




ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA



**Department of
Interpreting and
Translation
(DIT)**

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Current research projects

- ✓ Excellence and innovation in research, learning and public engagement
- ✓ G-Book – Gender Identity: Child Readers and Library Collections
- ✓ ChiLLS – Children in Legal Language Settings
- ✓ SHIFT in orality – remote dialogue interpreting

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**Excellence and innovation
in research, learning and
public engagement**



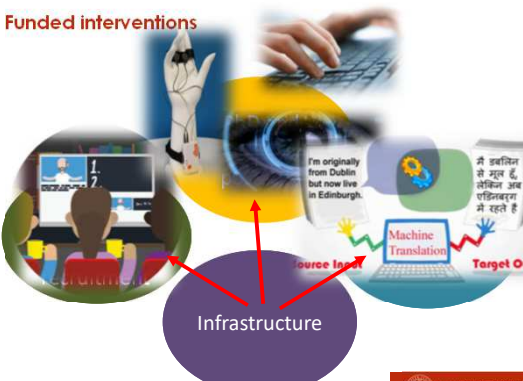
Excellence and innovation in research, learning and public engagement

- A department-wide competitive project funded by UNIBO
- Aim of funding scheme
 - stimulate a grassroots, inclusive approach to innovation
 - pursue excellence in all three pillars of tertiary education
 - create conditions for access to further funding
- Duration: 2019-2024 (5 years)
- Funding: 1.5 M EUR

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Funded interventions




Infrastructure

Source Input

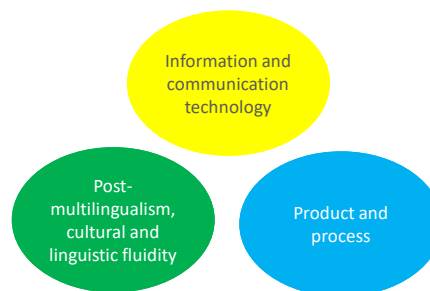
Machine Translation

Target Output



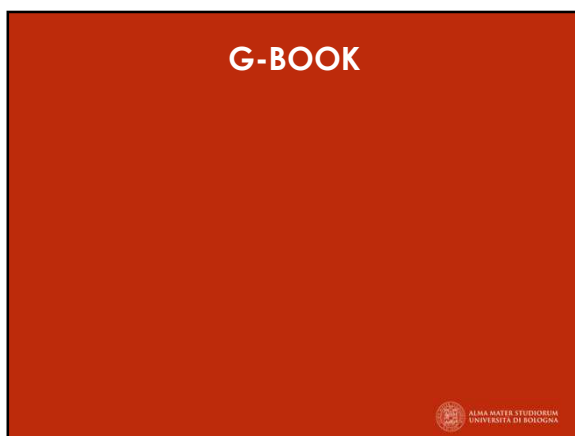
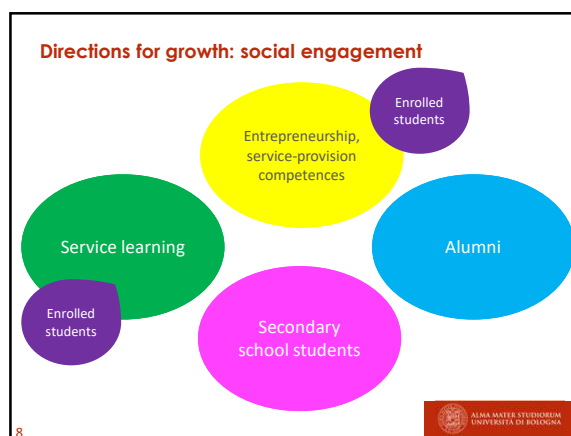
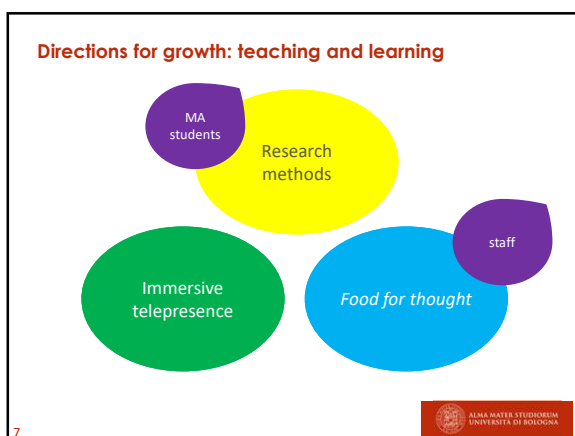
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Directions for growth: research

