

Workshop at the TRANSLATA V

(19.–21. September 2024)

Workshoptitel: Interprofessional education in interpreting studies

Workshop leader: Katia Iacono & Cinzia Hirschvogel (ZTW, Wien)

Languages: German, English, Italian and Spanish

Number of presentations: min. 3

Description:

Interpreting entails per se that interpreters work together with persons from other disciplines. Nevertheless, interprofessional education (IPE) (Bridges et al. 2011; Green & Johnson, 2015) – involving students and teachers from different specialities – is still “in its infancy” (Krystallidou 2023, 386) in interpreting studies. In recent decades, more research has been conducted on IPE between interpreting students and students from disciplines such as social work (Ozolins, 2013; Hlavac & Saunders, 2021a, 2021b), medicine (Krystallidou et al. 2018; Hlavac & Harrison, 2021, Strelow et al., 2021; Woll et al., 2022), law (Kadrić, 2021) and speech and language therapy (Crezee and Marianacci, 2022). These studies highlight the added value of IPE which aims to prepare students for future collaboration with other professions. By cooperating with students from other disciplines, future interpreters learn about the way the other professionals work, their needs, role(s) and goals and can thus interact more efficiently.

IPE is mainly implemented on the initiative of individual trainers (Krystallidou 2023, 386). This requires additional effort on the part of the teachers in charge of a course, from establishing contacts to coordination and implementation in the classroom. In addition, the projects can be hampered by the legal and administrative requirements of the university in question (e.g. announcement of the course in the course catalogue, different course times, different requirements of the participating institutes or educational institutions).

We share Krystallidou's opinion (2023, 386) that despite the increasing number of IPE initiatives for interpreting students, these mostly remain undocumented. According to Krystallidou, only the students and institutions directly involved benefit from these initiatives, as there is no transfer of knowledge in research and teaching in general.

Possible topics:

With this workshop, we aim to contribute to giving visibility to such undocumented initiatives and to facilitate an exchange within the field of interpreting didactics. We are looking for contributions regarding IPE projects that deal with the following questions and aspects:

- Which fields of study or training programmes are particularly interesting for IPE?
- What is the concrete added value of such cooperation?
- What methodological challenges arise for interpreting didactics?
- Which teaching concepts can be implemented? How can they be evaluated?
- What does the concrete cooperation in IPE (planning, implementation, follow-up and evaluation) look like? What are challenges for teachers and students?
- How does cooperation between students from different disciplines differ from cooperation between interpreting students and ‘fully trained’ experts?

Submission: We ask all interested colleagues to send their abstract in at least one of the workshop languages to the following e-mail addresses by 31 May 2024: katia.iacono@univie.ac.at and cinzia.hirschvogel@uni-vie.ac.at

References:

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