

Innovations in Teaching Seminar **IITS 2017**

*Pedagogies of learning technologies:
how does technology create new possibilities for learning?*

3 Oct 2017, Tuesday

Lecture Theatre 7 (NS1-02-03)

8.30am to 5.00pm



Faculty Showcase

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Lecturer

School of Humanities

Social Media and The New Teaching Environment

Organized by Centre for IT Services (CITS),
in collaboration with
Teaching, Learning & Pedagogy Division (TLPD).

Supported by
**John Cheung
Endowment**
(Social Media for
Teaching and Learning)



HT9102 (Language Foundation for Translation)

- This course provides an introduction to the distinctive language features of Chinese and English and aims at highlighting the mechanics of translation as a process of linguistic transfer.
- **Intended Learning Outcomes**
 - identify Chinese and English as two languages with distinct grammatical features at words, sentences and texts levels
 - apply contrastive approaches to the analysing and overcoming of practical syntactic problems in translation
 - demonstrate linguistic fluency in the translation of English-Chinese and Chinese-English



HT9301 (Linguistics, Culture and Translation)

- This course not only considers differences between Chinese and English in terms of semantics, rhetoric and pragmatics but also provides students with a basic understanding of the cognitive and epistemic issues involved in cross-cultural encounters and dialogues, **introducing students to the larger cultural forces at work in translation such as the ideology, poetics and patronage of both the source and target cultures and investigating a variety of bumps and barriers faced by the translator due to differences in customs, manners, imagination, values and beliefs underlying the two cultures under study.**
- **Intended Learning Outcomes**
 - identify some of the cultural, social, ideological and historical influences on the works studied
 - show a basic knowledge of differences between cultures and cultural perceptions
 - acquire strategies in terms of rhetoric and pragmatics for translating culture-specific texts



HT9401 (Translation: Appreciation, Criticism and Evaluation)

- This course introduces students to **the methods and principles of appreciating and evaluating translated texts in both Chinese and English, and inculcates in them the ability to tackle the theoretical issues involved and to adopt appropriate strategies in translation.** Translation criticism is an essential link between translation theory and its practice. Original and translated texts of classical, modern and contemporary literary works in both English and Chinese, dealing with a set of themes selected from genres like poetry, prose, fiction and drama will be examined.
- **Intended Learning Outcomes**
 - demonstrate the ability to analyze the elements and articulations of main forms in poetry, prose, fiction and drama
 - evaluate, at a more sophisticated level, the products of literary translation from Chinese to English and from English to Chinese; and understand some possible applications of translation theory to the translation of literature, and the limitations of such applications
 - apply translation-critical methods to your own works



Traditional teaching methods of translation

- lack effective communication between the learner and the teacher
- revolving around the teacher explaining key theories and techniques of teaching
- time and space restrictions of a traditional class environment



The new teaching environment

- multimedia tools have been introduced into teaching
 - videos, images, audio recordings
 - Wechat, Whatsapp, Facebook and Recap



My teaching philosophy and key examples of effectiveness and innovativeness in teaching

1. The enjoyment of learning

- The enjoyment of learning is crucial for students to excel and it is my belief that translation study should be fun. However, traditional translation classes tend to be dry and technical and hence discourage students from enjoying the learning process. I incorporate interesting videos in my teaching so that students' interests in learning are aroused by seeing how translation is applied in work and life. Audio clips and video clips also help to enhance students' understanding of translation phenomena and theories.



Example 1. Screenshots of Youtube clips and PPT slides for Sentence Structure, HT9102

