

OSLOMET

DEPARTMENT OF INTERNATIONAL STUDIES AND INTERPRETING

TRAMIG Dissemination Event

Following the July 2019 Oslo Work Shop

October 4th - 6th 2019

Experiential and blended learning in practice

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Experiential-dialogic learning in practice

- Following the didactic principles laid out during the TRAMIG workshop in Oslo, July 2nd-3rd 2019, the dissemination was carried out during the students on-campus meeting at Oslo Metropolitan University on the weekend of October 4th – 6th 2019
- The meeting is the fifth on-campus meeting for the 27 first year students with the working languages English, Kurmandji-Kurd, Mandarin, Persian, Rumanian, Russian, and Thai
- The meeting involved 7 bilingual facilitators leading learning activities on bilingual issues and context knowledge in the respective language groups, 3 facilitators leading role-played interpreting exercises in mixed language groups, 3 course organizers/internal lecturers, 3 external lecturers representing the Norwegian Directorate of Immigration (IMDi); the Child Welfare Services; the Oslo University Hospital Services (OUS), as well as 9 psychology students from the Department of Psychology, University of Oslo (UiO) (cf. attached list of participants)

Experiential-dialogic learning in practice

- Both facilitators and students had previously been familiarized with the basic principles of the experiential-dialogic approach to learning, thus, they were familiar with the principles of learning where:
 - In **experiential learning** the students are the main resource in the learning process
 - **The teacher is a facilitator** whose main task is to
 - **Pose appropriate questions**, rather than providing the accurate answers - thus, guiding the students to improve their ability to **exercise discretion** in actual situations in their future practices
 - Facilitate **the students' reflections** over experiences and observations
 - Accentuate **interactivity** and inspire student cooperation in language groups and across language groups
 - **Dialogic learning** is based on the idea that a group of students can capitalize on each other's resources and experiences as illustrated in the following slides with photos and images from the 4-6 October dissemination event

The meeting headlines and main topics

- The meeting headlines were topicalized in plenary sessions where both students and facilitators take part. The main topics for the weekend gathering were:
 - *The Norwegian Child Welfare Services – its context, principles and cultural specific terminology*
 - *The interpreters process of professionalization and the National Register of Practicing Interpreters*
 - *The interpreter's own health*
 - As illustrated, the session lead by psychologist Ragna Rygh Svela addressed the interpreter's own health and topicalized phenomena such as the risk of Secondary Traumatization



Learning activities in bilingual groups

- Following the plenary sessions, learning activities on bilingual issues and context knowledge took place in the language groups, here illustrated with collaborative learning in the Thai and Mandarin (video) groups – where the students in collaboration with their facilitator discuss issues of Norwegian contextual and cultural knowledge – such as the Child Welfare Services and General Welfare Services

- **Thai group**



- **Mandarin group (click to view video)**



Learning activities in mixed language groups

- In mixed groups, students from different language groups gather in role-played interpreting exercises where the students take turns playing the role of patient/ client or professional and interpreter
- In the illustration, two Thai students play the roles of interpreter and client, while a psychology student (to the right) plays the therapist
- Students of Rumanian and Mandarin are observing the role-play together with the other Thai students and facilitator Vesna (Bosnian)
- Each role-play is video taped so the student can evaluate own performance via the learning platform after returning home from the on-campus gathering with fellow students and facilitators



Learning points are guiding all facilitators in their structuring of the group reflections following each role play

1. meeting

- Pronoun use (1st person/the Interpreter vs. 3rd person etc.)
- How to instigate repetition
- How to present the interpreter's function

2. meeting

- Pausing
- Placement
- Politeness markers

3. meeting

- Mimic, gesture, posture
- Gaze

4. meeting

- Longer sequences
- When and what to note

5. meeting

- Repetition of the above points

- Observational tasks are distributed by the facilitator prior to each role-play (here from Persian, Kurmandji-Kurd, English group)



Guiding the facilitators

- During each gathering the facilitators meet with the course organizers for discussions on the didactic approach and group synergies, subsequently covering the course's stated learning outcomes (slide no 10)
- As illustrated in the photos, the facilitators' meetings in the dissemination event also involved an introduction to the TRAMIG project



Cooperation in a multiple facilitator setting

- Discussions on role distribution in learning activities within a multiple facilitator setting involved joint meetings with both language group facilitators and the (main) facilitators responsible for discussions on general interpreting topics in the role plays

- **The main facilitator**

- Before the role play the group leader/main facilitator distributes observational tasks among the students
- The group leader has the main responsibility for structuring the discussion on interpreting strategies, ethics etc. after each role play
- The group leader makes notes of points to elicit for reflection and leads the discussion after each role play

