Collaborative Translation in a Virtual Classroom:

Proposal for a Course Design

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Abstract

The article presents a proposal for a virtual translation course during which a group of translation students from various universities collaboratively translate a comprehensive piece of work such as a book. The instruction method for the course is understood as a combination of collaborative learning and project-based learning. The students are divided into small groups who coordinate their own duties amongst themselves, supervised by course instructors. Building on the feedback received from the authors' previous international online course in translation, the course design specifically focuses on developing two aspects of collaborative online learning projects, namely group development and the students' self-regulation in an online environment.

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Introduction

The article describes a proposal for a virtual translation course for Master's level translation students. The course consists of a group of students from various universities collaboratively translating a comprehensive piece of writing, examples of which include books, websites or operation manuals. The students attend in online lectures as well as supervised group work activities, and they communicate via web conferencing software and online discussion forums. The proposed course design has not been implemented in practice. In this article, the authors present the stages of the course, the prearrangements that might be required and the difficulties that could be expected, as well as introduce the theoretical basis on which the design has been based. The authors propose an example of the course design, tailored for one possible context and content for the course. In the example course, a group of students translate a short, non-fiction book from one language to another as a group work assignment.

As Cordingley and Frigau Manning write in their *Collaborative Translation: From the Renaissance to the Digital Age* (2017: 1), even though translation is often perceived as a lonely endeavor, "many 'collaborators' with different roles will typically shape a translated text before it is published." In addition to referring to a more general context in which agents with various roles – such as translation commissioners, representatives of publishing houses, editors, terminologists and proofreaders – are at work, collaborative translation may also refer to collaboration between translators only (O'Brien, 2011: 17). The definition adopted by the authors of the article is somewhere between these two views: the translation projects include both collaboration between translators as well as collaboration between other roles in the translation process. Collaborative translation can also sometimes be understood as a synonym for crowd-sourcing or community translation, referring to contexts in which it is largely voluntary and unpaid (Pym, 2011: 77).

The instruction method for the course is understood as a combination of collaborative learning and project-based learning. Rochelle and Teasley (1995: 70) define collaboration as "a coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem". Collaborative learning hence refers to an instruction method in which students work together in small groups toward a shared goal. Collaborative learning processes have been proposed to offer significant

benefits for the students; according to Gokhale (1995), they provide students with an opportunity to evaluate ideas cooperatively as well as to analyze and synthesize the learning material in insightful ways. In project-based learning, as the name suggests, learning is organized around a particular project. In these projects, the students investigate complex tasks involving problem-solving and decision making (e.g. Jones, Rasmussen & Moffitt, 1997). These projects are student-driven and the tasks closely resemble real-life challenges and authentic problems (cf. Thomas, 2000: 4); in the case of translation training, the task either is an authentic translation commission or it resembles one. Collaborative learning and project-based learning share a lot of conceptual ground, as they both involve group work activities and working towards a shared goal. Yet, in our understanding, they view the group work from a slightly different perspective: collaborative learning focuses on the interaction between the participants of the learning process, and project-based learning focuses on the outcome of this collaborative process.

In the example course design presented in the article, the students are divided into small groups and the overall workload is divided between the groups. The groups coordinate their own duties amongst themselves, supervised by course instructors. In other words, one of the main aims of the course, in addition to developing translation skills in regard to a particular text type and subject matter, is to train the students in project management and group work skills. The students have to adopt different roles in the translation assignment and coordinate both their own project and time management, as well as those of their respective groups. The execution depends largely on the students taking responsibility and adopting an active role in the process, transcending the traditional classroom setting in which the students merely follow given instructions.

1 Theoretical Background

This section of the article presents the theoretical basis of the course design. This theoretical basis consists of two parts, as it examines two aspects of collaborative online learning projects that were found important in the feedback received from the authors' previous international online course in translation. The first aspect is the difficulties related to working as a group in

an online environment, and it is here dealt with by reflecting on theories of group development. The second aspect are the students' difficulties in scheduling their own work in online environments, the flexibility of which requires the students to take more responsibility for their own work than traditional classroom settings. This aspect is here dealt with by reflecting on research into learners' self-regulation.

