BLENDED LEARNING AND INTERPRETER TRAINING

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Introduction

- Brief project background
- Motivation
- Pilot study
  - Aims and goals
  - Questionnaire
  - Results
- Future work
- Conclusion

Project background

- □ Small-scale project
- □ Financed by the Slovenian Research Agency
  - ◘ 2015–2018
  - ◘ Promotion of bilateral collaboration between Slovenia and several other countries
    - ▪ Slovenia-Russia

Motivation

- Bilateral project between Slovenia and Russia, initially focused on virtual environments for interpreters

- Technology changed the interpreting profession as well as interpreter training

- In higher education, blended learning has become a part of modern study programs

Pilot study

- Brief pilot study on
  - technology use, online programs, tools and resources during the MA study of interpreting in Ljubljana and Astrakhan
  - Alumni
    - N = 40 (20+20)

Main goal

- To get feedback from our former students

- To determine whether the use of technology in interpreting training differs between the two institutions.

   - And, if it differs, why?

Questionnaire

- 15 questions
  - Ljubljana: online tool 1ka – http://english.1ka.si/ – developed by the Faculty od Social Sciences, University of Ljubljana
  - Astrakhan: Word document form

Questions

**Which** collections of speeches did you use in interpreting practice?

- **How often** during your interpreting studies did you use social networks for faster communication?
- **How often** during your interpreting studies did you use a tablet, a smart phone, etc.?
- **Which** of the below-mentioned devices did you use for study purposes most frequently?
- **How often** during your interpreting studies did you use an e-classroom, e.g. Moodle?
- During your interpreting studies, **did you have** any lessons in a virtual environment?
- …

Questions

- Do you think that the interpreting programme should incorporate the use of more online tools and links? If yes, which?

