AT-0119-00-2425 *e-Bologna*

Network for Translation Studies and Transcultural Communication Programmes in Central, Eastern and South-Eastern Europe

Long Program Description 2024-25

A comprehensive overview of your network: line out what you have set out to do, how you cooperate. Why your network is special and important for the region.
(max. 1.000 char., incl. spaces)

The e*Bologna Network for Translation Studies and Transcultural Communication Programs in Central, Eastern and South-Eastern Europe (e*Bologna for short) was founded in 2006 and has existed without interruption ever since. Internationalization of studies and teaching enhances the overall quality of education: it broadens horizons, increases employability, and prepares students and lecturers for global careers. As universities, our goal is to ensure that our teaching and learning can meet and shape the demands of an increasingly globalized and digitized world.

Our role as universities is critical at this historic moment, as our cultural legacy is transformed into digital formats and the way we relate to knowledge, cultural material, technology, and society is radically re-conceptualized. It is of utmost importance that our students develop the necessary skills and abilities to critically evaluate digital content and methods, to operate and co-create digital technologies, and to develop the required competence in information environments.

The main goal of e*Bologna is to foster dialogue among teachers, researchers and students in Central, Eastern, and Southeastern Europe on how best to apply the e-dimension in teaching, research and practice in Translation Studies and Transcultural Communication. Effective e-literacy requires hands-on experience, which is one of our strengths.

Forms of Instructions

Fill in your planned and detailed forms of instructions and describe your network activities
(max. 1.100 characters, incl. spaces)

Forms of Instructions
The e*Bologna network is promoted on the websites of individual member universities. Both the university's International Office and the websites of the participating institutes provide information on mobility opportunities. Some member institutions promote CEEPUS mobility opportunities on various social networks. CEEPUS mobility information events for students and teachers are organised regularly. Students publish their scholarship reports in university magazines, on their institute's website and on social media. The most powerful motivating factor is the informal sharing of learners' and lecturers' experiences after the fellowship. Thanks to our Buddy Program, we make sure that students feel at home at their host universities. Each incoming student is welcomed by a buddy who is a student from the home university.

Network Activities

This prolongation proposal for 2024/2025 aims at continuing a well-established and finely-tuned network.

All network activities are continuously monitored by Naděžda Salmhoferová, the main coordinator of e*Bologna, who has been joined by Kateřina Sinclair since January 2024. Both are in constant contact with all local coordinators and with the NCO in Vienna, supports all applicants and supervises scholarship holders coming to Vienna. The teachers meet – both formally and informally – either online or in presence – e.g. during mobility visits of the network or at conferences, so that ongoing communication is guaranteed going throughout the year.

e*Bologna 2024/2025 encompasses both student and teacher mobility amongst its network partners. In accordance with the EU´s Danube Region Strategy and the CEEPUS´s own policy, the 16 local coordinators of e*Bologna are aware that an effectively functioning and equitable network requires strong links amongst all of its units.

Achievements/challenges/obstacles (max. 600 characters)

It is important to note that the e*Bologna network sees the strength of CEEPUS in the semester-long student stays abroad. Although excursions and short-term stays have their merits and provide stimulus, a closer look at the academic calendars and term dates of the participating university departments - e.g. three fixed exam weeks without any teaching, country-specific holidays and varying vacation periods - shows that short-term stays might sometimes provide little chance for immersing oneself into university life. Mobility activities spread over a full semester give our students the opportunity to complete their studies within the prescribed time frame without interruption by remaining exam-active during a stay abroad.

As far as teaching mobility is concerned, guest teachers always collaborate with their colleagues from the host institute in organizing, preparing, implementing, following up and evaluating the teaching. This approach not only ensures reflective education and personal development but also provides fertile soil for long-term networking.

Selection Criteria

Please describe how you and your network partners plan to select mobilities in the upcoming academic year

Network rules and applicant selection

All e*Bologna network units commit themselves take measures to

- ensure a continuous flow of information and exchange of ideas with all other network partners
- adhere to our e*Bologna standards for intra-departmental information dissemination and recruitment and

- monitor the e*Bologna buddying scheme.

e*Bologna applies a clear-cut and straightforward three-step process to applicant selection for both student and teacher mobility.

