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INCLUSION AND MULTIMODALITY IN DIALOGUE INTERPRETING

DESIGNING AN ONLINE COURSE

Hildegard Vermeiren- ALAPP-Ghent, 21-23 November 2017

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ERASMUS PLUS PROJECT EC+ ENHANCING COMMUNICATION

Project 2015-1-ES01-KA203-015625

Key Action 2: Strategic Partnership Projects 'Innovation & Good Practices

September 2015-June 2018

Universidad de Málaga	Coordination; Multimodal application; Online Course; Training Seminar; Symposium
Parc Taulí (Barcelona)	Online Course
Universität Klagenfurt	Online Course on Sign Language
Ghent University	Online Course on Interpreting and Multimodality

CHALLENGE: HOW TO DESIGN A MOOC?

How to design a MOOC on multimodality and interpreting in a context of "enhanced communication"?

STRENGTHS	CHALLENGES
MOOC platform available at UGhent (Zephyr)	Before becoming a MOOC (Zephyr) author you need training
Good technical advice at UGhent (DICT)	Find good technical advice while you design a course
Publications available about "best practices" to communicate with a native impaired person	Little published on interpreting and multimodality (gestures, tools), but there is a growing interest
	Little published on interpreting in the context of impairment (except sign language interpreting)
Model of Spanish UNED Language Courses	Few examples of MOOCs on interpreting, or literature about MOOCs' content
Experience in writing interpreting courses in general, though for face-to-face courses in master/postgraduate studies in interpreting	No personal experience in designing MOOCs and distance teaching
Experience in impairments: course on audio description	
ISAAC (Utrecht) and MMSYM (Bielefeld) Symposia	Little personal contacts with impaired people
Colleagues helping (with exercises, and recordings), students, informants	Only staff hours (30+25 days budgeted), no subcontracting possible

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INTERPRETING AND MULTIMODALITY COURSE

INTRODUCTION
Living with an impairment: stakeholders
THEORY
Multimodality
Participation and interaction (in general/in an interpreted dialogue)
PRACTICE
PROGRESSION OF THE INTERPRETED DIALOGUE
GLOBAL COMMUNICATIVE STRATEGIES
↓Easy language↓
↓Body language/gestures↓

No technological multimodality	Low technological multimodality
SENSORY IMPAIRMENTS	SENSORY IMPAIRMENTS
Interpreting for deaf and hard-hearing people	Deaf and hard-hearing people (speech-to-text interpreting)
Interpreting for blind people	
COGNITIVE IMPAIRMENTS	COGNITIVE IMPAIRMENTS
Interpreting for minors	People who don't understand well (interpreting with pictograms or photographs)
Interpreting for foreigners who speak a lingua franca	Intellectually disabled (application EC+)
Interpreting for the intellectually disabled	

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BEST PRACTICES CHAPTERS STRUCTURE

Progression of the interpreter-mediated encounter

- Briefing (pre-session discussion)
- Physical surroundings
- Seating
- Meeting each other/introduction
- Clarification of the interpreter's role during the encounter
- Technique
- Technology
- Language issues (plain language, alignment)
- Interaction (who conducts the session, what is the interpreter's role?)
- Interaction and deontology (potential conflict)
- End of the session
- Debriefing (post-session discussion)

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PLAIN LANGUAGE

Plain language "apples and pears"

- Pronunciation
- Grammar
- Vocabulary
- Names
- Content
- Special effects (jokes, irony, metaphors, etc.)
- Speech acts
- Feelings
- Paralinguistic means (Bah! Euh..Oh!)
- Monitoring
- Metacommunication
- Communication management
- Lay words

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BODY LANGUAGE AND GESTURES

Body language and conventional gestures while speaking

- Eye contact
- Gestures
- Indexes (pointing)
- Icons (drawing)
- Symbols (expressing) (emblems)
- Mix
- SMOG/NmG

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HOW TO TRANSFORM A COURSE IN A MOOC?

PRE-TEST	CONTENT	EXERCISES	TESTS: TASKS
Pre-test knowledge On the Introduction (Word document)	Course Chapters • Introduction (1) • Theory (2) • Best Practices • Bibliography (1) Separate Word document>PDF	Semiotic nature of gestures Easy language (Word document)	8 Multiple Choice Tests (70/100) 3 Tasks (30/100) Easy language Pictograms (Word document)
Zephyr/Curios Settings Title Settings QAF Score 10, weight 0 Place in scorebook Clench it to the learning path →	Zephyr Settings: PDF file in Documents Repository Upload each file in the Course Learning Path	Zephyr/Curios Settings Title Settings QAF (media) Score 10, weight 0. Place in scorebook Clench it to the learning path ←	Zephyr/Curios Settings Title Settings QAF (media) Score and weight (5/10) Place in scorebook Clench it to the learning path ← → Statement of accomplishment

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HOW TO TRANSFORM A COURSE IN A MOOC?

Moore's Transactional Distance Model (TDM) for technologically mediated learning implies important decisions concerning Structure, Dialogue and Learner Autonomy.

Adult learner AUTONOMY (control, self-directness)	STRUCTURE LEARNING PATH Flexibility? Easy interface? One way only? Passive/Active?	DIALOGUE a. of learners with the instructor on:	DIALOGUE b. among learners (group?) on:
Asynchronous (time, place: free)	Access to all CONTENT at once (text, media)	Technical matters	Technical matters
Free to move at his own pace through chapters and choose his own sequence	Access to all EXERCISES	Course progression	Course issues
Free to choose dates for the tests (taking the deadline into account)	Access to (PRE)TESTS	Tasks	Tasks
Free to choose the sequence of the tests (not recommended)		Experiences	Experiences
Free to choose languages (3) of exercises: English, French, Spanish		Tips	Questions
Free to do (or not) exercises		Questions & Answers	Tips
		Feedback	Questions & Answers
		Certificates	

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