints that have been received are displayed in different font)
- Hosting on your own server or on developer’s server with optional password protection
- Exportable to Pages for more editing (e.g. adding images; more below) and then printing

NOTES TO PREVIOUS SLIDE

- The fact that students can check themselves and then go back and change things reduces pressure and encourages repeat attempts.
- The very structure of a crossword provides its own hints, but you can configure the web version to give single-letter hints on demand. These are in a different font from student input.
- If you're trying to differentiate instruction within a class, you could configure one version to show a word bank or to start with some letters pre-filled.
- Students can compete for best time, if timer option allowed.

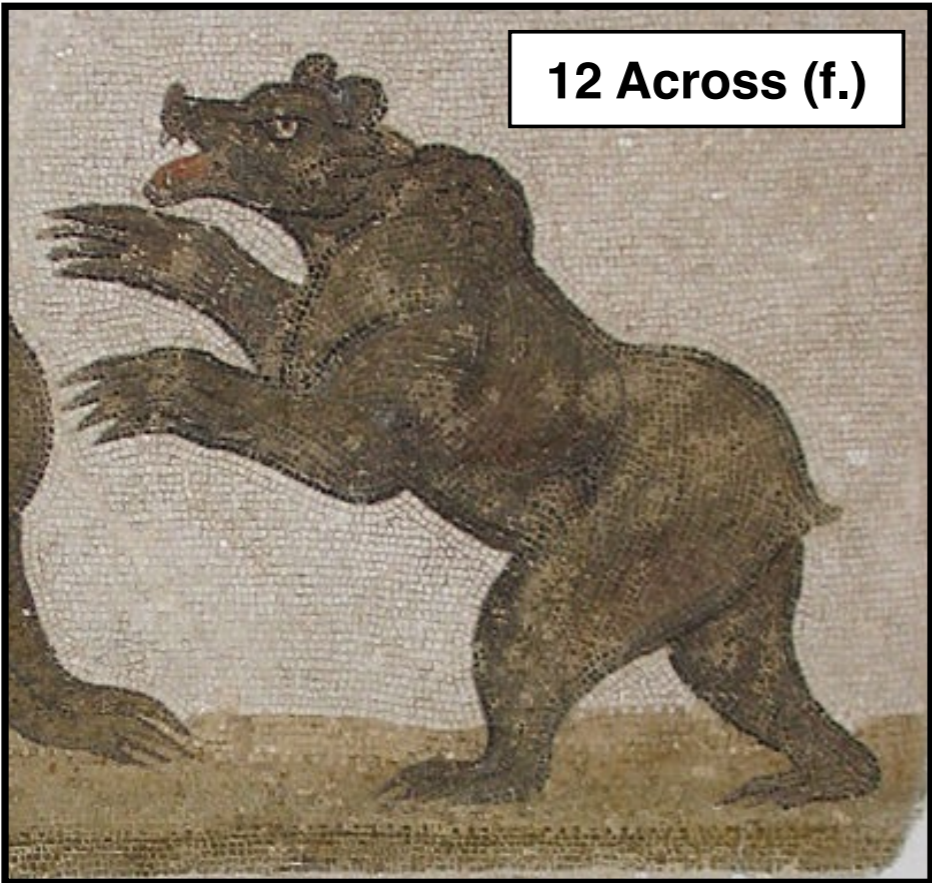


10 Across

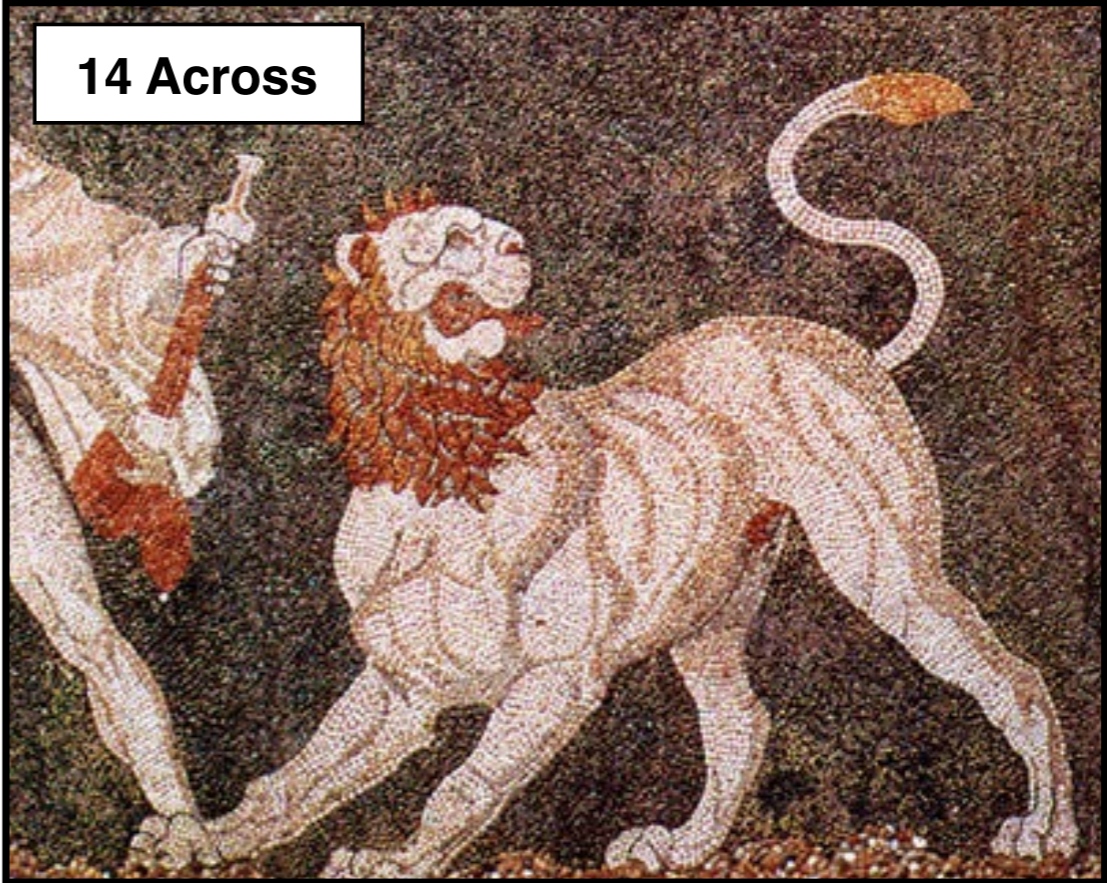


11 Across

Excerpt from sample printable puzzle at https://dl.dropboxusercontent.com/u/2722396/animalia_print_xword.pdf



12 Across (f.)



14 Across

NOTES TO PREVIOUS SLIDE

Export to Pages: you can make a print puzzle with images as clues; nice for younger students (this sample doesn't involve much grammar; just a bit of morphology with gender/number).