- How could the study program of Conference Interpreting be improved by the use of information-communication technology (ICT) at your faculty?
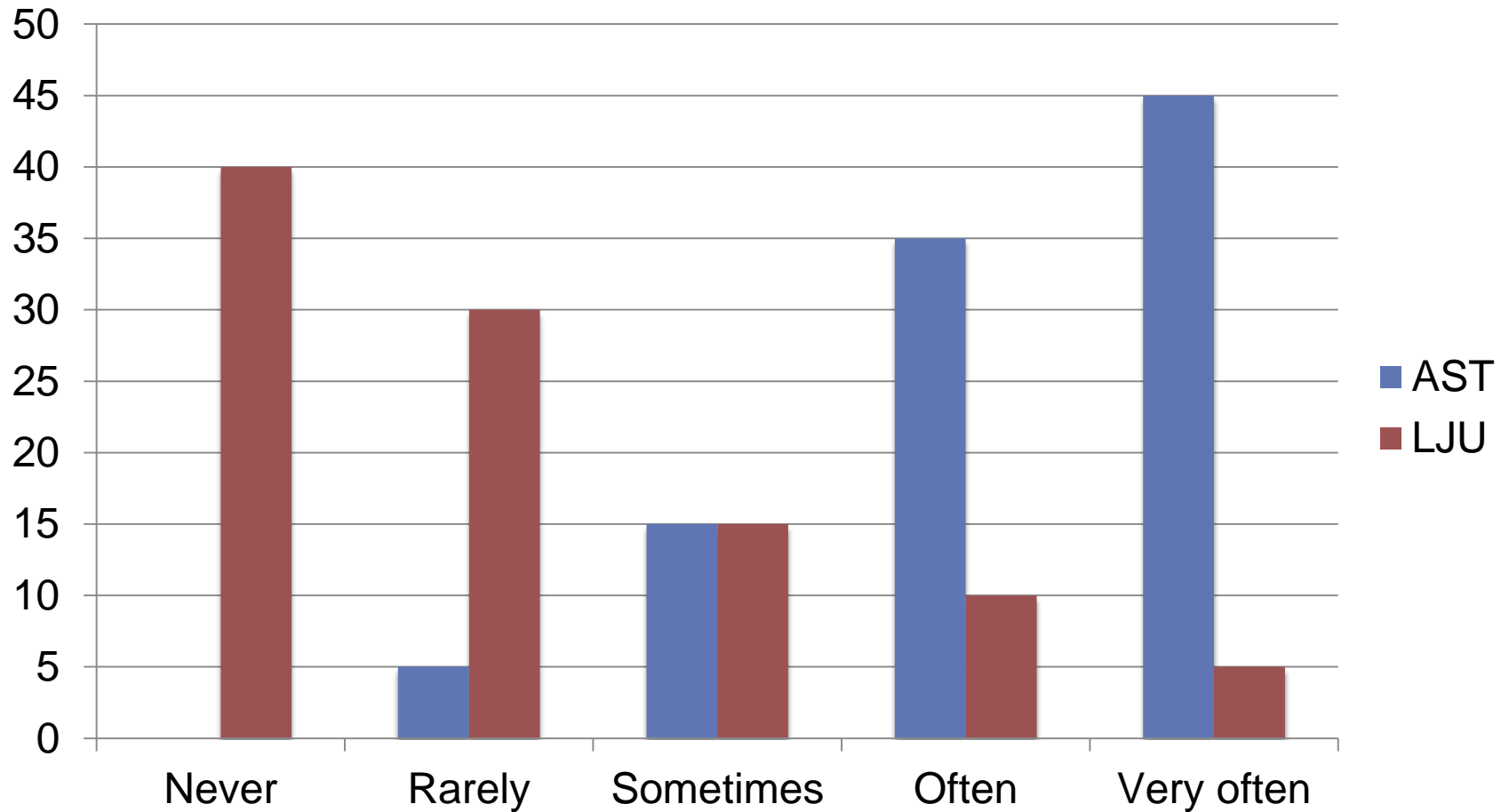