

The Professional Approach to Translator Training Revisited

[Retorno al Modelo Profesional para la Formación de Traductores]

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Abstract: The Professional Approach to Translator Training has undergone substantial refinements. We describe the underlying influences drawn from social constructivism and the revisions made to adapt it to the Bologna process and Web 2.0 technology. We have aligned blended e-learning with online applications that coincide with systemic, instrumental and personal competencies, producing learning activities that develop higher order cognitive skills. However, the real challenge is to fully integrate Web 2.0 tools into teaching, learning and assessment. To this end, we present transparent self- and peer-assessment tools that evaluate a wide range of competencies. Our model now draws on the strengths of our “Digital Native” learners, offering them a learning experience in harmony with the strengths of their generation.

Keywords: translator training, didactic model, ICT, Web 2.0, social constructivism

Resumen: El Modelo Profesional de la Formación de Traductores se ha ido refinando. Describimos las influencias subyacentes derivados constructivismo social y las revisiones realizadas para adaptarlo al proceso de Boloña y la tecnología Web 2.0. Hemos alineado la formación semi-virtual con aplicaciones en línea que coinciden con competencias sistémicas, instrumentales y personales para crear actividades de aprendizaje que desarrollan destrezas cognitivas de alto orden. Sin embargo, el reto real es integrar la tecnología Web 2.0 en la enseñanza, el aprendizaje y la evaluación. Para ello, presentamos herramientas de autoevaluación y evaluación por pares que abarcan una amplia gama de competencias. Ahora, nuestro modelo accede a las fortalezas de los Nativos Digitales que son nuestros alumnos y les ofrece una experiencia educativa en armonía con las fortalezas propias de su generación.

Palabras clave: formación de traductores, modelo didáctico, TIC, Web 2.0, constructivismo social

1. Introduction

Innovative teaching projects coordinated by M^a Dolores Olvera-Lobo and financed by the University of Granada, have channelled the ongoing research of a large number of teachers and post-graduate research students for more than 10 years. The Professional Approach to Translator Training (PATT) (Olvera-Lobo et al. 2003, 2004, 2005, 2007, 2008a, 2008b, 2008c, 2009) constitutes the didactic model initially created by the group and exploited, revised and adapted over that period. The dynamic nature of translator training, set as it is against a background of exponential growth in Information and Communication Technology (ICT), has been a constant source of challenge to all concerned and the object of a considerable number of research publications. The objective of the present study are to review the key component of the research and teaching conducted in this context: the design and evolution of PATT itself.

Our review encompasses four major topics: (1) the pedagogical philosophy underlying PATT; (2) the current changes under way in the Spanish university system; (3) the design and evolution of PATT since its first inception with particular emphasis on the transparency of assessment procedures and their dual formative/summative role; and (4) the adaptation of the PATT blended e-learning model to accommodate Web 2.0 technology our “Digital Native” learners have grown up with. Firstly, we will detail the theoretical foundations of our didactic approach by outlining its grounding in social constructivism (Kiraly 1999, 2000, 2003) and Vygotsky’s “zone of proximal development” (ZPD) (1978); then we will describe the ordered scale of cognitive skills originally defined by Bloom (1973) and more recently revised to account for the realities of the digital era (Hopson, Simms and Knezek 2002; Churches 2013). We will describe the process of change introduced into the European higher education system by the Bologna process, outlining some of its consequences in the Spanish tertiary system in general and on Translation and Interpreting studies in particular (Agencia Nacional de Evaluación de la Calidad y Acreditación 2004). Furthermore, we will discuss the concept of Lifelong Learning (LLL) and stress those aspects we believe should inform our pedagogical approach at tertiary level. Secondly, we will review the design and application of the Professional Approach to Translator Training (PATT) (Olvera-Lobo et al 2007). We will describe the three stage progression that has taken place in its application and indicate the manner in which we have gradually enhanced the quality of learning it offers learners by incorporating aspects of social constructivism and competence-based learning. We will present a range of transparent self- and peer-assessment tools we have designed and explain their use. Thirdly, we will present an example of the use of an interactive Web 2.0 platform and describe how we have integrated it into our course.

2. The shift of emphasis from tutor to learner

The traditional teaching-centred focus of tertiary education in Spain leaves much to be desired in the 21st century. The foundations of PATT have been built on a social constructivist philosophy of learning that moves the tutor into the role of facilitator and constructor of structured—“scaffolded” in social constructivist terminology—learning experiences designed to draw on each learner’s individual knowledge base and promote purposeful interaction with peers to expand learning and develop new skills.

2.1. Social constructivism

The social constructivist approach to education entails the collaborative construction of learning by participants. This model obliges the tutor to interact with the students and the students to adopt active learning habits and accept greater responsibility for acquiring knowledge and skills. Neither change is easy to make but, despite limitations, we believe social constructivism has much that is immediately relevant to the study of Translation and can, if managed with care, greatly enhance the quality of the learning experience. The fact that translation can be considered a continuous decision-making process provides the foundation for many appropriate

learning activities and the social constructivist emphasis on real-life, situation-based learning is strongly in its favour. Furthermore, we would argue that the current exponential growth in online social networks reinforces our belief that a social constructivist approach can become closely aligned to Internet technology and web-based learning, which are so much a part of our learners' daily existence.

Social constructivism advocates a dialectal approach to the construction of learning and learners can easily be offered appropriate contexts—often based on real-life situations—within which to debate theoretical or practical issues derived from specified learning competencies. In an e-learning context, the use of online tools can enhance such debates in at least four important ways: online discussions can be asynchronous, they can overcome distance, they can provide a record of the debate, and they allow non-participants to learn from the debates of others without “losing out” on their own debate. None of these is essential to the learning process but each of them amounts to an incremental improvement in the quality of the learning experience. Furthermore, the key concept of the ZPD provides a natural motivation for the use of Web 2.0 tools. The core of our scaffolding is the modern-day revision of Bloom's taxonomy of thinking skills and the medium we use to transmit this is Web 2.0 technology which exploits the higher order thinking skills we wish our learners to develop. Our contribution in this context is the design of transparent instruments of self- and peer-assessment in the form of criterion descriptors which we believe guide the learning process and offer learners excellent chances of advancing their own level of achievement.

