

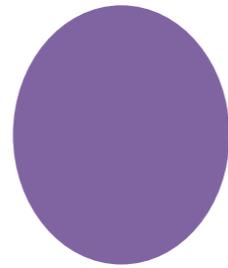
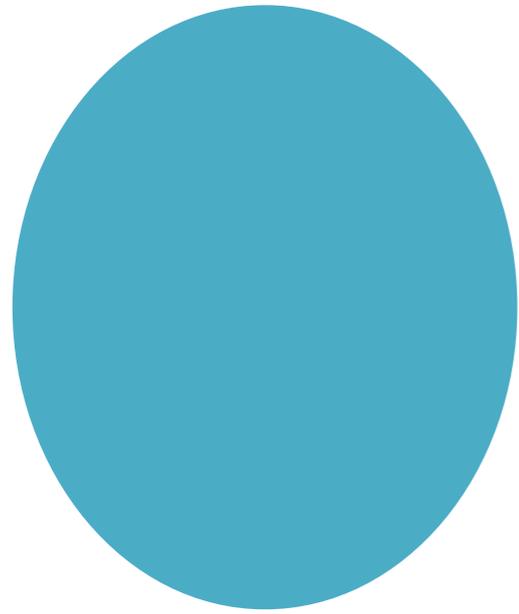


The Good, the Bad, the Ugly

Assessing Online Training for Interpreters

Lessons from
the U.S. and Canada

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Director
Cross-Cultural Communications



Launch Question

Will online training replace
face-to-face training for
interpreters?

Goals Today

1

Discuss synchronous, asynchronous and hybrid (blended) online training and education programs.