西方理性思维的传统

形式逻辑学



亚里士多德 Aristotle
公元前384—前322年

唯理论



让内·笛卡儿 René Descartes
1596-1650

<http://www.youtube.com/watch?v=4AS0e4de-ri&feature=remfu>

YouTube SG



Opening Ceremony - London 2012 Olympic Games

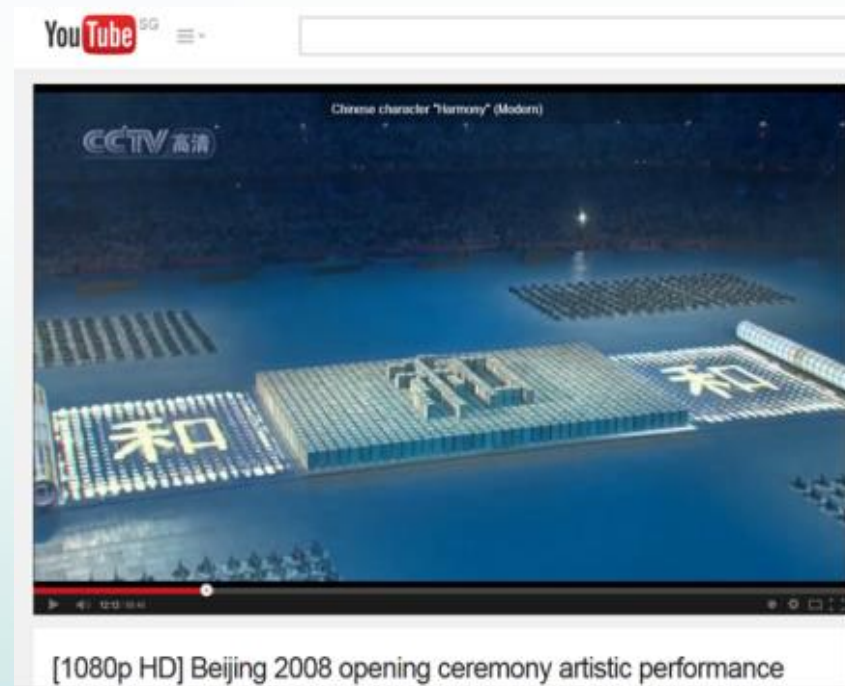


http://www.youtube.com/watch?v=vwrp2USH_LY" data-bbox="94 357 425 833"/>

“君子和而不同”

孔子 孟子

http://www.youtube.com/watch?v=vwrp2USH_LY



YouTube

Chrome character "Harmony" (Modern)

CCTV 高清

和

[1080p HD] Beijing 2008 opening ceremony artistic performance



Example 2. PPT slides for HT9102

他的演讲如何体现了英语形合的特征？



Chinese-American comedian
Joe Wong (黄西)

<http://www.youtube.com/watch?v=v7g88oE1fuE&feature=related>

一、文化语境与翻译

Joe Wong的演讲中反应了中西文化的哪些差异？如何将他讲的趣事翻译成华文？



<http://www.youtube.com/watch?v=oLktc0hc6UU&feature=related>



二、英语篇章内容的表达模式： 直线式结构

- 在内容组织方面，英语篇章结构比起汉语段落结构要显得简单得多。



[v.youtube.com/watch?v=teAqKRRSH4&feature=related](http://www.youtube.com/watch?v=teAqKRRSH4&feature=related)



Example 3. PPT slides for the Translation of Drama and Novel, HT9401

二, The Importance of Being Earnest的翻译

- 1. Oscar Wilde 简介
- 2. 余译本中人名及称呼的归化
- 3. 修辞的翻译 (以双关语为例)
- 4. 风格的翻译



- (贾母)又问第三本(戏),贾珍道:“第三本是《南柯一梦》。”贾母听了便不言语。——《红楼梦》
- 为什么贾母听了便不言语?
- “南柯一梦”如何翻译?



<http://www.youtube.com/watch?v=d28PvOj2SK0&feature=related>

二、曲牌名的定义和翻译

- 【蝶恋花】忙处抛人闲处住。百计思量，没个为欢处。白日消磨肠断句，世间只有情难诉。玉茗堂前朝后暮，红烛迎人，俊得江山助。但是相思莫相负，牡丹亭上三生路。——《牡丹亭》



思考: 在戏剧表演中能否使用加注法?

<http://www.youtube.com/watch?v=oe34TrPwYKQ>



2. E-learning and self-directed learning

- My modules rely heavily on NTULearn tools, LAMS, Facebook, video websites such as Youtube and Tudou, Google Translate, and so on. NTULearn is used for communication (announcement and Q&A), uploading of teaching materials and resources, as well as management of student conduct. I engage students actively by inviting them to online learning through Whatsapp, Facebook, Youtube, and NTULearn's discussion board since the use of these e-tools makes learning more flexible and accessible for them. In group discussions, I also encourage students to google the background of source texts, authors, and translators via internet in class to facilitate their understanding of source texts. The scenarios given as googling will most probably be the first-step before they embark on serious research in their own study.