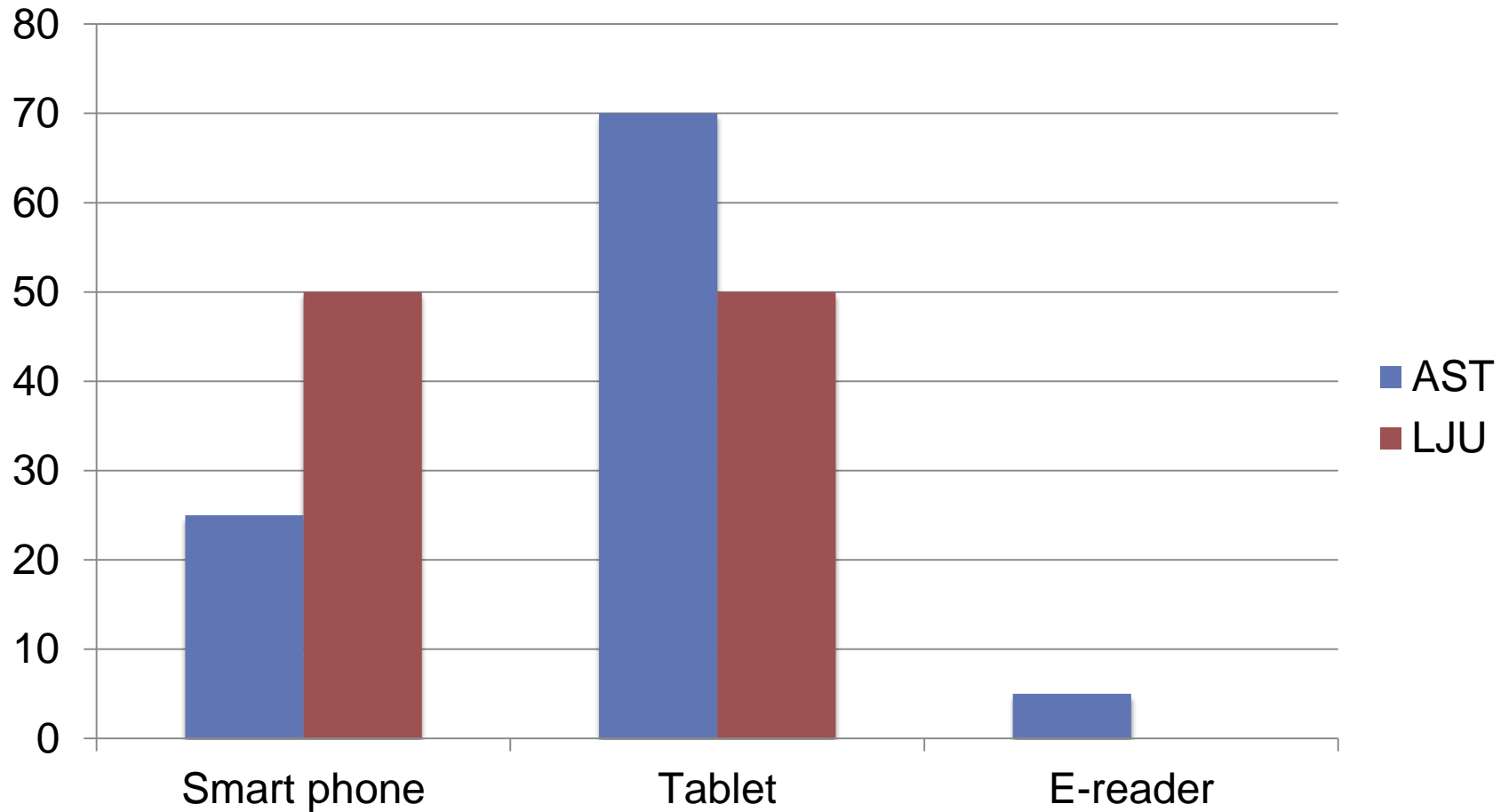
Speech depositories used