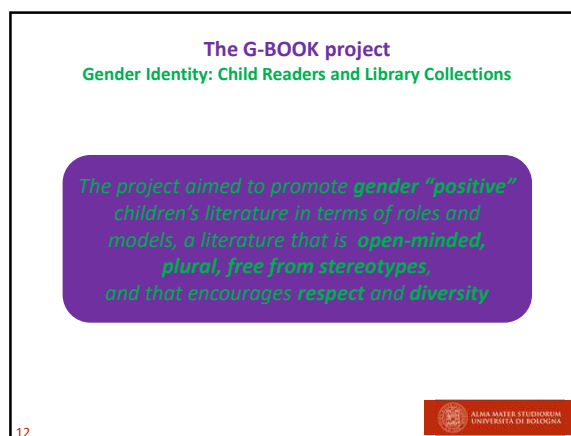


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- The G-BOOK project partners**
1. **Centro METRa (Università di Bologna, Italy)**
 2. "Livres au Trésor" University library and "Pléiade" Research Centre (Université Paris 13, France)
 3. Centro di Studi Anilij (Universidad de Vigo, Spain)
 4. Centre for Children's Literature and Culture Studies (Dublin City University, Ireland)
 5. Regional Public Library "Petko Rachev Slaveikov" (Veliko Tărnovo, Bulgaria)
 6. Biblioteka Sarajeva (Sarajevo, Bosnia and Herzegovina)
- G-Book is one of the 45 winning projects selected between 400 projects presented in the Creative Europe Culture Programme
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Objectives 1

- Creation of the first European bibliography of books for 3-to-10-year-old children that is **gender positive** in terms of roles and models;
- Creation of two multilingual and traveling collections of books that have circulated among the partner countries and that have focused on **diversity and inclusion, body and emotions** through a gender-sensitive approach;
- Implementation of the first multilingual website (www.g-book.eu available in the languages of the partner countries), that hosts the bibliography along with educational and pedagogical material on gender issues (**thematic routes; games, educational resources**);

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Objectives 2

- Creation of a **concrete space** for the books in **6 public libraries** of partner countries;
- Creation of **multiple activities for audience development** linked to the bibliography and addressed to **children, teachers, and parents**;
- Involvement in each partner country of **gender-sensitive publishers** that were given a selection of titles from the international bibliography deemed worthy of being translated.

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G-BOOK BIBLIOGRAPHY

Search in title, summary, comment

Search...

Keywords (OR) Age Ranges Languages

All Keywords ☐ 3 - 5 ☐ IT ☐ BS

☐ 6 - 10 ☐ EN ☐ HR

☐ ES ☐ SR

☐ FR ☐ SL

☐ BG

Year 1982 2018 Sort Results By Submit

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Keywords (OR) Age Ranges Languages

All Keywords ☐ 3 - 5 ☐ IT ☐ BS

☐ 6 - 10 ☐ EN ☐ HR

☐ ES ☐ SR

☐ FR ☐ SL

☐ BG

Year 1982 2018 Sort Results By Submit

Rosa Parks' bus

Detroit, Harry Ford Museum. An African-American grandfather shows his grandson the famous Rosa Parks bus, the very one on which Rosa Parks refused to give up her seat to a white man in 1955. He was on that bus too, and so he starts telling the story...

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NEW RESEARCH

ROSA PARKS' BUS

Summary:

Detroit, Harry Ford Museum. An African-American grandfather shows his grandson the famous Rosa Parks bus, the very one on which Rosa Parks refused to give up her seat to a white man in 1955. He was on that bus too, and so he starts telling the story...