Student Mobility

- applicants are required to complete a pre-defined minimum amount of courses. This is for practical reasons, such as enabling realistic study progress and ensuring the effective use of funds. The minimum level may be set at the completion of the introductory phase, where applicable, or other minimum course requirements can be defined depending on the curriculum
- applicants must submit a written statement of motivation
- applicants have to attend and pass an interview conducted by the local e*Bologna coordinator

Even in settings where the applicants and their performance are well known to the recommending teachers (and even to the coordinator), the interview still has to take place, as it is through this interview that the applicant is officially introduced to CEEPUS/e*Bologna, its functioning and its objectives.

Teacher mobility

- applicants are required to specify in the application in which courses they will appear or observe during their stay (at least 6 teaching hours per 5 working days) and which teaching methods/didactics they will use in these courses. If supervising a thesis, applicants must indicate both the research area and the title
- applicants must provide a written statement of motivation
- applicants have to attend and pass an interview conducted by the local e*Bologna coordinator

Even in settings where the applicants and their performance are well known to the coordinator, the interview still has to take place, because in this interview the applicant is officially introduced to CEEPUS/e*Bologna, its functioning and its objectives.

Additional Information

Describe special activities within your network and other background information as well as digital skills and competences.

Do you combine your CEEPUS network with other programs/activities?

The Center for Translation Studies at the University of Vienna organizes two international summer schools or summer colleges open to all e*Bologna network members:

- Sommerkolleg „Literarisches Übersetzen Premuda" (Kroatisch/Deutsch – Deutsch/Kroatisch)
- Sommerkolleg Sprache und Recht Schlierbach (Deutsch - Kroatisch - Deutsch)

The Translation Centre of the University of Vienna has very successful long-term or recurring international student projects in which our CEEPUS guests (both students and lecturers) have been actively involved, both online and in person.

- Competence - Resilience - Efficiency. Together towards a comprehensive profile in the training of future community interpreters
- Transkunst: Accessible communication through innovative translation technologies
- Practice conferences for the ReTrans (simultaneous interpreting) lecture series that was organised in the ReTrans project (Working with Interpreters in Refugee Transit Zones: Capacity building and awareness-raising for higher education contexts, https://www.retrans-interpreting.com), etc.

These projects focus on highly topical social issues, such as community interpreting in times of refugee crises, and take into account the increasing demand for digital literacy among interpreters and translators. Students actively use translation software (CAT tools) and artificial intelligence applications (e.g. ChatGPT) to complete their individual tasks. The international Transkunst project has been nominated for the House of Foreign Service Award of the Ministry of Education of the Czech Republic for its innovative approach.

Please describe your plans regarding the use of e-learning, e-teaching and the development and extension of digital skills and competences

In academia, the virtual dimension has become ubiquitous. e*Bologna is a unique network within CEEPUS that directly addresses the e-dimension of Transcultural Communication trainnig. e*Bologna sees virtual space as a powerful, complementary resource for education and research. Hybrid teaching facilities can not only be empowering but also serve as a distinction marker (institutional competitiveness and reputation). An exchange of ideas about what works best and how to develop, implement, maintain, and control cyber facilities stands to reason. This long-standing approach served the e*Bologna partners well in their rapid shift to hybrid and online teaching during the Covid 19 pandemic.

Due to its high efficiency, the regularly recurring **Joint activities** have proved to be very effective: Individual network partners prepare bilateral online tandem projects as part of regular classes, in which students from two partner institutions practice together via ZOOM or MS Teams. In addition, the virtual learning environment platform Moodle is used to facilitate resource sharing and assessment management. All participants learn from each other and are motivated for future CEEPUS mobility. This form of online tandem collaboration is not only beneficial for the students, who can meet regularly with native speakers of the language they are learning in an uncomplicated way, but also contributes to the development of the teachers' scientific approaches. Last but not least, it also brings innovations in the didactic treatment of the topics taught together.