1.1 Group Development

This section of the article introduces two of the most prominent sequential group development models put forward in research into group dynamics. Perhaps the most influential of these is Bruce W. Tuckman's (1965) sequential stage theory, further developed by Tuckman and Mary Ann Jensen (1977). Another sequential theory of group development has been put forward by David Johnson and Frank Johnson (2003). The authors of the article use both in informing the design of the course.

Tuckman's original model introduced four stages of group development, which he later entitled forming, storming, norming and performing. A fifth stage, adjourning, was added by Tuckman and Jensen (1977). The first of these stages, the forming stage, represents a search phase in the group's development. The members of the group search for their own place and role as members of the group as well as for an acceptable relationship to the authority, meaning the leader of the group. During this stage, the group members might be emotionally insecure about their own identity in relation to other group members. The forming stage is usually followed by a storming stage that can be very frustrating for the group members. The stage can involve disputes and conflicts; however, the stage promotes the cohesion of the group, since the strengths of each group member can become evident as power relations within the group change. After storming, the group moves on to the norming stage, during which the members of the group settle in their roles. In this stage, the group members strive to cooperate: they openly share their thoughts and help and support each other. In the following performing stage, the group becomes a well-operating entity that is able to take advantage of each member's individual expertise. In the adjourning stage, the group finishes

the collaboration. The developing stages do not necessarily follow each other in a linear fashion, but can also take place concurrently.

Johnson and Johnson's (2003: 29–32) model proposes the following seven stages for group development, all of which have been defined from the perspective of the group coordinator:

1. Defining and structuring procedures.
2. Conforming to procedures and getting acquainted.
3. Recognizing mutuality and building trust.
4. Rebelling and differentiating.
5. Committing to and taking ownership of the goals, procedures and other members.
6. Functioning maturely and productively.
7. Terminating.

The first stage of Johnson and Johnson's model is very similar to the beginning of the forming stage proposed by Tuckman and Jensen. The group members are concerned about their respective roles in the group. They expect the group coordinator to organize the activities of the group as well as to provide them necessary information of these activities, and the group coordinator is expected to define and structure the procedures the group will follow in their joint task. In the stage of conforming to procedures and getting acquainted, the group members are getting to know each other. The group coordinator is expected to coordinate the functioning of the group by stressing the group norms and prescribed procedures, and the other group members depend on the group coordinator for clarification of goals and procedures. The goals of the group are understood as the goals of the coordinator, because the group members depend on the coordinator's decisions.

In the stage of recognizing mutuality and building trust, the group members begin to trust each other and to take responsibility for each other's actions. This is followed by the stage of rebelling and differentiating, which corresponds to Tuckman's storming stage. In this stage, the members differentiate themselves from each other through conflicts. While Tuckman's storming stage is understood as a general turbulence within the group, during which all members can be in conflict with each other or rebel against fulfilling the task, the rebelling in Johnson and Johnson's model is usually directed towards the group coordinator and the group procedures. The group coordinator's role is particularly important and the coordinator's problem-

solving abilities are urgently required. When the conflicts are over, the group is ready to move on to the stage 5, which is characterized by committing to and taking ownership of the goals, procedures and other members. Goals now become collective instead of individual: the group coordinator's goals are shared by the entire group. This stage corresponds to the norming stage in Tuckman's model in the sense that group's activities evolve around collaboration and mutual support and assistance.

The stages 1 to 5 are considered to follow each other rapidly, and the actual group work mainly takes place in the sixth stage of development, referred to as the stage of functioning maturely and productively, which corresponds to Tuckman's performing stage. Johnson and Johnson (2003: 32) maintain that some groups never achieve this stage, during which the members of the group work together in a productive manner. In this stage, the role of the group coordinator is also changed: the coordinator becomes what could be considered as a consultant observing the group. The last step in the development of the group is referred to as the terminating stage. Johnson and Johnson (2003: 32) suggest this is important for the overall learning experience, because if the group manages to terminate its activities successfully, the terminating stage positively prepares the group members to subsequent group work experiences.