Comment:

This book, created with the support of Amnesty International and enriched with beautiful illustrations by Maurizio Quarello, tells the story of Rosa Parks by merging it with the one of the narrative who witnessed and fueled the rebellion of this woman who changed the history of Afro-American people. This narrative device makes the story even more compelling, without losing its symbolic value. Moreover, the point of view of the grandfather - who at time did not have the courage to overtly support Rosa - underlines even more effectively the importance of

Author:	Stacy, Deborah	Language:	IT
Translator:	Quarello, Maurizio A. C.	Original language:	EN
Editor:	Bookbird	Keywords:	History, Diversity, Gender equality
City:	New York	Keywords note:	History note: 1955, 1955
Year:	2014	Year published:	2014
Pages:	40	Year published:	2014
ISBN:	9781492614415	Year published:	2014
Year added:	4/10/2019	Year published:	2014

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Feeling and emotions

Children's books are often evaluated in terms of usefulness and educational purpose. This is because pedagogy plays a significant role in children's literature. Nevertheless, this dimension should not lead to neglecting the literary, aesthetic or even artistic aspect of children's books... [READ MORE >](#)

Diversity

We are all different, and yet we are all equal. We can be different in terms of sex, gender, sexual orientations, class, ethnicity, religion, culture, education, language, etc. But we are all human, and although we should all have the same rights, unfortunately not everyone can enjoy them... [READ MORE >](#)

Families

In children's fiction, families often play a central role and many stories take place in a domestic setting. However, "book" families as opposed to "real" families still tend to be widely represented as the traditional nuclear family: father, mother, children... [READ MORE >](#)

Famous personality

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Game of the Goose

Have fun discovering women and men who have made great things. Roll the die, advance on the board, and let the cards guide you.

[DOWNLOAD](#)

Paper Dolls

Is it true that some jobs are only for men and others only for women? Print these dolls, cut them out, colour them, give them a name, and have fun playing with all the different job outfits. You can also create your own work clothes and many other outfits.

[DOWNLOAD](#)

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RESOURCES

Why are gender issues crucial in children's books?

Children's literature plays a crucial role in the development of gender identity of girls and boys. This has been demonstrated by many studies that have also highlighted that children's books often represent and reinforce sexist and gender stereotypes...

[Read more >](#)

G-BOOK Glossary

[Read more >](#)

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**The G-BOOK project
engaging with stakeholders**

At the Bologna Children book fair

At the Forlì town library

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**The G-BOOK project
engaging with stakeholders**

Animated reading on diversity and inclusion with Igiaba Scogo

Animated reading with Irene Biemmi

Workshop on feelings with Maria Grazia Anatra

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**The G-BOOK project
engaging with stakeholders**

Project meeting with gender variance publishing houses

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CHILLS

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ChILLS
Children in Legal Language Settings
 2019-2020



Partners together with Bologna University - DIT (Campus Forlì, Italy):
 KU Leuven (Campus Sint-Andries - Antwerp, Belgium)
 Híntalovon Alapítvány foundation (Budapest, Hungary)
 International Criminal Court (The Hague, The Netherlands - external experts)

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CO-Minor-IN/QUEST
Cooperation in interpreter mediated questionings of minors
 2012-2015




Partners together with Bologna University - DIT (Campus Forlì, Italy):
 KU Leuven, Leader (Campus Sint-Andries - Antwerp, Belgium)
 Eszter (Budapest, Hungary)
 Heriot-Watt University (Edinburgh, UK)
 ISIT (Paris, France)
 Ministerie van Veiligheid en Justitie, Raad voor Rechtsbijstand (The Hague, The Netherlands - external experts)

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CO-Minor-IN/QUEST

Project outputs:

- o Flyer "Recommendations for interpreters and other professionals who work with children" (in Dutch, English, French, Italian and Hungarian)
- o Balogh & Salaets (eds) (2015) *Children and Justice: Overcoming Language Barriers*

URL for all deliverables:
https://www.arts.kuleuven.be/english/rg_interpreting_studies/research-projects/co_minor_in_quest

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Co-Minor-IN/QUEST 2
Cooperation in interpreter mediated questionings of minors
 2016-2018