2. E-learning and self-directed learning

- As Andy Hargreaves and Michael Fullan say, “It is what teachers think, what teachers do, and what teachers are at the level of the classroom that ultimately shapes the kind of learning that young people get.” The quote above epitomizes my teaching philosophy. But **my definition of “classroom” goes behind the four walls.** Despite the paramount importance of the classroom as a place where individuals actually meet and intensive learning takes place, **the learning and teaching aiming at producing independent critical thinkers should be extended outside of the classroom and the “classroom” is anything that serves as a conduit to knowledge transfer.** I utilize the Internet, the indispensable learning tool in students’ daily life in my courses. **Online tools such as Blogs and Journals provide quieter students the platform to express their opinions and help me gauge my students’ progress. Discussion Board and Facebook enable me to communicate effectively and efficiently with students on a more personal level. And commutation via emails and face-to-face consultation sessions are also learning opportunities for students.**



Example 4. Screenshot from NTULearn, HT9401



The screenshot displays the NTULearn interface for course HT9401. The top navigation bar includes links for Home, Courses, My Filing Cabinet, Community, Services, and Tools. The user profile 'Cui Feng' is visible in the top right corner. On the left, a sidebar menu lists various course management options such as Control Panel, Content Collection, Course Tools, Evaluation, Grade Center, Users and Groups, Customization, Packages and Utilities, and Help. The main content area features two posts:

作业一提示
Posted on: Monday, March 24, 2014 11:49:55 AM SGT

大家好, 关于作业一我针对大家目前的提问, 作一些提示, 以方便你们理清思路、抓住重点:

1) 第1题: 在1950年代里, 傅雷为什么可以翻译罗曼·罗兰的《约翰·克里斯朵夫》?

回答这道题可以主要围绕1950年代的意识形态对翻译作品的择取要求来考察。当时, 翻译欧美资本主义国家的作品不是主流(多数情况甚至是不允许的), 但为什么这位法国作家和他的这部作品却可以翻译过来?

2) 第2题: 傅雷翻译活动的赞助人有哪些? 其中重点分析人民文学出版社作为赞助人对傅雷翻译活动的影响。

回答这道题主要围绕翻译中的赞助人这个概念, 然后有针对性地去观察人民文学出版社如何体现了傅雷翻译时的赞助人这一角色。大家在阅读概念时注意一下: Lefever认为赞助人可以从哪些方面对翻译活动/译者提供支持?

有其他问题可随时问我。

崔峰

答疑
Posted on: Sunday, March 23, 2014 2:31:05 PM SGT

大家好, 明天(星期一)上午10:30 - 12:00, 下午3:30 - 4:30, 有问题的同学可以来办公室找我。

祝大家作业顺利!

崔峰

Both posts are attributed to the Blackboard Administrator for HT9401-TRANS APPRE CRITI & EVAL AY2013/14 Sem 2 Main.



Example 5. Screenshots of documentary film of Fu Lei



YouTube SG

大师--傅雷 1/6

Upload

Cartier AD Cartier

Subscribe 45K

Visit Advertiser's Site

大师--傅雷 2/6
by slzNO1
5,811 views
9:01

大师--傅雷 4/6
by slzNO1
5,372 views
9:01

大师--傅雷 3/6
by slzNO1
4,982 views
8:52

大师--傅雷 5/6
by slzNO1

在这幢房子里双双结束自己的生命

大师---傅雷 1/6

且看且听 所思所想 见仁见智

Subscribe 17,997

10,271

150%



Example 6. Screenshots of my conversation with students on Facebook



Example 6. Screenshots of my conversation with students on Facebook



The screenshot shows a Facebook Messenger interface. The contact is identified as 'Zhi Li'. The conversation history includes:

- Aries Li** (4/4/12): 现在美素奶粉 :)
- Binghan Zheng** (4/2/12): 冰寒, 我换了手机号92...
- Zhang Hai Jie** (3/30/12): 谢谢
- Charmaine Foon** (3/14/12): 谢谢老师。因为我没有多...
- Huiyi Lee** (3/3/12): 我会硬着头皮上的哈哈

The current message from **Zhi Li** is: 老师, 您好, 最近好吗? 所谓无事不登三宝殿, 正在准备找工作的我其实有一件事想请老师帮忙, 就是想请问老师可以当我的references吗? 就是如果面试的公司如果需要了解我的时候会联络你, 想您询问我上课时候以及课外时候的为人。因为我在学校要好的老师没有几人, 所以就想到了您, 不知道老师能不能帮我这个忙?