I included English for the clues at the end in case people couldn't tell what things were; that could be left out, but you might want to keep it since the main goal here is to know the vocabulary, not to tell if that creature is a horse or a donkey.

Notice how the art is ancient, not modern cartoons or photos. Even if you don't talk much about the art, it may prompt questions from students or just unconsciously accustom their eyes to artistic conventions. Possible tie-ins with culture if students recognize figures (e.g. Romulus & Remus) or topics (e.g. games).

[amuselabs.com
/puzzleme/](http://amuselabs.com/puzzleme/)

WEB (& PRINT)
CROSSWORD
PUZZLES



Puzzle Me™ from Amuse Labs is a first-of-its-kind multimedia crossword puzzle platform to entertain and engage your audience. Create puzzles using your unique expertise, and monetize them in several ways. Embed these beautiful puzzles into responsive websites or blogs, iOS, or Android apps. It takes only a few minutes and it's free!

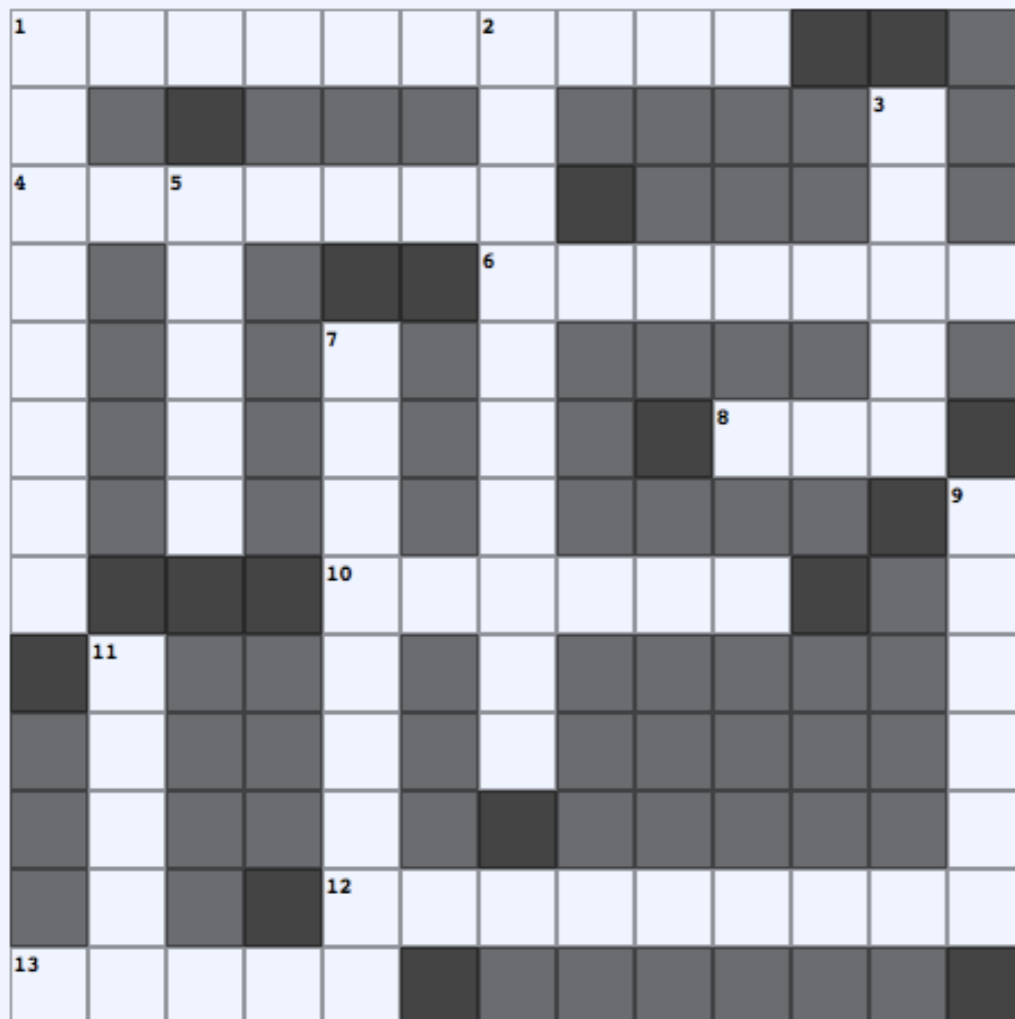
CROSSWORD DEMO 2

[http://amuselabs.com/pmm/
crossword?id=11b9e7a2](http://amuselabs.com/pmm/crossword?id=11b9e7a2)

PUZZLE ME SCREENSHOT



Click on a box or clue to select the word.



Domus Romana (14 clues)
by Hedera

ACROSS

- 1 Per _____ pluvit.
- 4 Romani in _____ se lavant.
- 6 Scriba in _____ scribit.
- 8 Canis in _____ mingit.
- 10 Coquus coquit in _____.
- 12 _____ est plenum aquae.
- 13 Servi sub arboribus in _____ laborant.

DOWN

- 1 Filia in _____ dormit.
- 2 Iuxta ianuam est _____.
- 3



Tigris in _____ stat.



Filius ad _____ cum paedagogo ambulat.

- 7 Parentes in _____ cenant.
- 9 Ianitor _____ custodit.
- 11 Impluvium est in medio _____.

AMUSELABS' PUZZLE ME FEATURES

- Clues can include images, audio, video
- Optional custom hint & link for each clue
- Reveal letter, word, or whole solution
- Timer, custom scoring, & "contest mode"
- Help on demand (but can be disabled)
- Custom audio feedback

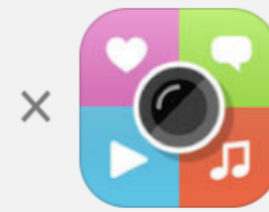
NOTES ON PUZZLE ME

- Free, cross-platform. Puzzles hosted on developer's servers. Can also get an embed code for placing in another website.
- Unique feature (which Puzzle Maker *cannot* do on web) is the ability to use **any media (image, audio, video)** that you can link to as all or part of the clue. With the tiger, you need the picture to solve the clue, but the pedagogue's picture is more like a hint or memory reinforcement. You can tailor to different learners or according to your pedagogy.
- In addition to the timer (which Puzzle Maker also has), there is a scoring feature that you can customize. Contest mode disables hints and hides score.

