

Learning outside the classroom: the influence of the Spanish Translation and Interpreting Students Association (AETI) in the learning process of future professionals

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What is AETI?

Spanish Translation and Interpreting **Students**
Association

Born in 2012 in Cordoba during the 9th National Meeting of Translation and Interpreting Students (ENETI).

Students of the 4 years of bachelor's degree in Translation and Interpreting, masters and graduates

What is AETI?

Main aims:

To foster relations between students of the 24 Spanish universities where T&I can be studied.

To look after our interests as students and as future professionals in the field.

To ensure the holding of the ENETIs and of many other training activities.

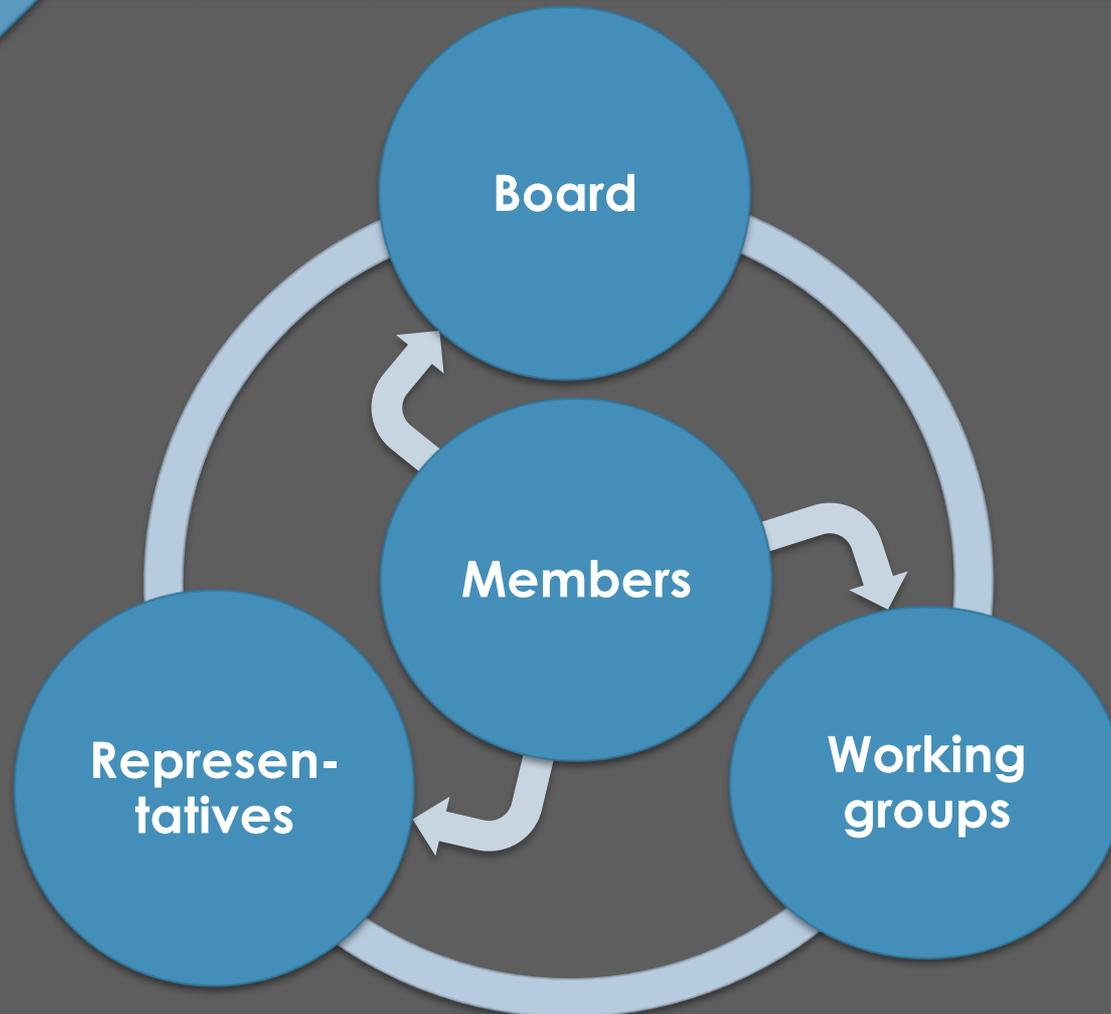
Some figures regarding AETI

21/24 Universities with AETI members.

