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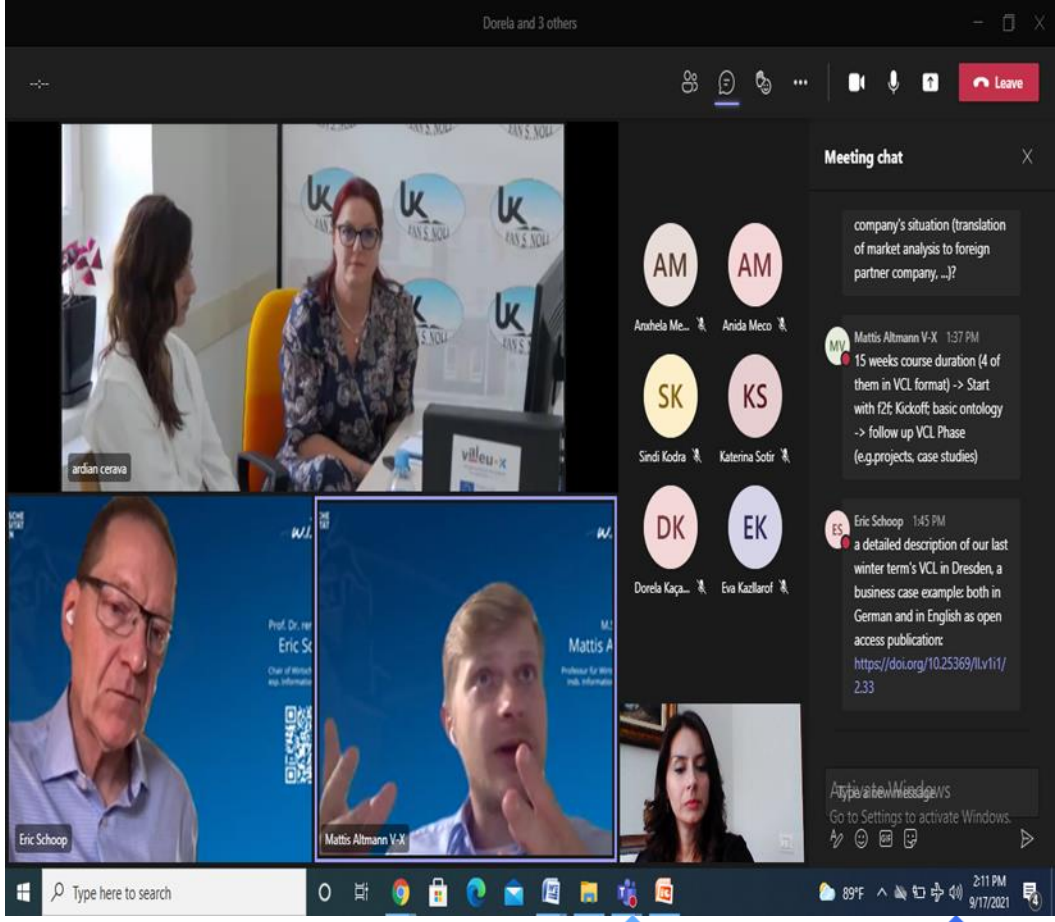
Virtual Albanian European Universities eXchange

VALEU-X "VIRTUAL ALBANIAN-EUROPEAN UNIVERSITIES EXCHANGE"



Pilot module

Translation – Bachelor level

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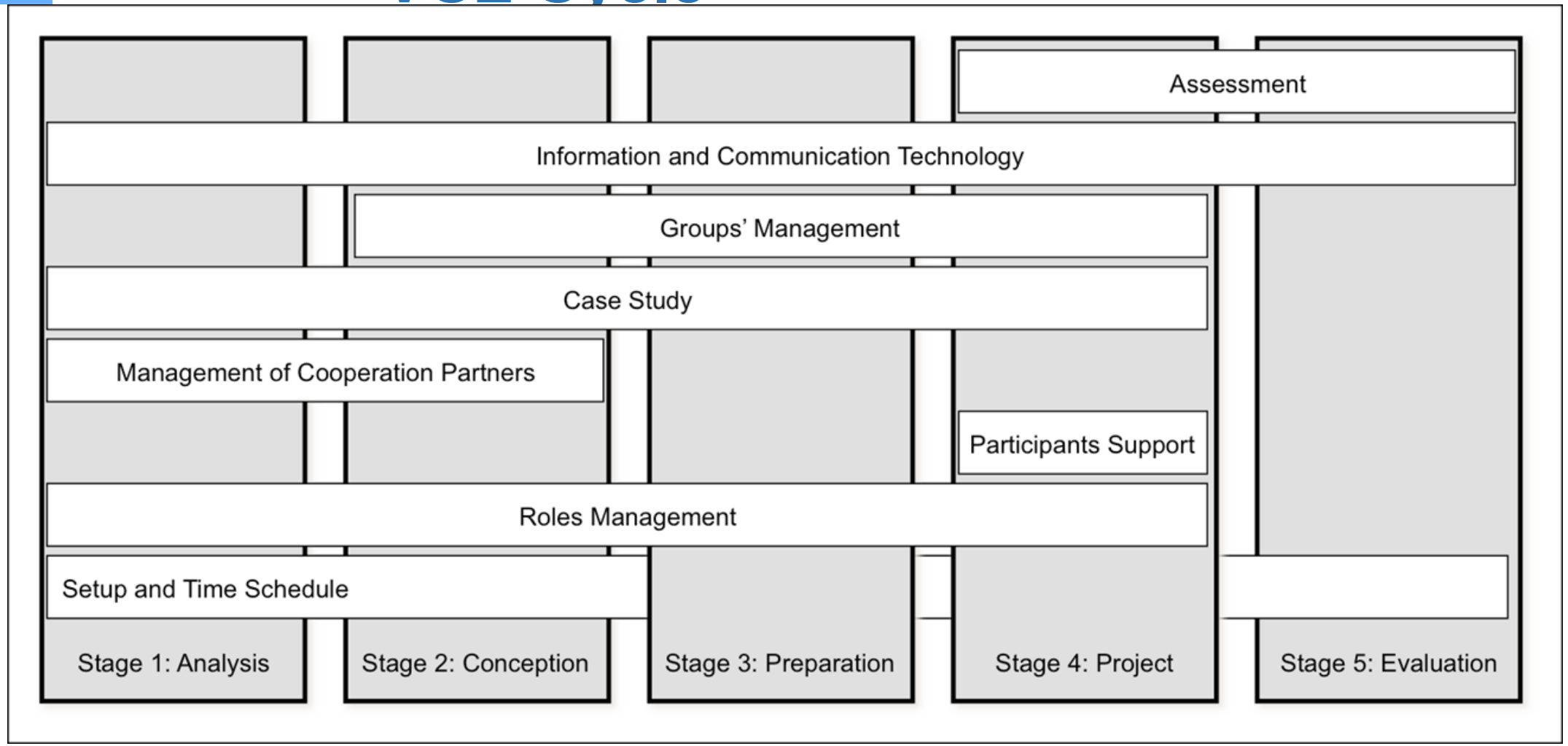
VCL Cycle



