



The use of technology in translation work placements

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ABSTRACT

Work placements are considered the natural step to take prior to obtaining full-time employment. Students would therefore benefit from instruments to guide them in their work placements and to invite them to reflect on their experience. This article is not a research work but a “food for thought” exercise for students, tutors and work placement coordinators in order to make technology visible and show that technological competences are inseparable from the other professional competences identified by the expert group for the European Master’s in Translation.

Keywords: Translation; technology; translation technologies; translation work placements; European Master’s in Translation; translation competences

RESUM (*L’ús de tecnologies en les pràctiques de traducció en empresa*)

Les pràctiques es consideren el pas previ a la inserció laboral. Per aquest motiu val la pena elaborar instruments que guïïn els estudiants en el seu procés de reflexió i aprofitament de les pràctiques. Aquest article no és un treball de recerca, sinó un exercici de reflexió per a estudiants, tutors i coordinadors de pràctiques que, d’una banda, intenta donar visibilitat a les tecnologies que es fan servir durant les pràctiques i, d’altra banda, relaciona l’ús de la tecnologia amb les competències professionals proposades pel grup d’experts de l’European Master’s in Translation.

Paraules clau: Traducció; tecnologia; tecnologies de la traducció; treball en pràctiques; Màster Europeu en Traducció; competències traductològiques

RESUMEN (*El uso de tecnologías en las prácticas de traducción en empresa*)

Las prácticas se consideran el paso previo a la inserción laboral. Por este motivo vale la pena elaborar instrumentos que guíen a los estudiantes en su proceso de reflexión y aprovechamiento de las prácticas. Este artículo no es un trabajo de investigación, sino un ejercicio de reflexión para estudiantes, tutores y coordinadores de prácticas que, por un lado, intenta dar visibilidad a las tecnologías que se utilizan durante las prácticas y, por otro lado, relaciona el uso de la tecnología con las competencias profesionales propuestas por el grupo de expertos del European Master’s in Translation.

Palabras clave: Traducción; tecnología; tecnologías de la traducción; trabajo en prácticas; Máster Europeo en Traducción; competencias traductológicas

Introduction

During work placements, are students aware of the professional competences that they are practicing? Are they aware of the technology they are using during work placements? Is there a way to make technologies more visible? To what extent is technology important in translation work placements? Sometimes technological competences are seen as secondary



competences. For some types of translations, however, such as multimedia and audiovisual localisation, technology skills are essential.

During their placements students practise what they have learned in the classroom and use software tools in a real-life context; companies, meanwhile, observe how the students interact with their computers and how competent they are using them. Many students have a profitable experience using technology, seeing their computer not as an awkward, complicated tool but as a tool of the trade, much like a musical instrument for a musician. Most placements take place on-site and close to where the student is based, but new types of placements such as virtual placements are gaining currency. In virtual placements, companies send translation assignments to students via the Internet, and the students work in much the same way as freelance translators. Local, national and international companies can benefit from these virtual placements. Students must deal with their translation problems on their own and may use a wide range of technology tools such as videoconferencing (with the client), advanced search tools, information- and knowledge-retrieval tools, etc.

During their placements, students use technology to improve their translations rather than merely as part of a compulsory classroom exercise. They also need to learn new tools. Tutors may ask students to use specific tools, or students may realise they need to use new resources to deal with translation problems. For instance, students may encounter new text formats or new software for subtitling videos.

Students can observe whether they use only tools they know or also new tools, whether they use only tools proposed by their tutor or also tools proposed by themselves, whether technology is a help or a hindrance, whether they enjoy learning to use new resources or not, and whether they have more or less technology skills than their colleagues in the placement, etc.

When students lack the ability to use a certain technology they cannot turn to their teachers for solutions. The company's tutor may help the student, but not all companies have invested enough time, effort and money in technological innovation, and often the students themselves must test new tools during their placement. In some work placements students focus mainly on technological tasks, such as maintaining and updating translation memories, creating databases, aligning translations, etc. Students do not enjoy these kinds of placements, because if they are not actually translating they feel like they are not doing real translation work. But this is not necessarily true, as these kinds of tasks are part of the translation service as well.