1.2 Self-Regulation and Self-Efficacy

The second aspect of collaborative online learning projects that the article focuses on are the students' difficulties in scheduling their own duties in online environments. The students' ability to schedule their own work, and to stick to this schedule, is closely tied to the concepts of self-regulation and self-efficacy. Self-regulation of learning refers to learners' self-generated thoughts, feelings and actions that are cyclically adapted in order to attain academic goals (Zimmerman, 2000: 14). Self-regulation affects learners' motivation, emotions, selection of strategies, as well as effort regulation (Bembenutty, 2011: 4). Self-regulation skills have been acknowledged as significant predictors of university student achievement for decades (e.g. Corno & Mandinach, 1983; Pintrich & DeGroot, 1990; Bembenutty, 2011). Student achievement can be influenced by two types of interest from the part of the learners: intrinsic interest, which

refers to the learners' enjoyment of participating in a learning task for the sake of learning, as well as extrinsic interest, which refers to the learners' engagement in a learning task for reasons other than the task itself, such as receiving a high grade (e.g. Schunk, Pintrich, and Meece, 2008). Learners may display both types of interest, one or the other, or neither (Bembenutty, 2011: 4).

Self-regulation increases the learners' self-efficacy, which refers to the learners' personal beliefs about having the means to learn something or perform a task efficiently (Bandura 1997). These beliefs are hence different from the learners' outcome expectations, which refer to the learners' beliefs about the final outcome of the learning process (ibid.). As Zimmerman (2000: 17) explains, self-efficacy refers to, for instance, a learner's belief that they can attain an excellent grade from a particular course, and outcome expectations refer to the learner's beliefs about the consequences of receiving such a grade. Self-efficacy beliefs affect academic goal setting: the more capable learners think they are, the higher the goals they set for themselves (e.g. Bandura 1991).

Self-efficacy is related to the adoption of personal process goals – smaller goals distributed along the learning process. The progressive mastery of process goals provides learners with immediate satisfaction, which differs from having to wait until the final process outcome to receive a sense of success (Zimmerman, 2000: 18). Process goal attainment has often been said to be more motivating than the attainment of final outcome goals (Schunk & Schwartz, 1993; Zimmerman & Kitsantas, 1997). The attainment of process goals contributes towards a sense of intrinsic motivation that can outweigh that of extrinsic motivation (e.g. Zimmerman, 2000: 18).

As Niemi, Nevgi, and Virtanen (2003: 2) point out, learning in online environments often requires higher self-regulation skills than learning in traditional settings. Yet, the authors continue that learners often receive little or no guidance in developing effective self-regulation skills and emphasize that teachers require pedagogical understanding of self-regulation in order to guide the learners towards attaining these skills (Niemi, Nevgi & Virtanen, 2003: 15).

2 Proposal for a Virtual Course Design

This section of the article presents a proposal for an online course in which translation students collaboratively translate a short, non-fiction book from one language to another. Nevertheless, the idea of the course can be adapted for the translation of any comprehensive piece of writing, such as a website, an operation manual or a novel. The example course involves the collaboration between students and teachers from various universities. The course is arranged entirely online and the participants communicate in web conferencing meetings as well as discussion boards on an online platform. This section discusses the overall idea and structure of the course, participant roles during the course, supervision procedures, and course evaluation.

2.1 General Course Description

The example course discussed here involves 28 students who are divided into groups of four people. Each group is assigned a part of the source text for which they are principally responsible for. The participants of the course – both the students as well as the teaching staff – are assigned a particular role they will adopt throughout the course. These roles are introduced in the following subsection. The example course design follows the standardized European Credit Transfer and Accumulation System (ECTS) and is a five-credit course. The workload of a five ECTS credit course would correspond to 135 hours of work. In the example course, the source text is estimated to be around 100 pages.

As the course design requires the students to translate independently in a somewhat tight schedule, the course is aimed for students who have received at least basic theoretical instruction about the characteristics of translation activities and who preferably have some translation experience. Needless to say, the students must have adequate language skills in both languages involved in order to be able to participate. Even though the idea behind the example course is to produce a translation that is actually published, this course design may obviously be used for "practice translations" as well. However, the authors' own experiences show that students are considerably more motivated

towards the translation assignment if they know that the translation will be published.