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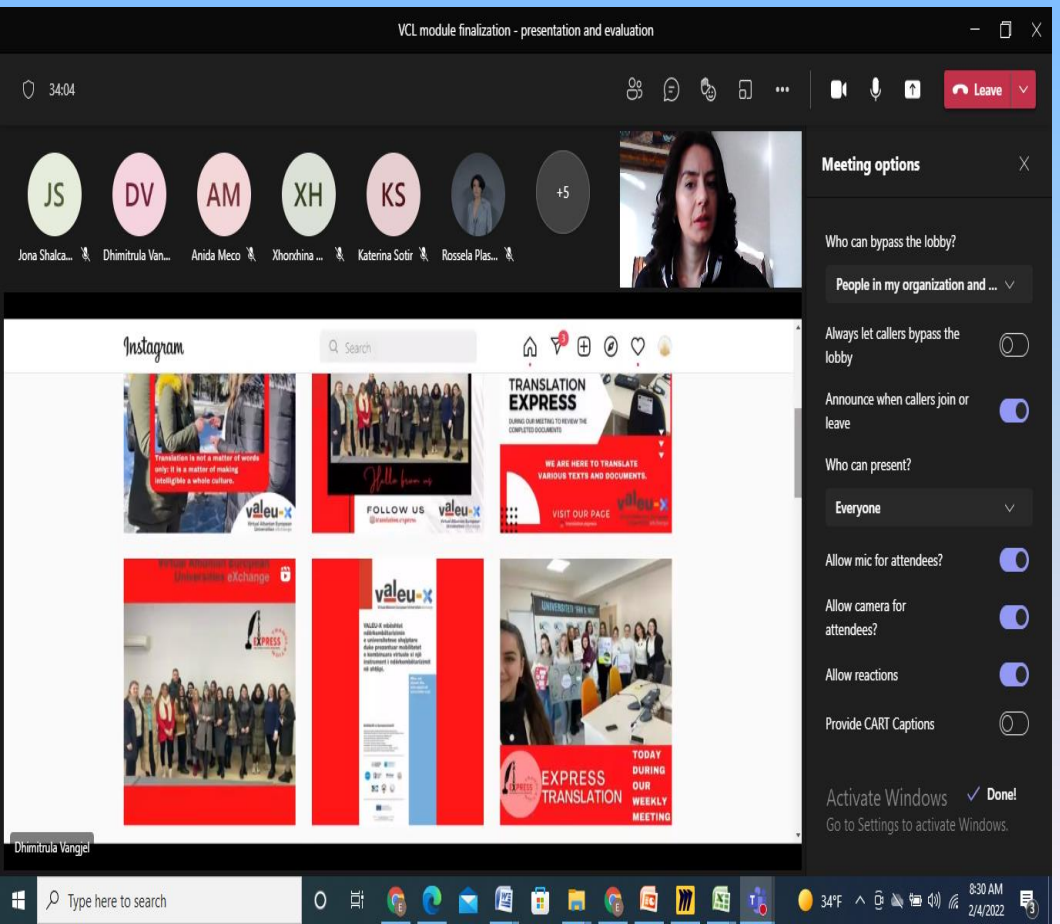

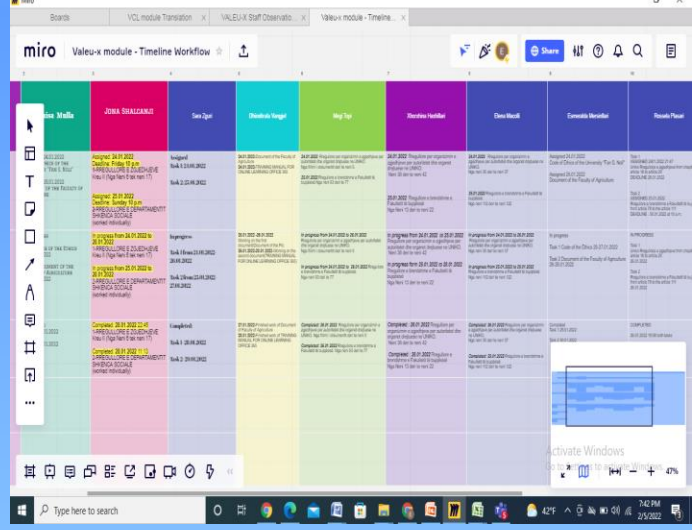

VCL implementation

Local level

Pilot module *Translation*

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VCL project implementation

- Time span – 20 classes, by the end of the winter semester
- Learning goals:
  - building competences in teamwork,
  - better communication and collaboration skills,
  - raised awareness in ICT,
  - gaining more expertise in human resource management, digitalization and business models,
  - including authentic cases in teaching and learning in higher education
  - reduce ‘inert’ knowledge,
  - enhancing and strengthening relations between UNIKO and the national/international labor market,
  - improving the quality of the study programs, learning outcomes and the profiles of graduates in relation also to the needs of people and society.