2.2. Vygotsky and the Zone of Proximal Development

One of the key contributions of Vygotsky's formulation of social constructivism is that of the zone of proximal development (1978). The concept can be illustrated by a set of concentric circles—although authors diverge in their interpretation of the inter-relations between the circles and the manner in which the concept can be used to develop learning (e.g. Carlile and Jordan 2005 versus González Moreno 2011). We place the learner at the centre and suggest that the innermost circle represents their current knowledge and skills: the sum of their potential. The next circle, is the ZPD: the area of knowledge learners can begin to assimilate from the scaffolded input of new knowledge and skills. In our context, we would say that knowledge of and familiarity with Web 2.0 tools, currently constitute part of the innermost circle for the vast majority of our learners. Our students belong to a generation of “Digital Natives”. The role of the tutor then, is to facilitate their access to the next circle by making current innermost-circle knowledge and skills relevant in order to attain an understanding of new knowledge and a familiarity with new skills. In our context, purposeful collaborative interaction between learners that focuses on target knowledge and skills is the means of expanding the learners' capacity beyond the ZPD and into territory initially beyond their reach and/or potential. Thus, the ZPD is constantly susceptible to growth as learners gain a command of new knowledge and skills. Anecdotally, this process is supported by the recognition on the part of many of our learners that learning from their peers is one of the high points of their learning experience.

However, while this approach has clear pedagogical virtues, the most evident criticism of it is that not all social interaction is academically sound, and in the context of an interactive blended-learning classroom, the nature of interaction is difficult to monitor, let alone assess for quality. To overcome this, we believe it essential that the tutor structure input around stimuli that oblige students to draw on higher order thinking skills—ever-present in the translation process—and, especially, to employ a social constructivist approach to assessment that entails optimal transparency of criteria.

2.3. Bloom's Higher Order Thinking Skills

Bloom's taxonomy of educational objectives (1973) is often graphically represented in the form

of a pyramid, which underlines the progression from lower order thinking skills at the base to higher order thinking skills at the vertex. This highlights the continuing refinement of cognitive skills from knowledge to comprehension, to application, to analysis, to synthesis, to evaluation (Table 1).

Traditional Higher order thinking skills	Digital era Higher order thinking skills
Evaluation	Creating
Synthesis	Evaluating
Analysis	Analyzing
Application	Applying
Comprehension	Understanding
Knowledge	Remembering
Lower order thinking skills	Lower order thinking skills

Table 1. Thinking skills: the traditional order vs a new order for the digital era

In recent years, in tune with the development of Information Technology, this traditional classification has been updated and slightly reordered. Now, the progression is from remembering to understanding, to applying, to analysing, to evaluating, to creating. Furthermore, a “communication spectrum” has been described which parallels the base-to-vertex progression with a range of continuously more refined online communication activities. With the choice of evaluating and creating as the two highest levels on the scale, it is posited that commenting, debating, negotiating, moderating and collaborating are among the highest of higher order skills. Finally, in response to the growth in online applications, educationalists have linked each stage in this progression to online applications or platforms that give scope for appropriate exploitation. (Table 2).

Higher order thinking skills	Appropriate online applications and/or platforms
Creating	Gimp, Prezi, Voicethread, Protagonize, Glogster, Wikispaces
Evaluating	iRubric, YouTube, Polldaddy, nota, Protagonize, Rcampus e Portfolio, SurveyMonkey
Analyzing	Exploratree, Google Finance, Google Analytics, Google trends, 10 x 10, Create a Graph, pipes, Google Earth
Applying	Pipes, Wolfram Alpha, Google Sketchup, Go2Web20net, gliffy, evernote, Scribble maps
Understanding	The Periodic Table of Videos, JeopardyLabs, JohnLocker.com, Google Labs, footnote, Webspiration, bubbi.us
Remembering	Technorati, CarrotSticks, zoho, lino it, creately ninja words CoboCards, visuwords, flickr, del.icio.us
Lower order thinking skills	

Table 2. Digital era thinking skills and equivalent online media

2.4. A social constructivist approach to assessment?

An approach to assessment that would be coherent with a social constructivist philosophy of

learning and a desire to enable our learners to develop and demonstrate their higher order thinking skills is wholly compatible with a blended e-learning environment. Consequently, we have designed the appropriate tools to achieve this. These tools are intended as both measures of achievement and as scaffolding leading towards achievement (Tables 4-8). It is our contention that learners who are presented at the beginning of their course with the exact criteria by which they will be assessed have the best possible chance of attaining the highest levels of achievement they are capable of by the very fact that the instruction they receive and the activities they participate in are directed towards familiarizing them with the details of these criteria and their application. Through formative activities and formative assessment, they are able to learn how they will be assessed, to assess themselves and their peers, and to identify their potential weaknesses. This ensures that when participating in summative assessment activities they are fully prepared.

3. The Bologna process: informed decision-making

Change, such as that currently being experiencing in the Spanish university system, should be a process of informed decision-making and the Bologna process has led to the implementation of changes derived from consultations at national and international levels involving major stakeholders in higher education, represented by teachers, students, employers, subject-matter experts and professional bodies: supposedly the best informed and most directly interested parties. These consultations provided the input for the universities to mould into curricula initially presented in the form of “white books” (Agencia Nacional de Evaluación de la Calidad y Acreditación 2004), which in the case of Translation and Interpreting amounted to national blueprints for the 4-year undergraduate degree programmes currently being implementing.

The single most important novelty of these programmes lies in the radical change from a traditional, teacher-centred, content-based focus to a largely social-constructivist, learner-centred, competence-based approach. This was the product of informed debate although many target participants who are now required to implement change remained outside the consultations. In practice, top-down change does not necessarily succeed as intended whereas complementary training has been demonstrated to be effective (Ho, Watkins, and Kelly 2001).

Our focus is on the social context where this informed change is now being implemented and the manner and consequences of its implementation.