A response from **Cui Feng** (6/28, 9:34pm) says: 没问题!! 祝你一切顺利!!!

The interface also shows a search bar, a 'New Message' button, and a 'Sponsored' advertisement for 'Best Credit Cards in Singapore'.



Example 7. a facebook group for the Minor in Translation program



The screenshot shows a Facebook group page for the "NTU Minor in Translation" program. The page header includes the Facebook logo, the group name "南洋理工大学中文系翻译副修课程 (NTU Minor in Translation)", and a search icon. The profile picture is a large image of a traditional Chinese building with the text "南洋理工大学中文系 翻译副修课程 NTU Minor in Translation" overlaid. The left sidebar contains navigation options: Discussion, Members, Events, Photos, Files, Group Insights, and Manage Group. The main content area features a "Write Post" section with options for "Add Photo/Video", "Add File", and "More". Below this is a "Write something..." text input field. At the bottom of the main area are buttons for "Photo/Video", "Poll", "Feeling/Activ...", and a "More" menu. On the right side, there is an "ADD MEMBERS" section with a search bar and a "MEMBERS" section showing "306 Members (2 new)" and a "Chat (25)" button.



f
南洋理工大学中文系翻译副修课程 (NTU Minor in Translation)
Cui Home

南洋理工大学中文系 翻译副修课程 (NTU Minor in Translation)

Public Group

- Discussion
- Members
- Events
- Photos
- Files
- Group Insights
- Manage Group

Search this group

Shortcuts

- 南洋理工大学中文系 1
- 南洋理工大学中文系翻... 20+
- 新加坡 南洋理工大... 20+

+ Write Post
 + Add Photo/Video
+ Add File
More

Write something...

Photo/Video
Poll
Feeling/Activ...
...

RECENT ACTIVITY

Cui Feng shared a link.
August 25 at 9:54pm

The Select Centre

Welcome to the Select Centre Official Website

SELECTCENTRE.ORG

Like
Comment
Share

ADD MEMBERS

+ Enter name or email address...

MEMBERS 306 Members (2 new)