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Preparation

- 20 classes - end of the winter semester
- subject *Translation, III course, English language, Bachelor UNIKO*
- e-tutors have been trained to assist the teacher and students
- meetings with members of the Consortium were organised online
- conceptualising a case study that would be the core activity for students to work collaboratively on and, at the final stage, be evaluated upon.
- **The mission**
- ***the necessity for the existence of a Translation Centre set up and operated by students of the English branch***.
- The students consider the founding and operation of the translation centre, the diverse units to operate within the centre, the roles of teams and individuals who operate within the centre, the time span of tasks' completion, expected outcomes, etc.

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Case Study

- Setting up and operating a translation center
- Blended teaching and learning
- Students cooperate (relevant for future employment)
- Teacher a moderator (flipped classroom)
- E-tutors provide assistance (if necessary) and evaluate performance
- Roles and tasks for each week (assessment – group and individual work + self-assessment)
- Students' deliverables and documented work
- Feedback, reflection, lessons learned

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Implementation

- The pilot VCL was implemented during 17/01/22-04/02/22

20 classes
online teaching and learning
blended learning,
flipped classroom,
display classes,
final presentation (open day).

several tasks and sub-tasks given to students,
team meetings on *Team* platform,
work on *Miro Board*
Kahoot games
liberating structures

meetings on terrain
physical meetings with potential stakeholders
representatives from "*Thimi Mitko" City Library*
representatives *NGO Dorcas AID Albania*

hope of generating possible work for the *Virtual Translation Centre* in the future, shifting its status from a fictive virtual translation centre to a real one.

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- Mission
- Setting up and Operating a (fictive) Virtual Translation Centre.

  - Miro board
  - Liberating structures
  - *Conversation Cafe,*
  - *Appreciative Interview,*
  - *Min Specs*
  - *What? So What? Now What?*

- *Miro Board 1 VCL module Translation*
- https://miro.com/app/board/uXjVOdaHa1M=/?invite_link_id=933011601329

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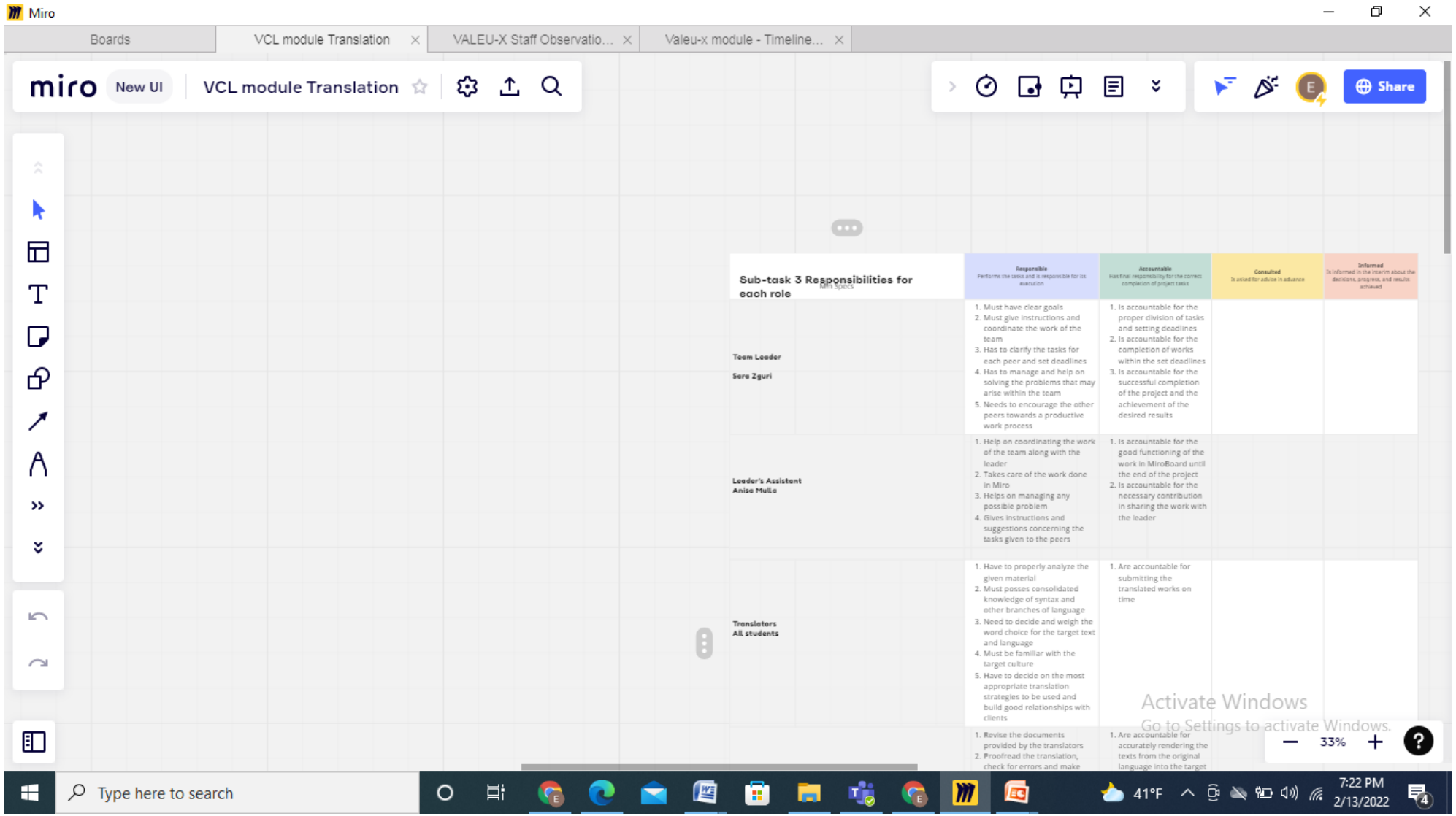