MULTIMEDIA ANNOTATION

ThingLink

MULTIMEDIA
IMAGE
ANNOTATION



ThingLink
Thinglink
INSTALLED

OPEN

Choose a plan

EDU BASIC

Free

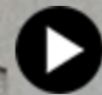
*For testing the potential of interactive images
in education*

- ✓ Basic tagging tools
- ✓ Easily add students
- ✓ Safe and secure browsing
- ✓ Desktop, iOS and Android
- ✓ 1 group, 100 students

[Learn more »](#)

START!

THINGLINK



JACOB BIGELOW STATUIT ET DEDICAVIT.

AMERICA CONSERVATA
AFRICA LIBERATA
POPULO MAGNO ASSURGENTE
HEROUM SANGUINE FUSO

NOTES ON PREVIOUS SLIDE

- Annotate any photo with various types of media. The annotator places little icons (called "tags") on the image and links media to those icons. The audience taps the icons and accesses the media. The media can be other images, video, audio, text, web links, etc. Live demo in next slide.
- ThingLink has a very decent free plan and nice management features for teachers.

THINGLINK DEMO 1

[http://www.thinglink.com/
scene/614215487416434689](http://www.thinglink.com/scene/614215487416434689)

NOTES ON PREVIOUS SLIDE

- I've shown this monument (which is a Civil War Memorial at Mt. Auburn Cemetery in Cambridge, MA) before because I really like the potential for using your local environment and creating resources that can be shared with the community (see ACTFL Communities standard).
- This kind of thing would also be a great "exchange" project that you could do with students from another area. If you were at Jared Simard's talk [ACL 2015] about mapping mythology, you heard how his students document mythologically inspired art and architecture around New York.

WWW.THINKLINK.COM — HOW-TO

1. Upload image from computer, Flickr, Facebook, or URL.
2. Click anywhere to add a tag and link to content.
 - Link to known content (your own or others').
 - Search for related content.
3. Optionally, customize tag icons; add captions.
4. Share by link, embed, Facebook, Twitter, Edmodo, etc.

Newly uploaded image at ThingLink.com

thinglink..
TEACHER

SEARCH STREAM ME STATS BROWSE STUDENTS CREATE UPGRADE ACCOUNT

Search for content



TITLE: Mount Auburn Sphinx

↑ Add videos, music or photos on your image.



FIT



⚙️ Sharing settings...

Save Image

Adding a tag to known media at ThingLink.com

EDIT TAG

Link or image address
http://

T Text **B** **I** **H** Icon

Tag styling
Tag styling settings are available to Pro users only. [Learn more](#)

TITLE: Mount Auburn Sphinx

SELECT ICON TO USE

JACOBI BIGELOW STATUIT ET DEDICAVIT

AMERICA CONSERVATA
AFRICA LIBERATA
POPULO MAGNO ASSURGENTE
HEROUM SANGUINE FUSO

CANCEL SAVE TAG

Sharing settings...

Save Image

Searching for related media at ThingLink.com

mount auburn TITLE: Mount Auburn Sphinx

- Mt Auburn Cemetery in Spring by Growing Wisdom More from YouTube >
- Mount Auburn Cemetery in the Fall by More from YouTube >
- A Video Tour of the Mount Auburn Cemetery by Dick More from YouTube >
- Wall Clock Earth at Night 16 inch Quartz Surface More from Etsy >
- Wall Clock Tie Dye 16 inch Quartz Surface Mount More from Etsy >
- Wall Clock Daffodils 16 inch Surface Mount Quartz More from Etsy >
- Orchard Oriole- Mount Auburn Cemetery, More from Soundcloud >
- ARTery At Mount Auburn Cemetery by Radio Boston More from Soundcloud >
- Mount Auburn cemetery in Cambridge Ma. by More from Soundcloud >



Sharing settings

NOTES ON PREVIOUS 3 SLIDES

1. On the uploaded image is a banner "Click to add a tag"
2. So just click anywhere on the image and one of those little icons appears. In the right-hand sidebar, you have a place to add a link to whatever media you like and a place to add some text (like a caption). You can also customize the icon (partial selection visible, but choices have changed since). Once you're done, you can move the icon around as well.
3. If you don't already have something to link to, you can use ThingLink's search feature, but I don't see a lot of value in this pedagogically. Ideally, students should already have done their research/preparation and found or created things to link to.



