Online training for interpreters [1]

The goal of this community is to discuss differences between online, blended and onsite teaching of interpreting and exchange best practices for both initial training and professional development.

Files:
- teaching_effectively_during_times_of_disruption.docx [2]
- ghent university - online mock conference - case_study.pdf [3]
- esit_simulation_de_conference_a_distance_25.03.2020_impressions.pdf [4]
- esit_remote_mock_conference_25.03.2020_impressions.pdf [5]
- discordwatchtogether.docx [6]
- esit_remote_mock_conferences_impressions.pdf [7]

Christina MAEDER [8]

GoReact [9]

Dear colleagues, there is a piece of good news regarding GoReact: they will soon go live with a hosting platform in Europe, so the whole data protection issue your (and my) University used to have with GoReact will soon be solved! Here's an extract of the e-mail message we've just received: I just wanted to let you know that our Europe based hosting centre was launched yesterday! We are going through testing for the next few weeks with a view to going live for customer in January. This is great news for us and hopefully you and your team with regards to data protection and security.

Translate

Javier HERNANDE... [10]

Excellent Christina,

I think this is very good for your platform. I would like to publish a piece of news in the News KCI section about the platform in general and the new development in particular. Who could help us with this?

Thanks and Merry Christmas!
Hola Javier, I can help. Just tell me what you need exactly. A description of how the platform can be used, the data protection issue and its possible solution? How many words?

Best wishes, Christina

Translate

Javier HERNANDE...

We will contact you.

Javier

Translate

danielle D'HAYER

Our online interpreting exam experience: students as partners

Dear colleagues,

I wrote a blogpost about our experience of online assessment at London Met (MACI).

It provides an insight on our approach to COVID19 online exams. Our approach involved students who were fully involved in making decisions and designing their own technical set up. Student agency was at the very heart of this project and it worked extremely well. We did have a few issues as you will see but we knew this was a possibility and we were ready for it. So we managed! The blog post includes some detailed documents we used to manage the exam. I hope you find this useful. I really hope colleagues share their experience too.

There is so much we can learn from one another. And COVID 19 demonstrated how much we have already shared. Let's not wait for another crisis to share, let's make it a habit!

Looking forward to hearing from your experience.

Many thanks.
Danielle

Please note my students read the blogpost before the publication and agreed for it to be published.

Translate

Sophie LLEWELLY... [14]

**Online exams: brainstorming session (replay) [15]**

On Tuesday, 14th April, I ran an online brainstorming session for interpreter trainers. We discussed the various options for running this year's interpreting exams (at universities) online, including Zoom, KUDO, etc.

Here is the link to the replay:

[https://vimeo.com/408842561/d07ccbe8d9](https://vimeo.com/408842561/d07ccbe8d9) [16]

And here's the link to the chat box, which contained useful information:

[https://www.dropbox.com/s/wqfw4gf0r5ao024/Online%20exam%20brainstorming%...](https://www.dropbox.com/s/wqfw4gf0r5ao024/Online%20exam%20brainstorming%...) [17]

Translate

Sophie LLEWELLY... [14]

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Translate

Catherine PEARSON [19]

**Discord and Watchtogether [20]**

I have just added to the files a document sent by Kate Ferguson on the Facebook community page 'Interpreter trainers blundering through online training in a pandemic'. The document was written by Nedime Volkan Mercangöz.

Translate
SCIC organised a mock conference on Friday 3rd April - on the subject of COVID-19. Galway actually hosted the conference, and then passed the hosting on to the SCIC chairperson (yours truly). Speeches were given in Spanish, German, English and French and there was a short debate afterwards. Once I have the consent of the interpreters involved I hope to be able to publish it so others students can also benefit from it. We also intend to organise more of these with more universities in the coming weeks. Some fine-tuning may be necessary. SCIC’s contribution (the speakers, i.e. ‘the floor’) passed through Zoom, and the universities on their side used different ways of having their students interpret, and being able to listen to them. I would ask the trainers from the universities to explain what/how they did it by replying to this thread. Thanks in advance!

Thank you Catherine for opening this thread and for organizing this event. Students were very thankful for the opportunity!

At ESIT, we used Discord for the interpretation. The way we use it is very similar to the two files uploaded in the Files section. Thank you for that!

Most of our students use one device for both Zoom and Discord without any problem, but one student experienced some difficulties turning on his microphone when Zoom was opened. If that happens, we recommend using two different devices.

One shortcoming of using Discord (compared to RSI platforms) is that students cannot take other students on relay while interpreting in a voice channel (you cannot be in two voice channels at the same time). Given that we only have one student with German, we still used him as a relay point, but we could not hear the other students interpret. By the way, we found out that in order to turn off the volume in Zoom (if you want to take a student on relay), you need to leave the computer’s audio on Zoom (meaning you stay in the meeting but cannot hear anymore).

There was no technical issue with Zoom, the only discomfort was the fact that the audio quality is not always optimal. It seems to depend on the microphone speakers are using.

Thank you again!
New FREE Masterclasses this week

It is so inspiring to see other trainers sharing knowledge and so many interpreters engaging in learning online.