There has also been a recent surge in on-site placements abroad (often with funding from the Erasmus programme) such as those offered by the European Graduate Placement Scheme (<http://www.e-gps.org/>) for postgraduate students. Technological competences are highly valued, as companies use technology to be more innovative and competitive. Companies value not only students' current knowledge of tools and resources, but also their capacity to learn and to integrate technology into the translation process. If they want a candidate who will be able to do distance work for them then technological competences will be critical in the selection process. If universities want their students to pass the selection process for international placements, they must first provide them with good technology training in class, local placement opportunities and support instruments to help them make the most of their experience.

1. The student placement “food for thought” checklist

This article is not a research work but an invitation to think about the technologies that can be used in work placements. A long descriptive list adapted from translation-technology courses could have been used, but each placement is different, so it is impossible to create a single list that would be applicable to all courses. I therefore adopted a different approach to ensure the list is useful for students, tutors and placement coordinators alike. I aimed to



integrate technology in a list of professional competences for translators. In 2009 the European Master's in Translation expert group proposed a list of competences applicable to language professions or to translation, defining a "competence" as "the combination of aptitudes, knowledge, behaviour and know-how necessary to carry out a given task under given conditions" (EMT expert group, 2009).[1] This list of professional competences is suitable for placements because the focus is on achieving a good translation service, rather than on learning how to translate. Moreover, the competences are related not only to the interlinguistic and intercultural translation process, but to all factors involved in the translation service.

How can we invite students to think about the professional competences they acquire? I believe the best way to achieve this is to present a clear, direct text written in the first person so that students understand that competences are applicable to them. This proposal aims to make technology visible and to show that technological competences are inseparable from the other professional competences.

Let us take the example of placements requiring literary translation. Although, a priori, this genre requires little use of technology, students can use many technological resources to solve their translation problems, including advanced searches to find intertextual quotations, literary quotations, and context about the author and his or her work. Students could also produce various commented versions of their translations. For contemporary literature, students might also contact the author or translators working into other languages via videoconference. Students could also keep a journal of their experience and share it on a blog.

The article is designed to be practical, providing a checklist so that students, tutors and coordinators can reflect on the technologies used during work placements. Each type of competence is accompanied by the corresponding definition from the EMT expert group's proposal in small print. Then there is a table, and the left column invites students to consider what professional competences they used during their placement and the right column what technology they used. This article does not provide a full explanation of each item on the list as they are self-explanatory.

1.1. Provision of translation services, interpersonal aspects

- Being aware of the social role of the translator
- Knowing how to follow market requirements and job profiles (knowing how to remain aware of developments in demand)
- Knowing how to organise approaches to clients/ potential clients (marketing)
- Knowing how to negotiate with the client (to define deadlines, tariffs/invoicing, working conditions, access to information, contract, rights, responsibilities, translation specifications, tender specifications, etc.)
- Knowing how to clarify the requirements, objectives and purposes of the client, recipients of the translation and other stakeholders
- Knowing how to plan and manage one's time, stress, work, budget and ongoing training (upgrading various competences)
- Knowing how to specify and calculate the services offered and their added value
- Knowing how to comply with instructions, deadlines, commitments, interpersonal competences, team organisation
- Knowing the standards applicable to the provision of a translation service
- Knowing how to comply with professional ethics



- Knowing how to work under pressure and with other experts, with a project head (capabilities for making contacts, for cooperation and collaboration), including in a multilingual situation
- Knowing how to work in a team, including a virtual team
- Knowing how to self-evaluate (questioning one's habits; being open to innovations; being concerned with quality; being ready to adapt to new situations/conditions) and take responsibility

[EMT expert group, 2009]

