



## Chapter 5

# Disruptive Methodologies and Cross–Curricular Competencies for a Training Adapted to New Professional Profiles: The Undergraduate Program in Translation and Interpreting

**Mar Díaz-Millón**

 <https://orcid.org/0000-0002-8897-9887>  <https://orcid.org/0000-0002-0489-7674>  
*University of Granada, Spain*

**María Dolores Olvera-Lobo**

*University of Granada, Spain*

**Irene Rivera-Trigueros**

 <https://orcid.org/0000-0003-4877-4083>  <https://orcid.org/0000-0002-0275-600X>  
*University of Granada, Spain*

**Juncal Gutiérrez-Artacho**

*University of Granada, Spain*

### ABSTRACT

*Recently, in the translation sector, new multifaceted profiles requiring a great domain of new technologies have emerged: localization, post-editing, and transcreation. To train future professionals, it is necessary to define the cross-curricular competencies they require. Cross-curricular competencies involve gaining cross-disciplinary skills in the teaching-learning process. However, cross-curricular competencies are often relegated to a second place. The main objective of this chapter is to explore how disruptive methodologies can be applied to studies in translation and interpreting to*

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*foster cross-curricular competencies. After defining innovation in higher education, this work outlines which are the most suitable disruptive methodologies that foster cross-curricular competencies in the undergraduate program in translation and interpreting.*

## **INTRODUCTION**

Nowadays, the labour market is in constant change and evolution as a result of globalization and the development of new technologies. Consequently, new professional profiles are emerging which develop dynamic activities that demand attitudes and personality traits, in addition to specialised skills and knowledge. For this reason, higher education should not forget the emerging professional profiles and promote the cross-curricular competencies they demand.

In recent years, within the field of translation, new multifaceted professional profiles requiring a great domain of new technologies have emerged (Olvera-Lobo & Gutiérrez-Artacho, 2017). This would be the case of post-editors, responsible for revising automatically translated texts, or locators and transcreators, responsible for cultural adaptation and (re)creation of texts. These new profiles are characterised by working with interactive (Jiménez-Crespo, 2013) and multimodal texts, in which linguistic elements, images, colours, layout, animations, voice, music, etc. come into play (Rike, 2013). These are, for example, texts intended for web dissemination.

To train future professionals for these new profiles, it is necessary to define the cross-curricular competencies to be acquired by translators. The Tuning Educational Structures in Europe project (González & Wagenaar, 2003) classifies competencies as generic (cross-curricular) and specific (professional). The so-called cross-curricular competencies involve the acquisition of general and cross-disciplinary skills and abilities in the teaching-learning processes.

The current undergraduate degree's program in Translation and Interpreting Studies in Spain contemplates a series of cross-curricular competencies such as being able to work in a team, being able to organise and to plan or develop creativity. These competencies can be acquired by students during their academic program and are also evaluable. However, training in cross-curricular competencies is often forgotten or relegated to a second place, posing a great challenge for both higher education institutions and teachers (Olvera-Lobo, Robinson, & Gutiérrez-Artacho, 2018), maybe due to the necessity to develop translation skills as a final product on a macro-level (Hansen-Schirra, Hofmann, & Nitzke, 2018). Therefore, it is necessary to recognize their importance and to promote them in different subjects through the implementation of innovative teaching methodologies. During the last years we have witnessed how disruptive methodologies have burst into the educational field.

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