3.1. Competencies

Adapting to Bologna has meant rewriting university curricula to meet the general guidelines established by the TUNING project and this study examines examples taken from new undergraduate programs that have drawn on a range of competencies students/learners should acquire through their studies (Pagani 2002; Cózar Sievert 2003; González and Wagenaar 2003; Ministerio de Educación, Cultura y Deporte 2003). Competencies are classified in two broad groups—general (or transversal or generic) and specific—and subdivided into personal, systemic and instrumental, and academic/discipline-based and professional, respectively. In many programs, specific competencies reflect the content-based programs they replace, giving teachers the opportunity to reformulate knowledge/contents. Similarly, an overlap exists between the instrumental and professional competencies and the practical components of earlier programs. However, the broadening of scope represented by introducing competencies constitutes the major challenge in implementing these changes. Personal, systemic and instrumental competencies are wide-reaching and encompass more than anything the former programs contemplated, involving areas of our learners’ individual development that were not previously given explicit consideration.

Currently, the instrumental, personal and systemic competencies that programmes in

Translation aim to develop in learners are numbers 7, 8, 9, 13, 13a, 14, 15, 16, 17, 18, 20, and 29 (Table 3).

GENERAL AND SPECIFIC COMPETENCIES
GENERAL MODULE COMPETENCIES
Instrumental competencies
<p>7. To be able to organize and plan</p> <p>8. To be able to solve problems</p> <p>9. To be able of analyze and synthesize</p> <p>9a. To be able to analyze texts in order to translate them</p> <p>10. To identify issues arising from the relation between language and text genre</p> <p>13. To be able to manage information</p> <p>13a. To be able to document themselves for a translation</p> <p>14. To be able to make decisions</p> <p>15. To know how to clearly present and defend the objectives and results of their work</p> <p>15a. To know the metalanguage of translation</p>
Personal competencies
<p>16. To adopt an ethical approach to professional practice</p> <p>17. To be able to develop critical reasoning</p> <p>18. To learn to recognize diversity and intercultural processes</p> <p>20. To be able to work in a team</p> <p>21. To be able to work in an international context</p> <p>21a. To be aware of the translator and interpreter's role as a mediator in promoting a culture of peace and democratic values</p>
Systemic competencies
<p>23. To revise thoroughly and to check, assess and guarantee quality</p> <p>23a. To be able to apply the norms of the target language's typographic syntax and the stylistic norms for presenting a translation</p> <p>24. To be able to work independently</p> <p>29. To organize work and design, manage and coordinate projects</p>
SUBJECT-SPECIFIC COMPETENCIES
Academic and discipline-oriented competencies
<p>30. To professionally analyze, create and revise all types of text and determine values in parameters of linguistic variation and textual function</p> <p>30a. To professionally analyze, create and revise general texts and determine values in parameters of linguistic variation and textual function</p> <p>31. To be able to analyze and synthesize all types of text and discourse in the appropriate working languages</p> <p>31a. To be able to analyze and synthesize texts of a general nature in the appropriate working languages</p> <p>32. To analyze textual functions, agents and factors relevant to the translating and interpreting process</p> <p>33. To be able to establish all types of hypotheses of correspondence of different textual and discursive levels</p> <p>34. To know how to use computer-assisted translation and localization</p>

GENERAL AND SPECIFIC COMPETENCIES
tools 39. To know the linguistic encoding and decoding processes associated with translating and interpreting 39a. To be able to understand the stages in the translation process 39b. To know the linguistic contrasts between their working languages 40. To know the agents and factors involved in the translation process 40a. To identify the participants in the translation process (client, translator, receivers, author) and the communicative function of the text and its relation with the translation brief
Professional competencies
45. To be able to apply theoretical knowledge in practice 45a. To know the metalanguage of translation 45b. To analyze translation problems in previously translated texts and the appropriate solutions 47. To be able to apply translating and interpreting skills 47a. To know translation strategies potentially applicable to translation problems and challenges 48. To be able to apply professional standards of quality
Agencia Nacional de Evaluación de la Calidad y Acreditación 2004. Own translation.

Table 3. General and specific competencies pertaining to Scientific and Technical Translation A-B from Spanish into English

These, then, are the competencies that have been used to design the specific course materials described later in the current study.

3.2. Lifelong Learning

The “society of knowledge” is also a “society of learning”. This idea is intimately linked with the understanding of all education in a wider context: the continuum of lifelong learning, where the individual needs to be able to handle knowledge, to update it, to select what is appropriate for a particular context, to learn permanently, to understand what is learned in such a way that it can be adapted to new and rapidly changing situations (González and Wagenaar, 2003:pp).

Furthermore, these changes require universities embrace the concept of Lifelong Learning (LLL) and enhance the status of the learner as the centre of higher education. Hence, priority is given to providing learners with knowledge, skills, attitudes and competencies to enable them to meet the challenges of a lifetime. In particular, the long-range focus of LLL means learners must take active responsibility for the evaluation of all aspects of their learning experience. A broader-based, longer-reaching university education represents a substantial challenge for all. And one major obstacle to overcome is that of relevance. How can these changes be made relevant both to learners and to other stakeholders in Society? One perceived key to success is e-learning. The growth and development of ICT have illuminated the learning/teaching process and, to fulfil the commitment to LLL while ensuring learners acquire a satisfactory level of technological literacy, represent an opportunity for progress. These outcomes fall well within the scope of personal and instrumental competencies underpinning our program. However, the way to do this must be rigorously defined lest we fall short.

Learners, in the context of LLL, should ideally be able to manage their own learning experience

and that should include both the quality of the experience as well as their performance. This suggests we need to advance in the use of self- and peer-assessment procedures—as a prelude to teacher-assessment? In formative assessment?—in order to provide learners with self- or peer-generated feedback on their performance and engage them with rigorous criteria in the assessment of quality in the process and its products. Learners need to develop a holistic view of their learning that will help inform the overall assessment process. Learners educated in self- and peer-assessment are far better able to assimilate and negotiate external assessment criteria. Further down the road, they become independent managers of their own performance capable of objectively assessing their own processes and products.