Jacob Bigelow statuit et dedicavit

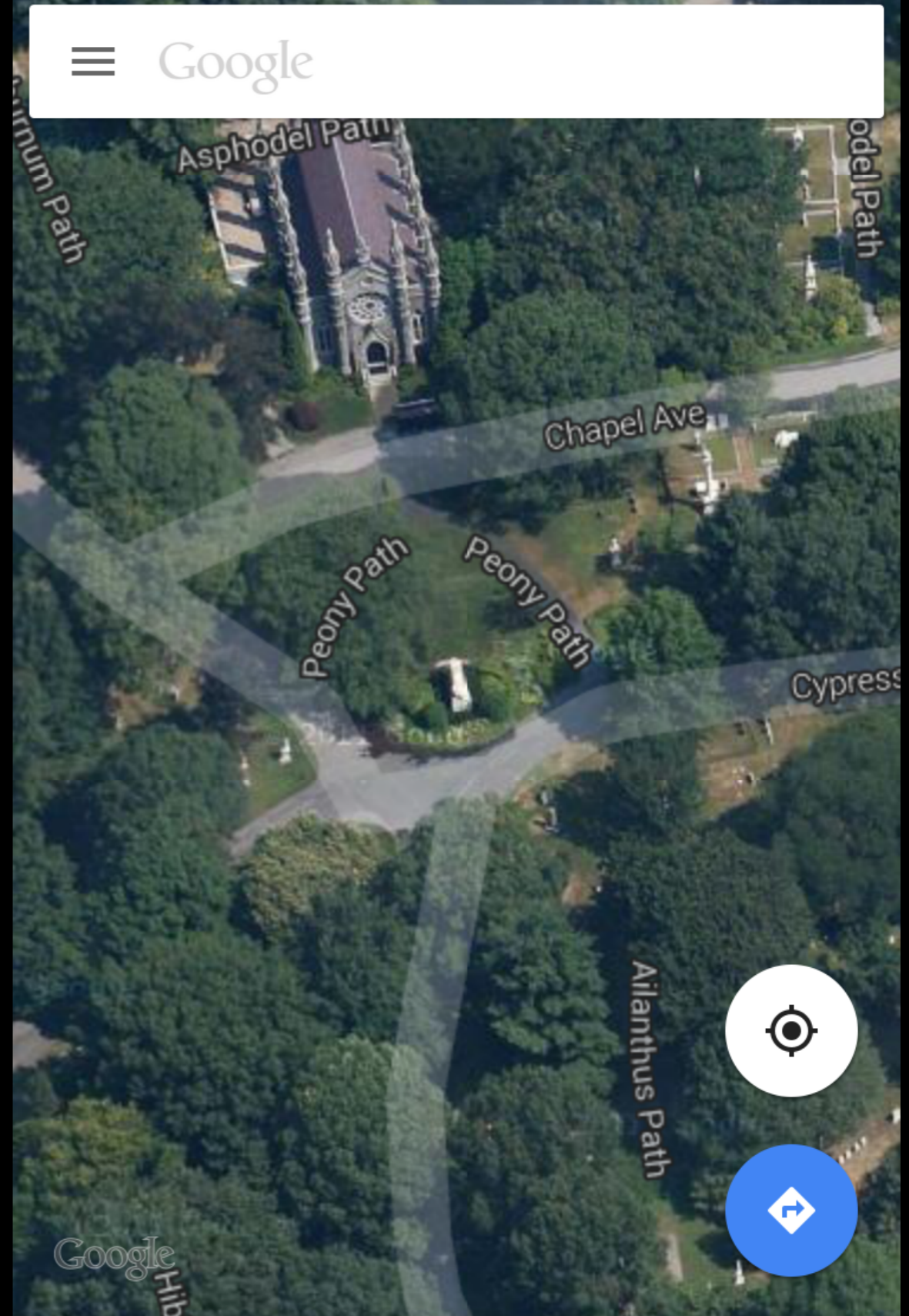
chirbit

posted 1 month ago by IvyJL
length: 00:00:05
listens: 3

Sphinx_Credit

tags:
Latin, inscription

0 Comments:



NOTES ON PREVIOUS SLIDE

- In addition to the web app, ThingLink has very robust mobile apps that can be used for viewing annotated images. On the left [previous slide], you can see how the Chirbit audio player looks on a phone (the demo now uses AudioBoom and Tellagami as ways to include audio). On the right, you see what happens when you click on the Google Map linked to the image; it opens the embedded satellite view in full screen.
- You can also use the ThingLink app for iOS and Android to create annotated images, using the built-in camera on your device. So the whole project could be done in the field.

THINGLINK MEDIA TYPES

- **Text**
- **URL** (including @Twitter)
- **Photo** (choose images from device or link to a service like Flickr, Instagram, Imgur)
- **Audio** (link to a recording on a service like Chirbit or Audioboom to get an embedded audio player)
- **Video** (film with device camera or link to YouTube, Vimeo. Also apps like Tellagami.)

NOTES ON PREVIOUS SLIDE

With a little fiddling, you can even link to a Google Doc, which is a good way for students to add a bibliography or image credits (teach those good research habits now!). See help here: <https://www.thinglink.com/help/GoogleDocs>

ADMIN FEATURES OF THINGLINK

- Images can be unlisted (only available by link)
- Can allow others to edit (for collaborative projects)
- Free basic educational plan (<https://www.thinglink.com/edu-options>)
- As a teacher, register students yourself

THINGLINK DEMO 2

[http://www.thinglink.com/
scene/629455140214013954](http://www.thinglink.com/scene/629455140214013954)

NOTES ON PREVIOUS SLIDE

- Annotating local monuments is a great Communities activity, but of course you could do this with ancient art, inscriptions, coins, etc.
- Or you could go in a different direction and have students annotate things that they create, demonstrating cultural knowledge while using the language. Again, this should not be just an exercise in labeling; require full sentences or even specific constructions; I put a lot of datives of possession in this gladiators demo (previous slide).

COMIC
CREATION

NOTES ON PREVIOUS SLIDE

- You can use comics as an alternative to a usual activity; e.g. if you typically have students retell a story that they've heard from you, let them make a comic version of it. Or if your students create new stories together by each adding one sentence onto the previous one, then you could collectively make a comic book by each adding one panel. So again, work within your established pedagogical framework.
- Like crosswords, comics don't have to be electronic, but what advantages do we gain if they are?

ADVANTAGES OF DIGITAL COMICS

- Easy to edit (no excuse to allow mistakes to stand; I actually corrected the next slide since first presenting this.)
- Can duplicate for multiple versions
 - translated version for sharing to those without Latin
 - updated version as skills develop, allowing students to see their progress

Ludi Romani



NOTES ON PREVIOUS SLIDE

- Download the full-size PDF: <https://app.box.com/s/ikmh9shpuh3kp6fj0zsqo3bn89xwnw6r>
- An example of something that might have been made as a review project, with specific requirements: just these four panels have at least two each of future tenses, participles, ablatives, deponents, personal pronouns, and imperatives (frequent problem areas for our 2nd–3rd semester students).
- It also demonstrates cultural knowledge, so this could be an alternative to a thematic presentation.
- Suetonius on animal sounds: http://www.hs-augsburg.de/~harsch/Chronologia/Lspost02/Suetonius/sue_anim.html