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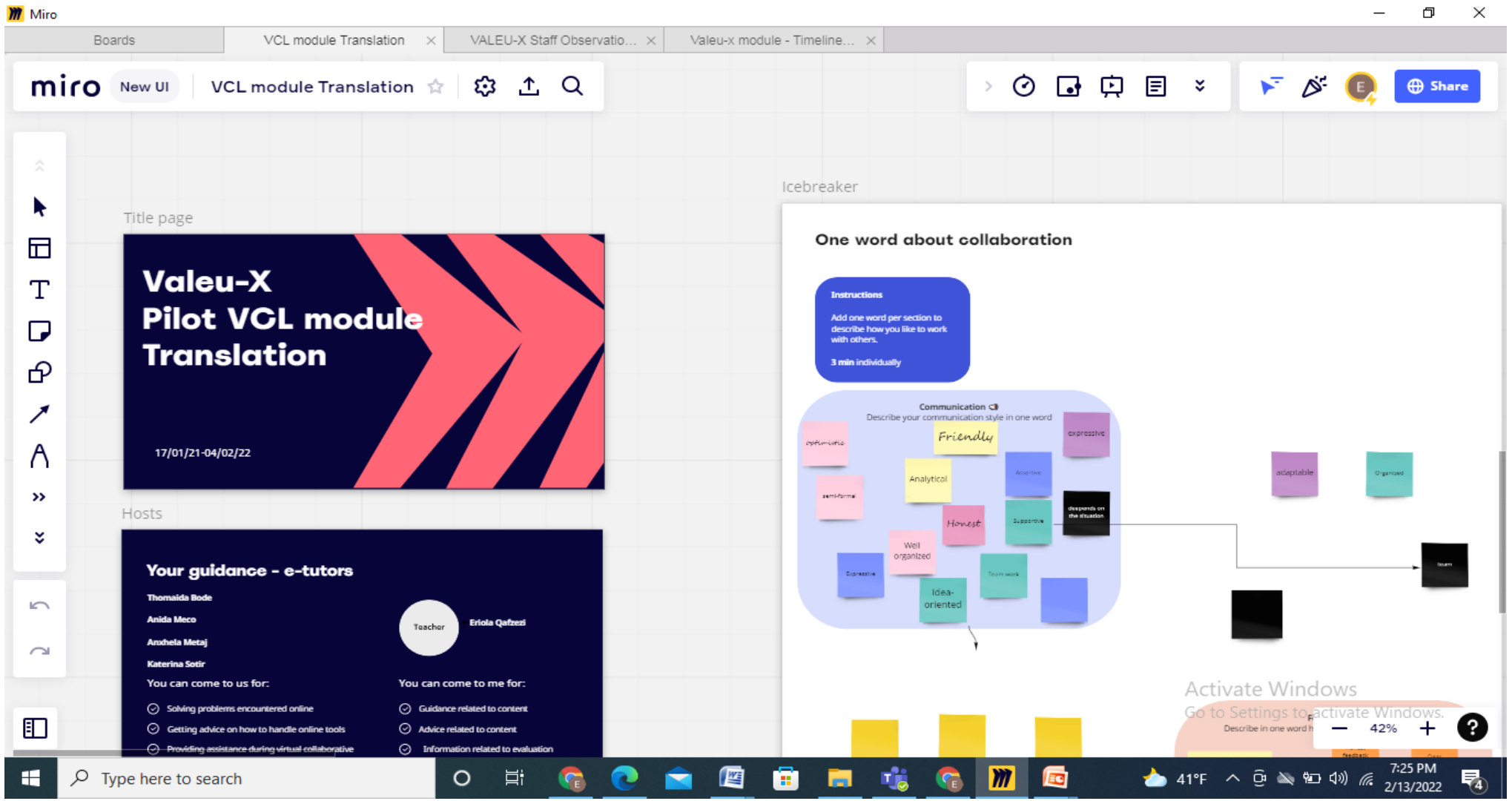

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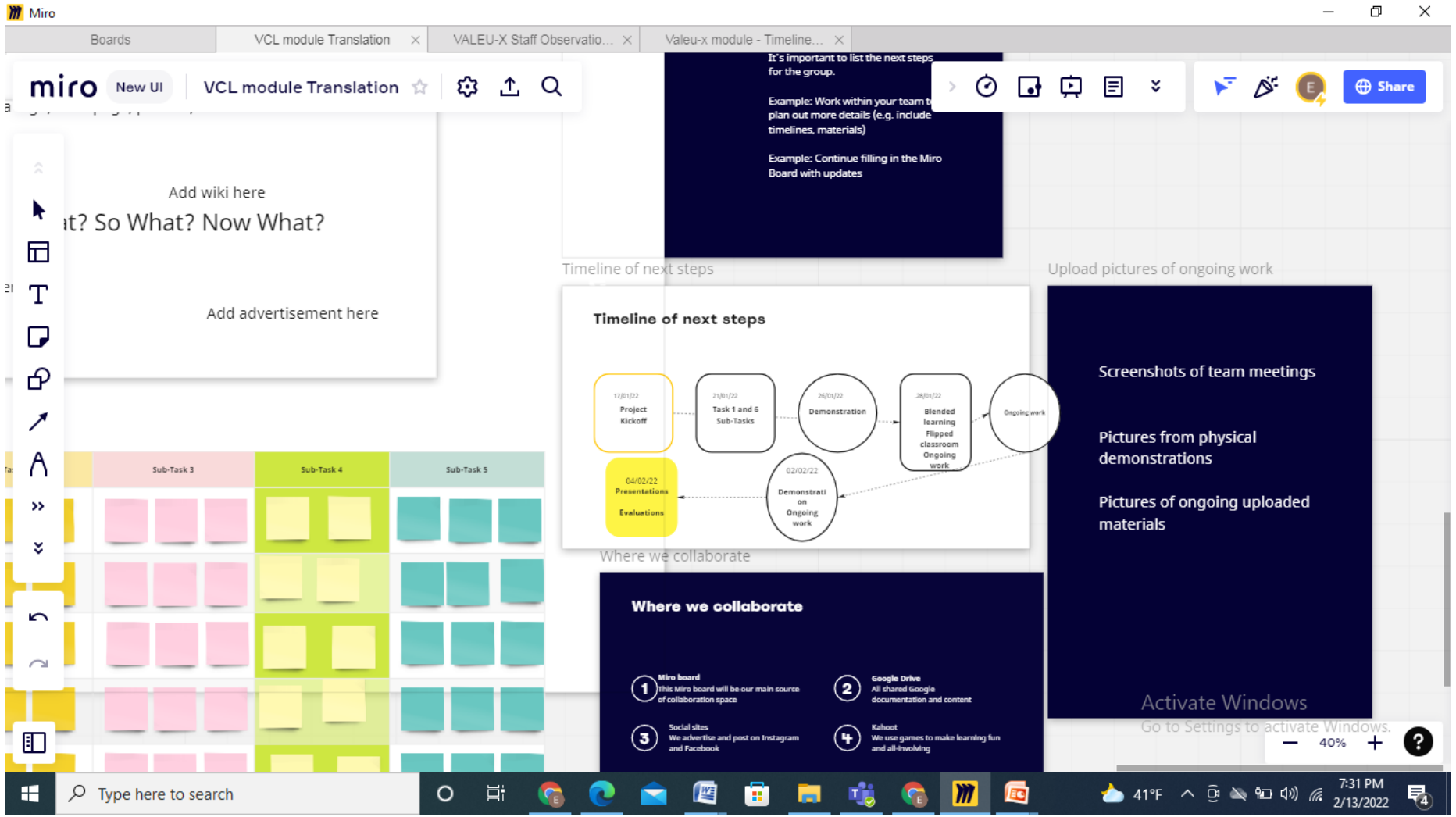