Partners together with Bologna University - DIT (Campus Forlì, Italy):
 KU Leuven (Campus Sint-Andries - Antwerp, Belgium)
 Terres des Hommes (Budapest, Hungary)
 ISIT (Paris, France)

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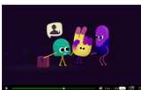
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Co-Minor-IN/QUEST 2

Project outputs:

- o Trainers' Manual for Inter-Professional Training (in English, Dutch, French, Hungarian, Italian)
- o 3 videos for children explaining how to communicate through an interpreter

URL for all deliverables:
https://www.arts.kuleuven.be/english/rg_interpreting_studies/research-projects/co-minor-in-quest-ii/index

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ChILLS
Children in Legal Language Settings
 2019-2020



- o Interviews with highly vulnerable children (i.e. unaccompanied migrant children)
- o Setting up of a platform for professionals to find expert opinions and network with professionals working with highly vulnerable children
- o Final conference in Budapest, October 5-8 2020

SAVE THE DATE !

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SHIFT

shift in Orality

SHaping the Interpreters of the Future and of Today

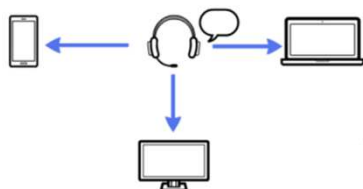
October 2015 – October 2018

Funded by the
Erasmus+ Programme
of the European Union



Project Goal

Develop a specific training solution for remote
interpreter training in Higher Education and in Lifelong
Learning



Partners



Beneficiaries

- Trainee interpreters
- Universities offering training programmes in interpreting
- Interpreting service providers
- Users of interpreting services

Intellectual outputs (IOs)

- 1 • Analysis of face-to-face vs remote monolingual communication
- 2 • Analysis of interpreter-mediated on-site vs remote communication
- 3 • Market survey
- 4 • Pedagogical framework for remote interpreter training
- 5 • Pedagogical content for training in remote interpreting
- 6 • Remote interpreting glossary

IO1: Analysis of f-t-f vs remote monolingual communication

Analysis of the specific features in legal, service, healthcare settings (remote: telephone and videoconference) in English, Italian and Spanish

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IO2: Analysis of interpreter-mediated f-t-f vs remote communication

Analysis of the specific features of interpreter-mediated f-t-f vs remote communication in legal, service, healthcare settings

- ◉ English/Italian
- ◉ English/Spanish
- ◉ Spanish/Italian

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IO1 and IO2: Architecture

• GENRE	• Monolingual (literature-based)		• Interpreter-mediated (Literature & Observations)	
• Medical encounter/emergencies	• Face-to-face	• Remote	• Face-to-face	• Remote
		• Telephone • Video		• Telephone • Video
• Legal				
• Service				

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IO3: Market survey

Remote interpreting in the UK, Italy and Spain:

- ◉ Current and future demand of remote interpreting
- ◉ Main remote interpreting modes
- ◉ Most frequent languages and settings
- ◉ Stakeholders' opinion on these interpreting modes (interpreters, providers, users)

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IO4: Pedagogical framework for remote interpreter training

Language-independent manual for remote interpreter trainers including:

- ◉ Guidelines for the production of training courses and/or materials
- ◉ Protocols for remote interpreters
- ◉ Guidelines for self-evaluation

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IO5: Pedagogical content for training in remote interpreting

Resources for classroom activities:

- ◉ Recommendations on how to use/create term bases and prepare for assignments
- ◉ Recordings of interpreted interactions based on professional practice
- ◉ Scripts for role-plays
- ◉ Self-evaluation exercises

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IO6: Remote interpreting glossary

In Wiki format (collaborative):
terms and definitions of remote
interpreting key concepts (English,
Italian and Spanish)

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Evaluation of results



Trainers who are not
directly involved in the
project will evaluate
SHIFT pedagogical
resources



24 Students from the
four partner universities
test the SHIFT
resources during the
Summer School held in
Forlì (11-16/6/2018)

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<http://www.shiftnorality.eu>

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<http://www.shiftnorality.eu>

Latest News

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THANK YOU

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