14 Universities with AETI representatives.

9 working groups.

Structure of the association



Representatives

Tasks:

To serve as bridge between AETI and the members of the University they represent.

To serve as bridge between AETI and the Faculties, Departments and University they represent.

To organise activities in the Universities they represent.

To promote the association in the Universities they represent.

Working groups

Tasks:

To compile and disseminate information.

To update the Website.

To organise activities such as contests.

To advise students on academic matters.

To publish the association's magazine.

Board

To carry out administrative matters.

To manage the accounts of the association.

To evaluate applications for new memberships.

To establish a fluent communication with Deaneries, Departments and Universities.

To establish a fluent communication with professional associations of translators and interpreters.

To coordinate the activities of the working groups and of the representatives.

To moderate the mailing list.

Activities (2012-2013)

Discounts on training courses of 8 translation and interpreting training companies.

2 contests.

10 training sessions.

Participation in 3 conferences.

3 national meetings of members.

Collaboration with 5 professional associations of translators and interpreters.

3 studies on training and academic matters.

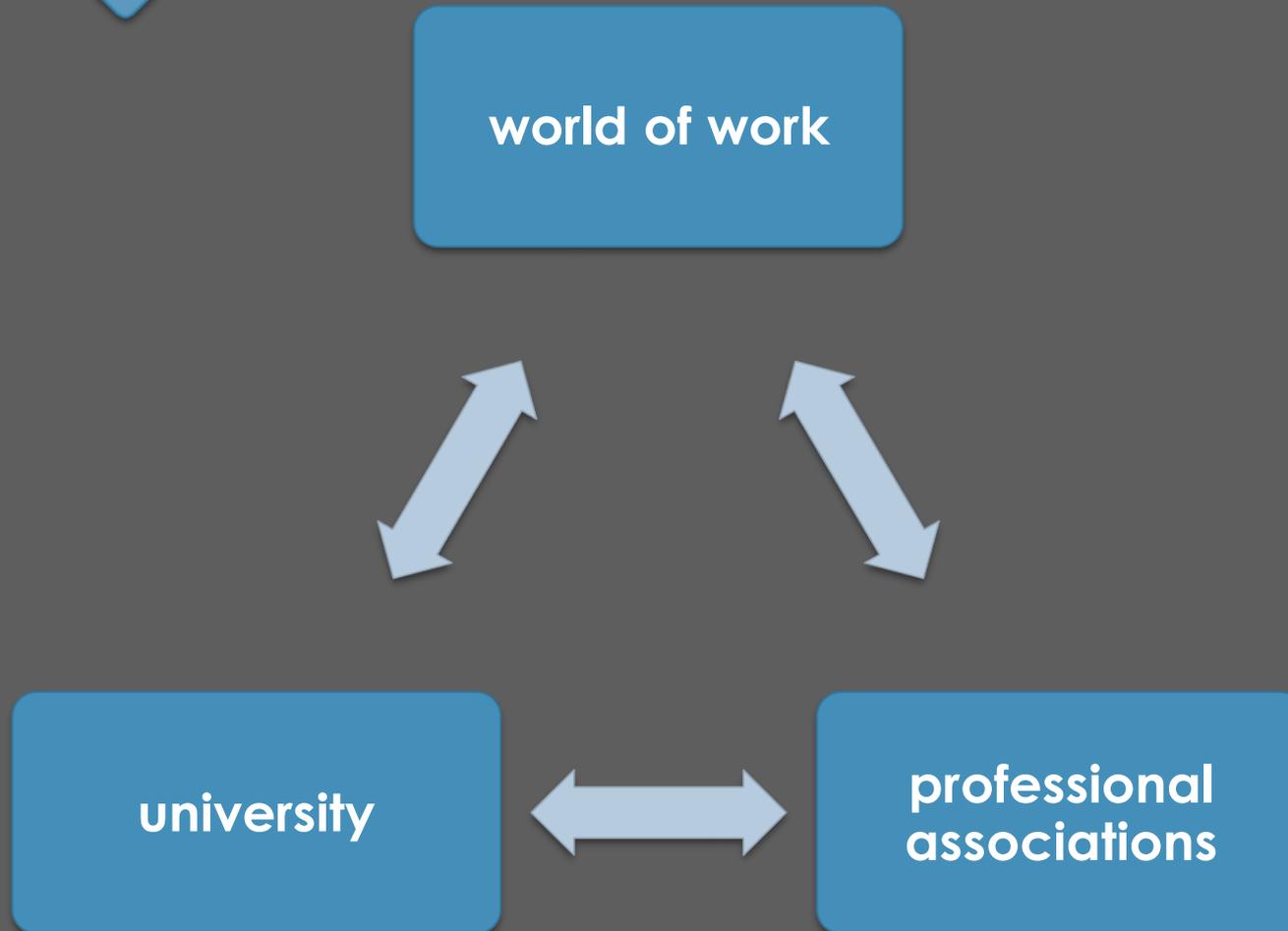
What do we want to know?