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- *Task: Setting up and operating a virtual translation centre*
  - *Sub-task 1 Deciding on the name and slogan of the virtual translation centre*
  - *Sub-task 2 Roles' Descriptions;*
  - *Sub-task 3 Responsibilities for each role;*
  - *Sub-task 4 Human Resources (Assign roles to students)*
  - *Sub-task 5 Creating a logo, a web page, posters and advertisements for the virtual translation centre.*
- break-out rooms on Teams
- Some of the tasks which were time-consuming, such as the creation of the logo or web page were assigned as homework, according to role description.

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Translation Express

-the **team leader** assigned students work to be done, according to the roles' division based on the CVs they uploaded on Teams.

- The team leader, after careful examination of skills, competences and experience of each student, assigned roles within teams to operate within the centre.

-She also assigned work within deadlines, posted on Teams.

-Documents that had to be translated were part of *External Evaluation Folder* (in order to provide some help with the current accreditation process in which the university is enrolled).

-All students were translators within the centre, while they also had duplicated roles as well (within other teams such as *media managers, documenters, editors, IT and graphic designers*, etc.).

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Our next meeting with students was physical;

- a display of posters, business cards, roles' presentation within teams, etc.
- The team spirit was already present and that was quite satisfactory.

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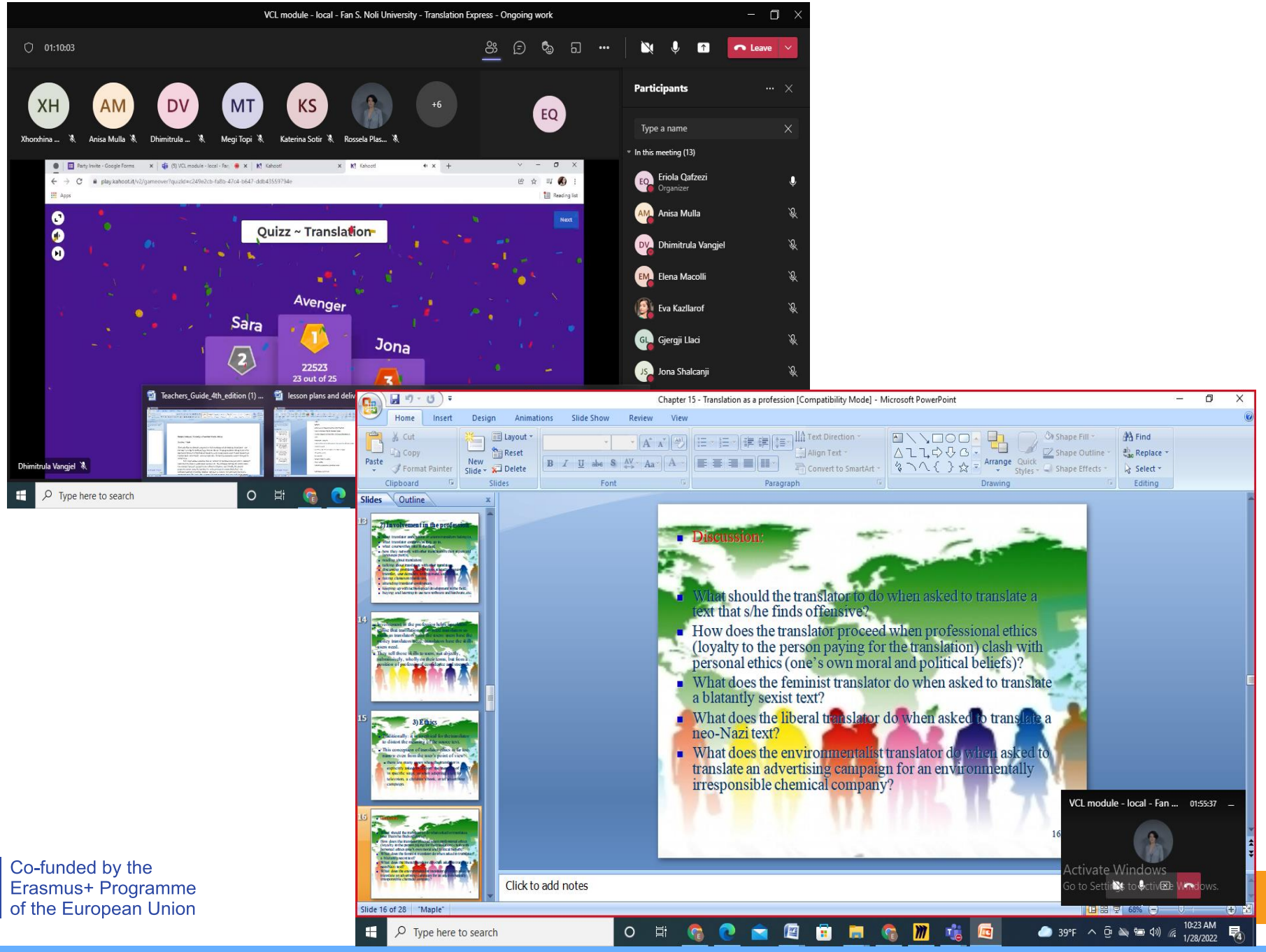
-Online meeting