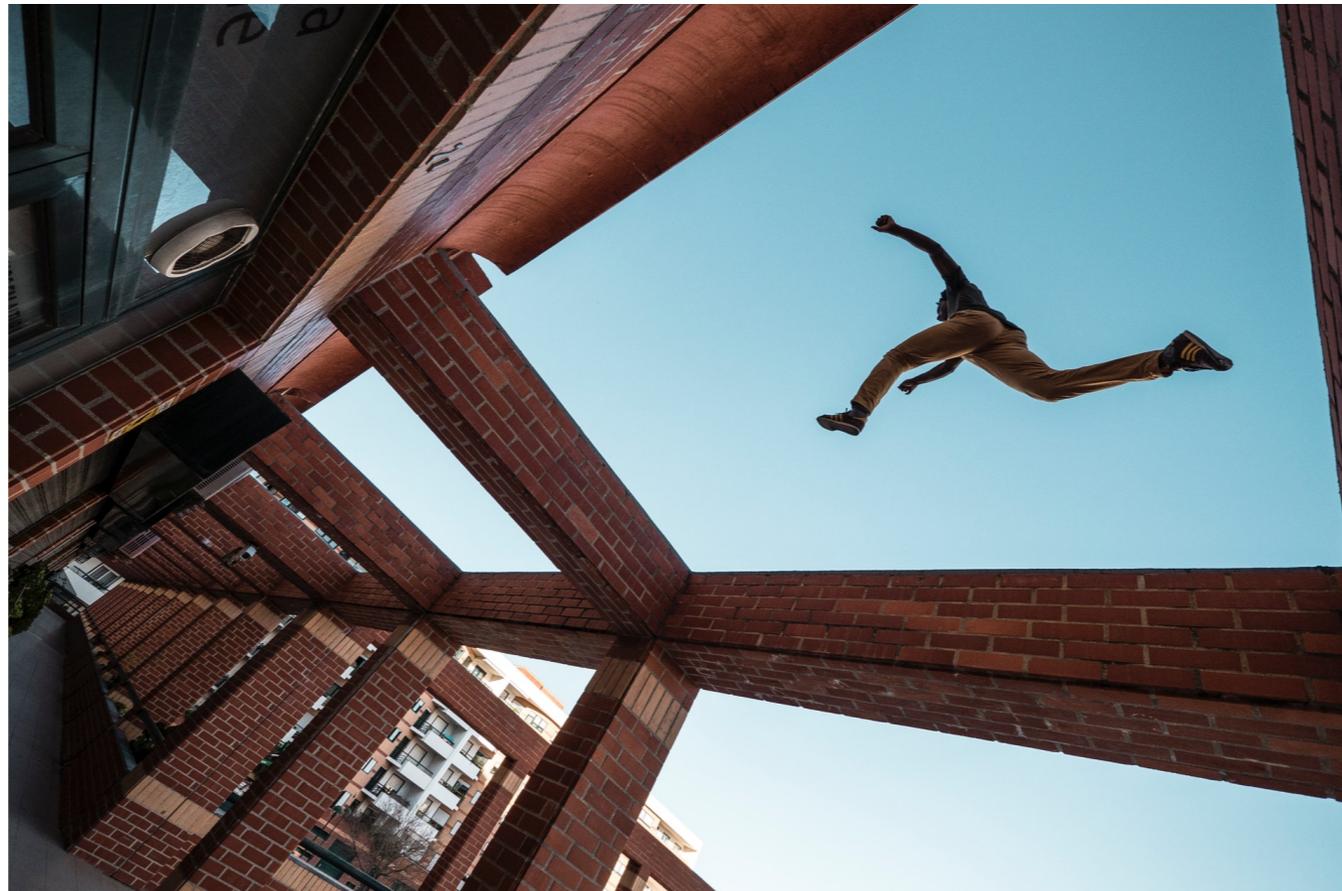
2

Compare and contrast the role of synchronous platforms and asynchronous Learning Management Systems.

3

Review the pedagogical effectiveness of online programs for general learners and interpreters.

Teach Interpreters Online? Take the Leap



4,600,000

College students are taking at least one class online

By 2014 that number will increase to **18.65 Million**

1/2 of the **4500** brick-and-mortar colleges in the US offer their degree programs online

96% of traditional universities offer at least one class in an online-only format

IN 2017....

- More than 1 in 6 U.S. university/college students were enrolled exclusively online.
- Nearly 1 in 5 (17.6 percent) mixed online and in-person courses.
- ***One third*** of all university/college students took at least one course online.

Education Department's National Center for Education Statistics
November 2018

Why Train Online?



Most interpreters today can access online training.



It helps interpreters in rural areas, refugee camps and conflict zones.



Online training offers great flexibility.



The demand for it is high.



The need is huge—and growing.

Why *NOT* Train Online?

Most online training is a one-way information dump.

It is not based on principles of adult learning.

Interpreting is a skills-based profession.

Community interpreting requires intense training in *decision-making* skills.

Web-based training.

Distance education

An interaction between teachers, translators and students in the context of information technologies.
Gavrilenko 2017

Computer-based training.

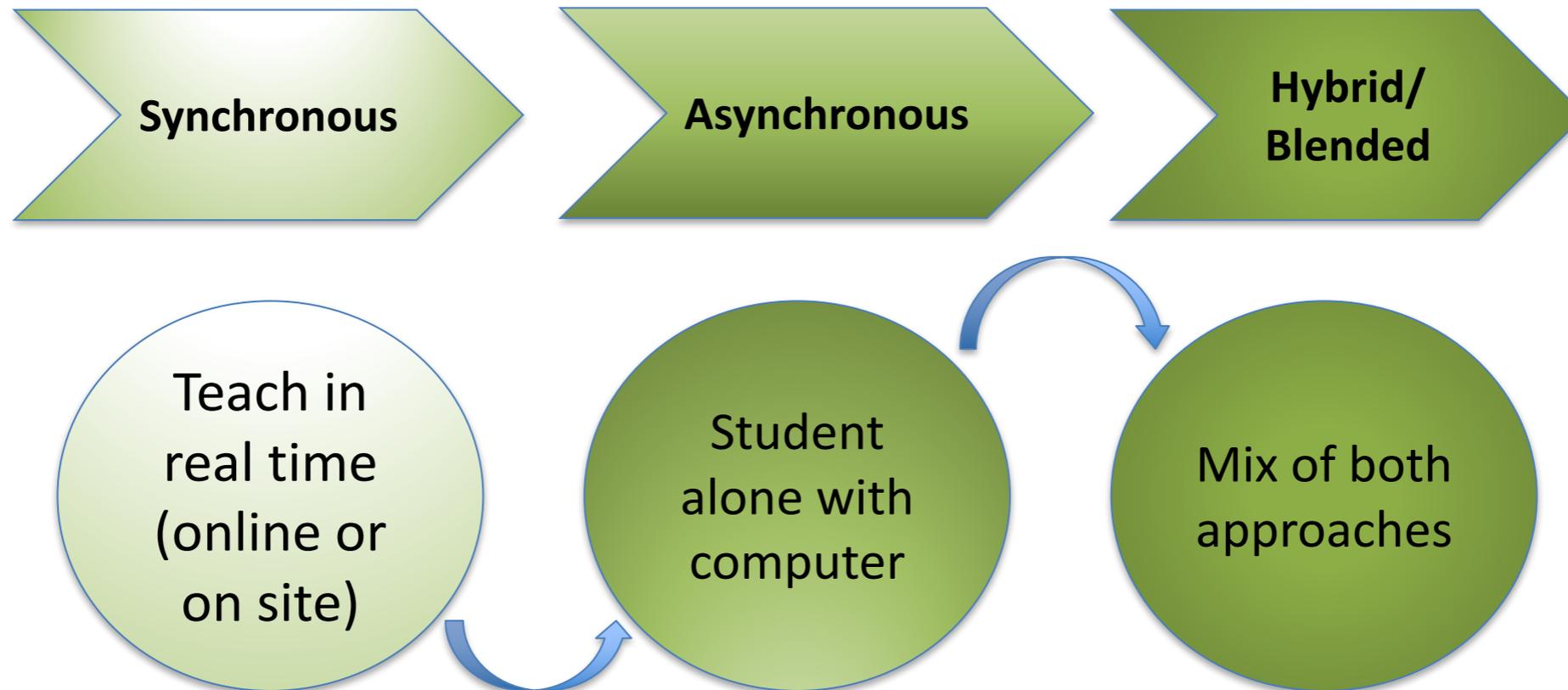
At least 80% of the course delivered online. Allen & Seaman 2016