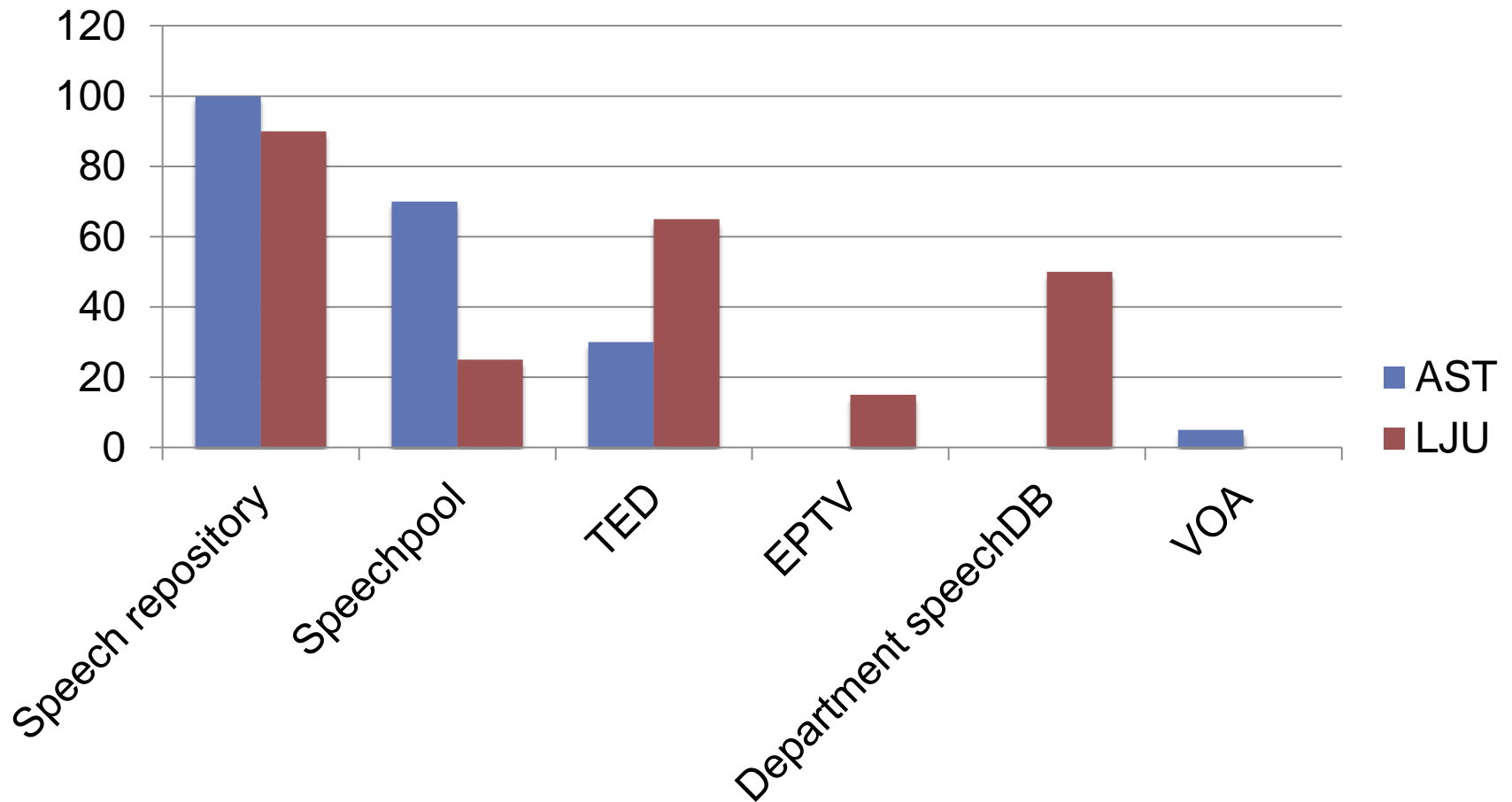
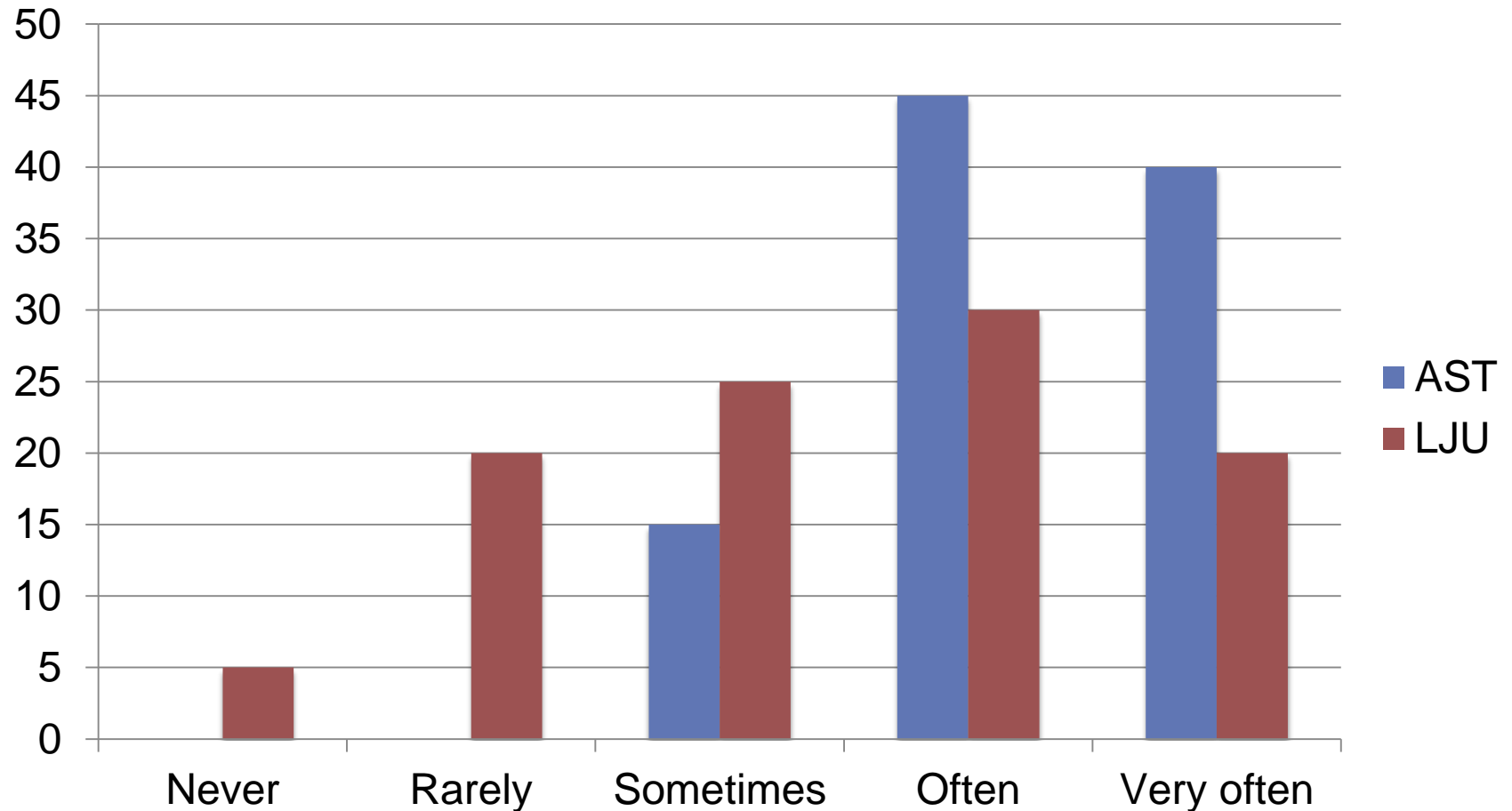# Resources used