-flipped classroom

-two lectures as audio recordings, power point and word doc.

- students had to study them in advance
- quizzes on Kahoot
- the lectures were quite relevant to the module and the aims of the case study
- we also discussed online some sensitive issues that might occur within the fictive translation centre.



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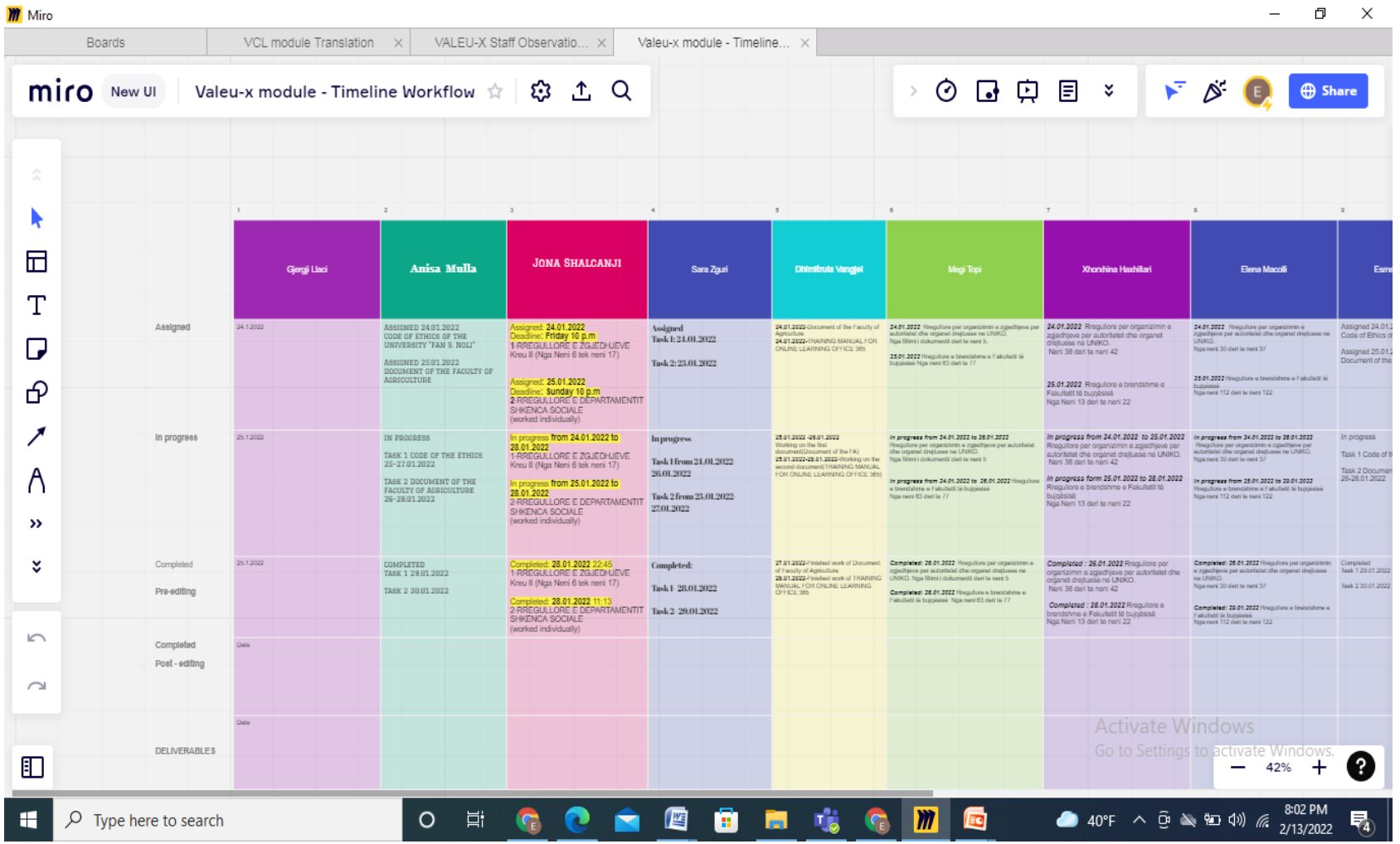
Miro Board

- Timeline
- data with reference to concrete ongoing translation work, when they started, when they finished, when they delivered, when the editors received materials, etc.
- This board was helpful for evaluation as well.

Link to Miro Board: Timeline Workflow https://miro.com/app/board/uXjVOTYgSvM=/?invite_link_id=827836813014



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Our next meetings were physical – we met with potential stakeholders - **representatives from "Thimi Mitko" City Library** and from **NGO Dorcas AID Albania** with the hope of generating real work for the *Virtual Translation Centre* in the future, shifting its status from a fictive virtual translation centre to a real one, accomplishing thus another goal of VCL, creating real possibilities of being involved in the marketplace.