This week I have a new masterclass for experienced interpreters who wish to become assessors and tutors online. And I will be repeating the Remote Interpreter Masterclass as there was a large number of interpreters and students who could not join last week. So here it is for anyone who is interested:

FREE Masterclasses this coming Wednesday:

1. How to become an online Assessor/Tutor
   Aimed at experienced interpreters who wish to move onto teaching and assessing students enrolled on online training programmes.
   Wednesday, 1st April @ 6pm
   Register using this link! ⬇️
   https://bit.ly/3asNvpS

2. The Remote Interpreter
   Covering telephone interpreting, VRI and Video Link. This is a replay of last week.
   Wednesday, 1st April @ 7.15 pm
   Register using this link! ⬇️
   https://bit.ly/2w0Fz03

See you next Wednesday!!

Helena

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Helena El Masri DPSI Online Founder https://dpsionline.co.uk Follow us on Facebook Find us on Twitter

Translate

Mon, 30/03/2020 - 23:17

danielle D'HAYER

Keeping students motivated during online training?

Dear colleagues,

I am delighted we have exchanged so much about the technology that enables teaching interpreting. This is great! Lots of creativity, sharing, insights etc... I feel we have some pretty good tools now. Not perfect, but it works!

But what about the students' experience? How do they feel about their online learning? Especially over a period of time that could be fairly lengthy? It was not their choice to study online. It was not ours either. We all had to adapt. But what is it like for them now?

The first weeks were full of excitement with using the new technology, making things work together, being patient and supportive with one another... It is our third week at present. Will this enthusiasm wear out?
Will students remain motivated? Will they make progress? As much as with face to face learning? How do they experience their learning? This is not a common situation. It is not just the course that has changed, it is our lives. We are at home, we are going through tough times and it is not easy. My group includes quite a a lot of Italian/French/Chinese/Japanese students and their families have been affected.

So how do you maintain morale? How do you work with students to maintain positive?

I organised a zoom Chitchat cafe this week. It was all based on a simple idea: at uni, we would go to have a coffee together, chat and laugh. I tried to recreate a similar space with the chitchat cafe. It worked very well. It was a mixture of easy going laughter, then serious conversations and sharing worries, then back to laughter and sharing tips on how to cope... We shared photos of our cakes and mugs and shared the personal stories about that, and sometimes they provided an insight on the experience of our daily lives. These social spaces are vital in my opinion and enhance the togetherness students experience during a course. It is a vital element of informal learning and I feel this crucial side of learning is endangered. Students may have their separate channels to communicate. We have a permanent platform too called MeWe (semi formal), in addition to the formal Weblearn (university VLE) But it is still online... Have you tried anything else that worked?

During teaching, I use the poll facilities in Zoom to measure stress, personal impression on learning etc... and it gives a good spontaneous understanding of how students feel/learn. But perhaps you have tried something else? I have organised one to one phone conversations for students who were fed up to be online and were stressed, one to one on Zoom. That was good too. But I still feel frustrated...

I organised virtual cafe sessions with all tutors to informally share our experience of online teaching. This provided a fuller picture of the students experience. So far so good, I am simply amazed at how resilient students are, how motivated they seem to be. Everyone is connected early (no late arrivals), all homework is done (no excuses), great focus (no separate conversations on a device) ... Great but how long for? What do you think? What have you noticed?

Then, there is the question of online exams... how will you organise that? We normally do our exams based on video recorded speeches. But where will the speeches be located? On the students’ drive? Streamed? What device should students use to record themselves (Audacity)? I normally record their exams in 3 locations just in case. How do we do that now without putting pressure on students? Then when they have recorded their file, how do they upload it on a Google drive folder? (We transfer? Simple upload in a shared folder?). What about an internet “potential incident”? How do we still insure exam conditions without too much pressure on the students who would need to manage a different technical environment?

We are going to rehearse over the next few weeks so we find a solution that everyone feels comfortable with. Happy to share then. But also very happy to hear what your strategies will be.

So here I am, on a Sunday afternoon, wondering how you are coping, and looking forward to your suggestions? perhaps we should organise a chitchat cafe?

Looking forward to your suggestions.

Danielle

Translate

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Catherine PEARSON [19]
Hi Danielle, thanks for that contribution. I think you raise many very pertinent questions, which it is for the other universities (and not me) to answer. However, I do really like the idea of the café, and I wanted to ask you how the polling on Zoom works. Is that only in the paying version? Thanks! Cathy

Hi Danielle, thanks for that contribution. I think you raise many very pertinent questions, which it is for the other universities (and not me) to answer. However, I do really like the idea of the café, and I wanted to ask you how the polling on Zoom works. Is that only in the paying version? Thanks! Cathy

Camille COLLARD [22]

Mock conference with Kudo [31]

Dear all,

We organized our first remote mock conference at ESIT on Wednesday with Kudo.

My impressions are that, despite several technical hiccups and the need to practice with the platform, it works relatively well for a mock conference, even if participants don't fulfil all the required conditions in terms of hardware, software and Internet connexion.