How Do We Define Online Training?

A set of instructional experiences using the digital network for interaction, **learning** and dialogue

Any sequence of instructional methods and materials arranged to facilitate learning and is accessed in part or whole using technology.
Lee, 2018, p. 7

Three Approaches





So who teaches
what?



Universities, Language Companies and Training Agencies



U.S. colleges and universities are mostly hybrid programs.



Language companies are mostly asynchronous.



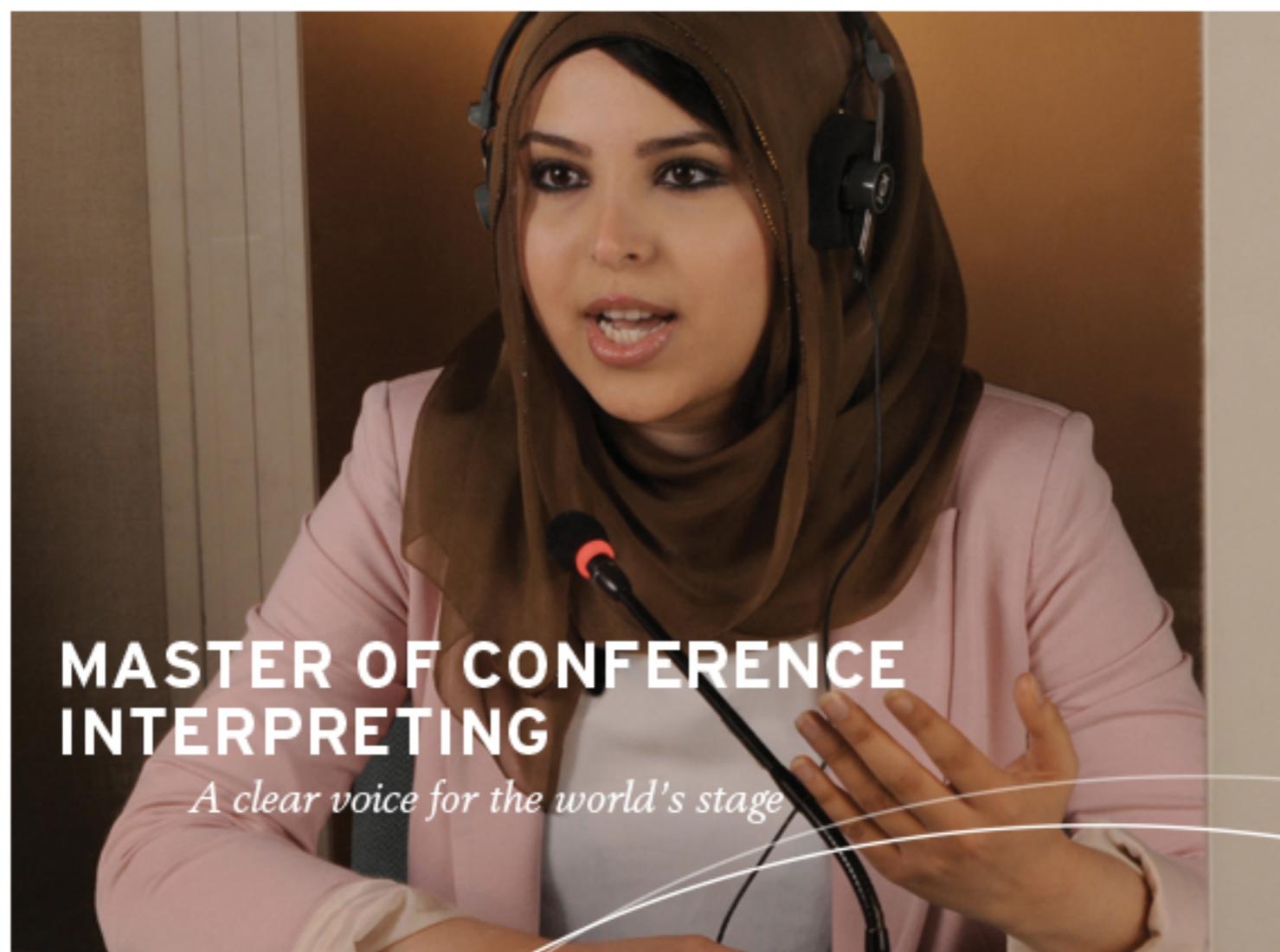
Training agencies are asynchronous and/or synchronous.