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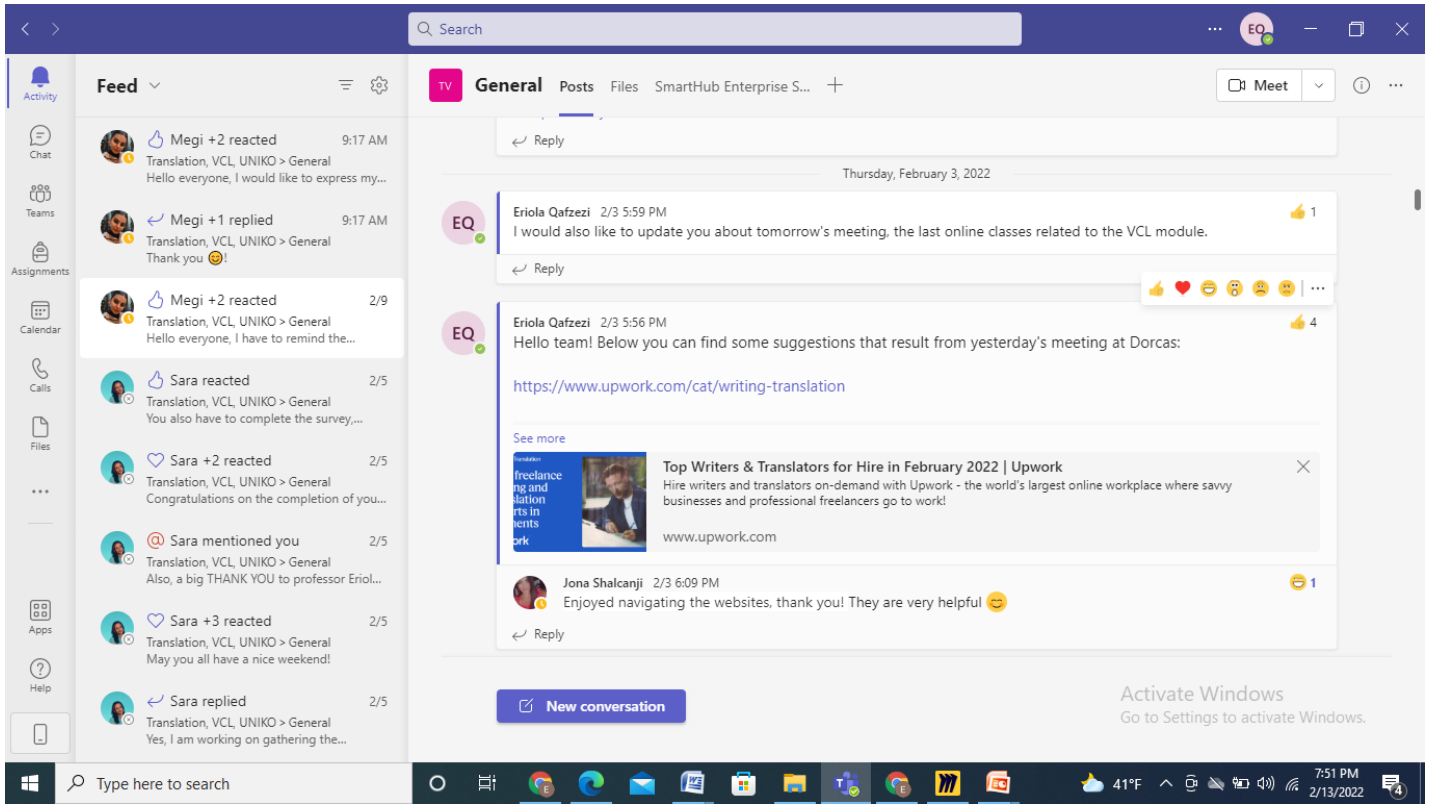
After the meeting with Dorcas Aid – advice posted on Teams



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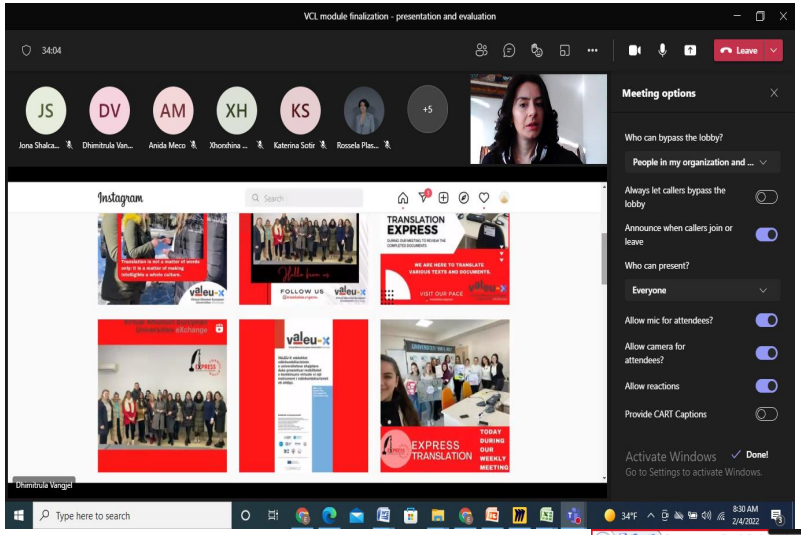
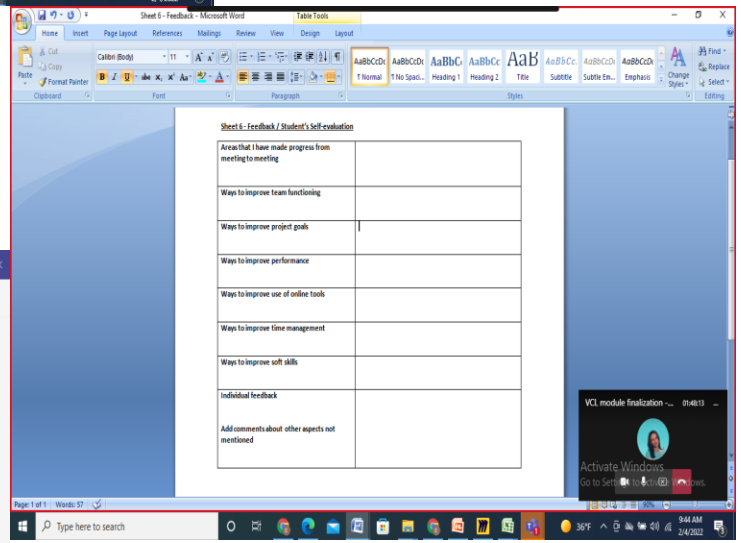
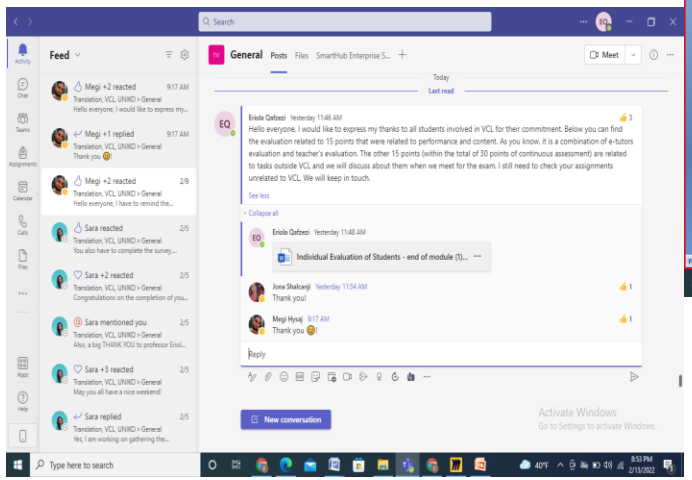
- blended learning
- online meeting