However, the students have quickly identified that working alone from home is a huge issue and can not guarantee a professional interpretation.

I've compiled the details of the mock conference as well as students' impressions directly after the mock conference in a document (in French). If you're interested, I could translate it and share it in the files section.

We will hold a second mock conference next week, since we feel that students need to experiment more.

All the best,

Camille Collard

Translate

Fri, 27/03/2020 - 12:51

Joshua GOLDSMITH [32]

Thanks, Camille! I'd love to read your report. Do you want to share the French version for now?

Translate

Fri, 27/03/2020 - 14:31

Camille COLLARD [22]

French and English versions are finally in the Files section thanks to Alexander!

Translate

Mon, 30/03/2020 - 10:33

Alexander DRECHSEL [33]
Dear colleagues,

In last week’s webinar on providing online feedback on interpreting, I mentioned a tool called GoReact.

I have recorded two videos about how you can use GoReact for teaching interpreting online:

- Using GoReact to provide online interpreting feedback
- Using GoReact for simultaneous interpreting practice and feedback

GoReact is offering universities and their students free use of their platform from now until June 30.

Best,
Josh

---

Thanks so much for sharing those Josh. Yesterday we were talking to Camille Collard from ESIT and they are using GoReact as well. I'll definitely have a look at your videos.

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Dear colleagues,

My colleague at Ghent University, Bart De Francq, already briefly explained in one of the posts below how we moved our mock conference online using a combination of Zoom and Discord. We noticed course leaders and trainers are interested and therefore we have written a short report on how and what. It’s now available for download in the Files tab (thanks for uploading it, Alexander!).

We are currently also working on a short instruction video on how to set up a Discord server (which is really just a fancy Discord word for webpage) for interpreter training. We'll share the video here and through our social media channels.
Don't hesitate to send us your questions, suggestions, feedback. We're also eagerly reading and learning from what you have been publishing. A warm thank you to all of you for your input.

All the best,

Tom

---

**Tom BAUDEWIJN** [39]

Dear colleagues,

As promised, we have developed video tutorials on how to set up your own Discord server.

- The 10' version for those who know their way around the web: [https://youtu.be/6c3eviZEqTE](https://youtu.be/6c3eviZEqTE) [41]
- The full 40' version for those who like to see all the nuts and bolts: [https://youtu.be/xjHmXVdzwlo](https://youtu.be/xjHmXVdzwlo) [42]

Special thanks to our colleague Sébastien Devogele for recording and editing the videos.

I hope you find them instructive and good luck to those who want to set up a similar system.

Best regards,

Tom

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**Javier HERNANDE...** [10]

Thanks Tom for your ideas and suggestions. It was great to talk to you directly. We are getting inspiration out of your experience and I hope others will do too. We will shortly come up with suggestions ourselves.

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**Catherine PEARSON** [19]

Thanks so much to you and Bart for all your help. The extra information in the file is very precious, and we're looking forward to getting the video soon :)

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**danielle D'HAYE...** [11]
Sharing our experience: transferring to online teaching

Dear colleagues,

I wrote a blogpost about transferring the MA Conference Interpreting at London Met online. I hope it helps colleagues:

https://communityofpracticeforinterpreting.blogspot.com/2020/03/rising-t...

I am planning to write additional posts of our experience online.

Looking forward to your conversations.

Many thanks.

Danielle

Karin REITHOFER...

Dear Danielle,

thanks for sharing your blogpost! This is truly impressive.

May I ask how you deal with source languages that not all booths can cover in the mock conference? In our mock conferences, we regularly use relais for languages not understood by all and I have no idea of how to deal with it in my mock conference class. I guess it is not possible to do this in Zoom or is it?

Best wishes from Vienna,

Karin

Translate

Wed, 25/03/2020 - 09:47

danielle D’HAYE... [11]

Dear Karin,
thank you for your kind words. I am glad the post was useful to you.

We work in and out of English.

For the mock via Zoom, we decided to work from English only to start with and that the English A would work into B. To compensate, we offered the same number of hours in a language specific separate tutorials.

Then, we got more ambitious. The English A, went into the booths for the C/B language. They took the relay from the interpreter Italian A for example. This was their source speech. They interpreted into English but with their mic muted on Zoom. In parallel, they were connected with their tutor on WhatsApp. So both tutors and students were connected on Zoom and WhatsApp but they both used WhatsApp to listen to the English A using the relay on Zoom. Feedback for the English A/tutor took place on WhatsApp. We still maintained the additional tutorial.

Does this help?

Wishing you all the best. And looking forward to hearing from your own experience.

Danielle

Translate

**Helena El Masri [23]**

**FREE Masterclasses [46]**

Dear all

Inspired by colleagues who have been sharing such great ideas and content, I have decided to offer 4 short FREE Masterclasses, to assist interpreters affected by the lockdown.

1. **Transitioning from F2F training to Online training** (to help trainers who due to the current lockdown situation in the UK, have been asked to do remote teaching in the next weeks - for Level 3 and Level 6 courses - does not include conference interpreting). Wednesday, 25th March @ 6pm (UK time)

   Register using this link!  [https://lnkd.in/ea_rghX]  [47]  
   After registering, you will receive a confirmation email containing information about joining the meeting.