Lifelong Learning is a fundamental concept in our ever-changing, modern world. If we can create a culture of LLL, we will be able to provide learners with the foundations they need to guarantee their employability. The general competencies are derived from this concept but, due to the diminished value accorded to the academic/discipline-based competencies, they could be seen as a non-academic means of “dumbing down” tertiary education. Here, we begin to see some of the fissures in the Bologna model partly, we would suggest, as a consequence of a substantial “gap” between our new teaching aims and objectives and the current scope of university teachers’ competencies. The communication, management and problem-solving skills that now explicitly feature in degree program specifications may be alien to teachers responsible for the delivery of these programs. In Translation and Interpreting, however, the key to bridging this gap lies in the use of the adverb “explicitly”. We consider that much entailed in these competencies has been implicit in our translation classrooms since the discipline attained tertiary status.

Many competencies represent a recognition of elements of the academic learning process that have always been present but were simply taken for granted, for example, personal competencies number 15 To know how to present and defend with clarity the objectives and results of [the learner’s] work, or number 17, To be able to develop critical arguments. Others are new in that they reflect changes in learning as a consequence of the widespread application of Information Technology and Communication (ITC) in all walks of life, for example, instrumental competence number 13, to be able to manage information. Still others are competencies traditional universities might have considered out of place in the curriculum on the grounds that they belong to the general education of the individual, such as personal competence 18, “To know how to recognize diversity and intercultural processes”.

The broadening of the curriculum could be considered a “dumbing down” of academic life in that it diminishes the status of content. However, it might also be seen as a modernization of learning that brings learners and institutions into closer contact, the one with the other and both with the “real world”. The demands of employers are that university graduates should be capable of listening, communicating, managing, and problem-solving, that they should be responsive individuals. Clearly, academic life and an academic approach to university teaching has much to do in order to cater to these demands.

The concept of Lifelong Learning is essential to the Bologna process. Lifelong Learning “...requires that students manage their learning and the quality of their experience as well as performance...” (Ramsey et al 2002). This means that universities should involve learners in their own learning process and help them learn to assess themselves, their peers, and the learning process they are involved in. Research indicates we should encourage students to assess their own learning experience prior to receiving back graded work and, thus, take a holistic view of their achievements (Rust et al 2005).

3. The Professional Approach to Translator Training (PATT)

Initially, the PATT model was designed to coordinate the learning taking place in a series of

core and elective course modules that ran across three of the four years of the undergraduate degree program. The modules in question were the 2nd year core course in “Applied Documentation for Translation Studies”; the 3rd year core course in “Terminology”; and the 4th year electives in “Scientific and Technical Translation (B-A) English into Spanish”; its Spanish into English counterpart; and “Revision, editing and desktop publishing”. The synchronization of each translation project (Figure 1) involved coordination between lecturers and students in at least four of these modules and was conducted using what at the time constituted a sophisticated online platform: the Basic Support for Cooperative Work (BSCW) collaborative workspace software (Senso et al. 2006). The platform facilitated asynchronous collaboration across courses and semesters, even, but PATT was exceedingly ambitious, and the constraints imposed by the Faculty timetable rendered many of the propositions underlying its function impossible.

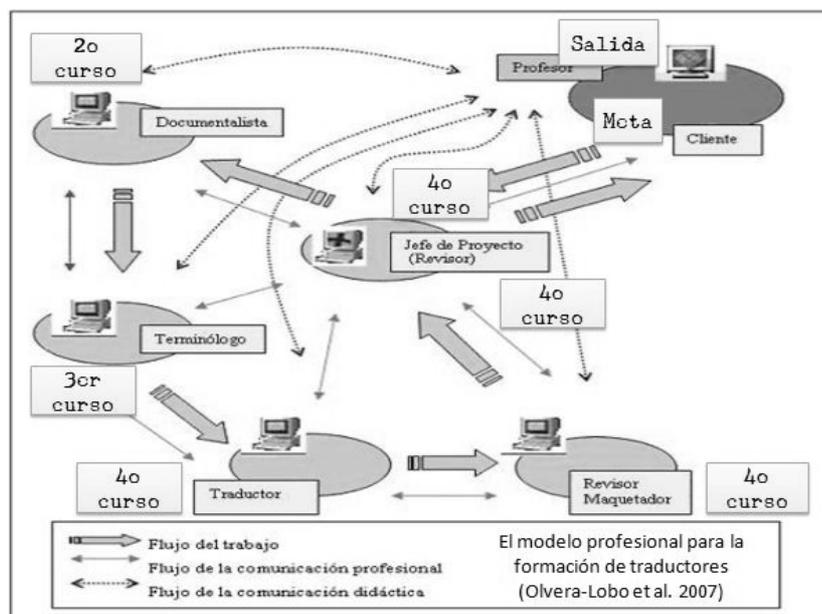


Figure 1. The original PATT design

In the context of the 4th year elective “Scientific and Technical Translation (A-B) Spanish into English”, these difficulties were overcome by refining the model to integrate knowledge and skills acquired on the core courses into a single module. Where in the initial PATT design, tasks were completed by whole learning groups in distinct subject-based compartments, in the revised design, the group became a 5-person team and each subject became a role to be played by one member of that team. Hence, tasks initially undertaken by 2nd year “Applied Documentation” students, became the responsibility of the “Documentalist”; those corresponding to 3rd year “Terminology” students, the responsibility of the “Terminologist”, and so on. As a 4th year elective, it could reasonably be assumed that all participants had successfully completed these core courses and could carry out the roles (Figure 2). Thus, we could conflate the model into one-week translation projects delivered via BSCW or, subsequently, Web CT or Moodle.