Does AETI complement the training given in the bachelor's degree in Translation and Interpreting?

Do AETI members acquire and develop some competences in a higher level than non-members?

If so, what is influencing this?

Why AETI as a training complement?



Developed competences in AETI (1)

Source: *Libro blanco. Título de Grado en Traducción e Interpretación*. Aneca, 2004.

Transversal instrumental competences (TIC) (p. 81):

TIC 1. Capacity for problem solving

TIC 2. Capacity of analysis and of synthesis

TIC 4. Information management capability

TIC 5. Capacity for decision making

Personal transversal competences (PTC) (p. 82):

PTC 1. Ethical commitment

PTC 2. Interpersonal relationship skills

Developed competences in AETI (2)

Systemic transversal competences (STC) (p. 82-83):

STC 1. Motivation for quality

STC 2. Initiative and entrepreneurial spirit

STC 3. Ability to apply theoretical knowledge in practice

STC 4. Capacity for individual work

Specific competences (SC) (p. 87-88):

SC 1. Capacity for using computer tools

SC 2. Ability to search for information and documentation

SC 3. Knowledge of economic and professional aspects

SC 4. Ability to work in teams

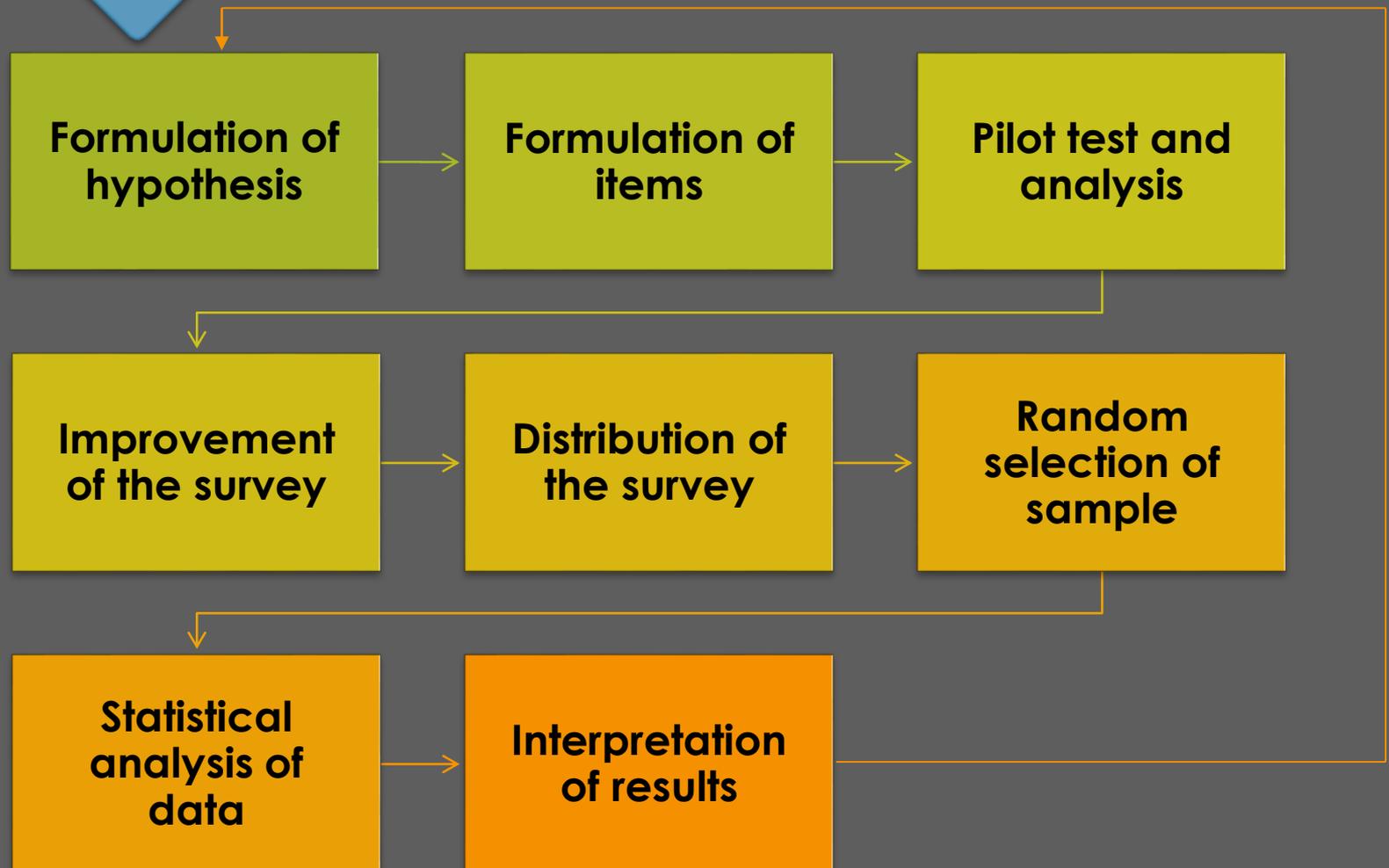
SC 5. Capacity for designing and managing projects

How are competences acquired and developed?

Do we use a magic wand with our members?

- By the engagement in the daily tasks of the association.
 - Four levels: 0 (non-member), 1 (member), 2 (representative and member of a working group), 3 (member of the board).
- By the time of belonging to the association.
 - Four degrees: 0 (non-members), 1 (February-May 2013), 2 (November 2012-January 2013), 3 (August-October 2012), 4 (May-July 2012).

Methodology



Methodology

Cluster sampling (20 subjects in each sample group):

	1ST CYCLE	2ND CYCLE	GRADUATES	TOTAL
MEMBERS	20	20	20	60
NON-MEMBERS	20	20	20	60
TOTAL	40	40	40	120

Only members of AETI (members of other associations were dismissed).

AETI members since June-August were dismissed.

Some subjects were dismissed during data validation.

How is data analysed?

- 1) Is the personal evaluation score of the members higher than the score of the non-members? (statistically significant increase).
- 2) Does the personal evaluation score depend on the implication level? (statistically significant relationship).
- 3) Does the personal evaluation score depend on the time of belonging to the association? (statistically significant relationship).