2. **The Remote Interpreter – An introduction to telephone interpreting, VRI and Video Link.** For interpreters who have not yet done much remote interpreting and have been asked by agencies to do it due to the current lockdown situation in the UK. Wednesday, 25th March @ 7.15 pm (UK time)

   Register using this link!  [https://lnkd.in/eMHWx64]  [48]  
   After registering, you will receive a confirmation email containing information about joining the meeting.
3. How to become an Assessor for Online Training. (date tbc soon)

4. Interventions – the difference between intervening, interrupting and interfering. (date tbc soon)

Please share with anyone who may be interested, and follow news and other offers on our FB Page
- [https://www.facebook.com/DPSIOnline/](https://www.facebook.com/DPSIOnline/)

Kind regards

Helena El Masri

DPSI Online Founder

[https://dpsionline.co.uk](https://dpsionline.co.uk)

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Sophie LLEWELLY...[14]

'Iintro to teaching online...' replay links [51]

Hello all,

Here’s a list of links to the replays, chat boxes, and Powerpoints of my two webinars last week (intro to teaching consecutive and intro to teaching simultaneous online), on 17th March and 19th March.

Feel free to share the ideas; please also respect my copyright.

If you didn't attend the webinars at the time, I would suggest watching the Thursday 19th version of the simultaneous webinar, because we were fortunate to have Barry Olsen in the audience, and he kindly answered a question about ZipDX.

Do get in touch if you have other questions. If you haven't joined, you will find useful information on the trainers' Facebook page at facebook.com/groups/interpreter.trainers. I'm sure there are other good sources of information out there.

Teaching consecutive online powerpoint:
- [https://www.dropbox.com/s/cncpujm824lzvm/intro%20to%20teaching%20consec...](https://www.dropbox.com/s/cncpujm824lzvm/intro%20to%20teaching%20consec...)[52]

Intro to teaching consecutive online, 17th March:
- [https://zoom.us/rec/play/v5wrc7-v_zI3TICT4QSDVKlxW9XoKa2sqChK-KlEmEe3UXZ...](https://zoom.us/rec/play/v5wrc7-v_zI3TICT4QSDVKlxW9XoKa2sqChK-KlEmEe3UXZ...)[53]

Chat box Intro to teaching consecutive online, 17th March:
- [https://zoom.us/rec/download/tMEqleqopm03HoWR4QSDAP9wW43vf6msgShN-fMOzxn...](https://zoom.us/rec/download/tMEqleqopm03HoWR4QSDAP9wW43vf6msgShN-fMOzxn...)[54]

Intro to teaching simultaneous online, 17th March:
- [https://zoom.us/rec/play/vlZ5dr2vqDM35YfAaASDAKlsW464Lvqs1CQbg6cOzB2wUnh...](https://zoom.us/rec/play/vlZ5dr2vqDM35YfAaASDAKlsW464Lvqs1CQbg6cOzB2wUnh...)[55]

Chat box Intro to teaching simultaneous online, 17th March:
Intro to teaching consecutive online, 19th March:
https://vimeo.com/399500290/c8c9cd404d

Intro to teaching simultaneous online, 19th March:
https://vimeo.com/399949147

Chat box Intro to teaching simultaneous online, 19th March:
https://www.dropbox.com/s/s94pktmxwu1c7kn/Chat%20box%20from%20intro%20to... 

Translate

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Tue, 24/03/2020 - 17:14

Javier HERNANDE...

Thanks Sophie for this “mine“ of very interesting material. I had the chance of follow your seminar on simultaneous and it was great. Thanks for sharing. As you know our on line material, SCICtrain, Speech Repository, SCICrec is all available, and I know you made good publicity. Let’s keep in touch as they will be more interesting things in teh near future.

Translate

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Mon, 23/03/2020 - 18:16

Elena Zagar Galvão

Dear all,

thanking you so much for all the great input. It is really appreciated.

Now off to another online class.

Elena

Translate

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Fri, 20/03/2020 - 16:28

Michelle HOF

Online training at La Laguna during the lockdown

It's great to see all of the solutions being shared on this forum. What a resourceful bunch of people interpreters are!

At La Laguna, we have decided to use Adobe Connect Meetings for our online consecutive and simultaneous classes. Class started a couple of days ago, once the basic training on how to use the platform had been completed with both trainers and students. Things have been going surprisingly smoothly so far, I'm pleased to announce! A few hiccups with file formats and such but no more than is to be expected given the circumstances.
We will also be running mock conferences with KUDO, and using other online collaboration tools to get the students working and practicing together outside of class time.

If anyone wants to know more about how we at the La Laguna are teaching simultaneous and consecutive on Adobe Connect, please feel free to reach out to me directly (email m.hof@aiic.net [64] or Whatsapp +34657806754). It’s a bit too long to explain in detail here, but I can assure you, the platform has got plenty of bells and whistles that make it possible to replicate most face-to-face interpreter training situations in a virtual classroom.