- **The bilingual facilitator(s)**

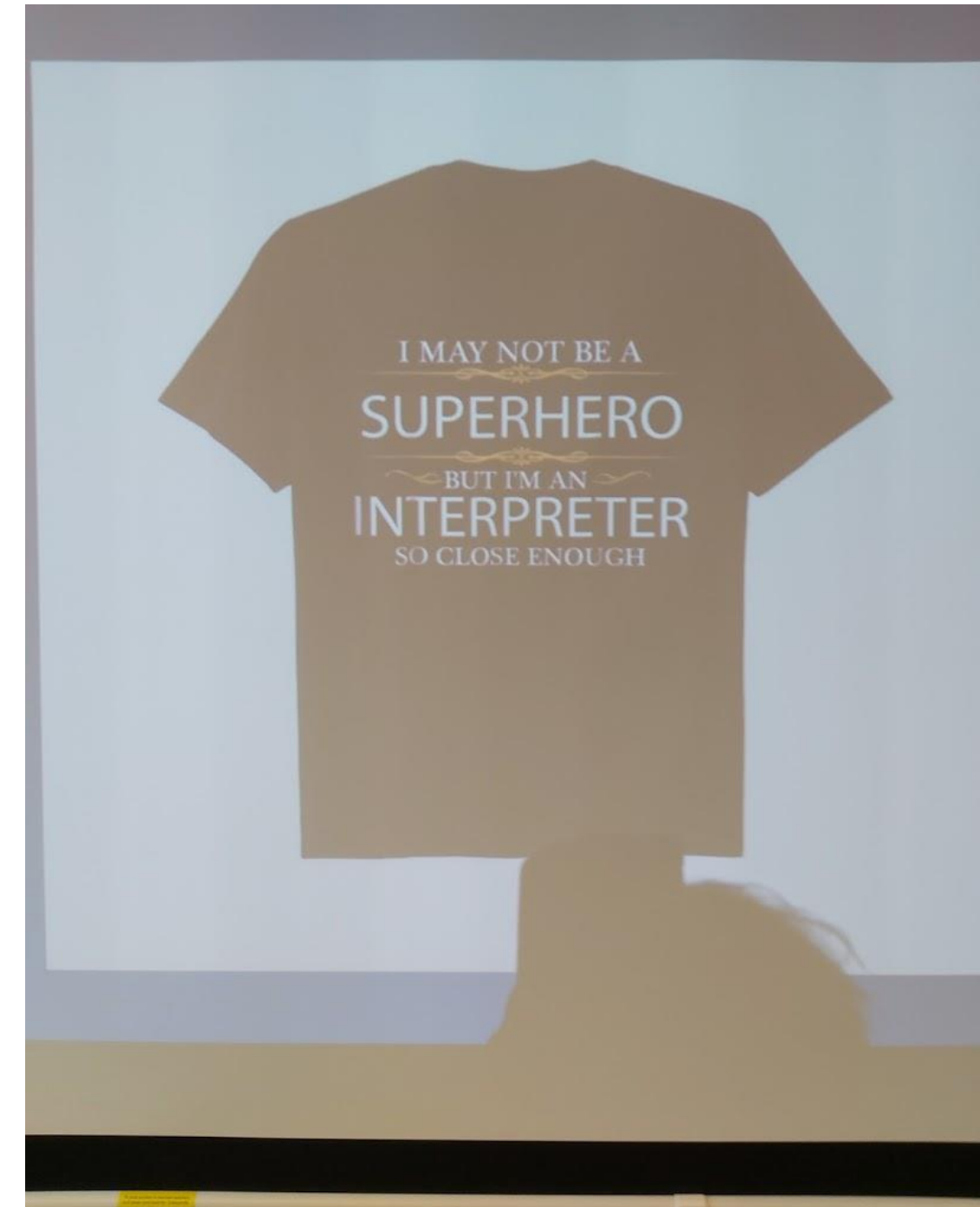
- Concentrate(s) on bilingual issues and linguistically relevant points focusing on questions such as:
- Which examples from your language may have value for the whole group?
- Which issues can be «saved» for the language group's own session (online or on campus)?

- **Joint discussion**



General learning outcomes

- **The interpreter's area of expertise**
Professional ethics and professional identity
- **The interpreter's main tool**
*What is language; what is **bilingualism**; linguistic registers, style, rhetoric etc.*
- **Interpreting techniques and situational knowledge**
What characterizes a dialogue; an institutional dialogue; an interpreted dialogue
- **Specific contextual knowledge**
Terminology and contextual knowledge from selected domains of the public sector
 - *Strategies for entering new linguistic domains and contextual knowledge*





Tell me, and I will forget.
Show me, and I may remember.
Involve me, and I will understand.
- Confucius

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