Table 1 presents the timeline of the course. The duration of the course is 12 weeks, which is divided into three parts: preparations, translation and proofreading. The column on the left indicates the number of the week and the column on the right presents an overview of the activities taking place during each particular week. The remaining part of this section will explain these course arrangements in more detail.

Table 1. Course timeline.

WEEK		ACTIVITIES TAKING PLACE
1	Prep.	First online meeting (all course participants). Student roles assigned.
2		Students read entire source text. Students meet in individual groups. General lecture for all students.
3	Translation	General lecture for all students. Translation starts in small groups. Terminologists start terminology work. Group coordinators send weekly reports.
4		Translation continues. Group coordinators send weekly reports.
5		Terminology work finished; terminology lists distributed to all students. Students revise translations as necessary. Translation continues. Group coordinators send weekly reports.
6		Translation continues. Group coordinators send current translation drafts to course instructors along with the weekly reports. Course mid-term feedback collected from students.
7		Translation continues. Group coordinators send weekly reports.
8		Translation continues. Group coordinators send weekly reports.

9		First entire translation ready by each group. One week for final revisions within group. Group coordinators send weekly reports.
10	Proofreading	Final, revised translation ready by each group. Translations submitted to project leader who combines them into one document. Document sent to proofreaders. Proofreaders meet to organize task. Group coordinators send final weekly reports.
11		Proofreading. Proofreaders meet online again if necessary.
12		Proofreading ready; proofreaders submit final version of translation. Each group meets to make group evaluation. Last online meeting (all course participants).

2.2 Participant Roles during the Course

The participants of the course – both the students as well as the teaching staff – are assigned a particular role. There are three student roles to be assigned for the members of each student group: group coordinator, terminologist and proofreader. All of the students participate in the actual translation activity as well regardless of the group roles.

• **Group coordinator**: One student in each group acts as the group coordinator whose main responsibility is to facilitate communication. The group coordinators generate and sustain discussion within their own groups, for instance, by scheduling group meetings and acting a chairperson in these meetings. They bring up the group's questions and doubts in the discussion between other group coordinators and the course instructor who is in charge of communicating with group coordinators. The most important weekly task of the group coordinator is to send a report on the group's activities and progress.

The group coordinator also coordinates the workload of the group: how the translation assignment is carried out in practice, who translates what and when.

These things are discussed and negotiated between the group members, but it is ultimately up to the course coordinator to make the final decisions unless they can be agreed on as a group. The role of the group coordinator hence allows the students to practice valuable leadership skills. It requires the students to take an active role in motivating others and it emphasizes the importance of making compromises as well as taking all group members' points of view into consideration.

According to Johnson and Johnson (2003: 31), the role of the group coordinator is crucial in the early stages of group development, because the other group members depend on their instructions. In the beginning of the joint project, the role includes instructing others: structuring the activities of the group and clarifying procedures. In the ideal case, with the group coordinator's help, all group members learn to work towards the group's goals together towards the end of the joint project. In other words, the role of the group coordinator develops from giving instructions and assigning duties to merely supervising independent work.

• **Terminologist:** Each group has a terminologist who, together with the other terminologists, makes sure that terminological solutions are consistent throughout the translation. Terminologists identify and analyze the key concepts in the source text and negotiate an appropriate translation as group work. They then compile a small bilingual database or a terminology list and distribute this to all of the translators involved. Ideally, each entry in the database should include a definition of the term, an example sentence of how the term can be used, as well as indicate the source from which the definition was found. If the subject matter of the source text does not include subject domain specific terminology, the terminologists can concentrate on finding reoccurring words, expressions and stylistics features that should be harmonized throughout the translation.