during preparation
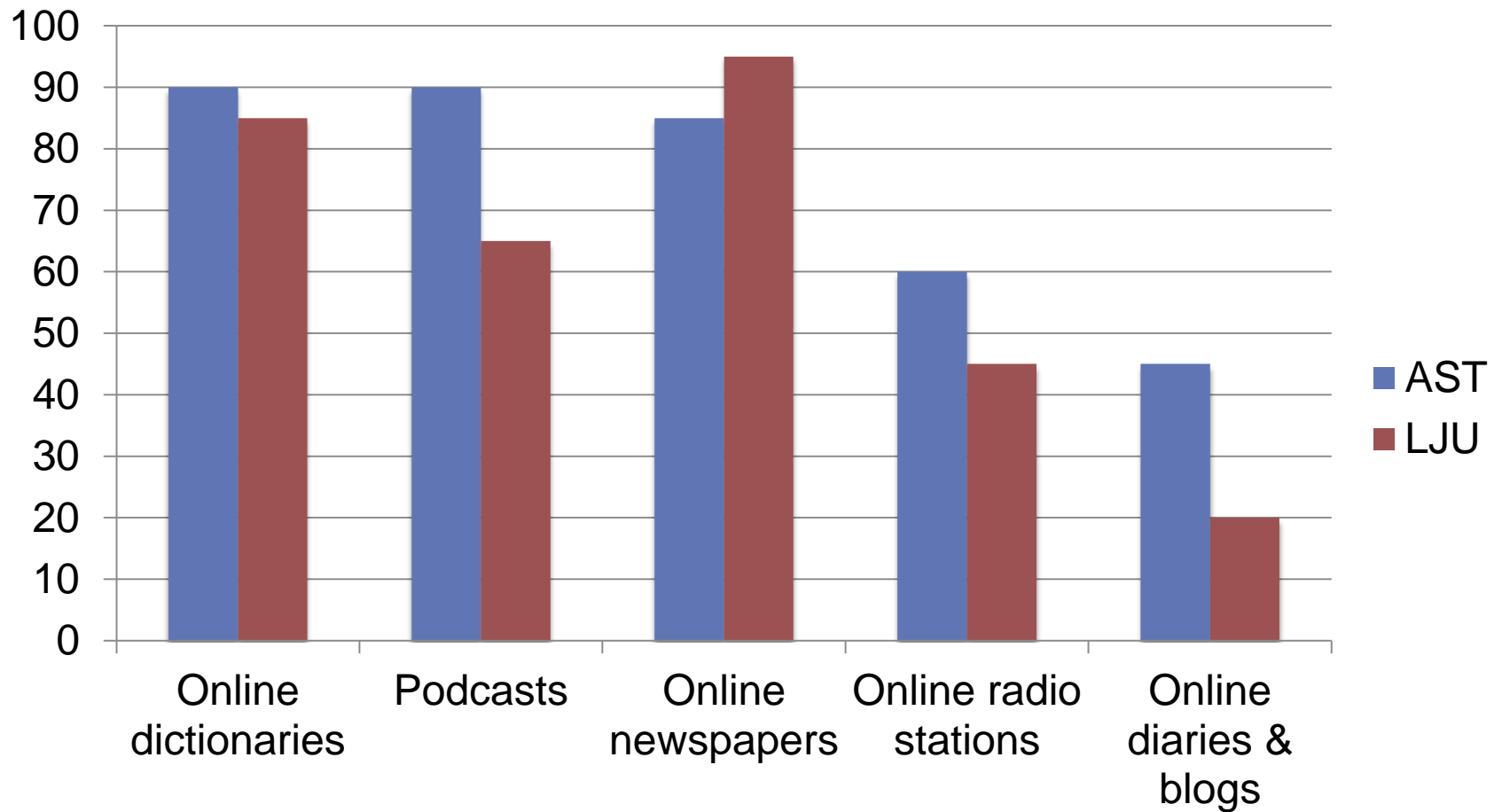
Use of social networks