A Hybrid University Model: Canada



<https://www.glendon.yorku.ca/interpretation/>

(MCI) MASTER OF CONFERENCE INTERPRETING



MASTER OF CONFERENCE INTERPRETING

A clear voice for the world's stage

THE MASTER OF CONFERENCE

INTERPRETING (MCI) at Glendon seeks to prepare a new generation of skilled and knowledgeable professionals for a rewarding career in this dynamic, fast-paced field.

The demand for qualified conference interpreters is at an all-time high, and is only expected to grow. It is a discipline that can take you from the boardrooms on Toronto's Bay Street, and the corridors of power in Ottawa to other important world cities beyond Canada's borders. It may lead to a rewarding career working for a national government or for an international organization, for example, or a lucrative one in the private sector. In addition, graduates of the MCI program may elect to enjoy the flexibility of a busy freelance career that this in-demand field readily affords.

How the Glendon Program Works

- 2 year MA program: 1st year online, 2nd year face to face
- Online is synchronous, including practice
- Assignments are asynchronous
- 3 settings: healthcare; legal; conference
- 9 languages
- Platforms are AdobeConnect and Moodle LMS
- Big up-front investment, quality curriculum development, high-quality instruction
- A model for the international field



ST. CATHERINE
UNIVERSITY

A Hybrid University Model: U.S. (ASL)
Interpreting Studies and Communication Equity

<https://www.stkate.edu/academics/graduate-degrees/academic-programs/maisce>

How The St. Cate Program Works

“The online Master of Arts in Interpreting Studies and Communication Equity (MAISCE) from St. Catherine University in St. Paul, MN is deeply rooted in the University's social justice and equity teachings.”

- **Format:** Online classes
- **Credits:** 30
- **Completion time:** 2 years
- **Face-to-face:** 4 days only (at launch)



St. Catherine's "Webshops"

- St. Catherine is also at the forefront of developing quality *asynchronous* self-study resources (LMS: Canvas)
- **Webshops:** online workshops
- Modules: interactive online classes, five weeks
- Special topics, e.g., mental health interpreting, domestic violence/sexual assault
- St. Cate module activities include:
 - Studying content in American Sign Language (ASL) and written English
 - Responding to topics in ASL and/or written English
 - Self-reflection
 - Analysis of ASL translation work
 - Quizzes
 - Flash card practice
 - Self-recording video role plays
- Mini-lectures in ASL.
- Participants have c. 20 hours work per module + deadlines



Middlebury Institute *of*
International Studies at Monterey

A Hybrid University Model: U.S. (spoken)
Spanish Community Interpreting Certificate

<https://www.middlebury.edu/institute/academics/additional-programs/professional/translation-interpretation/spanish-community-interpreting#midd-transcript-779>

How the Program Works

Overview

- *A low-residency* program designed for *working* students.
- They complete four online modules.
- Then they attend a one-week residency in Monterey.
- Can specialize in legal or medical interpreting.

Online:

- Module 1: Community Interpreting as a Profession
- Module 2: Basic Interpreting Techniques

Legal or Medical Tracks:

- Modules 3 & 4 : Legal *or* Medical Concepts and Terminology; Written and Sight Translation of Legal *or* Medical Texts

U.S./Canada University Programs

Student needs:

- A computer with high-speed internet access.
- □ Ability to navigate online, get/send email, upload and download applications and files (e.g. audio files of interpreting practice).
- Willingness to interact online, e.g. perform role plays with others, engage in discussion threads and do online assignments.

Student will typically:

- Interact online with professors and students (synchronous).
- Use chat rooms, forums and threaded discussions (asynch).
- Communicate by email.
- Join live online classes and see/talk to others via video conferencing (synchronous).
- Submit online homework.