Student Placement Checklist	Technologies Used
<input type="checkbox"/> I have understood my role in the company, in the departments and between the customers and the company.	<input type="checkbox"/> I have drawn a complete organizational chart of the company using a flow-chart tool, identifying in particular the key players involved in the translation projects. <input type="checkbox"/> I have drawn a complete process chart of my work in the company using a flow-chart tool.
<input type="checkbox"/> I have identified the company's translation needs.	<input type="checkbox"/> I have listed the company's translation needs in my placement portfolio, taking into account genres, languages, subjects, technology, etc.
<input type="checkbox"/> I have contacted clients and potential clients and worked with the company's marketing/sales department.	<input type="checkbox"/> I have introduced data into the database of prospects and clients. <input type="checkbox"/> I have searched for potential clients using advanced search techniques.
<input type="checkbox"/> I have helped project managers to negotiate with clients. <input type="checkbox"/> I have negotiated with clients.	<input type="checkbox"/> I have worked with translation project-management software, introducing deadlines, rates and terms and conditions; issuing invoices; setting permissions; and dealing with contracts, rights, responsibilities, translation specifications, tender specifications, etc.
<input type="checkbox"/> I have understood the requirements, objectives and purposes of the translations.	<input type="checkbox"/> In my placement portfolio I have noted the requirements, objectives and purposes of each task.
<input type="checkbox"/> I have used time and workload management strategies.	<input type="checkbox"/> I have used a time-management tool to fill out timesheets for different tasks. <input type="checkbox"/> In my private online journal I have written about the workload and time constraints. <input type="checkbox"/> I have identified further training I could to improve my translation service and noted it in my placement portfolio.
<input type="checkbox"/> I have prepared estimates for translation tasks. <input type="checkbox"/> I have identified how to add value to my translations.	<input type="checkbox"/> I have used a budgeting tool. <input type="checkbox"/> I have used a professional tool to create a professional-looking estimate.
<input type="checkbox"/> I have complied with instructions and deadlines.	<input type="checkbox"/> I have written down my thoughts on instructions and deadlines in my private online reflective journal.



<input type="checkbox"/> I have complied with the company's quality standards.	<input type="checkbox"/> I have applied the company's quality templates and checklists in my work. <input type="checkbox"/> I have created my personal quality-control templates and checklists.
<input type="checkbox"/> During the placement, I have followed a strictly ethical conduct	<input type="checkbox"/> In my private online reflective journal I have written entries on ethical issues I have encountered.
<input type="checkbox"/> I have successfully worked under pressure. <input type="checkbox"/> I have successfully worked in a team <input type="checkbox"/> I have successfully worked in a multilingual situation.	<input type="checkbox"/> In my private online reflective journal I have written about my work relations with other employees and my experience with time and workload management.
<input type="checkbox"/> I have successfully worked in a team (including a virtual team).	<input type="checkbox"/> I have used project-management software to share documents and information among team members. <input type="checkbox"/> (For virtual teams) We have held team meetings via videoconference. <input type="checkbox"/> (For virtual placements) I have had regular videoconference meetings with my company tutor.
<input type="checkbox"/> I know how to self-evaluate my translation work placement.	<input type="checkbox"/> I have kept a private journal about my work habits and about being open to innovation, concerned with quality, and ready to adapt to new situations/conditions. I have taken on responsibilities in the company.

1.2. Provision of translation services, production aspects

- Knowing how to create and offer a translation appropriate to the client's request, i.e. to the aim/skopos and to the translation situation
- Knowing how to define stages and strategies for the translation of a document
- Knowing how to define and evaluate translation problems and find appropriate solutions
- Knowing how to justify one's translation choices and decisions
- Mastering the appropriate metalanguage (to talk about one's work, strategies and decisions)
- Knowing how to proofread and revise a translation (mastering techniques and strategies for proofreading and revision)
- Knowing how to establish and monitor quality standards

[EMT expert group, 2009]

Student Placement Checklist	Technologies Used
<input type="checkbox"/> My translation services were appropriate to the client's request, i.e. to the aim/skopos and the translation situation.	<input type="checkbox"/> I have created translation assignment templates to include all client requests and I have added them to my placement portfolio.
<input type="checkbox"/> For the translation of documents, I have followed the stages and strategies established by my tutor. <input type="checkbox"/> I have defined the stages and strategies for the translation of documents.	<input type="checkbox"/> I have created a guide for establishing stages and strategies for translations and included it in my placement portfolio.



<input type="checkbox"/> I have defined and evaluated translation problems and found appropriate solutions.	<input type="checkbox"/> I have found solutions using: <input type="checkbox"/> Glossaries, dictionaries, grammar manuals, encyclopaedias, etc. <input type="checkbox"/> Corpora: parallel corpora, ad-hoc corpora, reference corpora, historical corpora, multilingual corpora, etc. <input type="checkbox"/> Corpus software <input type="checkbox"/> Translation memories <input type="checkbox"/> Machine translation <input type="checkbox"/> Terminology databases <input type="checkbox"/> Search engines: direct searches, advanced searches, advanced information-mining techniques, etc. <input type="checkbox"/> Document databases, etc. <input type="checkbox"/> Style guides <input type="checkbox"/> Social media: translators' forums, mailing lists, social networks, etc.
<input type="checkbox"/> I have properly justified my translation choices and decisions using the appropriate metalanguage.	<input type="checkbox"/> I have added appropriate professional comments to my translations to justify my choices and decisions.
<input type="checkbox"/> I have revised and proofread translations. <input type="checkbox"/> I know how to establish and monitor quality standards.	<input type="checkbox"/> I have used quality-assessment software when revising translations. <input type="checkbox"/> I have used spelling and grammar checkers. <input type="checkbox"/> I have used quality-assessment templates when revising translations.