Comic Life

DIGITAL COMICS



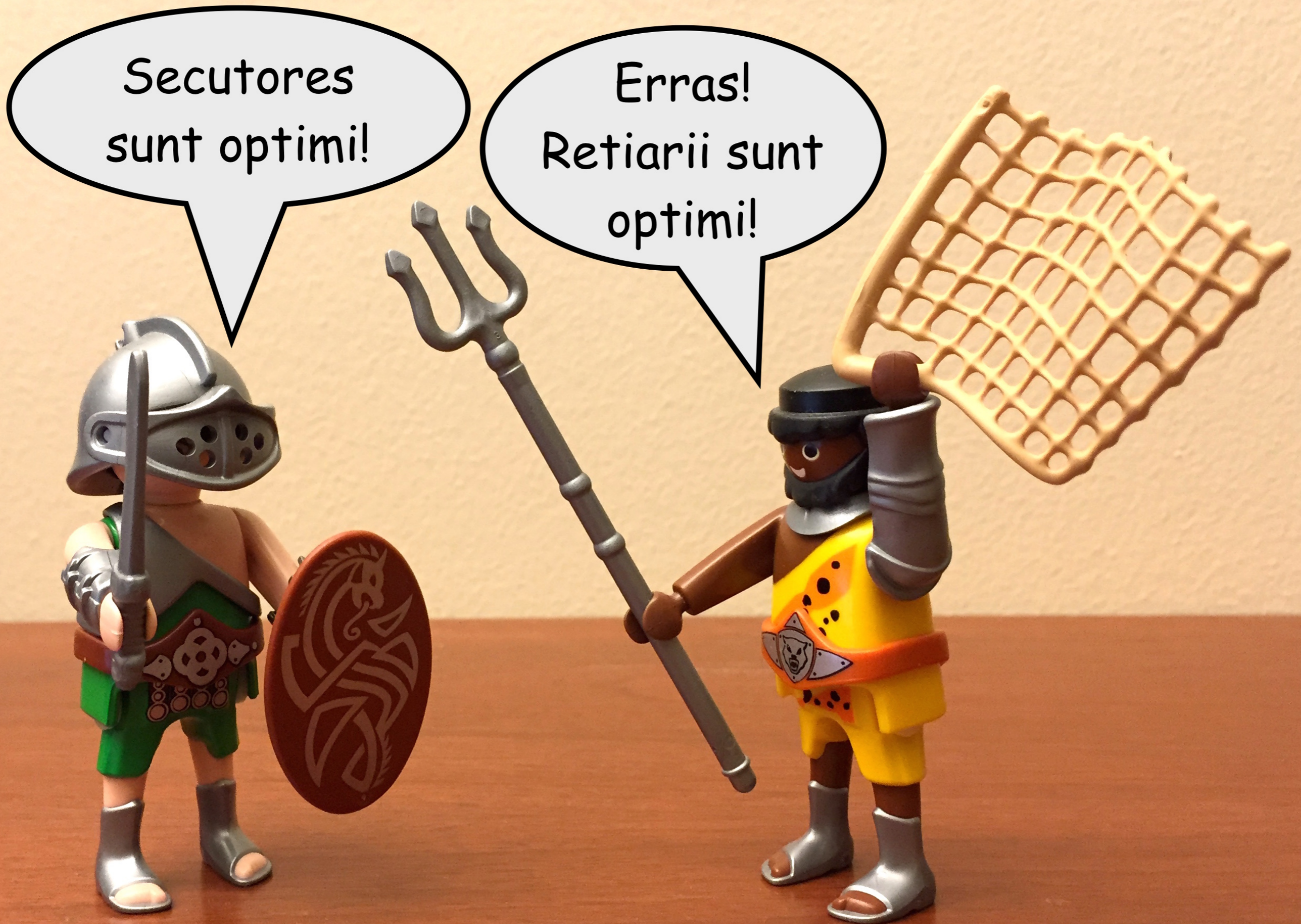
NOTES ON PREVIOUS SLIDE

- “Ludi Romani” was made in the quite sophisticated app, Comic Life (version 3; not free; Mac and iOS only). Many features e.g. “instant alpha” for removing backgrounds, a built-in script editor, multi-tailed and linked speech bubbles.
- There are so many options that students may get bogged down in the aesthetics; for younger students, you may want to use a simpler app (see below).
- I would have students draft the text first and workshop the language in class. Once it’s correct, they can spend as much time as they want at home playing with the app.

APPLE'S PREVIEW APP

Secutores
sunt optimi!

Erras!
Retiarii sunt
optimi!



NOTES ON PREVIOUS SLIDE

- Apple's built-in image viewer, Preview (free; nothing to install, no web access needed) lets you add simple speech bubbles and text boxes.
- Pretty much limited to one-panel comics, but both the sample activities we'll look at involve only a single panel.

ACTIVITY 1: MATCH THE CAPTION

1. Students each construct a one-panel comic.
2. Distribute each comic to a different student, who creates a caption for it while instructor provides aid as-needed.
3. Instructor displays all images and collects captions.
4. As instructor reads/shows each caption, students demonstrate understanding by choosing which image goes with that caption.

NOTES ON PREVIOUS SLIDE

- Initial comic creation ideally should be done at home (esp. if limited to minimal speech, so no need to check for correctness).
- This could all be done on paper, but you'd have to collect paper and scan it all to project or to integrate into other apps.
- Another thing I like about using photos and an app is that the less-gifted artists/letterers don't feel stressed or outclassed. Elizabeth Solomon [ACL 2015] also mentioned being considerate of the less artistic members of the class when doing creative assignments.

ACTIVITY 2: CAPTION CONTEST

1. Students each create an image.
2. Students (individually or in small groups) create captions for the images that are not their own, while instructor assists as needed.
3. Instructor collects all the captions for each image and sets up a poll to vote for favorites.

NOTES ON PREVIOUS SLIDE

- This is like caption contests in newspapers, where an image is supplied, readers are invited to create their own caption for it, and someone's caption is judged best.
- If you have twelve students, maybe try four groups of three people each, so that each group has nine images to caption and each image will have three captions from which to vote on a winner.
- When you vote for favorites, this can be electronic as well, using something like [Poll Everywhere](#).

POLL EVERYWHERE SCREENSHOT

Vote for your favorite caption

📶 When poll is active, respond at Pollev.com/ivylivingstoo16

📱 Text **IVYLIVINGSTOO16** to **37607** once to join

🕶️ Answers to this poll are anonymous



Puer: "Venditor dixit eam fēlem magnam esse."

Puer: "Venditor dixit eam omnēs nostrōs mūrēs ēsuram esse."

Mater: "Dīc mē ubi sit paedagōgus?"

Total Results: 22

NOTES ON PREVIOUS SLIDE

- Note that I've created captions as if the teacher had given instructions to use some sort of indirect construction.
- The way to add an image as part of the question in Poll Everywhere is under Visual Settings > Instructions View Settings. You can also make a clickable image.
- I like polls because every question is addressed to every student; they can answer without pressure if you make responses anonymous; and you can see the aggregate of the answers. In this case, the poll itself is *not* an assessment. The real work has been done in creating the captions and reading them; it doesn't really matter which you pick.

MORE NOTES ABOUT COMICS

Because they involve direct speech from characters, comics are handy when students are learning indirect speech. You can ask them to make a comic at home and then in class work through each one turning it into indirect speech (doing the hard stuff together). You can ensure variety in the originals by, for example, requiring a different verb tense or syntactic construction from each student, which builds in review. This saves you time because the students are creating the examples that you will use in class. Or, conversely, you can work through a narrative told indirectly together and then have the students turn it into a comic, converting the indirect speech into direct, so again the input is more complex and the output expected from the students is simpler.

