LAMS for Inquiry-based Learning Case Studies
Russian Translation

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4. *What happened (the process)*
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1. The students and the curriculum

The sequence was developed for a post-graduate module on Russian translation and completed by the 5 students of this module.

2. The teaching and learning aims

The tutor identified one difficulty of translation being the students' lack of ability to engage repeatedly with the source text in order to achieve a coherent, fluent English translation. Instead, students would get too frustrated by exact word meanings, resulting in artificial translations. The tutor's specific learning objectives were that students would:

- Gain experience in working on translating a fairly complex, bureaucratic text;
- Compare the processes related to the initial translation of a foreign text versus the revision of somebody else's translation.

3. The inquiry/ inquiries

The purpose of the sequence was to invite students to compare their translations with those of others and comment critically on each other's work, resulting in a better understanding of various approaches towards translating text. The translation was to take place between Russian and English.

4. What happened (the process)

The tools used in this sequence were:

(1) **Notice board**: The tutor provided the instructions for his students regarding the objective of the sequence and also information regarding the use of LAMS.
(2) **Share resources**: The students were required to download a Russian source text in this section and save it into their own drive and work on it at home (asynchronously).
(3) **Notice board**: The tutor provided instructions for his students regarding the next activity where they had to upload their translation. They were also told that they had to download a fellow student's translation in the next section and revise it as their next activity. Students were provided with the name of the student whose translation they had to revise.
(4) **Share resources**: The students were directed to upload their translations in this section of the sequence and download the one they were supposed to revise.
(5) **Share resources**: The students uploaded their revision of their fellow student's translation.
(6) **Submit files**: Students were directed to upload a confidential evaluation document.

5. Reflections

The tutor felt his learning objectives had been met better than in previous incarnations of the exercise using just pen and paper. The rigidity of the sequence helped to impart to students the discipline to work their way through the various aspects of the translation and revision exercise. Clear instructions meant that students were better able to complete the work away from the classroom and more likely to return to the next lesson with the work completed.

- "It was much better than the paper version, because when I told them to revise on paper, they came to the next class and it turned out that they hadn't really done much. […] They'd underline stuff in someone else's text, but they hadn't actually done anything with it, whereas when I said electronically 'you can either revise using the track changes function or you can revise using the comments function', then suddenly they went away and did that. Partially that was due to the fact that LAMS made me think about it more clearly, because they had to do it on the computer and upload it on the computer, and when I said "revise the document" I was thinking 'make changes'. On the paper version I hadn't specified how I wanted them to make changes. I thought they would just correct things, but as it turned out, some of them used that as an opportunity to say they didn't really understand what I meant by 'make changes'."

The tutor felt his learning objectives had been achieved. Going through the learning design tool trying to plan for all eventualities can help make the design more fluid and coherent to the learner. Having clear instructions written down can further help students if they are to complete part of a specified task at home.

6. Any other comments

In the future, the reflective aspect of the sequence ('How is the revision of a translation different from the act of translating itself?') could be expanded further to give students more opportunity to engage with their own learning as part of the experience.