1.3. Language competence

- Knowing how to understand grammatical, lexical and idiomatic structures as well as the graphic and typographic conventions of language A and one's other working languages
- Knowing how to use these same structures and conventions in A and B
- Developing sensitivity to changes in language and developments in languages (useful for exercising creativity)

[EMT expert group, 2009]

Student Placement Checklist	Technologies Used
<input type="checkbox"/> I have understood grammatical, lexical and idiomatic structures as well as the graphic and typographic conventions of language A and my source languages (B, C). <input type="checkbox"/> I have used appropriate structures and conventions in languages A and B. <input type="checkbox"/> I have developed an awareness of changes in developments in languages (useful for exercising creativity).	<input type="checkbox"/> I have used: <input type="checkbox"/> Glossaries, dictionaries, grammar manuals, encyclopaedias, etc. <input type="checkbox"/> Corpora: parallel corpora, ad-hoc corpora, reference corpora, historical corpora, multilingual corpora, etc. <input type="checkbox"/> Corpus software <input type="checkbox"/> Translation memories <input type="checkbox"/> Machine translation <input type="checkbox"/> Terminology databases <input type="checkbox"/> Search engines: direct searches, advanced searches, advanced information-mining techniques, etc. <input type="checkbox"/> Document databases, etc. <input type="checkbox"/> Style guides <input type="checkbox"/> Social media: translators' forums, mailing lists, social networks, etc.



1.4. Intercultural competence, sociolinguistic dimension

- Knowing how to recognise function and meaning in language variations (social, geographical, historical, stylistic)
- Knowing how to identify the rules for interaction relating to a specific community, including non-verbal elements (useful knowledge for negotiation)
- Knowing how to produce a register appropriate to a given situation, for a particular document (written) or speech (oral)

[EMT expert group, 2009]

Student Placement Checklist	Technologies Used
<input type="checkbox"/> I am able to recognise functions and meanings in language variations (social, geographical, historical, stylistic).	<input type="checkbox"/> I have used the Internet to solve language-variation problems in my translations. <input type="checkbox"/> In my placement portfolio I have saved useful resources on language variation in my translations.
<input type="checkbox"/> I am able to identify the rules for interaction related to my translation or interpreting assignments.	<input type="checkbox"/> In my portfolio I have written the rules for interaction in my work-placement assignments (translation or interpreting).
<input type="checkbox"/> I am able to produce the appropriate register for a given situation, document (written) or speech (oral).	I have used: <input type="checkbox"/> Parallel genres (written or oral) <input type="checkbox"/> Ad-hoc corpus building (written or oral) <input type="checkbox"/> Internet videos <input type="checkbox"/> Advanced searches <input type="checkbox"/> Data storage methods to re-use the information in future assignments.

1.5. Intercultural competence, textual dimension

- Knowing how to understand and analyse the macrostructure of a document and its overall coherence (including where it consists of visual and sound elements)
- Knowing how to grasp the presuppositions, the implicit, allusions, stereotypes and intertextual nature of a document
- Knowing how to describe and evaluate one's problems with comprehension and define strategies for resolving those problems
- Knowing how to extract and summarise the essential information in a document (ability to summarise)
- Knowing how to recognise and identify elements, values and references proper to the cultures represented
- Knowing how to bring together and compare cultural elements and methods of composition.
- Knowing how to compose a document in accordance with the conventions of the genre and rhetorical standards
- Knowing how to draft, rephrase, restructure, condense, and post-edit rapidly and well (in languages A and B)



[EMT expert group, 2009]