SUGGESTED MEMBERS Hide

Joyce Tan
Add Member

李气虹
Add Member

Freéd Xiang
Add Member

See More

DESCRIPTION Edit

NTU Minor in Translation Courses

HT9101 Translation: History, T... See More

GROUP TYPE

School or Class

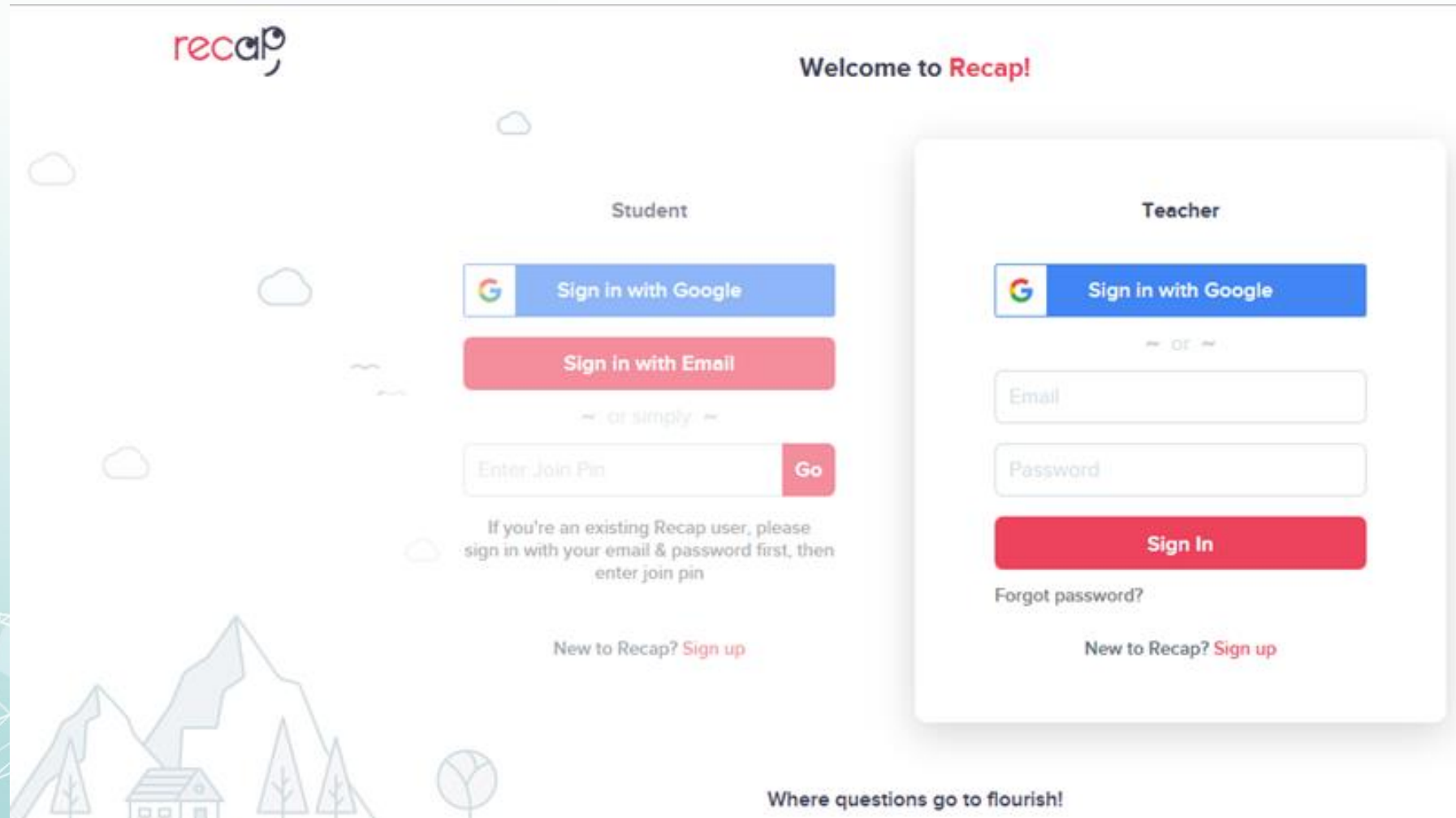
TAGS Add Tags

Add a few descriptive keywords.

LOCATIONS Add Locations

A stylized lightbulb graphic with a blue and white color scheme. The top of the bulb is labeled 'IITS 2017'. Inside the bulb, there are several icons representing different aspects of technology and innovation, including a gear, a smartphone, a Wi-Fi symbol, a speech bubble, and a person icon. The background of the bulb is a complex, geometric pattern of white lines on a blue background.

Example 8. the platform of Recap



The image shows the Recap login interface. At the top left is the Recap logo. The main heading is "Welcome to Recap!". There are two columns: "Student" and "Teacher".

Student Column:

- Buttons: "Sign in with Google" (blue), "Sign In with Email" (red).
- Text: "or simply"
- Form: "Enter Join Pin" (input field) and "Go" (red button).
- Text: "If you're an existing Recap user, please sign in with your email & password first, then enter join pin"
- Text: "New to Recap? Sign up"

Teacher Column:

- Buttons: "Sign in with Google" (blue), "Sign In" (red).
- Text: "or"
- Form: "Email" (input field), "Password" (input field).
- Text: "Forgot password?"
- Text: "New to Recap? Sign up"

At the bottom center, it says "Where questions go to flourish!".



3. Other activities/commitments

- contact me through social media such as Facebook, Wechat and WhatsApp
- organize a live video conference session for students from NTU and Guiyang University to exchange ideas on translation study using QQ, the Chinese version of Skype, in the class of HT9301



Example 9: a live video conference session



Thank you!

