

The



*Technology Enhanced Learning
in Research-led Institutions*

Project

CASE STUDY

Written Translation in Italian Studies

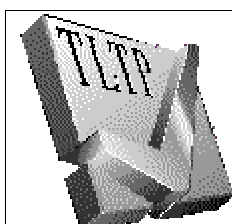
Evaluation from implementation in courses

The TELRI Project

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CASE STUDY

Italian Studies

Title WRITTEN TRANSLATION IN ITALIAN STUDIES	
Department	Department of Italian Studies
Institution	University of Warwick
Description of the course	Course details
<p>The course aims to:</p> <ul style="list-style-type: none"> • improve the capacity of students to understand and translate a range of registers of modern and contemporary Italian • improve the use of written Italian by translating from English into Italian and Italian into English and by making summaries in Italian • encourage increasing accuracy in written Italian 	<p>The Italian Studies course is for third year students who have spent the previous year abroad. It is a core course of 23 week duration. The course had 30 students registered in two sections. There were 25 English speakers and five native Italians. There was one hour of contact time per week with instructor and two hours of individual time per week outside of class.</p>
Details of the TELRI intervention and how it aimed to enhance the learning and course activities?	Other teaching methods used to support activity (e.g. tutorials, lectures, oral presentations, lab classes)
<p>The TELRI site enabled students to submit drafts as individuals in a group of five. The site enabled students to compare, contrast, comment, and redraft translations as needed. This enabling evidenced higher order thinking skills within student discussions, comments, and translations. The site publication produced more direct and intelligent questioning. TELRI intervention has, in most instances, empowered group activity and created a desire for further activity of this kind.</p>	<p>In-class discussions, evaluations, and informal assessment.</p> <p>Other technologies used to support activity (e.g. CD-ROM, web resources, lecture notes, references, online tests)</p> <p>Web resources and written support sources such as language dictionaries.</p>
How the course was previously run?	Problems with previous teaching methods
<p>Translation assignments were given, marked, and reviewed in class.</p>	<p>Previously there was a problem with perception versus reality of translation as a practice. The course tended to be grammar oriented. Few new knowledge and critical thinking skills were developed in translation.</p>

<p>Intended capabilities to be developed</p> <p>The skill objectives of the course were to develop an analytical and critical view of translations; develop the ability to use a multitude of resources; develop the practice of drafting and redrafting translations; and finally, language accuracy was a major objective.</p>	<p>Methods of assessment</p> <p>There was no formal assessment method used in this course. Informal debriefings proved sufficient indicators of expertise.</p>
<p>Problems in setting up the course or technology</p> <p>During week one of the project, the network was down and therefore a teaching lab on the use of the TELRI software was cancelled. This lack of a teaching lab was costly in terms of time lost on overcoming glitches. These glitches included the inability to resize screens to enable viewing of several translations at once, the inability to immediately check edits, and an inability to comment on student's own submissions at the time of uploading.</p>	<p>How these were solved</p> <p>From now on, course participants will receive training in the use of software. Other "glitches" are being overcome through the redesign and updating of the software.</p>
<p>Extent of development of intended outcomes</p> <p>TELRI evaluation</p> <p>The aim of TELRI is to enable students to use higher order thinking skills and gain expertise in their discipline and beyond. The Italian Studies module certainly met those aims and objectives.</p>	<p>Academic tutor evaluation</p> <p>Perception of the course focus was shifted from grammatical emphasis to professional evaluation emphasis. The translation accuracy improved and grammatical skill levels were maintained or improved.</p> <p>Students evaluation</p> <p>Positive comments were in the majority though there was some minor negative reactions to technical glitches.</p>
<p>Unintended benefits or costs</p> <p>TELRI evaluation</p> <p>As a result of the Italian Studies course, several modifications are being made to the TELRI publication software. The modifications include more freedom for the course designer to choose desired options in designing the web publishing screens, including style, colour, and content.</p> <p>The fact also that group work was enjoyed, and will increase as a direct request of</p>	<p>Academic tutor evaluation</p> <p>The perception of group work changed toward a more positive outlook. More group work will be in place in future using similar methods, even during class sessions.</p> <p>Students evaluation</p> <p>The students valued the activity and appreciated the relevance of the activity in terms of language versus translation skills.</p>