HOW TO CREATE COMICS

- Comic Life 3, by Plasq (Mac, Windows, iOS)
- Halftone2 (iOS)
- Preview app (included with all Macs; good for basic single panel)

NOTES ON PREVIOUS SLIDE

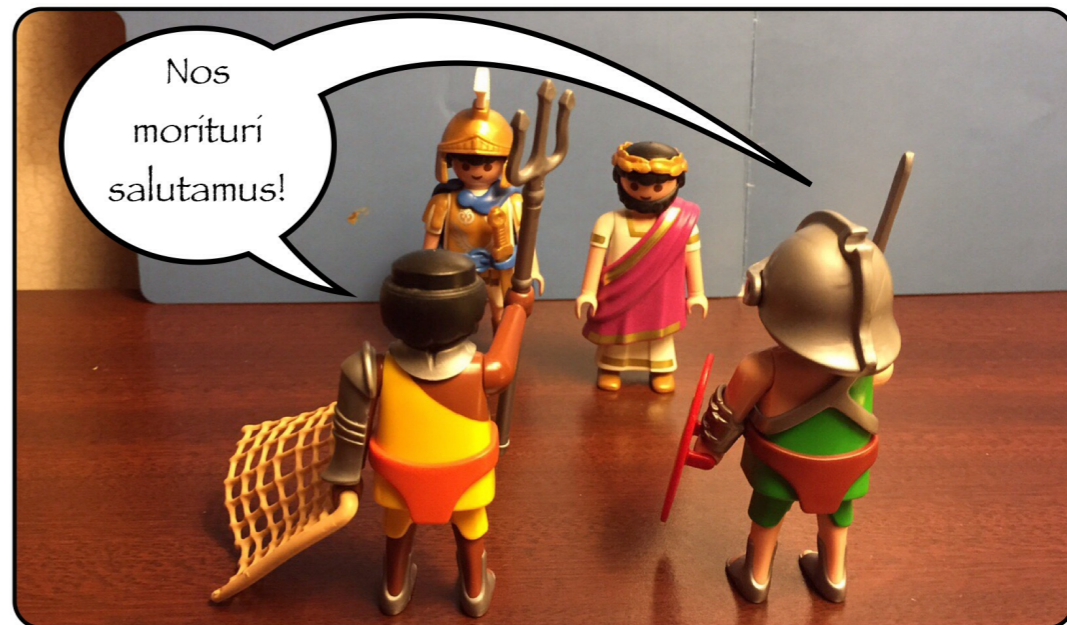
- Comic Life is by far the most capable, as noted earlier.
- Halftone2 works on iPhones as well as iPads. Used for tiger comic (backgrounds first replaced in Photoshop). https://dl.dropboxusercontent.com/u/2722396/Halftone2_Tiger.jpg
- Bitstrips uses pre-made objects and characters that can be customized from an array of choices. Jennifer Jarnagin showed Bitstrips at ACL 2015. I was initially concerned about the modernity of it, and so liked how she used dresses and sandals on the men to imitate Roman clothing.
- Comic Life has nice templates, some of which are for storyboards (see next slide), which brings us to movies.

Storyboarding in Comic Life 3

Shot 1:
Gladiatores entrant.



Shot 2:
Gladiatores principem
salutant.



Shot 3:
Gladiatores se vertant.



STOP-MOTION ANIMATION

NOTES ON PREVIOUS SLIDE

- You can do similar projects with stop-motion as with comics, such as retelling a story that has been read or heard.
- But one thing we didn't mention before was telling an alternate version of something. We get alternate versions in classical literature, e.g. did Helen go to Troy or not? So the students aren't just making random things, but working within the tradition.
- Could also make prequels or sequels. Like the alternate versions, these are nice because students should have vocabulary from the original that they can reuse.

iStopMotion by Boinx

STOP-MOTION ANIMATION



Audio Library

Record



00:00

Secutus v. Retiarius



[Movie not viewable on PDF]

HOW TO CREATE STOP-MOTION

- iStopMotion by Boinx (Mac)
- iStopMotion by Boinx (iPad)
- Stop Motion Studio (iOS)
- Clayframes (Android)

NOTES ON PREVIOUS SLIDE

- Can include audio (characters speaking and/or voice-over narration).
- Even with sound, I think it's good to have students provide captions as well. This gives you an opportunity to talk about creating accessible digital objects and how captions are necessary for the hearing-impaired community and important for non-speakers of whatever language the video is in. If your students are doing a modern language also, have them provide subtitles in that too (ACTFL Connections standard).
- Again, this facilitates sharing with a broader audience.

INTERACTIVE
FICTION

NOTES ON PREVIOUS SLIDE

By “interactive fiction” here I mean “choose-your-own-adventure” type activities. You can make such things in Powerpoint or Keynote, but that requires linking to specific slides by number and is hard to distribute in a way that doesn’t let people just look through the slides. But there is specialized software that both makes it much easier to create and makes it possible for people to play online.

Twine

INTERACTIVE FICTION



In tabernam ambulas.
In taberna sunt multi viri.
Alii edunt; alii bibunt.
Femina poculos vini portat.
Puer cibum portat.

Visne in taberna manere et vinum bibere?

Visne ex taberna exire?

TWINE DEMO

<https://db.tt/nyuaZUb1>

NOTES ON PREVIOUS SLIDE

- Twine (free; either online or via a desktop app for Mac/Windows/Linux). Not very hard to learn; but whether or not you want to have students author their own stories depends on various things. Authoring requires composition, but playing requires only reading. If students make stories for one another, they practice both. You can have older students make things for younger students (what we ask students to produce shouldn't be as hard as what we expect them to understand).
- If you have to support a single class of differing levels, more advanced students can author and the less advanced play. The more advanced students can play-test (and proofread!) one another's first.

TWINE GAMEPLAY SCREENSHOT



In tabernam ambulas.
In taberna sunt multi viri.
Alii edunt; alii bibunt.
Femina poculos vini portat.
Puer cibum portat.

Visne in taberna manere et vinum bibere?

Visne ex taberna exire?

NOTES ON PREVIOUS SLIDE

- The text is entirely in Latin and the “story” is set in a Roman context, so again we’re combining culture and language. The right choices are the ones that show understanding of *pietas*.
- Added images bring in reception of the classics and may provide help in understanding the text.
- Now you’re probably thinking: “Couldn’t students just guess their way through this?” Sure, but you can build in some “checks.” So if a student chose the first option on the page shown, (s)he could get a question to check understanding of the grammar involved.