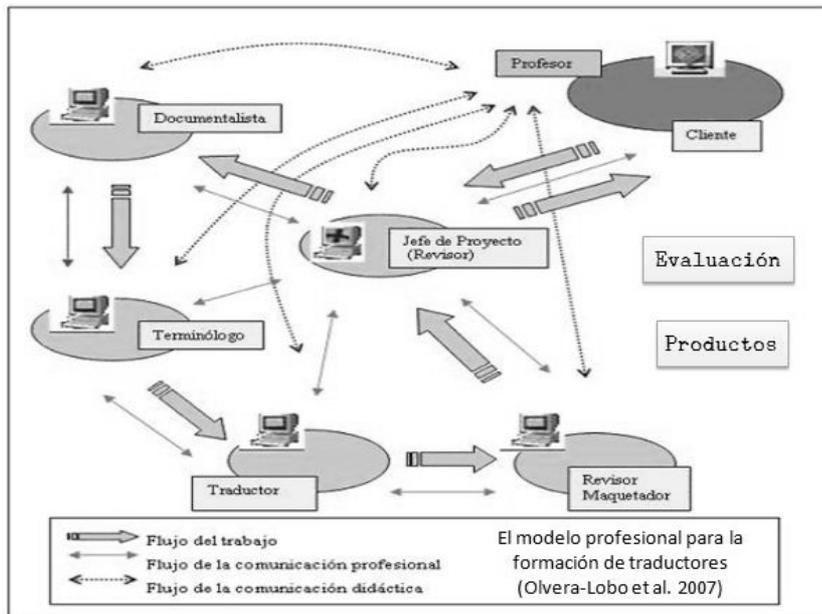


Figure 2. The revised PATT design

Within the first-degree program that ends in 2013-14, the second revision involved modifications that enhanced the quality of the learning experience and brought transparency to the assessment process. These changes were informed by the Bologna process and entailed extending the one-week translation project to two weeks to incorporate a range of tasks enabling learners to exercise some of the higher order thinking skills as have already discussed. While the previous model began with the delivery of a translation brief and ended with the delivery of a target text, the extended model added self- and peer-assessment tasks, requiring students learn and consolidate their ability to apply translation quality criteria and, thus, develop their use of the higher order thinking skill of evaluating. Furthermore, the range of competencies explicitly taught, practiced and assessed was extended to incorporate visual presentation design and oral presentation skills along with an opportunity for individual reflection. The final innovation, at the time of writing as yet only at an experimental stage, involves individual peer-assessment of collaborative team processes (Robinson In press).

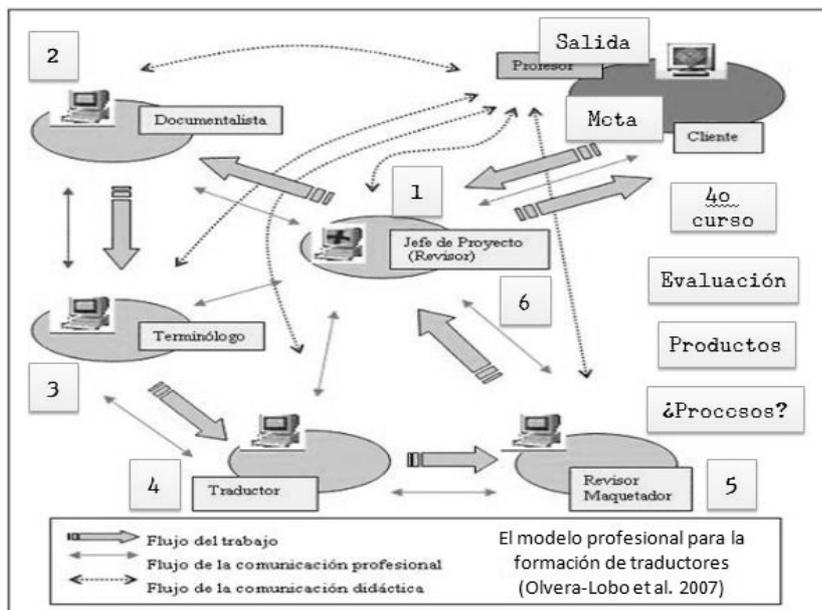


Figure 3. The extended PATT design

3.1. Project-based learning

Training translators involves a wide range of activities based on team work and the performance of project-based learning (PBL) tasks. The “translation project” is essential to the terminology of translator training. However, student assessment has traditionally been product-oriented with the translated text being considered the only evidence of successful learning. The complex nature of the process that leads up to the production of a final translation is assumed to be assessed via the translation itself. As we have seen (Table 3), our post-Bologna curriculum is constructed around a detailed inventory of general and specific competencies and assessment should cover the full range of transversal competencies including the instrumental, personal and systemic competencies associated with, for example, the fulfilment of learning projects or team work. It is no longer sufficient to assess the product alone even though the challenge of assessing the process is much more demanding since our attention as assessors needs to focus on something far less tangible. Essentially, assessing the product is a lesser challenge as we are dealing with a document that can be measured against predefined and agreed descriptors or protocols; to assess a product gives rise to objective comparison that can be replicated. To assess a process involves a lower level of certainty as to the objectivity of our judgement and of our ability to replicate the object, hence any instrument or procedure should be founded on solid, shared, verifiable criteria in order that these should have any value at all. The nature of the professional development of the translator and the essential content of the core curriculum encompass theoretical-practical knowledge that reflect the core of the discipline and, at the same time, the principle roles that each translator, individually or as a member of a team, needs to perform in daily professional life.

3.1.1. Project-based learning in Translation studies

Currently, the Scientific and Technical Translation (A-B) Spanish into English module is delivered in a blended learning format via Moodle and, in parallel, Facebook. Learners participate in six two-week translation projects during the course of a 14- to 15-week semester, which all follow the same pattern:

Monday 9.00: The learners have access to a translation brief and source text via Moodle

Friday 9.00: Deadline for the learners to turn in the target text.

Translation quality assessment begins: the learners have access to a table of criterion descriptors (Table 4) with which to assess the quality of their own or one of their peers’ translations of the same text. They also have access to a published or unpublished version of the target text which they can use — with caution, they are advised — as a benchmark in the assessment process. They are required to activate the “Track changes” function when revising the translation, insert comments to explain their decisions or query decisions made by the translators of the text, and whenever possible identify which criterion descriptor they apply.

Monday 21.00: Deadline for the learners to turn in their assessed version of the translation.

Tuesday 9.00: The learners have access to the objectives and/or a set of guidelines for them to prepare a presentation.

Learners have access to a guided, reflective writing exercise to carry out individually.

Thursday (times vary according to the groups): Each team presents their presentation to two or three of the other teams. Learners carry out a peer-assessment of the presentations using a pre-established set of criteria (Table 6).

Learners have access to the Collaborative teamwork peer-assessment scoresheet for the current task (Table 8).