<p>students, is an unexpected breakthrough in teaching methods.</p>	<p>Some time was wasted over technical difficulties.</p>
<p>Cost-effectiveness analysis</p> <p>In respect of learning quality, there was an enhancement. Students moved into an area of critical thinking rather than memorisation.</p> <p>There did not seem to be a positive gain in alleviating the constraints of staff time.</p> <p>The intervention is easily transferable to other courses of similar nature.</p>	<p>To what extent can the course design approach support higher student numbers?</p> <p>The TELRI approach cannot replace class contact time entirely and will only support higher numbers if the course would normally support higher numbers. Therefore, higher student numbers are not a direct benefit of the TELRI application.</p>
<p>Further developments planned for this or other courses</p> <p>A joint MA with Birmingham will use the web publishing approaches. A commercial product with such capabilities that incorporates course management functions is currently being investigated.</p>	

Web publishing used in the Italian cultural studies module to support students' critical analysis in individual and group translation work.

Netcape

File Edit View Go Communicator Help

*1. What type of translation are you submitting?
 An individual translation
 A group translation

*2. What is the title of the translation?

*3. What is your name (if submitting an individual piece) or your group's name (if it's a group piece)?

View work:
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Student submission form page

Netcape

File Edit View Go Communicator Help

Italian Studies

Individual translation 2

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Translator	Title of piece
Rosa, Group 2	Bramhilla, J. Bernes
Daniela Pirogna, Group 1	Bramhilla
Group 2	Bramhilla
Group 1	Bramhilla
Francesca Zaveri - group 2	Lalala... C. Wang

View work:
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"Bramhilla, J. Bernes"

Rosa, Group 2 (rlr2@cov.warwick.ac.uk)

Original submission: Tue Feb 8 15:48:47 2000

Press "edit work" button below to edit this piece. Please only press this button once... otherwise the file may be locked and unavailable for further editing.

[Edit work](#) [Print work](#)

Text	Comments
Sono scappata da casa. No, la verità e' che ero già andata, nella tosta comunque. Certo che hanno dato la colpa a Andy ma questo e' un ridicolo. Andy era il primo ragazzo che sempre mi riteneva a casa in punta alle otto e mezzo. Dall'inizio, lui ha detto che doveva essere a letto prima delle nove perché lo sono avessi fare quando Sean Kelly se ne andava a letto. Pensavate che approvremmo quella ma non e' stato così. Mio padre pensava che ci doveva essere qualcosa sbagliata. Ho detto, Papà, fa un cambio di appetito dopo mezzanotte con un'uciale di caccia in mano. Ma lui non ha pensato che fosse una casa da edere. Non ho affetto la battuta.	Instead of 'mi ritorno' maybe it should be 'mi portavo alla casa'? Rebecca
Sì, suppongo che agli loro occhi, sono davvero scappata di casa con Andy. Un giorno ha detto, parte per godersi le gite per la Francia, si vuoi venire? Io ho detto, cosa? Lui ha detto, levare i fani e semplicemente fare whooosh. Io ha detto, whooosh? E lui ha fatto l'whooosh... ed ecco. Ma io mai avrei avuto smasere. Non e' colpa di Andy che non vive in fondo alla strada con due figli, mal di schiena, e pomeriggio in un negozio, se sapevi fotografata. Non potevano capire perché non volevo scendere i vestiti e di far del lavoro da donna.	does 'O dolce casa' seem more appropriate to the rest of you? as I personally prefer it. Seems fine to me and better than what I just What sense do you think we should put it in. Kath and me thought past historic apart from the obvious perfect texts, what if you think? Rebecca
	I think past historic is a good idea, but as you said, there will be exceptions... shall we all meet in person and come here together then we can do it in person? The first time... and

Individual submission page with edit, print and commenting options