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A 20 HOUR ONLINE COURSE
"Getting Ready For Your Written
Healthcare Interpreter Certification"

Online Trainings Available as of:
• December 28, 2023

See reverse for more information
about the training



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LanguageLine
Solutions®



Sample U.S. Language Companies
offering online training for interpreters

How U.S. Language Company Programs Work

- Most are 40 hours
 - Focus is largely on medical interpreting
 - Student + computer
 - Include audio and/or video files
 - Study materials
 - Quizzes and tests
 - Provide specified course access length (most 2-12 months)
 - Offer certificate of completion
 - Authors typically are not well known
- Some offer:
 - Practice videos
 - Online time for Q&A/chat sessions
 - Access to webinars
 - Paid access to coaching/feedback
 - A bilingual glossary

A Model Nonprofit Language Service Program



- Asynchronous
- **120 hours over 6 weeks**
- 10-12 hours/week
- Requires language testing
- Language lab practice, reading
- Offers accreditation

How Training Agency Programs Work

Almost all are asynchronous.

Similar to language companies'.

Various LMSs.

Rarely authored by experts.

Most are not interactive.

Some offer coaching/feedback.

Many include webinars.

Some offer synchronous classes.

Almost none are research based.

Completion rates unavailable.



So Does Online Training *Work*?

The honest answer...

It's a mess.

So what does
the *research*
say?



Older Research



No difference!

Great outcomes

U.S. Dept of Ed!

GO FOR IT!

Smaller Studies \neq Rigor

Students
happy

Students
learning.

No
difference!

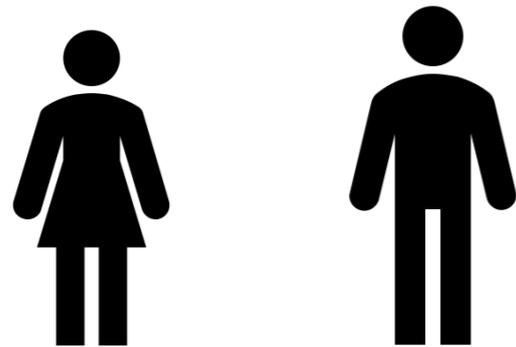
Students
unhappy.

Students not
learning.

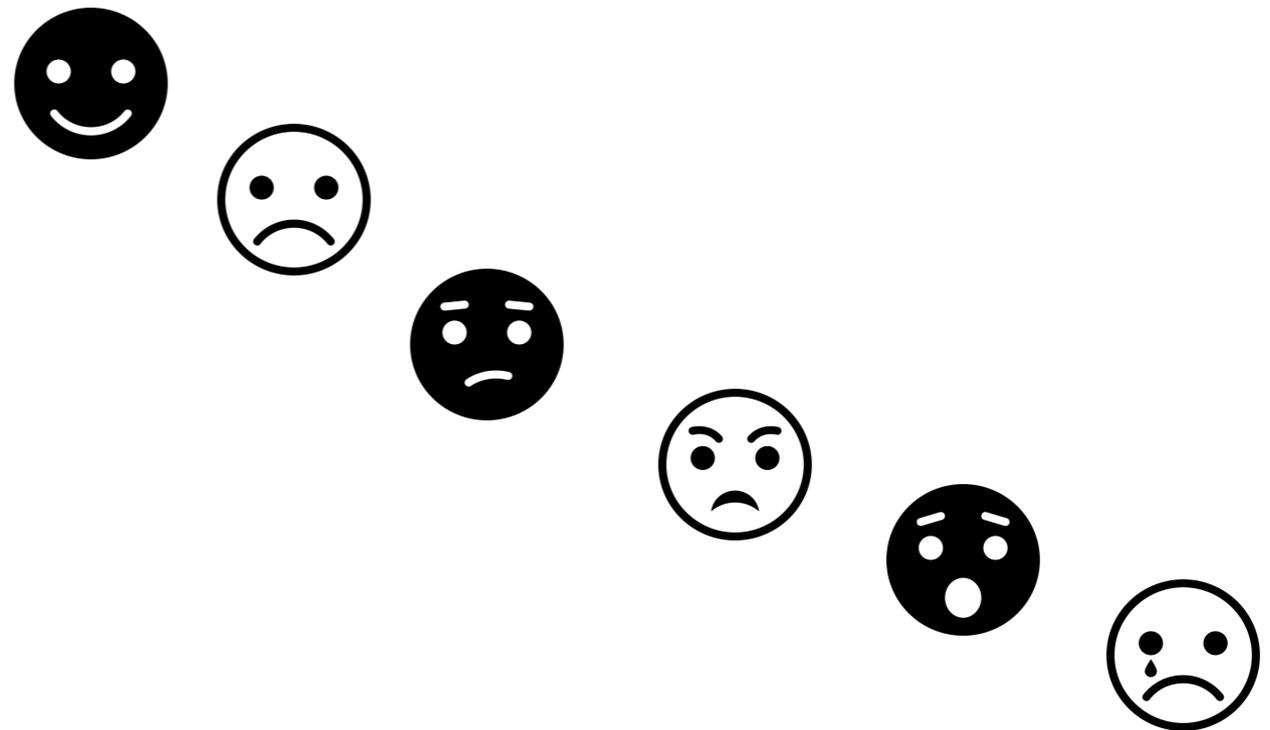
Maybe it works. Maybe it doesn't. YAWN.

