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

Excellence and innovation in research, learning and public engagement

- A department-wide competitive project funded by UNIBO
- Aim of funding scheme
  - Stimulate a grassroot, 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

Funded interventions

- Admin and academic staff recruitment
- PhD and Post-doc positions
- Research and training events
- Infrastructure

Directions for growth: research

- Information and communication technology
- Post-multilingualism, cultural and linguistic fluidity
- Product and process
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 Anili (Universidad de Vigo, Spain)
4. Centre for Children’s Literature and Culture Studies (Dublin City University, Ireland)
5. Regional Public Library “Petko Rachov Slaveikov” (Veliko Tarnovo, Bulgaria)
6. Biblioteka Sarajevo (Sarajevo, Bosnia and Herzegovina)

The G-BOOK project
Gender Identity: Child Readers and Library Collections

The project aimed to promote gender-“positive” children’s literature in terms of roles and models, a literature that is open-minded, plural, free from stereotypes, and that encourages respect and diversity.
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);

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.
The G-BOOK project engaging with stakeholders

At the Bologna Children book fair

Workshop on feelings with Maria Grazia Anatra

Animated reading with Irene Biemmi

Animated reading on diversity and inclusion with Igiaba Scego

Project meeting with gender-sensitive publishing houses

The G-BOOK project engaging with stakeholders

CHiLLS
ChiLLS
Children in Legal Language Settings
2019-2020
Partners together with Bologna University - DIT (Campus Forlì, Italy):
KU Leuven (Campus Sint-Andries - Antwerp, Belgium)
Hoztavon Alapítvány foundation (Budapest, Hungary)
International Criminal Court (The Hague, The Netherlands - external experts)

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)
Eötvös Loránd University (Budapest, Hungary)
Heriot-Watt University (Edinburgh, UK)
Ministerie van Veiligheid en Justitie, Raad voor Rechtsbijstand (The Hague, The Netherlands - external experts)

CO-Minor-IN/QUEST
Project outputs:
- Flyer “Recommendations for interpreters and other professionals who work with children” (in Dutch, English, French, Italian and Hungarian)
URL for all deliverables: https://www.arts.kuleuven.be/english/rg_interpreting_studies/research-projects/co_minor_in_quest

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)

Co-Minor-IN/QUEST 2
Project outputs:
- Trainers’ Manual for Inter-Professional Training (in English, Dutch, French, Hungarian, Italian)
- 3 videos for children explaining how to communicate through an interpreter

ChiLLS
Children in Legal Language Settings
2019-2020
- Interviews with highly vulnerable children (i.e. unaccompanied migrant children)
- Setting up of a platform for professionals to find expert opinions and network with professionals working with highly vulnerable children
- Final conference in Budapest, October 5-8 2020
Project Goal

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

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

Partners

- Dualía
- VEASYT
- Universidad de Granada
- University of Surrey
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.

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

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)

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

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
IO6: Remote interpreting glossary

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

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)

http://www.shiftinorality.eu

A comprehensive training solution for remote interpreting

http://www.shiftinorality.eu

Latest News

THANK YOU

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