Regards,
Michelle

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Catherine PEARSON [19]

Thanks for this Michelle. I know how much experience and expertise you have with on-line teaching at Glendon, and now La Laguna. If you have a document on Adobe Connect I can always upload it to files for you if you send it to me via e-mail. Otherwise I’m sure interested parties (including us here in SCIC!) will contact you privately.

Translate

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Morven Beaton-Thome [65]

Good to know that Adobe Connect works well. We were planning to use this too but the traffic on the site we need to access it from (the German Research Network Network) is so high that it is unreliable at the moment. We are starting with Zoom on Monday. Perhaps I’ll get back to you on Adobe Connect’s bells and whistles if the situation improves.

Translate

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Alexander DRECHSEL [33]

**Ideas for giving feedback online [66]**

Dear colleagues,

It is wonderful to see so much input from you all on how to make the best of the current situation. Josh Goldsmith and I want to contribute as well, and have started a series of webinars on interpreting and technology. The first session covered giving interpreting feedback online.

More information and downloadable slides can be found [here](#) [67].

Translate
Bart DEFRANCQ [68]

**Combining zoom and discord for synchronous sim [69]**

Dear all, just to add to the previous very useful posts. We were locked out of the uni facilities last Friday. As we had a mock conference for sim and consec scheduled with 5 students and 9 staff, we combined zoom for the floor and discord for the interpretation. If all mics and headsets work properly the combination allows you to listen to source (on zoom on the laptop) and interpretation (discord on the smartphone or another device) simultaneously. Discord allows you to use multiple channels (=booths) and to switch from one channel to another. Feedback can be provided through both systems. Bon courage à tous.

Catherine PEARSON [19]

Thanks Bart, that sounds like a good system. I know Camille uses Discord as well (see post below). Wishing you good luck with the teaching for the rest of this very difficult period!

Svetlana CARSTEN [70]

**Online teaching [71]**

Hello all.

Thank you for sharing your ideas and tips and thank you, Sophie, once again for bringing the community of interpreter-trainers together last Tuesday which helped to generate this very useful conversation.

I had to resort to Skype at a very short notice because for a visiting trainer it does not require any institutional affiliation (or complex logins) which gives many privileges to a number of free collaborative learning platforms. Those who use Skype would know that the current version of Skype in addition to a screen share option also has a sound share function. This means that in theory you can play a recorded speech to your students from your own computer and then listen to a selected student through your smartphone. The students interpret into their smartphone for your benefit but should be muted on Skype at their end at the time of interpretation. You need two headphones of course. I am sure some of you have tried this synchronous exercise. When I tested it at home on two computers with a family member, it worked very well (got me very excited too) but when I tried it during my Skype class the students could not hear the sound of the recording. I had to resort to the same exercise as Elena described in her message.

I’d be very happy to hear from those who have the sound sharing function working on their Skype.

Thank you and keep safe.

Svetlana
Hello everyone

Thank you for all your useful input.

The University of Porto, Portugal, suspended classes at the end of last week and we have been asked to provide online teaching and tutoring.

I have been using Zoom since Monday for training students online. Technically speaking it has worked very well. We have been having practise with 2 students at a time (usually with the same A language) or one-on-one. The only problem has been that the free version of Zoom only allows you to run meetings for a maximum of 40 minutes when there are more than 2 people in a meeting. After 40 minutes I have to schedule another and start another meeting. It’s a bit of a hassle but it works well.

As for types of exercises, we have been doing mostly consecutive, but also simultaneous. For example, in one-on-one sessions, I mute my mike and the student uses his smartphone to listen to the original speech and interpret it for me. In this case, I am a pure user.

Students have also been sending me their audiofiles with their SIMs and then I give them feedback in an online session.

I would appreciate any idea about different activities we could do online.

Keep safe

Elena

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Catherine PEARSON [19]

Thanks Elena - I didn’t know there was a time limit for Zoom! I was hoping to use that for the virtual Edit-a-thon...... You might also like to use the SCICRec function on My Speech Repository, as that also allows for students to send in their work. There is a dedicated community on the KCI about working with the Speech Repository https://ec.europa.eu/education/knowledge-centre-interpretation/kci-communities/working-speech-repository-conference-interpreting-training_en [73]

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Helena El Masri [23]

Dear Elena

I train PSIs and I still use Skype. We do groups of 3 for language-specific classes and works well because I read the consecutive parts, in both EN and Portuguese, they interpret and then I have all the simultaneous parts recorded and added to their course materials in Moodle. So they listen to the recording on their headset and all I hear is their
I understand that for conference interpreting may be slightly different but if they connect to the website where they are listening to the speech, then all you hear is the student. In this case, you will need to hear the speech beforehand and take notes or have it transcribed.

It is a question of trying out different ways.

Regards

Helena

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**Javier HERNANDEZ** [10]

Dear Elena,

I suppose that you are aware of the possibilities offered by our Speech Repository and MySpeechRepository? Fernando Leitao will be more than happy to share them with you.

---

**Elena Zagar Galvão** [60]

Dear Javier,

Thank you very much. Fernando Leitão has been most helpful, and so has Anabela Frade.