Newer Research

More rigor.
Looking at gender.
Bigger numbers.



And the picture
changes...



Power Dynamics

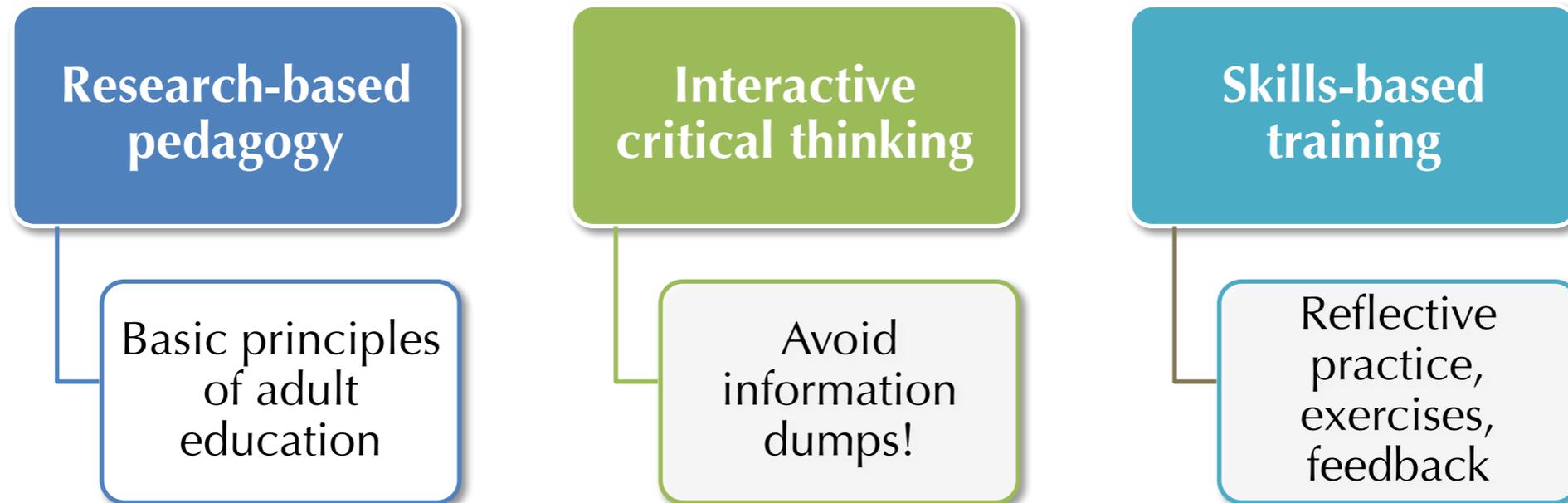
- Amparo, Smith & Friedman, 2018 examines gender and student performance in online/face-to-face classes.
- Data from 95,944 students in a two-year institution and 50,593 students from a four-year institution.
- Both modalities analyzed for gender differences.
- GPA indicators show a ***persistent and consistent under-performance by online students of all genders vs face-to-face classrooms.***
- Females *outperformed* males in face-to-face classes while males and females performed *identically* online.



More Sad News

- Godoy & Pfeffer (2019): 61% reported learning more/much more face to face than online
- Lin (2018): Much lower student attention online
- Campbell, Taylor & Douglas (2019) review of 30 studies: lack of research-based learning, few longitudinal studies on impact, lack of reliability and/or validity of testing measures, etc. (poor research!)—and lack of evidence for effectiveness
- Osman et al (2018): increasing number of learner failure rates involving lack of ex- and intrinsic motivation, self-efficacy and time management

What Works?



Structure Curricula



**Manage
the flow!**

Content vs. Modality

What are you trying to teach?

How to interpret effectively in community services

Skills

Decision-making

Ethics

How will you teach and test it?