Thursday 21.00: Deadline for teams to turn in the final version of their presentation.

Friday 21.00: Deadline for individual students to turn in their written reports and collaborative teamwork peer-assessment scoresheets.

While this model belongs to the degree program that is about to disappear and has been taught

for the last time in 2012-13, the basic structure is one that has demonstrated its value and can easily be applied in new course modules in the future.

3.2. Cooperative learning

The five essential characteristics of cooperative learning are positive interdependence, the group task, individual responsibility, face-to-face interaction, and the use of interpersonal and group interaction techniques. In the project-based learning design we have described above four of these are constants, the fifth—face-to-face interaction—is replaced by online synchronous or asynchronous interaction using the social network Facebook.

The work groups are teams of five or at most six learners. Teams are created using a random number generator and the same teams operate throughout the semester. The only adjustments made are those needed to cope with late registration and/or drop-outs, and exchange students.

Documentation, terminology, translation, revision and editing are the four basic stages in the translation project and, together with the project management itself, make up the profiles of the basic roles (Figure 3). The choice of five as the target number of components for each is team is founded on the fact that it coincides with the roles — documentalist, terminologist, translator, reviser, and project leader. Learners are made aware of the motives behind this and instructed to organize themselves as they see best, with the proviso that over the semester they should all take each of the different roles an equal number of times. Teamwork and the competencies involved are the focus of one presentation and one reflective writing activity during the semester as well as the objective of the collaborative teamwork peer-assessment.

3.3. Formative and summative assessment

In each translation project, five components are assessed:

3.3.1. The translation as a product

	DECODING		ENCODING	
	A. Content	B. Register, vocabulary, terminology	C. Translation brief and orientation to target text type	D. Written expression
0	The text fails to meet minimum requirements.	The text fails to meet minimum requirements.	The text fails to meet minimum requirements.	The text fails to meet minimum requirements.
1-2	Comprehension limited. Major content errors. Major omissions of ST content.	Choice of register inappropriate or inconsistent. Vocabulary limited with some basic errors. Limited awareness of appropriate terminology.	Little or no evidence of orientation to TT type: formal or literal translation.	Limited. Errors in basic structures.
3-4	Comprehension adequate. Minor content errors. Some omissions of ST content.	Choice of register occasionally inappropriate or inconsistent. Occasional mistakes of basic vocabulary.	Clear awareness of appropriate terminology although some errors. Some evidence of orientation to TT type: elements of	Ineffective. Errors in complex structures. Mistakes in basic structures.

			formal or literal translation remain.	
5-6	Comprehension good. Minor omissions of less relevant ST content. Over- or under-translation distorts ST content or results in ambiguity.	Choice of register mostly appropriate and consistent. Vocabulary effective despite mistakes. Terminology appropriate despite occasional errors.	Clear orientation towards TT type. Appropriate use of TT type rhetorical devices.	Effective. Errors in use of articles, prepositions or spelling of less common words. Occasional mistakes in complex structures.
7-8	Comprehension very good. Over- or under-translation does not distort ST content or result in ambiguity.	Choice of register appropriate and consistent. Vocabulary effective despite occasional mistakes. Terminology appropriate despite mistakes.	Effective production of TT type: consistently appropriate use of many TT type rhetorical devices with occasional errors	Good and effective. Occasional errors of advanced usage only. No mistakes
9-10	Comprehension excellent. ST content, including subtle detail, fully understood.	Choice of register consistently effective and appropriate. Sophisticated, highly effective choice of vocabulary. Terminology appropriate and wholly accurate.	Effective, sophisticated production of TT type with few or no mistakes.	Sophisticated. Almost advanced error-free. No mistakes

Robinson, Bryan J. 1998. Traducción transparente: métodos cuantitativos y cualitativos en la evaluación de la traducción. @ *Revista De Enseñanza Universitaria, Número extraordinario*: 577-89.

Table 4. Criterion descriptors to assess translation quality

3.3.2. The translation quality assessment as a product

Descriptors

This scale gauges the level of agreement between the team/individual's translation quality analysis and that of the moderator.

0	Total disagreement
1-2	Minimal agreement ($\leq 20\%$)
3-4	Limited agreement ($\leq 35\%$)
5-6	Some agreement ($\leq 50\%$)
7-8	Broad agreement ($\leq 70\%$)
9-10	Total agreement ($\geq 90\%$)

Table 5. Descriptors moderating translation quality assessment

3.3.3. The presentation as both product and process

Presentation by team

Descriptors: Score each team for the following criteria

	0	1	2	3
Information load (Too much/little vs just right?)				

Structure (Confused vs clearly defined?)	
Design (Dull vs imaginative?)	
Use of colour (Hinders vs helps?)	
Use of visuals (Distracts vs reinforces?)	
Visual/oral balance (Balanced?)	
Humour (None? vs appropriate?)	
Pace of delivery (Too slow/fast vs just right?)	
Audibility (Too quiet/loud vs just right?)	
Eye contact (None/little vs evenly distributed?)	
Body language (Distracts vs appropriate?)	
Catch phrases (Repetitive/distract vs none?)	

Table 6. Descriptors for peer-assessment of visual and oral presentations

3.3.4. The individual written report as a product

Descriptors	
0	The report has not been completed OR it fails to meet the minimum requirements.
1-2	Only a few of the expected areas of content are included. The author narrates the learning experience and summarizes events.
3-4	Most of the expected areas of content are included. The author offers unsubstantiated opinions and describes the learning experience
5-6	All of the expected areas of content are included. The author analyzes the learning experience
7-8	In addition to the expected areas of content, the author offers original insights. The author analyzes the learning experience and reports objective conclusions.
9-10	In addition to the expected areas of content, the author shows significant original insight. The author critically evaluates the learning experience and offers balanced, objective conclusions.