(Based on the choice you made, how would you say what you are doing?)

In taberna maneo et vinum bibo.

In tabernam maneo et vinum bibo.



Your answer "In tabernam maneo et vinum bibo" was ungrammatical because *in* plus the accusative is normally used with verbs of motion and means "into" or "onto."

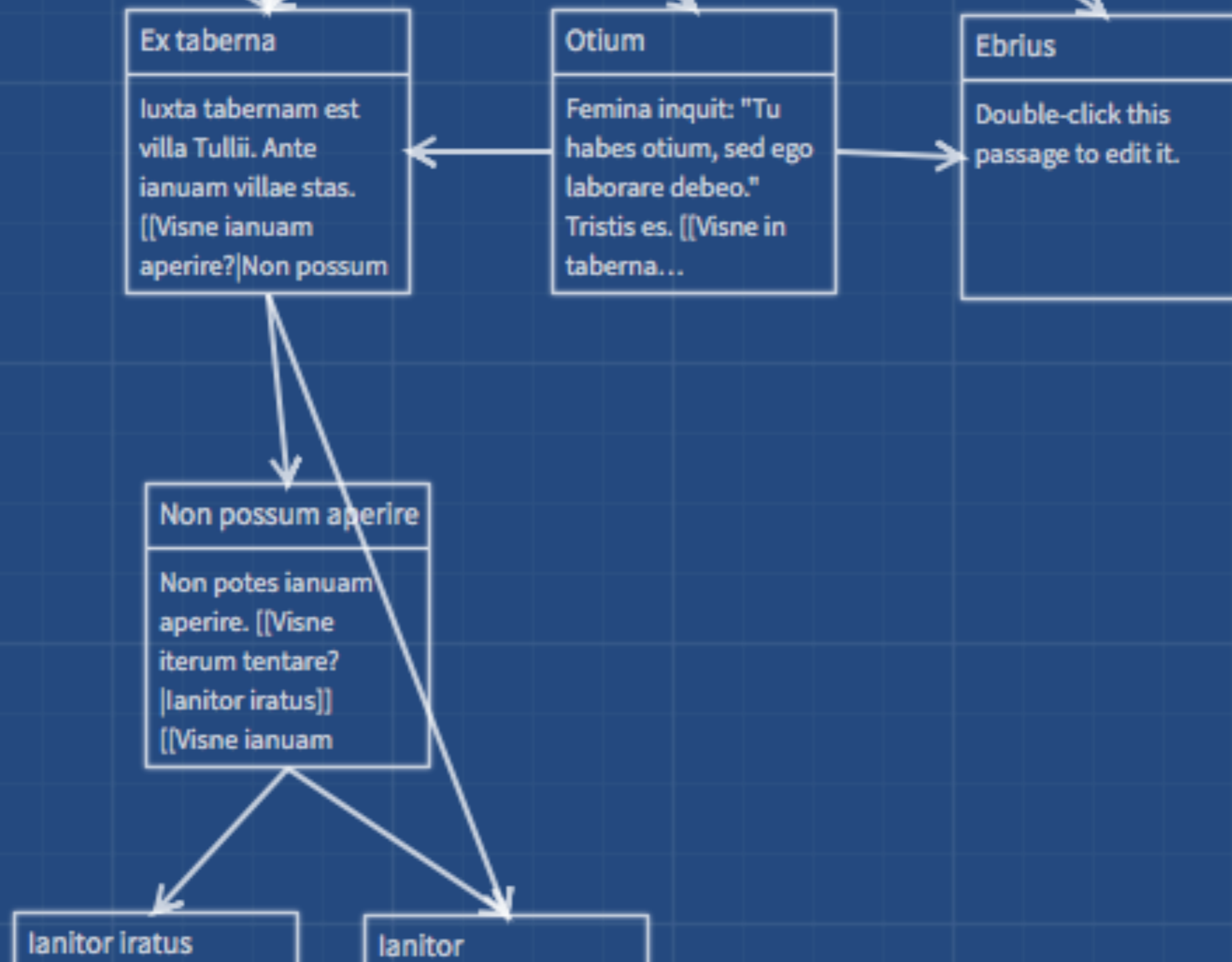
You are already *in taberna* (*in* + ablative) and have chosen to stay *in taberna*; no motion is involved.

The correct answer was **"In taberna maneo et vinum bibo."**

NOTES ON PREVIOUS SLIDE

- The “check” question is in the top image. Students answer in the same way they make other choices in the game. If they answer incorrectly, you can provide some timely feedback and guide them toward the correct choice so that they can proceed (bottom image).
- As with the crosswords, we’re creating an environment where students get help as needed and can go back and try again (instead of having the link to the correct choice, as shown, you could send them back to the previous page to choose again).

AUTHORING IN TWINE



NOTES ON PREVIOUS SLIDE

- For authoring, Twine provides this schematic view so that the writer can easily see (and change) where various choices lead, and see where there are unfinished places.
- Before using Twine, however, I would encourage planning either on paper, or with a mind-mapping application that's a little easier to read.