The e*Bologna network unites institutions with an educational emphasis on translatology, transcultural communication, and linguistics. Exchange programmes aim to enhance communicative, cultural and digital competence. Consequently, Vienna is the destination of choice for students hoping to enhance their German abilities, while students seeking an intensive training experience in the languages of our partner countries, BCS, Hungarian, Romanian, Polish, or Czech, depart from Vienna. This is why our network activities converge in Vienna, and why innovative cooperation projects with Vienna are dominant in our

network. However, one of our main objectives is to enhance relationships and collaboration opportunities between non-Vienna partners and to look for innovative ways of cooperation between them. However, it is expected that for logical reasons, the Vienna Translatological Centre will remain the hub of the network and the primary receiving institution.

e*Bologna fits perfectly into the activities of the Center for Translation Studies at the University of Vienna. The Center for Translation Studies is by far the largest university department in its academic field, employing more than 160 people, academic and administrative staff, working with about 3000 students from all over the world. The Center is at the forefront of research and teaching in the field of Transcultural Communication and Translation Studies. Its research focuses on two key research areas: "Technologies and cognitive processes in translation and multilingual language data processing" and "Translation and transcultural communication in social, institutional, and media contexts." Before this broader background researchers at the Center for Translation Studies collaborate in different research groups (see https://transvienna.univie.ac.at/en/research/research-groups/):

- Digital Humanities for Translation History, transdisciplinary linguistics and history of terminology and terminology research
- HAITrans: Human and Artificial Intelligence in Translation
- Sociocognitive Translation Studies
- Re:Lit Research on Literary Translation
- Transcult.com (transcultural communication, transculturality and transdisciplinarity)
- TransLaw: Exploring Legal Interpreting Processes and Societal & Technological Developments
- Vienna Interpreting Research Group

Research output by staff members can be found under u:cris (ucris.univie.ac.at) and ORCID (https://orcid.org) and on the websites of the research groups. The ZTW MA Programme is European Masters in Translation accredited and, as such, it fulfils the digital skills and competences listed under the EMT Framework https://commission.europa.eu/resources-partners/european-masters-translation-emt/european-masters-translation-emt-explained_en. All this makes the Center for Translation Studies the perfect hub for *e-Bologna with obvious benefits and an enormous synergy potential for all partner units.

The unusual years of 2020-22 have shown how important online tools are for teaching, research and communication. For years, e*Bologna has been committed to working and sharing knowledge and experiences in both physical and digital environments, as well as hybrid solutions – a commitment that has proven timely and necessary in the face of an unprecedented shift to digital teaching environments. We believe that now, more than ever, the dynamic communication and exchange, both via videoconference classes and in-person international student and teacher mobility, are what is needed to further international cooperation and exchange. We hope to contribute to this with the continuation of e*Bologna.

Joint Activities for which there is no space in section "9. Joint Activity".

10. Joint Activity

Other joint activities

Title

Online Lecture Vienna + Olomouc, Brno, Trnava, Banská Bystrica: Accessible Communication

Short Description

In the field of translatological education, universities in the Czech Republic and Slovakia have not yet fully integrated accessible communication into their curricula, although it is important. This gap is highlighted by the cooperation with CEEPUS universities in Olomouc, Brno, Trnava and Banská Bystrica. A lecture on accessible studies for students with disabilities, is a step towards recognising the need for inclusive communication. This lecture will include an important exchange of experiences, personal stories and an introduction to technical aids for students with special needs in order to train future translators and interpreters in accessible communication techniques.

Start of the Joint Activity

01.03.2024

Duration of the planned Activity

2 year/years

Long Description

The aim of this project is to strengthen the transfer of knowledge in the field of barrier-free communication, both between teachers and from teachers to learners. The shared lectures on accessible communication complement and enrich the content taught in the curricula of all participating partner institutes. They bring a new understanding of the concept of translation in its broadest sense. An important effect of the project is the establishment of personal contacts and motivation for mobility within CEEPUS.

Implementation and Milestones

This project is integrated into the teaching of all participating partner institutes. Each semester, the teachers of the participating institutes share at least one lecture on barrier-free communication. The exact schedule can only be determined shortly before the start of each semester (September and February), when the timetable of classes at all participating institutes is known.
Before the start of each semester, the lecturers agree on the dates and topics of the shared lectures so that they are optimally integrated into the overall didactic concept of the respective study programmes.

Obstacles and Problems

This online tandem project does not involve any costs. It is designed to be low-threshold for both teachers and learners: it does not involve any administrative tasks and uses online tools provided by the University of Vienna that learners on both sides are used to working with. The only problem may be temporary fluctuations in the quality of the Internet connection.