Statistics (1)

Pilot test:

Reliability coefficient: Cronbach's α (0,895)

Data analysis:

Randomness in the selection of samples: Wald–Wolfowitz's runs test (👍)

Normal distribution: Kolmogorov-Smirnov's test of goodness of fit

Statistics (2)

Differences between variables: Student's T for equal variance, T de Student for unequal variance (parametric) and Mann-Whitney's test (non-parametric). Always unilateral.

Relationship between variables: Pearson's correlation (parametric) and Spearman's correlation (non-parametric). Always unilateral.

Significance level: 0,05

Results (1)

	DIFFERENCES BETWEEN MEMBERS AND NON-MEMBERS			POSITIVE RELATIONSHIP BETWEEN VARIABLES	
	MEMBERS AVERAGE	NON-MEMBERS AVERAGE	EVALUATION INCREASES?	EVALUATION - IMPLICATION	EVALUATION - TIME OF BELONGING
Ability to apply theoretical knowledge in practice	10,12 (very high)	10,03 (very high)	NO (0,389)	NO (0,453)	NO (0,200)
Knowledge of economic and professional aspects	10,55 (very high)	9,85 (high)	YES (0,003)	YES (0,004)	YES (0,001)
Information management capability	8,82 (high)	9,05 (high)	NO (0,220)	NO (0,141)	NO (0,388)
Capacity for using computer tools	9,83 (high)	9,27 (high)	YES (0,036)	YES (0,029)	YES (0,030)
Ability to search for information and documentation	9,37 (high)	8,57 (high)	YES (0,002)	YES (0,007)	YES (0,001)
Capacity of analysis and of synthesis	9,5 (high)	9,47 (high)	NO (0,386)	NO (0,319)	NO (0,216)
Interpersonal relationship skills	11 (very high)	10,32 (very high)	YES (0,021)	YES (0,026)	YES (0,008)

Results (2)

	DIFFERENCES BETWEEN MEMBERS AND NON-MEMBERS			POSITIVE RELATIONSHIP BETWEEN VARIABLES	
	MEMBERS AVERAGE	NON-MEMBERS AVERAGE	EVALUATION INCREASES?	EVALUATION - IMPLICATION	EVALUATION - TIME OF BELONGING
Ability to work in teams	9,2 (high)	8,48 (high)	YES (0,013)	YES (0,020)	YES (0,042)
Capacity for individual work	7,37 (middle)	7,45 (middle)	NO (0,413)	NO (0,088)	NO (0,497)
Motivation for quality	10,58 (very high)	10,52 (very high)	NO (0,372)	NO (0,498)	NO (0,380)
Initiative and entrepreneurial spirit	10,3 (very high)	9,60 (high)	YES (0,004)	YES (0,005)	YES (0,002)
Capacity for designing and managing projects	7,63 (middle)	7,02 (middle)	YES (0,005)	YES (0,017)	YES (0,005)
Ethical commitment	9,78 (high)	9,90 (high)	NO (0,293)	NO (0,423)	NO (0,328)
Capacity for problem solving	10 (very high)	9,40 (high)	YES (0,008)	YES (0,022)	YES (0,017)
Capacity for decision making	9,95 (high)	10,05 (very high)	NO (0,259)	NO (0,468)	NO (0,484)
ACCEPTED HYPOTHESES	-		8/15	8/15	8/15

Conclusions (1)

8/15 statistically significant increases:

- 1) Knowledge of economic and professional aspects,
- 2) Capacity for using computer tools,
- 3) Ability to search for information and documentation,
- 4) Interpersonal relationship skills,
- 5) Ability to work in teams,
- 6) Initiative and entrepreneurial spirit,
- 7) Capacity for designing and managing projects,
- 8) Capacity for problem solving.

Conclusions (2)

The personal evaluation of 8/15 competences depends on the implication level and the level of time of belonging to the association.

Final conclusion: AETI helps in the training of future translators and interpreters.

- ✓ Training must continue outside the classroom.
- ✓ Possible explanation to the results obtained: AETI members have to deal with real situations, not simulations.

Dzėkuje | Thank you



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