• **Proofreader:** Proofreaders are in charge of reviewing the translations made by all of the groups with the intent of improve the overall quality of the text as much as they can. Even though all of the students are expected to read the productions of other groups, the proofreaders will have to do this in more detail. They clarify ambiguities, cut down on wordiness, correct spelling and punctuation errors as well as any obvious factual errors they come across. Most importantly, the proofreaders attempt to unify and harmonize the writing throughout the entire target text. They therefore need to pay very close attention to the terminology work conducted by the terminologists, and make

sure all translators have adhered to the guidelines the terminologists have produced. In the example course design, there are two proofreaders per group.

The teaching staff of the course, too, act in different roles throughout the course. In large-scale pedagogical projects such as this, it is vital to have clear responsibilities and expectations for one's own work as well as the work of others, and explicitly assigning roles for all those involved can help to achieve this. One of the staff members needs to act as the project leader. The project leader is ultimately in charge of all of the course and the collaboration. Unless a suitable network of universities and teachers already exists, the project leader can initiate the collaboration, find possible institutions to collaborate with, find prospective staff members in these institutions and so on. The rest of the teaching staff turn to the project leader with their questions. In courses that aim to produce a translation for publication, the project leader can also be the person to communicate with a representative of the publisher of the translation, such as an editor from a publishing house.

Most of the teaching staff act as course instructors. Each course instructor is in charge of communicating with students representing a particular role: (at least) one is in charge of communicating with the group coordinators, one with the terminologists and one with the proofreaders. The example course features three course instructors. If there are more than three course instructors, the instructors share the roles and responsibilities (e.g. two instructors in charge for each student group). In course designs that involve the collaboration between various universities, each university should choose a course instructor who is in charge of the administrative side of the course, including the registration of the study credits for the students and negotiating with the university administration when needed. As further discussed below, the course includes a couple of online lectures in the beginning. These lectures can be given by one of the course instructors or they may require the expertise of an outside expert. The people delivering these lectures are referred to below as lecturers.

Figure 1 represents the communication cycles between the participants of the course, indicating how communication is structured. The project leader facilitates communication within the instructor team, including the course instructors and the lecturers. The project leader does not need to communicate with the students directly, unless there is a particular reason to do so (for instance, difficult conflict situations). The course instructors communicate in two different cycles: with other instructor team members as well as the

students who represent a particular student role. For instance, one/some of the course instructors is in charge of communicating with the terminologists of each group. Each student, too, interacts in two communication cycles: within one's own group as well as the other students who act in the same role in their respective groups. Despite the communication cycles, it is important to let all students know that they are all welcome to be in touch with the all of course instructors if, for instance, they want to have a word about possibly problematic group dynamics in their own group. In such cases, discussing the issue with the group coordinator might not be an option the student wants to take.
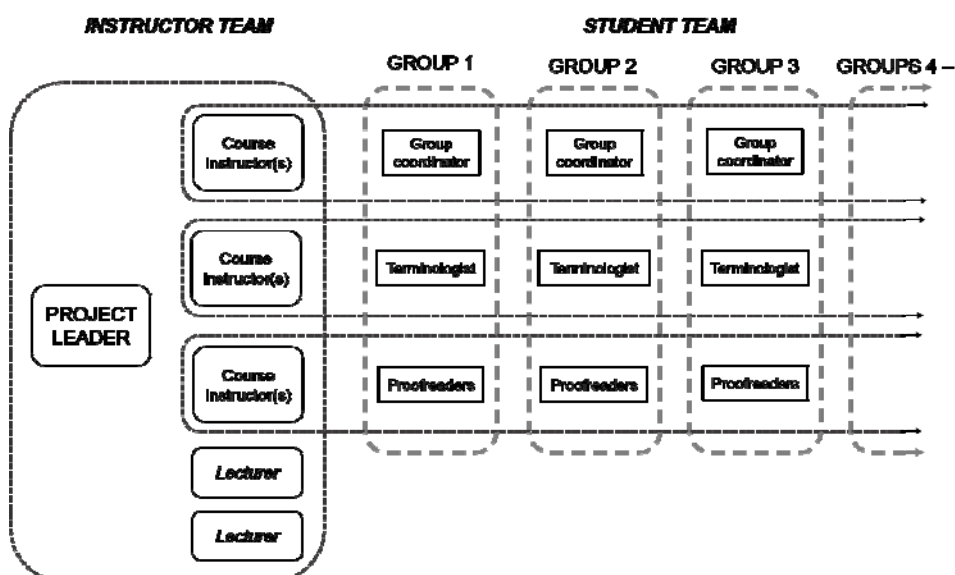
Figure 1. Communication cycles in the course design.