Student Placement Checklist	Technologies Used
<ul style="list-style-type: none"><input type="checkbox"/> I have understood and analysed the macrostructure and overall coherence of documents I have translated during the placement (including audio and video documents).<input type="checkbox"/> I have dealt with implicit presuppositions, allusions, stereotypes and intertextual features in documents I have translated during the placement.<input type="checkbox"/> I have used suitable strategies to solve comprehension problems.<input type="checkbox"/> Before translating I have summarised the text to extract the essential information.<input type="checkbox"/> I have recognised and identified elements, values and references that are specific to the cultures represented.<input type="checkbox"/> I have compared cultural elements and writing norms.<input type="checkbox"/> I have checked the conventions and rhetorical norms of a genre when translating a text.<input type="checkbox"/> I have drafted, rephrased, restructured, condensed and post-edited texts.	<ul style="list-style-type: none"><input type="checkbox"/> I have identified and saved macrostructures in my portfolio.<input type="checkbox"/> I have kept a copy of my translations in the portfolio with comments regarding implicit presuppositions, allusions, stereotypes and intertextual features in documents I translated during the placement.<input type="checkbox"/> I have created a query report to discuss unsolved comprehension problems with the tutor.<input type="checkbox"/> I have written summaries of the texts to be translated in my portfolio.<input type="checkbox"/> I have searched for information on all the cultural elements in source texts.<input type="checkbox"/> I have saved useful resources for dealing with cultural elements.<input type="checkbox"/> I have searched for parallel texts.<input type="checkbox"/> I have searched for genre conventions.<input type="checkbox"/> I have searched for rhetorical norms.<input type="checkbox"/> I have searched for style manuals and standards.<input type="checkbox"/> I have used CAT tools.<input type="checkbox"/> I have used post editing tools.<input type="checkbox"/> I have used spelling and grammar checkers.

1.6. Information mining competence

- Knowing how to identify one's information and documentation requirements
- Developing strategies for documentary and terminological research (including approaching experts)

Student:

- Knowing how to extract and process relevant information for a given task (documentary, terminological, phraseological information)
- Developing criteria for evaluation vis-à-vis documents accessible on the internet or any other medium, i.e.
- Knowing how to evaluate the reliability of documentary sources (critical mind)
- Knowing how to use tools and search engines effectively (e.g. terminology software, electronic corpora, electronic dictionaries)
- Mastering the archiving of one's own documents



[EMT expert group, 2009]

Student Placement Checklist	Technologies Used
<ul style="list-style-type: none"><input type="checkbox"/> I have identified the information and documentation required for texts.<input type="checkbox"/> I have developed strategies for documentation and terminological research.<input type="checkbox"/> I have extracted and processed relevant information for tasks.<input type="checkbox"/> I have developed criteria for evaluating the reliability of online and other documents (using a critical mind).<input type="checkbox"/> I have used tools and search engines effectively.<input type="checkbox"/> I have saved my own placement documents.	<p>I have used:</p> <ul style="list-style-type: none"><input type="checkbox"/> Dictionaries, glossaries, encyclopaedias<input type="checkbox"/> Random contextual searches<input type="checkbox"/> Advanced contextual searches<input type="checkbox"/> Specialised dictionaries and glossaries compiled by reliable authors<input type="checkbox"/> Terminology software<input type="checkbox"/> Highly specialised conceptual websites<input type="checkbox"/> Existing electronic corpora<input type="checkbox"/> Self-built ad-hoc corpora<input type="checkbox"/> Corpus-building software<input type="checkbox"/> Concordancing software<input type="checkbox"/> Terminology extractors. <ul style="list-style-type: none"><input type="checkbox"/> I have made backup copies of all my work and useful resources.<input type="checkbox"/> My work was stored in the company's backup system.<input type="checkbox"/> I have saved reliable documentary resources for further reference.

1.7. Thematic competence

- Knowing how to search for appropriate information to gain a better grasp of the thematic aspects of a document (cf. Information mining competence)
- Learning to develop one's knowledge in specialist fields and applications (mastering systems of concepts, methods of reasoning, presentation, controlled language, terminology, etc.) (learning to learn)
- Developing a spirit of curiosity, analysis and summary

[EMT expert group, 2009]

Student Placement Checklist	Technologies Used
<ul style="list-style-type: none"><input type="checkbox"/> I have searched for appropriate information to better understand the content of a document (cf. information-mining competence)<input type="checkbox"/> I have learned to develop my knowledge in specialist fields and applications (conceptual systems, presentation methods, controlled language, terminology, etc.) (learning to learn).<input type="checkbox"/> I have developed an inquisitive mindset and learnt to analyse and summarise.	<ul style="list-style-type: none"><input type="checkbox"/> I have used the Wikipedia.<input type="checkbox"/> I have used Google Books and Google Scholar.<input type="checkbox"/> I have read specialised websites and journals.<input type="checkbox"/> I have used specialised databases (legal, medical, etc.).<input type="checkbox"/> I have prepared a list of useful and reliable links related to the topic of the translation.<input type="checkbox"/> I have used conceptual-diagram tools.<input type="checkbox"/> I have prepared a thematic dossier and included it in my portfolio.<input type="checkbox"/> I have written to specialists through social networks and mailing lists.<input type="checkbox"/> I have shared my list of useful and reliable thematic resources with other translators.