-students presented their work and their perception of how far they have accomplished the individual and team responsibilities;
-they gave their individual feedback about the VCL module (two sheets – self-evaluation and feedback).
- ongoing activities were continuously posted on Instagram and deliverables on Teams.
-Complete evaluation about each student was posted afterwards on Teams.







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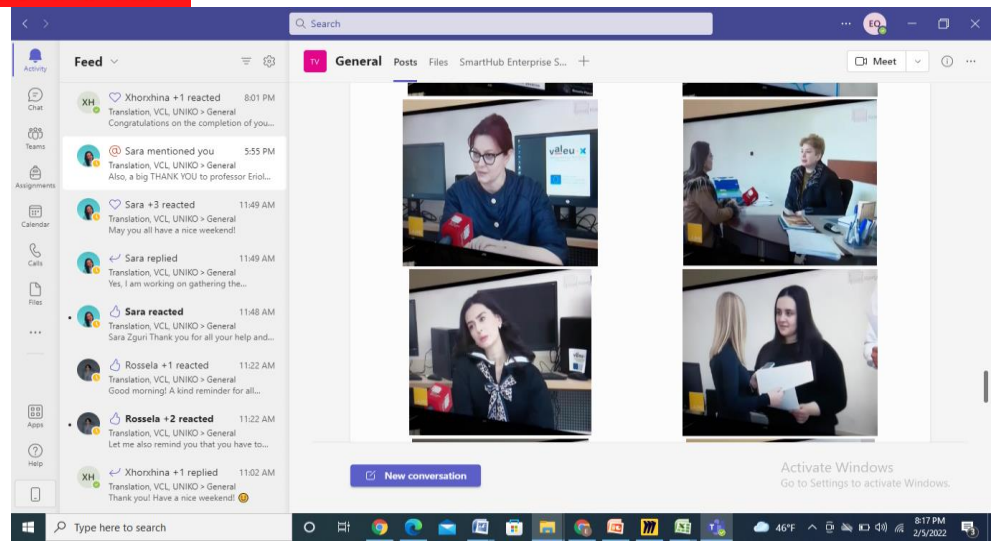
-We continued the meeting at Valeu-X office at the university – an unforgettable experience for students, during which students displayed posters, exchanged business cards, introduced themselves to others in the hope of establishing a real translation centre by the name *Translation Express.*

-A local television - *RTSHKorça* - joined the meeting and made a report launched on the local news, whereby everyone interested can learn more about Valeu-x and its implementation in UNIKO

https://youtu.be/zAONkmwM9O4



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Evaluation during VCL

- Performance evaluation
- Participation
- Analytics
- Content evaluation
- Team skills
- Self-evaluation
- Feedback from case study leader
- Deliverables

Criteria	Poor	Fair	Good	Very good	Excellent
Activation		✓			
The usage of Microsoft Teams platform				✓	
The organization of ideas			✓		
Group discussion		✓			
The usage of Google Forms			✓		
The usage of Kahoot				✓	
Performance on Miroboard				✓	

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• Meetings with potential stakeholders were successful:
•City Library
•NGO Dorcas Albania
  • a current study about the elderly
  •O fficial website of the library

•Students have expressed their mutual desire to keep the centre going.

• students have increased levels of collaboration and gained more experience of virtual and blended learning, with positive outcome
•students felt soft skills and communication skills were improved, team work was seen from a more positive perspective (after VCL) implementation
•they confirmed they would choose this module/course if it were offered within their curricula.

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- **Encourage case studies based on VCL**

  - Discover skills in students
  - Virtually closer
  - Increased motivation
  - Realistic progress
  - Team work
  - Escape the routine of the classroom and do something real
  - Sustainability

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Suggestions to teachers

- the VCL takes much more time than the actual classes of its implementation.
- Careful and detailed design of the VCL module, tasks, problems and solutions, roles, teams, activities to involve all students and make team work successful and effective to correspond to learning goals is KEY to successful implementation and rewarding results.
- Take enough time for the kick off phase and set clear learning goals – this is essential for the teacher and students to benefit from VCL.
- Evaluation is also a debatable issue.
- Make students aware from the start about the factors that are going to influence their evaluation.

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THANK YOU FOR YOUR ATTENTION!

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