Table 7. Descriptors for tutor-assessment of individual written report

3.3.5. Teamwork collaboration as a process

Task	Score
0	Fails to complete assigned tasks by deadline
1	Completes most assigned tasks by deadline.
2	Completes all assigned tasks by deadline. Makes a positive contribution to the task.
3	Makes a positive contribution to the task; work is comprehensive and thorough.
4	Makes a substantial contribution to the task; work is comprehensive and thorough. Generous in helping peers meet their commitments.
Team	Score
0	Reticent about the concept of team.
1	Shows awareness of team but remains apprehensive.
2	Participates in team performance.
3	Encourages team performance.
4	Facilitates team performance and accepts compromise to promote a constructive atmosphere.
Attitude	Score

0	Indifferent to relationships with peers.	
1	Maintains acceptable working relationships with peers.	
2	Establishes positive working relationships with peers.	
3	Demonstrates positive attitudes towards peers and task and encourages positive interaction.	
4	Encourages peers to interact successfully and promotes productive relationships.	
Process		Score
0	Little response to others' views/ideas.	
1	Passively accepts others' views/ideas.	
2	Uses discussion and debate to achieve the team's objectives; gives and receives constructive criticism with equanimity.	
3	Uses discussion and debate to achieve the team's objectives; gives and receives constructive criticism with equanimity; highlights outcomes that improve productivity and/or quality.	
4	Uses discussion and debate to achieve the team's objectives; gives and receives constructive criticism with equanimity; highlights outcomes that improve productivity and/or quality; encourages peers to participate in ways that strengthen the team.	
Conflict		Score
0	Conflictive.	
1	Avoids conflict.	
2	When confronted with conflict, focuses on common interests.	
3	Acknowledges conflict and attempts to resolve issues that interfere with team processes.	
4	Confronts conflict and attempts to achieve a mutually acceptable resolution that respects the team and individuals.	

Table 7. Descriptors for self- and peer-assessment of collaborative teamwork

The criterion descriptors used in each instance are presented to learners in the Study Guide and training activities are conducted with the translation assessment and presentation assessment descriptors. Initially, translations are self-assessed but later they are peer-assessed; initially both self- and peer-assessments are carried out by teams; later they are carried out individually. Translation quality assessment is always moderated by the tutor; presentations are peer-assessed and the tutor's score is included but weighted as equal to that of one of the teams. Individual written reports are tutor-assessed; collaborative teamwork is self- and peer-assessed. In 2012-13, collaborative teamwork scores are only collated on an experimental basis as it is the first time we have used this particular assessment component. The process we have described draws heavily on social constructivist principles, moving learners from team-oriented assessment to individual assessment, and from self-assessment to peer-assessment.

4. Web 2.0 tools

In the present study, we seek to respond to two issues: the overriding context of introducing the modernizing, learning-centred consequences of the Bologna agreement into the highly traditional, teaching-oriented Spanish university; and, more specifically, the manner in which Web 2.0 tools are used in the new classroom context. These questions can be reformulated as (1) Are we trying to force the Bologna model onto the Spanish university system which seeks to educate huge numbers of students using largely theory-based teaching? (2) Are we trying to use the fashionable but potentially learner-centred square peg of Web 2.0 tools in the Bologna model as an element of window-dressing that masks a largely unchanged reality? We would

hope to respond to both of these questions and try to provide answers that indicate how we can successfully integrate Web 2.0 tools in such a way as to ensure that they constitute relevant components of a new learner-centred university model.

4.1. The social networks

The social networks were created within the university (Boyd and Ellison 2007) and any member of a university community has many opportunities to confirm their presence. One of the characteristics of the networks that has received the attention of researchers is the construction of identity on the part of users. For example, on Facebook users identify themselves implicitly by the way they show aspects of their personalities through their pages. Each user's personality appears in the affinity they show for other users, groups or pages and not in what they explicitly say about themselves. In the words of Zhao et al. (2008: 1816), "they 'show rather than tell'".

In an earlier study of student use of social networks and their attitude towards using these for academic purposes (Robinson and Olvera-Lobo 2011), we found a certain degree of reticence with respect to the access of tutors to the same networks that the students themselves participated in—reticence that their peers in other parts of the world appeared to have overcome or not experienced (Hewitt and Forte 2006; Mazer et al. 2007; Fogel and Nehmad 2008). Our initial conclusion was that the use of the social networks for academic purposes in our context might prove difficult due to this rejection. Our results coincided with Mazer et al. (2007) who reported three underlying themes in student-tutor interaction via Facebook: professionalism (of the tutor), curiosity on the part of the student to get to know the tutor better, and a certain level of fear that interaction via Facebook might give rise to a negative treatment of the students by the tutors: i.e. familiarity breeding contempt, so to speak. This social complexity is clearly distant from the essentially one-directional relationship that has traditionally existed between Spanish students and their tutors.

Furthermore, with reference to the tutors, we find the anthropological point of view expressed by Prensky (2001a, 2001b) who distinguishes between Digital Natives—the students—and Digital Immigrants—the tutors. The characteristics of both "species" indicate significant opposition which suggests that tutors in general—and this would not seem to be culture-specific—could also find it difficult to accept the use of the social networks in the classroom (Prensky 2001a: 2–3) (Table 9). The separation that Prensky describes suggests tutors in general hold tight to the one-directional mode of teaching in which ICT substitutes for non-technological, one-way delivery. While they change the means of delivery, essentially their practices are left unaffected: downloading pdf files replaces the photocopy and complements note-taking without affecting student and tutor roles in any way.

Clearly, if the parameters that separate both groups hold, the current communication gap remains. Intuitively, we believe it important to overcome this gap in order to achieve our communicative function as teachers since in modern-day and future university learning/teaching tutors, as "senders" of the educational message, must assume the greater responsibility at least when initiating the process. Pedagogically, the change of didactic model towards social constructivism may mean a boost to the interactive educational process—a "Web 2.0-type" change—which should see benefits in a tangible improvement in the quality of the learning/teaching experience for both sides (Stewart et al. 2009). To achieve this process of change tutors need to recognize the barrier that being Digital Immigrants represents in order to overcome it.

Digital Natives	Digital Immigrants
“Digital Natives are used to receiving information really fast.”	[Digital Immigrants] “...themselves learned – and so choose to teach – slowly, step-by-step, one thing at a time, individually, and above all, seriously.”
“They prefer their graphics before their text rather than the opposite.”	“Digital Immigrants don’t believe their students can learn successfully while watching TV or listening to music, because they (the Immigrants) can’t.”
“They like to parallel process and multi-task.”	“Digital Immigrants think learning can’t (or shouldn’t) be fun.”
“They prefer random access (like hypertext).”	“Digital Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now.”
“They function best when networked.”	
“They thrive on instant gratification and frequent rewards.”	
“They prefer games to ‘serious’ work.”	