The online community is booming. At this time of emergency, the Knowledge Centre has shown how incredibly useful it is

All the best.

Elena

---

**Fernando LEITAO** [74]

Dear Elena

Thank you for the post.
Hopefully we will be able to run the virtual visit on 27/4 using ZOOM.

We will of course run a few tests beforehand and...let's keep our fingers crossed.

Fernando

---

Elena Zagar Galvão [60]

Fingers crossed, Fernando.

Things have been working out really well online. Now I'm using Zoom Professional, as I found out our University has licences, so it makes things easier.

Let's talk about how to use the recording part of the Speech Repository, when you have a chance.

All the best.

Elena

---

Morven Beaton-Thome [65]

Thank you [75]

Dear all,

I just wanted to say thank you for these very useful posts - they are most appreciated and are helping us figure out online conference interpreting training in Cologne. We have our first week of teaching as of Monday and will report back on how things go. Wish us luck!

Thanks again and best wishes in these difficult times,

Morven

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Javier HERNANDE... [10]

Good luck, keep us posted and you know that if we can be of any help we will try to do our best!
Morven Beaton-Thome [65]

Thank you [76]

Dear all,

I just wanted to say thank you for these very useful posts - they are most appreciated and are helping us figure out online conference interpreting training in Cologne. We have our first week of teaching as of Monday and will report back on how things go. Wish us luck!

Thanks again and best wishes in these difficult times,

Morven

Translate

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Catherine PEARSON [19]

Audacity [77]

Here’s some instructions Andy Gillies put on the Facebook page about Audacity:

Here are some (rough and ready) instructions for using Audacity to get dual-track recordings of sim interpreting (and adding feedback to that)

Using Audacity in simultaneous interpreting

(This is for a Mac)

There are two stages to get you to a dual track (both source speech and the interpreting in a single recording).

1. Convert Youtube speeches to MP3
2. Record interpreting over the original speech as a second track.

1. Convert Youtube speeches to MP3
1. Go to your Youtube film and copy the URL
2. Go to https://ymp4.download [78]
3. Paste the Youtube film URL and click on the format you want (eg. MP3 320kbps)
4. Click „download“ and then again on the new green “download” button that will appear
5. The downloaded MP3 file will appear in your Downloads folder
2. Record interpreting over the original speech as a second track.

Download, install and open Audacity.

To interpret
2. Drag and drop MP3 file of source speech into Audacity window.

3. Click on Tracks menu

4. Choose Add new

Stereo track

(Put the microphone volume up high and speaker volume relatively low. These are both underneath the green play button)

5. Press red record button to start interpreting

6. Stop interpreting

7. File/ Export

Teacher, to listen and give feedback.

Feedback in the audio recording

9. Click on Tracks menu

10. Choose Add new

Label track

11. Click the part of the recording to which the feedback comment relates

12. To add a new label

Edit Menu

Labels

Label at selection

click where you want to add a comment

type text into box provided

13. Repeat 12 for each feedback comment.

14. Save project (as an Audacity .au file)

Once you record the “project” you can still edit the feedback

Sending the project to a student

You need to send both the .au file and the _data folder of the same name (eg. Peter.au & Peter_data) for the student to be able to open the file at the other end. It’s a very big file! When they open the .au file it must inside the same folder as the _data folder.

15. To compress the file and folder into a zip file

Mark the file and folder and (ctrl + click) or (right click) on them. Choose “compress”. A .zip file will be created
16. Share the .zip file with your student... eg. via Gdocs

When you play back the project you might not immediately see your feedback as it is later down the folder.

Discord [79]

Dear trainers,

Some of us started using Discord for online teaching and Discord noticed, so they published a short document to help beginners set up a classroom: [https://blog.discordapp.com/how-to-use-discord-for-your-classroom-8587bf78e6c4](https://blog.discordapp.com/how-to-use-discord-for-your-classroom-8587bf78e6c4).

One of our students created a server that simulates our classrooms at Uni (he even added a teachers' lounge!) on Discord. Basically, all the students and trainers are on the same server and can easily go for one room to another: either they go in a text or voice channel with their group, or they join a virtual "booth". If you want, you can also start a videoconference with a group of students.

Personnally, I think that Discord is great to easily keep in touch with students, organise consecutive, sight translation or other types of interactive classes. I particulary like the fact that they can use it independently and organise their own practice sessions. However, Zoom and Kudo might be better suited for simultaneous.

Catherine PEARSON [19]

Document added under files [81]

I have taken the liberty of adding the very interesting document that Sophie Llewellyn Smith made available on her facebook page - Teaching Effectively During Times of Disruption. It talks about different ways of teaching online, and I can thoroughly recommend it. Like Sophie said : "disregard the fact it's written for Stanford University Faculty.

If your institution uses Canvas as a Learning Management System, the document is particularly relevant.

Even if you use a different LMS, there are lots of good tips here for using Zoom, working asynchronously with students, suggesting software for assignments, giving instructions to students, etc."