The student roles can be assigned either by the instructor team or the students can decide the roles amongst themselves. Both arrangements have potential benefits and downsides. Having the roles assigned by the instructor team can be an effective way of making the arrangements if the students are unwilling to make the decision themselves. Deciding the roles without consulting the students might sound unnecessarily authoritarian, but it also has its benefits. The procedure is fair, quick and straightforward. Moreover, as the students might not have a clear idea of what the roles actually consist of, being assigned

a role the student is initially not interested in might turn out to be an opportunity to discover a new area of personal interest.

The second option for the role selection is to let the students decide the roles themselves, which, too, has its pros and cons. The option empowers the students and emphasizes the active role they are expected to adopt. It encourages the students to dynamic discussion and negotiation which are important skills to develop. Fixing problematic group dynamics obviously needs to be taken into account throughout the course – and will therefore be further discussed below – but it might be a particularly delicate issue in the very beginning of the group interaction. From the perspective of the student(s) whose opinions are not heard, getting off to a bad start may have a negative impact on the overall motivation to participate in the course.

2.3 Initial Course Instructions

What the students need to know prior to starting the course should be as clear as possible, especially in regard to the digital environments involved. The instructions should also specify the software and hardware requirements needed for web conferencing. It is important to send the initial instructions to the students for instance by email instead of posting them in the online platform. The platform will most likely require identification by user names, and if some of the students have trouble entering the platform, they will not have access to these instructions. The communication can naturally be carried out entirely in the online platform once it has been established that all of the students have indeed been able to sign in.

The course officially starts with a web conference meeting that is meant for all of the students and as many of the course instructors as possible. The project leader can act as chairperson in this meeting. Some of the participants might be unfamiliar with web conferencing software and should be encouraged to enter the online meeting room ahead of time to give it a test run. If possible, the first web conferencing meeting should be recorded: if some of the students miss a part of it – for instance, due to technical difficulties – the important initial information can be recovered.

The introductory meeting includes three aspects to cover. The first, naturally, is a general introduction to the course. This includes going through practical arrangements, introducing completion requirements, possible grading principles and the criteria for the group evaluation performed at the end of the course, and so on. The students should also be reminded of the importance of scheduling their duties. The second aspect is assigning the student roles, if this has not been done already. The third aspect is an introduction to working in groups. This refers to discussing group dynamics and interaction as well as presenting the group development models by Tuckman and Jensen as well as Johnson and Johnson to the students. In the authors' own experience, it can be helpful for the students to acknowledge and recognize the stages of group development when they start working together, as it provides the students with tools to approach the group work process with an open mind. Going through group development stages that are similar to the storming stage (in Tuckman's group development model) or the rebelling stage (in Johnson and Johnson's model) might feel discouraging for some of the students. However, acknowledging that these are normal stages (and that these stages will pass) can motivate the students to approach possible challenges with a more positive attitude. The introduction to working in groups also includes discussion about the importance of being constructive and polite in the online discussion and in giving feedback to others.

In addition to the introductory meeting, the course also includes general introductory lectures depending on the subject matter of the source text. As discussed above, the lecturers can be either outside experts or members of the course instructor team, depending on their expertise. If the source text represents a very specific subject domain – for instance, a procedure in medicine or accounting – it might be a good idea to organize a general lecture introducing the students to the subject domain. In keeping with the previous examples, such a lecture could be delivered by someone who is an expert in medicine or accounting. Another lecture should be organized on terminology work. Even though this lecture is particularly relevant for the students who will work as terminologists, it is important that all of the students have an idea about the aspects that go into terminology work. Other introductory lectures can be tailored to the needs of each specific course and translation assignment.