1.8. Technological competence

- Knowing how to use effectively and rapidly and to integrate a range of software to assist in correction, translation, terminology, layout, documentary research (for example text processing, spell and grammar check, the internet, translation memory, terminology database, voice recognition software)
- Knowing how to create and manage a database and files
- Knowing how to adapt to and familiarise oneself with new tools, particularly for the translation of multimedia and audiovisual material
- Knowing how to prepare and produce a translation in different formats and for different technical media
- Knowing the possibilities and limits of MT

[EMT expert group, 2009]

Student Placement Checklist	Technologies Used
<input type="checkbox"/> I can quickly and effectively use a range of software to help me translate, revise, find terminology, arrange page layouts, and research information.	During the placement, I have used the following software tools: <input type="checkbox"/> Word processors: _____ <input type="checkbox"/> Spelling and grammar checkers: _____ <input type="checkbox"/> CAT tools: _____ <input type="checkbox"/> Localization tools: _____ <input type="checkbox"/> Terminology databases: _____ <input type="checkbox"/> Desktop publishing software: _____ <input type="checkbox"/> Voice-recognition software: _____ <input type="checkbox"/> Text-alignment software: _____ <input type="checkbox"/> Others: _____
<input type="checkbox"/> I am able to create and manage a database and manage files.	<input type="checkbox"/> I have created or managed databases and managed files using these tools and file formats: _____
<input type="checkbox"/> I am able to learn and adapt to new tools, particularly those used for translating multimedia content.	<input type="checkbox"/> Tools proposed by the tutor that I have used for the first time during my placement: _____ <input type="checkbox"/> Tools I discovered myself and used for the first time during my placement: _____ <input type="checkbox"/> Software I have used for localising multimedia content: _____ <input type="checkbox"/> Software I have used for translating audiovisual content: _____
<input type="checkbox"/> I am able to prepare and produce translations in different formats and for different technical media.	I have translated documents in the following formats: <input type="checkbox"/> (.fm) Adobe FrameMaker <input type="checkbox"/> (.inx) Adobe InDesign <input type="checkbox"/> (.txt, csv) text files <input type="checkbox"/> (.csv) character-delimited files <input type="checkbox"/> (.htm, .html, .xml) HTML and XML <input type="checkbox"/> (.properties) Java <input type="checkbox"/> (.xls, .xlsx) MS Excel <input type="checkbox"/> (.ppt, .pptx, .pps) MS PowerPoint <input type="checkbox"/> (.doc, .docx, .dot) MS Word <input type="checkbox"/> (.otd) OpenOffice



	<input type="checkbox"/> (.pdf) portable document format <input type="checkbox"/> (.rtf) rich text format <input type="checkbox"/> (.dll, .exe, .rc) software formats <input type="checkbox"/> Others: _____ <input type="checkbox"/> I have translated these types of documents: <input type="checkbox"/> Printed material <input type="checkbox"/> Digital material <input type="checkbox"/> Web content <input type="checkbox"/> E-books <input type="checkbox"/> Mobile devices <input type="checkbox"/> Videogames <input type="checkbox"/> Audiovisual formats <input type="checkbox"/> Others: _____
<input type="checkbox"/> I understand the possibilities and limits of machine translation	<input type="checkbox"/> I have used MT software. <input type="checkbox"/> I have used post-editing software.

2. Conclusion

Despite the fact that the inclusion of some items in the table might seem slightly forced, this exercise does not pretend to build a solid reflective model but to make visible the technologies used during work placements, and relate them to professional competences. In fact, many graduates are aware of the technological skills they still lack when they graduate. When they begin to search for a job, they often realise that technology is more important than they imagined. If they have the chance to be aware of this during their work placements, they might look for a way to solve their technological shortcomings.

3. References

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[1] Available for download at
<http://ec.europa.eu/dgs/translation/programmes/emt/index_en.htm>.