Alexander DRECHSEL [33]

Ideas for teaching simultaneous interpreting online [83]
Dear colleagues, I don’t really consider myself an interpreting teacher, but thought I might jot down a few ideas that might be helpful in your plans for teaching simultaneous online. And they’re just that right now: ideas! Feel free to chime in.

(This post was inspired by the webinars Sophie Llewellyn-Smith generously hosted.)

Using Zoom

This videoconferencing solution has gained many, MANY fans recently, so it’s safe to assume that many of us, including students, might now be familiar (enough) with it. In a simple video-conferencing scenario, you can gather your class as you would in the class room. Any participant (including you, the host, of course) can deliver a speech. The others can listen and interpret at the same time. (They should be muting their mics while they do that.)

Alternately, you can also feed a recorded speech into Zoom, e.g. from YouTube or even locally from the host’s computer by using the Share Screen feature (which allows you to also share audio [84]). Mind you, the quality may not be ideal, depending on the quality of the internet connection.

Lastly, Zoom enables the host to record all participants synchronously and on individual tracks [85], too. Granted, it’s not an automatic double-track recording (i.e. original speech and interpretation side-by-side), but all recordings have the same starting point at least, so can be played back by opening two windows of your media player (e.g. QuickTime on Mac).

Other solutions

- Zencastr is a web-based recording solution for podcasting. But you can use it for teaching, too, along with your videoconference. You create a recording session and send the invitation link to your students. Here's how that works [86].

Catherine PEARSON [19]

Dear trainers - I think we have the makings of a fascinating thread here. Unfortunately I missed Sophie’s seminar last night, but hope to plug in on Thursday instead. I was just reading all the other threads on here, some from last year before the Edit-a-thon, in which Sophie bravely suggested she and Alex work on a master document on this. I think it would be great to have a run-down of different tools with their pros and cons, but also something about keeping up motivation of students etc as mentioned by Danielle. We could then put the finished product under the Innovation part on interpreting/training technologies, which Alex is also working on at the moment. Also, I am going to try and organise an Edit-a-thon online in the not too distant future. We could even decide to hold one per leading community (like this one)? à voir

Translate

Wed, 18/03/2020 - 10:36

danielle D'HAYER [11]

Thank you Alex. I think it is great Sophie organised the online workshop yesterday.

I organised our first online adapted "mock conference" yesterday. Two hours in the morning and two hours in the afternoon. We used Zoom. I would like to use Kudo as a teaching tool later on, which in my mind would be perfect for many aspects of our teaching, especially for simulated events. There were 7 languages yesterday and all our teachers were online with us to listen to students in a simultaneous manner, using all breakout rooms etc..
What must not be forgotten is the students experience, keeping motivation going, the group effect on motivation, guiding for individual practice when not connected, online flipped classroom model too... On Zoom, you can organise polls which are excellent to monitor all these aspects. For example, yesterday I monitored the level of stress as we were working on the platform and students all reported that the stress level was going down gradually as we were working together, getting used to the tools, being together etc...

We did a lot of rehearsal, training, brainstorming on Zoom, with trainers only, students only... and what we managed yesterday was the result of such a collaborative approach.

I am happy to share the experience. I took some screenshots of students, but with the polls too. I will ask students whether they agree to share today.

Good luck all. Time to share good practice. Let's not forget to listen to students and see how they perceive all these changes, what works for them etc... A great partnership!

Danielle

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**Helena El Masri [23]**

**CI Online [87]**

Hi Catherine, I run a fully online Level 3 in Community Interpreting here in the UK, with groups of 8 on Skype. We use video conferencing and works beautifully with up to 9 participants. I can see all learners, they can see each other and interaction is fully functional. We access materials on an e-learning platform and watch instructional videos, return to the virtual class for discussion and 12 weeks go by effortlessly. They have a heavy workload for 3 months but those who successfully submit a Portfolio of evidence that meets the qualification criteria receive the Certificate from the National Awarding Body.

I also run the Level 6 Diploma in Public Service Interpreting (Law and Health options) this way, with each language tutor having 3 students in a class allowing learners to practice consecutive and simultaneous interpreting, sight translation and receive feedback on all coursework submitted, oral and written.

I have been teaching online for 10 years (20 years by distance learning, remember when we could teach over the phone and by post) and agree with Barry, the trainer needs to be experienced and have a solid curriculum with materials that are timely, practical, that lead the learners to then move from student to professional in their own right, armed with a knowledge base that acts as the foundation for their own interpreting career.

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**Catherine PEARSON [19]**

Helena, I apologise for not replying before now, somehow I missed this extremely useful post. I agree entirely with you, and Barry, that a lot depends on the experience of the trainer. I hope that this community will keep exchanging and even come up with a document that we can share on the 'static' part of the KCI!
Sophie LLEWELLY... [14]

Does anyone fancy getting together at the SCIC Universities Conference Edit-a-thon to think further about this?