One aspect of these joint web meetings that the course instructor team needs to consider in advance is how the students will communicate during the meetings in which all course members participate. The most obvious option, perhaps, is to encourage them to take part in the conversation by taking turns

to talk. Yet, the instructors should acknowledge that if the student group is very large and the students are very eager to engage in the discussion, this can be considerably more time consuming than one might initially expect, and can be further delayed by technical difficulties. Another option is to have the students ask their questions via chat functions, included in most web conferencing software.

2.4 Group Meetings

The groups are encouraged to schedule their first own meeting very soon after the groups have been assigned. The first meeting should be scheduled so that it also allows the participation of one of the course instructors. In this meeting, the students should agree on how they will proceed with the translation assignment and agree on the first deadlines. The students also have a chance to discuss the assigned student roles, particularly if the roles have been preassigned by the instructor team. If the students seem extremely unhappy with their roles, the course instructor may consider reassigning them.

The course instructor's participation may be needed to make sure the students know what is expected of them and how they should proceed with the assignment. The course instructor therefore participates in the discussion, but attempts to encourage the students to take an active role in planning the collaboration ahead. The group coordinator, especially, should be encouraged to take an active role in the discussion. According to Johnson and Johnson's (2003: 30) group development model, other members of the group will soon expect the group coordinator to organize the activities of the group. In Tuckman and Jensen's model (1977), this first meeting would mark the beginning of the forming stage in the group's development.

The course coordinator taking part in this meeting should be sensitive to the fact that the students, in addition to possibly feeling unsure about the course format, its requirements and the translation assignment ahead, are likely to be somewhat emotionally unsure about their roles as group members. The course instructor should strive to create a positive, supporting atmosphere in the meeting and encourage all students to take part in the discussion if this seems necessary. The groups communicate via two different channels: web conferencing meetings and discussion boards in the online platform. The

course design therefore includes both synchronous and asynchronous communication tools: the meetings organized via video conferencing tools take place synchronously (at the same time; yet, in different geographical locations) and the discussion organized via email and discussion boards takes place asynchronously (at different times as well as in different geographical locations).

2.5 Translation Stage

Each group is assigned a particular part of the source text they will be in charge of translating. In the example course design put forward in this article, the appropriate length of the source text is estimated to be roughly 100 pages, which means approximately 14 pages of text to be translated by each of the seven groups.

Before the students start the actual translation assignment, they are asked to read the entire source text. Even if the students will only translate a part of the book in their respective groups, it is essential that they have an overall idea of the source text as a whole. While the students read the source text, they are asked to keep a record of source text specific terminology, repeating expressions, and so on. These records will be handed over to the terminologists who can use them as a basis for their own discussions as to what are the most important terms in the text.

In the example course design, the actual translation stage lasts for seven weeks. All group members produce a translation draft of the text segment assigned for the group. The group meets and discusses the drafts and settles on a translation they all find appropriate for the given context. One option would be for the group to agree on translating two pages per week and meeting once a week to discuss their productions. In other words, the students can decide the translation schedule between themselves, but it is vital that they actually agree on schedule for the entire translation assignment right at the beginning of the project. This schedule is reported to the instructor team in the group's weekly report, introduced below. The group is welcome to change this schedule along the process if necessary but, in order for the group members to be able to device a schedule of their own, the group needs to have a shared general agenda.

As mentioned above, in the example 5 ECTS course, the overall workload corresponds to 135 hours of work. In practice, this could mean 90 hours of work allocated for the actual translation and revisions, including the online meetings, and 45 hours of work allocated for the duties of each particular student role. The students are asked to keep a record of their working hours, which serves two purposes. First, it is intended to partly support the student's self-regulation. Keeping track of the workload assists in effort regulation and the selection of working strategies. As a means of exercising control over the workload, it can contribute towards the student's extrinsic motivation. Second, recording the working hours also serves to support the students' rights in odd case that the course indeed turns out to be more laborious than expected.

The terminologists work mainly at the beginning of the translation assignment, during weeks 3 to 5. Yet, the terminologists do have to participate in considering terminological questions throughout the course, as the terminology list they have produced might have to be updated, and as the proofreaders might need to consult them when revising the translations. The terminologists compile a small bilingual database or a terminology list and distribute this to all of the translators involved. Ideally, each entry in the database should include a definition of the term, an example sentence of how the term can be used, as well as indicate the source from which the definition was found. The terminology list should be briefly revised by the course instructor in charge of communicating with the terminologists before being distributed to other students, and modified as necessary upon the course instructor's request.