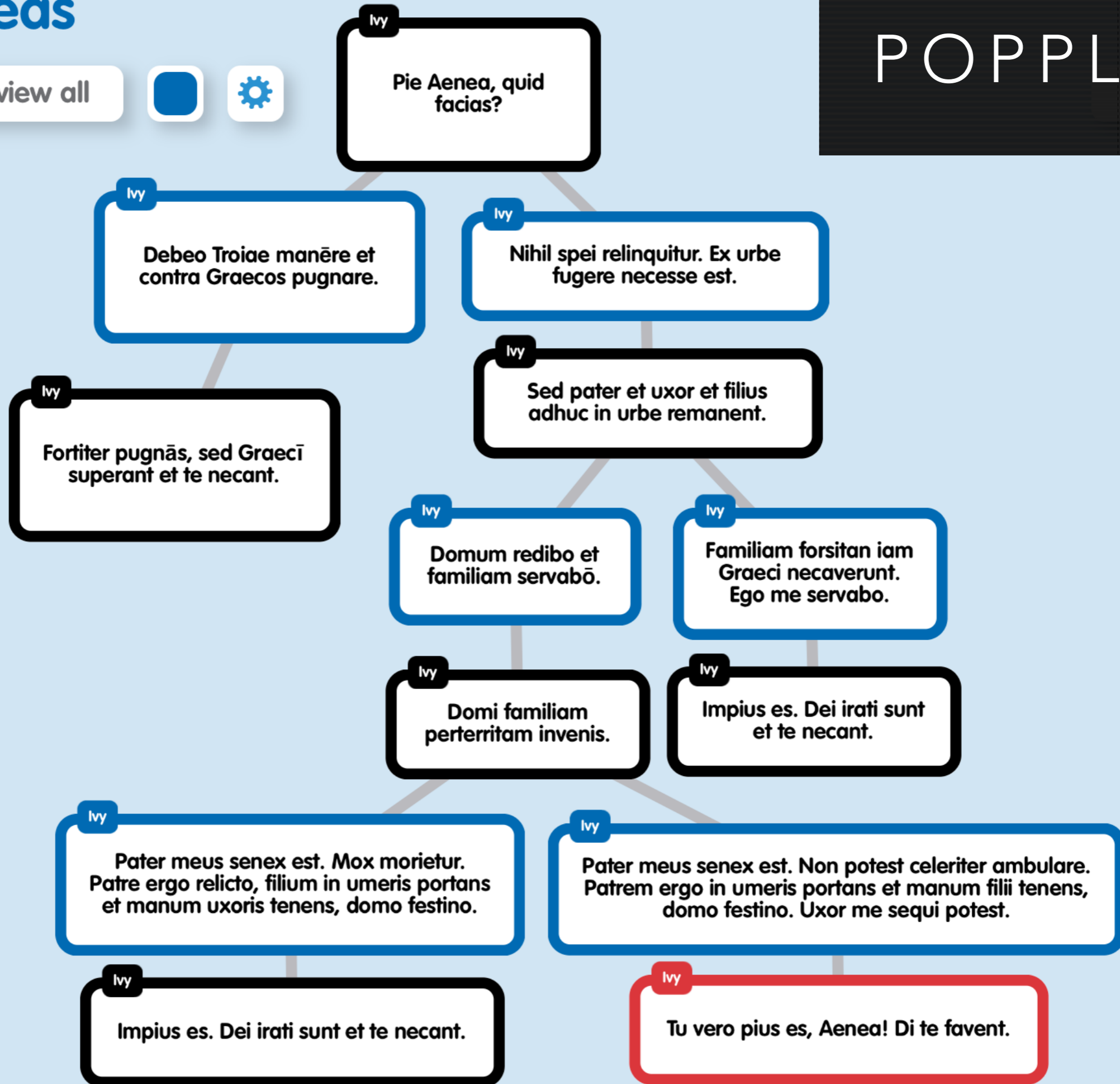
Pius Aeneas

home

view all



POPPLLET



NOTES ON PREVIOUS SLIDE

- Popplet is nice for this [iOS app or a Flash-based web app]; I've made borders of descriptive passages black, choices blue, and the end red). Particularly for student authors, I would insist on checking for accuracy at the planning stage; if one student's output is going to be another's input, it needs to be technically correct, if not idiomatic.

TWINE SYNTAX

- Add a choice in double square brackets
[[Volo entrare]]
- Optionally give the destination of this choice a name by adding a vertical line, then the name
[[Volo entrare|vestibulum]]
- Images are added using an html image tag

NOTES ON PREVIOUS SLIDE

- Twine authoring is partly graphical, but also uses a particular syntax for specifying choices.
- You can give each choice a name. The player doesn't see names; just for convenience in authoring, as far as I can tell. If you don't give a name, the whole text of the choice will be used, which can be unwieldy.
- Images are linked to in the same way that you would if you were writing a webpage in HTML. You don't really need to know HTML, you can just copy paste the example "image tag" and swap out the url. If you do know a little HTML, you can add image size and border (at least). If your students have learned HTML is a computer class, make that Connection.

TWINE HOSTING

- App exports a single HTML file which you can host yourself (even from Dropbox).
- You can give the file to people to play locally.
- Free Twine hosting: <http://www.philome.la>

NOTES ON PREVIOUS SLIDE

- What Twine produces is a single HTML file, which you can host on a web server. Even linking from Dropbox seems to work (probably needs to be in Public folder).
- Note that any images have to be on servers somewhere themselves, so that you can link to them in Twine. The demo images are linked from Wikimedia Commons.
- You can even just send the file to someone and they can open it locally in their browser. That would let other people copy it or modify it, but that's not hard to do anyway since it's pretty easy to see the source code of any webpage.
- Finally, there is a service that hosts Twine stories for free.

InkleWriter

INTERACTIVE
FICTION



Start

Pius Aeneas

by Hedera



Troia ardente, o pie Aenea, quid facias?

INKLEWRITER DEMO

[http://
writer.inklestudios.com/
stories/45bd](http://writer.inklestudios.com/stories/45bd)

NOTES ON PREVIOUS SLIDE

- Another platform, Inklewriter, is perhaps a bit easier for authoring since you don't need brackets for choices (just click to add) or html tags for images (images are drag-and-drop).
- Authoring is all online and stories are hosted by developer.
- Demo is Inklewriter version of "Pius Aeneas," with one additional scene at end.

INTERACTIVE FICTION

- Self-guided
- Encourages repeat attempts to reach goal
- Possibly multiple pathways to success
- Allows for visual support
- Provides immersive, compelling experience (we hope!)

FINAL THOUGHTS

- Work on language and culture simultaneously.
- Stay in context with ancient art, themes.
- Student-generated input is OK if based on good models and “quality controlled.”
- Language work should be completed (and checked!) before tech is applied.

NOTES ON PREVIOUS SLIDE

- You don't have to choose between doing language and doing culture; you have more time for both if you do them simultaneously.
- Talking about modern stuff makes people spend too much time worrying about vocab (how do you say "selfie stick"?) and not enough on morphology and syntax. An alternative to talking about their actual lives would be to have students each create a persona for the semester/year (farmer, gladiator, poet, soldier, queen of Egypt, whatever). Then they could give updates on their activities that are culturally appropriate, instead of what they actually did over the weekend.

NOTES ON PREVIOUS SLIDE, CONT.

- I've heard people argue that input for students needs to be teacher-generated. While we don't want students learning from things with mistakes, I'd say that the products just need to be quality-controlled, based on good models, and possibly constrained (to avoid errors resulting from over-ambition).
- The teacher can be the final checker, but I don't see why students shouldn't look at one another's drafts and offer feedback (as one would with writing assignments for other classes). The combining of text with tech should be the last stage of the process.

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