Table 9. Characteristics that distinguish Digital Natives from Digital Immigrants

So, both students and tutors find obstacles impeding them from using the social networks in the process of university learning/teaching. These can be reduced to reticence about the type of relationship the use of the social networks presupposes and both groups ask themselves if these relationships are appropriate. However, the social networks constitute an impressive social phenomenon and any attempt to keep university learning/teaching apart from them seems doomed to failure. The reform of degree structures that the adoption of the European Higher Education Area involves offers us the opportunity to take advantage of the social networks in order to improve the quality of our students learning experience and simultaneously modernize our relationship with them. Qualitative arguments in favour of this approach abound (e.g. Dyrud et al. 2005; Ullrich et al. 2008; Churchill 2009; Schneckenberg et al. 2011) and the present study would hope to reinforce this initiative.

4.1. The Social Network Bandwagon

Blogs, discussion groups, wikis. Facebook, Penzu, and Google Docs. The internet is awash with platforms and applications and internet users have barely enough time to think before they sign up to one, or another, and another. They are such a common part of everyday life that it is impossible to contemplate the idea of a classroom without these all-pervading platforms and applications whether or not they are welcome. However, their role in learning has yet to be satisfactorily defined, in part, because they are omnipresent, in part, because their full potential is seldom realized.

That online learning tools have an especially important role to play in tertiary translator training has been demonstrated and the minimum criterion for gauging their success has to be that student outcomes should be the same or better than those attained using earlier methodological approaches. Change for the sake of change cannot be justified and proof that this criterion is being met is essential. Furthermore, as we have said earlier, the attitudes of participants and their input to the context to be changed is important if we want to avoid the rejection of change.

4.2. Web 2.0 tools

In the coming section we describe our use of two Web 2.0 tools and describe what we consider

an adequately rigorous approach to their integration into learning/teaching. In particular we will refer to our self- and peer-assessment descriptors and teacher moderation.

4.2.1. Diaries... for reflection

Introspection is a firmly established mode of learner development taking many forms (Holly 1988; Schön 1983) and has, we believe, an important role to play in the context of translator training. The online diary site Penzu.com offers learners the opportunity to write online in total privacy. The following example shows an individual reflective writing activity based on guidelines designed to encourage student reflection:

Time to reflect...

Now that you've finished the first team translation take some time to think about the experience and to write about what you've learned. In particular, think about the positive and negative aspects of your previous experience of teamwork the role you took in this task the way you related to the others in the team your contribution vs. the contributions of other team members the concessions you or others had to make to get the task done what you would like to have done differently why? The deadline for this journal entry is 14.00 on the second Friday of the two-week task. This journal entry will be assessed. Click here to download the descriptors.

The descriptors used to assess this task are crucial to the integration of the task into the overall course design (Table 7).

4.2.2. Discussion groups... for analyzing and evaluating

Facebook is currently the most firmly established social network among our students; almost all participants in courses in 2012-13 have accounts although some recognize that they made little or no use of them prior to being given the opportunity to use the social network for academic purposes. Here, we present anonymized quotations from online interaction between students participating in Facebook groups performing project-based collaborative translation tasks. They offer clear evidence of some of the five basic concepts we have used to construct our collaborative teamwork assessment descriptors (Table 7).

The first interaction is focused on the task (Table 10). This is an anachronic dialogue within the team. The participants debate issues of the team self-assessment of the translation they have presented. They are referring to the criterion descriptors, grades and scores in reference to Table 4 which they have to apply to assess the quality of their translation. The level of debate is appropriate, theme-focused, and they seem comfortable with the concepts they are discussing.

A: That's what I think too. The problem was always the style/idiomatic. I think we only lost the meaning once, but the other times it was alright, and the terminology was correct too.
14 October at 13:56
B: I agree, the terminology is good and the content is all there, I think a 7 or 8/10 is ok. I think that in "D" we should classify the problems of omissions, though I suppose that this extract will be from a translation of the whole text and the numbers in brackets would make more sense there. I also think that that's where the problems of expression go, and the loss of meaning that sometimes comes up. I think I'd give "D" a 6, and overall a /, maybe. Dunno
14 October at 19:47
Own translation

Table 10. Fragment of task-oriented conversation on Facebook

The team is the focus of the second intervention (Table 11) which is part of a 38-thread conversation. The team are organizing themselves to distribute tasks for the second translation project and reviewing their performance on the previous task and their results in order to improve.

C: I've just had an answer from D and she says not to count on her, she's finally decided to drop out because the work will mean too much time, a lot of time she wants for other courses. You know, right now there's just four of us but we'll have to wait to see what E says...
21 October at 18:10
Own translation

Table 11. Fragment of team-oriented conversation on Facebook

The person who made the intervention was the one who had taken responsibility for contacting two “missing” team members in order to clarify whether or not they intended to participate.

Finally, we have another intervention from the same conversation in which the person who intervenes shows they have realized that teamwork requires a level of commitment that they have not been able to achieve (Table 12).

F: hello, you can count on me for this task. I'm sorry about the last one.
11 hours ago
Own translation

Table 12. Second fragment of team-oriented conversation of Facebook

5. Conclusions

In the present article we have described the long-term process of evolution and adaptation that has molded the third version of the Professional Approach to Translator Training (PATT) currently applied. During the preceding years, the PATT model has grown ever more sophisticated and the gradual trialing and refinement of transparent assessment tools has enabled us to create a learning/teaching environment that draws on the most productive aspects of social constructivism to offer learners a modern, blended e-learning course environment closely attuned to the reality of the Digital Native generation through the rigorous integration of Web 2.0 interactive social networks. While our work clearly has limitations, due to the need for larger-scale empirical validation, we consider it shows great promise as a means of ensuring major enhancements in the quality of learning/teaching experience for Digital Natives and Digital Immigrants alike.

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