

CFP: Rethinking Memorization in Learning Latin

The CAMWS Committee for the Promotion of Latin (CPL) is now inviting contributions for the CPL panel of the CAMWS annual meeting at Boulder, CO, March 25-29, 2015.

While a lot of research has been done to make memorization more effective, the implementation of new methods does not always bring the desired results. Many instructors of Latin have noticed a change in their students' ability or willingness to memorize and use morphology, vocabulary, and grammar effectively in reading and translating. Why is there this disconnection? How can instructors of Latin remedy this classroom dilemma? In search for answers, CPL cordially invites contributions that rethink memorization in learning Latin.

The upcoming CPL panel will include (but will not be restricted to) the following key questions:

- Are Latin students actually learning less than they used to? One hears that a lot, but what data from standardized tests, or other kinds of data, support this view?
- Given that the empirical evidence for different learning styles is very weak, should Latin pedagogy seek and coalesce around a set of techniques that are demonstrably effective? And do we in classics have sufficient resources to verify and promote such techniques?
- How can we redefine the term memorizing and refurnish its conceptual space in the instruction of Latin?
- How can instructors of Latin make their expectations of student learning more explicit and get students, administrators, and parents on board?

Those who wish to offer a short paper (15 mins) are invited to send a one-page abstract to cpl@camws.org by **Monday 28 July, 2014**.