Participating Units

University of Vienna, Zentrum für Translationswissenschaft - Center for Translation Studies Vienna

Matej Bel University Banská Bystrica, Faculty of Arts

Palacký University Olomouc, Faculty of Arts

Masaryk University Brno, Faculty of Arts

11. Joint Activity

Other joint activities

Title

Online Tandem Workshop Vienna + Brno: Creative Writing

Short Description

Translatology students from Vienna will take part in a 90-minute creative writing workshop with the students of Czech language and literature in Brno. They will be encouraged to experiment with words and explore the boundaries of language. This creative process not only enriches their understanding of language, but also sharpens their skills in nuanced communication - an essential skill for any translator or interpreter.

Start of the Joint Activity

01.03.2024

Duration of the planned Activity

2 year/years

Long Description

The aim of this tandem project is an online exchange between native speakers of German from Austria, who study Czech as a foreign language, and Czech students of German. Two 90-minute online sessions are scheduled per semester. These activities are integrated into regular classes. Working in tandems with learners of the same age, participants gain the courage to experiment with their language register. In this playful way, they effectively activate and expand their communicative competence and improve their linguistic sensitivity, both in their mother tongue and in a foreign language.

Implementation and Milestones

This tandem project is integrated into the teaching of both partner institutions. Two online meetings take place each semester. These meetings will be thoroughly prepared in the preceding classes and reflected and evaluated in the following classes. The exact schedule can only be determined shortly before the start of each semester (September and February), when the timetable of classes at both institutes is known.

Teachers agree on the dates and topics of the project before the start of each semester. Together, they select the tasks of this project, design preparatory exercises for them and give constructive feedback to the participants. Through this collaboration, they inspire each other and enrich their didactic repertoire.

Obstacles and Problems

This online tandem project does not involve any costs. It is designed to be low-threshold for both teachers and learners: it does not involve any administrative tasks and uses online tools provided by the University of Vienna that learners on both sides are used to working with. The only problem may be temporary fluctuations in the quality of the Internet connection.

Participating Units

University of Vienna, Zentrum für Translationswissenschaft - Center for Translation Studies Vienna

Masaryk University Brno, Faculty of Arts

12. Joint Activity

Title

Charting Language Proficiency, Exploring Technology, Making Translators Fit for a Digital Age

Short Description

Submission of a Research Application to the 2023 September round of the Marie Curie Fellowship Application

Start of the Joint Activity

01.09.2023

Duration of the planned Activity

2 years

Long Description

In line with one of the European Commission's main priorities of the decade to create 'A Europe fit for the Digital Age' and the Digital Education Action Plan (2021-2027), and responding to recent innovation in machine translation (MT), the general objective of the proposed project is to integrate practical applications from the constantly evolving field of

Generative Artificial Intelligence (Generative AI) into a language competence evaluation standard and a language acquisition pedagogy fine-tuned for translators. The project will start by developing a thorough understanding of the additional language (i.e., foreign/second language, AL) competence of highly proficient language professionals, such as translators. This competence can be supported, but cannot be expected to be fully replicated by machine translation technology, even in light of recent developments in the area of Generative AI, which has started to outperform Neural Machine Translation (NMT) according to some industry sources.

Implementation and Milestones

The proposed research has the following specific objectives (So): So1: to investigate the AL competence of translators as language experts, and to develop and validate CEFR-compliant descriptors for it in consultation with two groups of stakeholders; So2: to compare and validate the findings against the linguistic demands of PEMT and develop guidelines for AL teaching of future translators, thus improving their competitive advantage when they enter the language services market; So3: to develop the LinguaTechToolbox, an online portal aimed at AL teachers of future translators which will host level-appropriate innovative pedagogies (guidelines, methods, activities) which acknowledge the opportunities provided by Generative AI and NMT and highlight their inherent flaws, so that future translators can develop the powerful PEMT skills needed by the language services industry.

Obstacles and Problems

All activities are subject to securing the Marie Curie Fellowship funding.

Participating Units

University of Vienna, Centre for Translation Studies Vienna

University in Maribor, Faculty of Arts