Engage the learner in reflective practice online

Role plays

Interaction

Critical thinking

Synchronous Classes

The screenshot displays the Adobe Connect interface for a synchronous class. The top bar shows the meeting title "The Professional Interpreter Online - Adobe Connect" and the time "Thu Feb 9 12:50:13 AM". The main area is divided into several panels:

- Video (18):** A grid of 12 participant video feeds. Names visible include Jim Price, Katharine Allen, Marjory Bancroft, Monica Thomasini, Cesar Muedas, Sylvana Fernandez-Ellauri, Maria-Isabel Abril-Marti, Giovanna Contreras, Silvia Uribe, Mika Jarmusz, Maria Schwieter, and Esther Diaz.
- Web Links 2:** Contains links to "TPIO Moodle Classroom", "Lynda.com Tutorials", and "Using Moodle 3 Tutorial".
- Attendees (1):** Shows "Katharine Allen" as the active speaker.
- Should interpreters accept small gifts...:** A poll question with options: Yes, No, Maybe, and No Vote (selected).
- Notes 14:** Lists "SMALL GROUPS:" with seven groups and their members.
- Whiteboard 29:** Contains handwritten blue text: "Symbols", "o o = vehicle", and "p = person".
- TPIO Module 1-Moodle-Class.pptx (2):** A slide titled "Setting Up Your Virtual Classroom" by Katharine Allen, MA, February 2017, featuring a globe logo for "THE PROFESSIONAL INTERPRETER ONLINE".
- Chat 16 (Everyone):** A chat window with messages from Katharine Allen: "Hi Everyone", "Welcome to class", "Please mute your microphone during class.", and "Raise your hand or put a message in this chat box if you would like to speak."

Best Practices: Instructor and Learner in Live Classes

- Quiet environment – little to zero pets, children, phones, outside noise
- Adequate, diffuse lighting – don't backlight yourself!
- What can the camera see?
- Sound/acoustics! Test your microphone and sound, noisy jewelry
- Your video appearance
- Speak with animation and energy



Tech Setup

- Newer laptop or desktop computer
- High speed internet
 - Test your speed!
 - <https://www.speakeasy.net/speedtest/>
- Up-to-date operating system (Windows or iOS)
- Enough free space and RAM on your hard drive
- Best browser for the technology you are using (Chrome? Firefox? Safari?)
- Webcam (for PCs)
- Headset – mute button and volume control, mic/mouthpiece





Products Solutions Why MegaPath Partner Program

SPEAKEASY SPEED TEST

Wed Feb 08 2017 23:11:23 GMT-0800 (PST)

Your IP: 72.173.141.120

Test your internet speed.

CHOOSE A LOCATION

- ▶ Seattle, WA
- ▶ San Francisco, CA
- ▶ Los Angeles, CA
- ▶ Dallas, TX
- ▶ Chicago, IL
- ▶ Atlanta, GA
- ▶ New York, NY
- ▶ Washington, DC



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Best Practices: Camera Etiquette

- Turn off all devices and other screens
- Exaggerate facial expressions – smile, show interest, nod your head.
- Look into the screen, not at yourself.
- Use natural movements and gestures MODERATELY and SLOWLY.
- If you are a fast speaker, SLOW DOWN.
- Accommodate any lags for participants.



Best Practices: Plan Less Content

Online teaching TAKES MORE TIME!

- Make it interactive with one or two kinds of activities, not 3 or 4.
- Walkie talkie effect
- Variable lag time over internet
- Setting up and running activities
- Technical troubleshooting



During Class

- Mute all the participants
- Ask them to keep their video feed live
 - (only pause if connectivity is an issue)
- Don't take "lack of affect" personally – everyone looks bored online.
- Check in frequently via the chat window, visual thumbs up. Agree check marks.



Virtual Classroom Best Practices for Communication

Alternate Channels include:

- Text messaging
- WhatsApp
- Closed Facebook Group



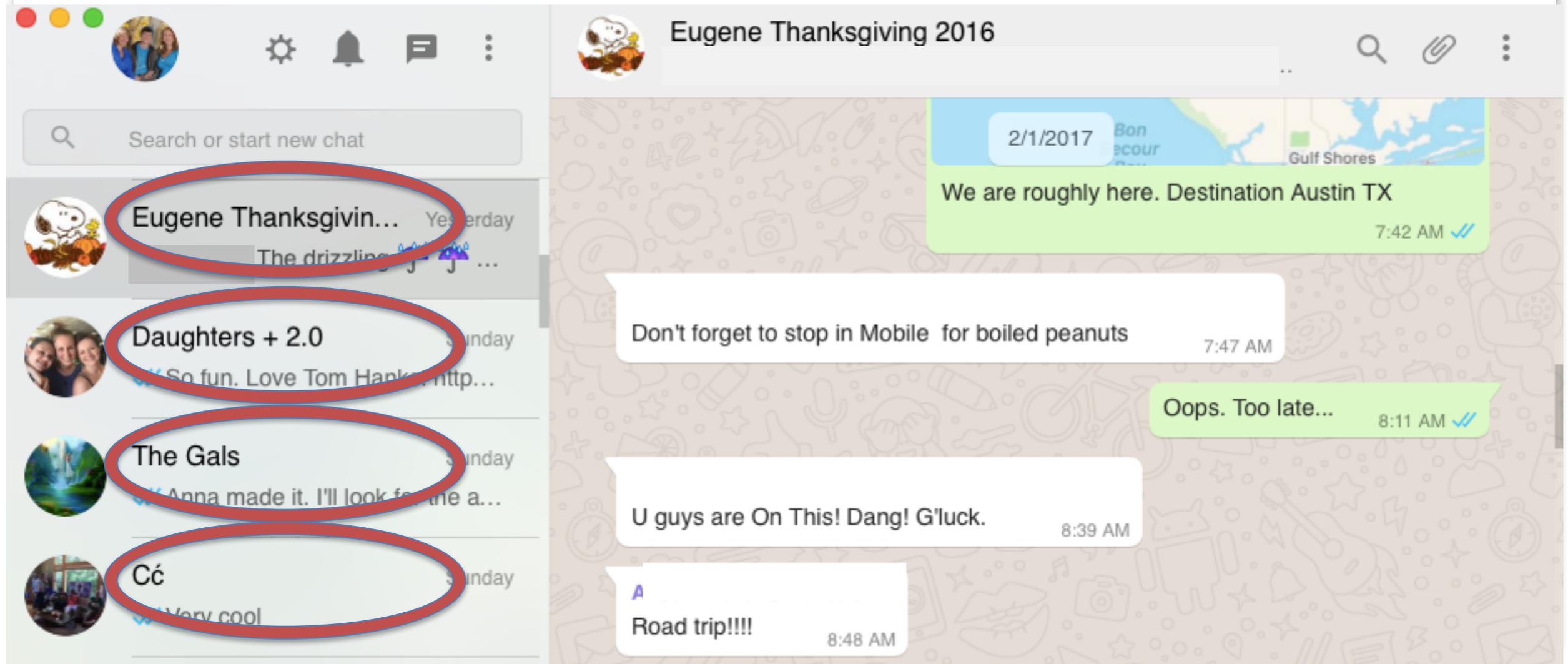
Private Group



- *Texting can be expensive for international groups.*
- *Hard to set up a permanent group.*
- *Works well on any device over any bandwidth in any country.*
- *Great for setting up groups*

- *Great for promoting group social interaction.*
- *Can conflict with similar functions inside Moodle.*

WhatsApp Groups



Virtual Classroom Communication



- USE MOODLE as your primary email/forum platform
- BUT do not rely on only one channel of email
- Ask for confirmation of receipt of communication
- Make yourself available over multiple channels
- Set up “Plan B” messaging options
- OVERCOMMUNICATE!

IT Support



YOU NEED ONE OF THESE!

Lessons Learned

- Engage students in their own learning.
- Avoid info dumps.
- Blend synchronous and asynchronous.
- Select platforms with care.
- Incorporate ongoing activities for:
 - Skills practice (role plays, message transfer skills, speaking skills).
 - Ethical decision-making.
 - Professional practice.
 - Critical thinking.

And From Europe...

Interpreter training for asylum seekers:

Training design underpinned by an approach that builds on experiential and situated learning using authentic scenarios and activities and immersion in professional situation as well as service learning to allow problem-based self-reflection and collective reflection and collaborative knowledge construction.

Each module includes a varied range of tasks and activities catering to different learning styles and user needs.

Four types: concrete experience (e.g. role plays, case studies, films, self tests), active experimentation (e.g. role plays, group work, problem-solving activities), reflective observation (e.g. structured discussions, world cafés, films) and abstract conceptualisation (e.g. individual reading, lectures, documents, (flow) charts).

Role plays, in particular, were chosen because they are “hands-on” activities that emulate the dialogic nature of interpreting in community settings All twelve learning modules follow the same structure.

Bergunde & Pollbauer, 2019

Interpreters and Technology



"Interpreters will not be replaced by technology. They will be replaced by interpreters who use technology."

Bill Wood

InterpretAmerica conference,
Washington, DC, 2011

Interpreters and Training

Online training will not replace face-to-face training for interpreters.

But face-to-face trainers will be replaced by those who know how to work with online training platforms.