Sophie LLEWELLY... [14]

Just a quick update to let members know that several colleagues met up at the edit-a-thon after the SCIC Universities Conference. We had a general discussion about what sort of content we would be interested in seeing on the KCI. Alexander Drechsel and I agreed to create a sort of ‘master document’ outlining in visual form the areas that people seem to be interested in (e.g. what’s out there, in terms of initial and continuing training? What is best practice? What gaps need filling?). This master document could act as an index of content for a much longer document broken up into sections. We’ll try to get the document published asap, and then get in touch with people who work in this field to ask for their input.

Andrew James GILLIES [88]

A "master document" is a great idea. Personally I would find it much easier to contribute based on a sort of "wish list" like that rather than trying to volunteer stuff into a void.

Catherine PEARSON [19]

I agree too, and once it is ready it can be published on the 'static' part of the website as 'knowledge' :) You can avail yourselves of the Wikidocs function to produce a document together.

Catherine PEARSON [19]

online conference interpreting courses [89]

Some courses - such as the Glendon school in York University, Toronto - teach CI exclusively on line (in the first year, which leads to a general diploma in interpreting). It would be useful to hear from those involved on teaching programs like this too. Which other courses make heavy use of online training?
Michelle Hof

Hi Cathy,

Thanks for the shoutout to Glendon. I am actually the Field Coordinator for Conference Interpreting for the Glendon program so I can answer the questions any of you might have about how we work there. There's a lot I could say so it might help if people asked specific questions that I can respond to.

Briefly, the Glendon MCI is a two-year MA program with the first year (offering Conference, Healthcare and Legal interpreting courses) taught entirely online and the second year (for Conference only) taught mostly on-site in Toronto, with some online elements. We use a Moodle-based LMS for the asynchronous learning and Adobe Connect Meetings for the synchronous components.

I hope this helps. Let me know what else you might want to know about how we work.

Thanks!
Michelle

Danielle D'Hayer

I have delivered a few online training CPD. In addition to what has been said, I think it is important to look at the presenter's experience. Sometimes, you feel you are speaking to yourself, especially when you cannot see attendees. Adobe connect for example was not a great experience for me the presenter. I had no idea of the attendees experience. The chat box I feel is quite artificial.

But recently I have used Zoom.us and actually bought the licence. The experience is completely different. there are break out rooms. You can organise exercises and have chat with attendees in the break out room. The connection is secure and there is no real concern with sound quality. I can see the participants, they can see me. I like t have a mixture of presentation, discussion, etc. and everyone can share their screen. Finally you can record. This is an improvement.

To conclude, it is not just about delivery techniques. it is also about the experience on the platform, what can be done with it so that everyone can communicate. For me the visual input is important, the sharing of the screen and the breakout rooms.

I hope this helps.

Joshua Goldsmith

Online CPD courses for interpreters

To kick off the discussion in this community, I'd like to ask you what you think about online CPD courses for interpreters, like
Barry Olsen[91]

Josh,

I have an overall observation. I hope you'll allow me to defer on answering the specific questions. At this point, the technical barriers for conducting meaningful training online are overcome. While getting the technical aspects of a webinar or online course are important, the crux of successful online CPD really rests in the quality of the material offered by the presenter/instructor. The best format depends on what is being taught. As a professional community, we really need to zero in on what really brings value to individual practitioners and focus on that. what kind of content or skills training will make a hard-working interpreter plunk down their hard-earned e-cash on the cyber barrel? for me, that is the most important question to answer.

Translate

Joshua GOLDSMITH[32]

Barry,

Thanks for weighing in. I fully agree that it make sense to focus on online CPD that appeals to practitioners and can improve skills. Content may, at least to some extent, dictate form. But I've also seen good content delivered poorly, hence my questions. It also seems to me that most CPD focuses on content rather than skill acquisition.

Beyond designing attractive content, we need to consider the pedagogical side of (online) CPD for professionals. The vast majority of webinars I've attended have been underwhelming. Most deliver content rather than focusing on skills development. Very few leave room for reflection. Is that sufficient? How can we promote skill acquisition in online fora, especially in bite-size chunks?

Many of the comments I posted yesterday on Twitter about what makes a good presentation also apply for online CPD:

Likes:
- Dynamic speakers
- Cutting-edge work
- Research made accessible and applicable
- Interactive presentations
- Teach, don't show
- Questions that make you think
- Walking away inspired
Dislikes:
- Rehashing the same topic
- Cluttered slides
- Presenters that read!

Looking forward to continuing this discussion.

Translate

Wed, 21/11/2018 - 09:51

Alexander DRECHSEL [33]

I fully agree, Josh. Very few webinars find the balance between covering way too much ground and just droning on about the same thing. Interactivity is key, too, otherwise attendees won’t feel motivated to show up at a given date and time.

Translate

Fri, 05/04/2019 - 16:06

Catherine PEARSON [19]

This looks like the making of a useful do’s and don’ts document for on-line training. Maybe you could think about drafting something in this community that we could publish as user-generated content on the KCI?

Translate

Thu, 29/11/2018 - 11:06

Catherine PEARSON [19]

So I see that I suggested maybe a document about Dos and Don’ts already back in 2018. Could this be a second document to work on, after looking at the Pros and Cons of each ‘system’? Or could they form one single document?

Translate

Wed, 18/03/2020 - 10:45

Source URL:

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