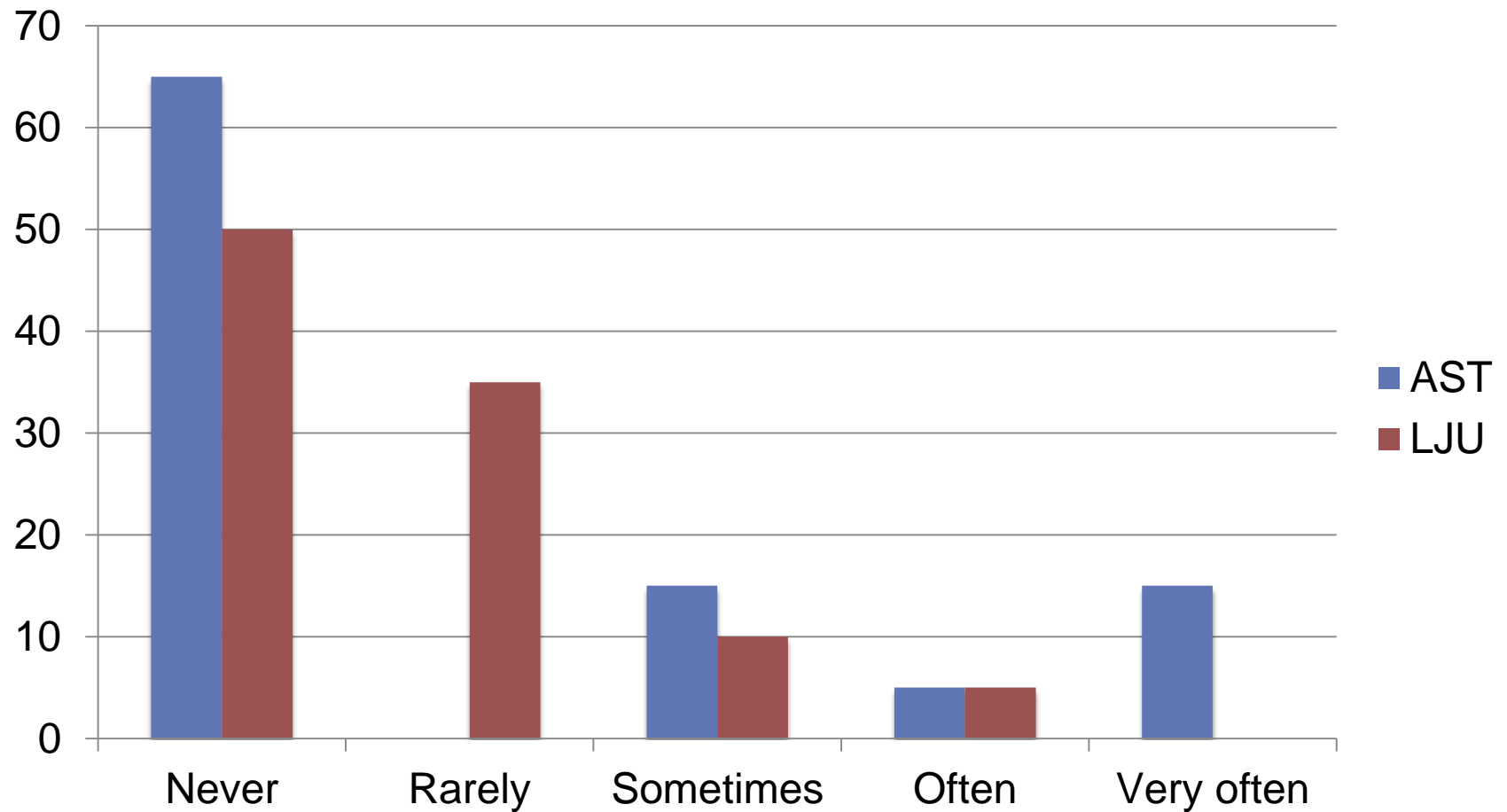# Most frequently used gadgets

Use of audio and video recording devices

Which recording device?

- Recording device in the interpreting lab
- Smart phone
- Tablet
- Video camera
- Voice recorder
- SCICrec

Use of e-classrooms (e.g. Moodle)

How the study program could be improved?

Ljubljana

- Use of Moodle
  - Especially for performance feedback
  - More feedback from different trainers
- More VCs
  - More contacts with trainers from other institutions
- The use of dual-track recording tool
  - Feedback
    - A part of DG INTE project
    - Web page and portal

Astrakhan

- Even wider access to ICT
- Not to incorporate numerous online tools but instead focus on 2-3 most useful ones
- Students themselves should organize and hold virtual classes
- More systematical use of terminology resources and databases

Ljubljana

- Technology is part of the training
- The need for a more systematic approach
  - Smaller program with fewer students
    - Personalized to a large degree
  - Combination of internal and external staff members
- Differences between programs at the department
- Attitude: "The quality of interpretation arises out of an effort invested in the preparation, and hours of exercise, regardless of the use of ITC. The essence remains the head of an interpreter."

Astrakhan

- Technology is much more embedded in interpreting training in Astrakhan
  - Even before the beginning of the study due to geography: Central Asian and Caspian languages
    - e.g.: Kazakh, Azeri, etc.

Astrakhan

"What do we need blended learning for?"

"To survive."

- Of course also to facilitate pedagogical assistance, give easier access to resources, etc.
- Due to the necessity, technology is systematically incorporated in all phases of the program, from enrolment to the final exams.
- Attitude: "The use of online tools and resources makes the program more efficient and much more entertaining."

Future work

- Survey among teachers at both universities will be used to expose trainers' attitudes towards the use of technology
  - Hypothesis: Trainers' attitudes directly influence the attitudes of students.
- The use of different functions of the e-learning platform (Moodle) at the Department of Translation studies in Ljubljana will be analysed
  - Hypothesis: E-learning is largely unused in interpreting training, and when it is used, e-courses are mostly used as a traditional data storage tool.

Invitation

- Even with a brief survey we obtained useful inside information on the use of technology in interpreting training in Astrakhan and Ljubljana

- If anyone from CIUTI institutions would like to join us, we could obtain additional data and compare our students' attitudes towards the use of technology

- We can prepare the survey (http://english.1ka.si/) in English and distribute it.