

a. Title of the Paper:

Developing Tools for Continuous Assessment in Conference Interpreting Training: A Holistic Constructivist Approach

b. Author:

María Dolores Rodríguez Melchor (Universidad Pontificia Comillas, Madrid, Spain)

c. Abstract:

A holistic constructivist approach to ensure quality assessment for conference interpreter training at a Post-Graduate level entails a thorough adaptation of tests practices and assessment tools. Interpreting involves a complex set of skills and adequate assessment of these skills requires the reproduction of real-world conditions. Traditionally, entry-level assessment (diagnostic), classroom feedback (formative) and final evaluation (summative), in order to determine if a student was able to produce an adequate rendition at a competent level of expertise, were the main tools that provided the trainers with information about both the students' skills and course structure and design adequacy. In this paper we review the methodology used in Comillas' MA in Conference Interpreting which is based on continuous assessment and aimed at fostering self and peer assessment by providing the students with templates adapted to every stage of the learning process, together with a set of learning outcomes that are defined and aligned with the learning and assessment activities. Both trainers and students participate in assessment through a series of customized evaluation tools that are embedded in a VLE platform. Trainers provide not only face-to-face feedback, but also keep an on-line feedback log-book. As a complement, trainers regularly hold tutorials to assess the students' performance in practice groups, mock-conferences and internship placements, as well as special sessions of ipsative assessment that are useful to determine when to introduce instructional scaffolding. Mock-tests are also organized in order to make them familiar with the evaluation guidelines and criteria that will be used in the final exams. This holistic approach, involving VLE e-assessment tools, is currently being tested as a pilot project in Comillas with encouraging intermediate results.

d. Some References:

Anderson, John Robert. 1982. "Acquisition of Cognitive Skill". *Psychology Review* 89: 369-406.

Bereiter, Carl and Scardamalia, Marlene. 1993. *Surpassing Ourselves*. Chicago: Open Court.

Bergmann, Jon and Sams, Aaron. 2012. *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Arlington (Virginia): International Society for Technology in Education.

Biggs, John and Tang, Catherine. 2011. *Teaching for Quality Learning at University*. Glasgow: Society for Research into Higher Education & Open University Press.

Gile, D. (2001). L'évaluation de la qualité de l'interprétation en cours de formation. *META*, 46, 2, 379-393.

Hartman, Hope J. y Sternberg, Robert J. 1993. "A Broad BACEIS for Improving Thinking". *Instructional Science*, 21(5): 401-425.

Kiraly, Don. 2000. *A Social Constructivist Approach to Translator Education*. Manchester (UK): St. Jerome Publishing.

Moser-Mercer, Barbara, Class, Barbara and Seeber, Kilian. 2005. "Leveraging Virtual Learning Environments for Training Interpreter Trainers". *Meta: Journal des traducteurs* 50 (4). Accessed June 21, 2016.

<http://www.erudit.org/revue/meta/2005/v50/n4/019872ar.pdf>

Motta, Manuela. 2006. "A Blended Tutoring Program for Interpreter Training". In C. Crawford, R. Carlsen, K. McFerrin, J. Price, R. Weber & D. Willis (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2006* (pp. 476-481). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). Accessed October 9, 2016 <https://www.learntechlib.org/p/22084>.

Pöchhacker, F (2005). From operation to action: Process-orientation in interpreting studies. *Meta*, 50:2 682-695.

Sawyer, D. (2004). *Fundamental Aspects of Interpreter Education*. Amsterdam/Philadelphia: John Benjamins.