2.6 Evaluating Group Dynamics and Groups' Progress

The success of a group work assignment largely depends on the success of the dynamic interrelations between the group members. The course design includes two types of intervention opportunities for the course instructors to evaluate how group dynamics function in each individual group. The first of these is the course instructors occasionally participating in each group's online meeting. Even though the students will know that the course instructor is present in the meeting, the instructor can choose to adopt the role of an eavesdropper. The second of the intervention opportunities is mid-term course feedback provided by the students during week 6 of the course. In this point,

most groups are likely to have overcome possible storming or rebelling stages and should be able to evaluate the functioning of the group in a constructive way. This feedback, provided by each student individually, enquires about how the students experience the atmosphere in the group.

The students progress with the translation assignment independently. The group is asked to send their work to the course instructors twice during the entire course. Their first draft is sent halfway through the course (in the example course design, this corresponds to week 6). This draft does not need to include the groups' entire text segment, as different groups have agreed on different ways of progressing with the assignment. The final production of the group should be finished on week 9 of the course and submitted to the instructors on week 10, which allows one week for final reviews and modifications as a group.

The groups need to report to the instructors on their weekly progress by filling out a report form. These reports are important in making sure the groups are on track with their duties. Devising and sending the weekly reports is one of the main tasks of the group coordinator; the group does not need to discuss the form together unless there is a particular reason to do this. The report is sent to and revised by the course instructor in charge of communicating with the group coordinators. A set deadline should be agreed for this (for instance, Friday afternoon). An example report form is presented below in Table 2. The questions of the form are aimed to assist both the group and their corresponding course instructor to keep track of the group's progress.

Table 2. An example of a weekly report form.

	Assessment by group coordinator
What did the group do during the week?	
Did the group keep to the schedule set in the previous report? If not, how will this be rectified?	
Have you encountered any	

considerable difficulties this week (e.g. regarding the virtual working environment, the translation assignment)?	
How does the group plan to proceed next week? What are the deadlines for the next steps?	
Have all group members participated in the group's activities?	
Is there anything the group needs help with?	

The course instructor(s) should read the report forms within a few days. The instructors do not need to provide feedback but they should take measures if things do not appear to be progressing as they should. In the 12-week example course, the group coordinators are required to send a report for weeks 2 to 10.

2.7 Proofreading Stage

If the overall workload of the course seems to permit it, it might be productive to ask the students to read each other's translations when the actual translation phase is finished. They can either be asked to read the entire target text or a part of it only. In the latter case, it might be convenient to assign different parts of the target text to be read by the members of the same group. All possible errors and inconsistencies they find while reading should be reported

to the proofreaders, for instance, by posting their observations on the proofreaders' discussion board. This reading stage could be described as a pre-proofreading, to which all of the students participate. Even though the students that have been assigned the role of a proofreader will basically do the same thing in the following stage in more detail, it might be enlightening for all of the students to get an idea of how important it is to standardize the text. Even if the terminology has been employed consistently throughout the translation, the overall style of writing might need many adjustments in order to appear consistent. Further, the workload of the proofreader students might turn out to be heavier than expected: they are likely to have a very large number of both microlevel and macrolevel solutions to discuss and agree on. A pre-proofreading stage to which all of the students participate would ease this task a bit by outlining the things the proofreaders will need to concentrate on.

When the proofreaders start their work, they will need to plan an effective way of organizing their task. As it most likely would be impossible for the proofreader group to go through the entire target text sentence by sentence, they will need to find a way to distribute the workload. In the example course design, there are a total of 14 proofreaders, since each group has two. Forming smaller groups might therefore be a worthwhile option, as conducting a web discussion with such a large group might be excessively difficult and exclude many of the participants simply because turn taking in web discussion is slow. Ideally, the proofreading should not be done individually – which here refers to dividing the target text between individual proofreaders who would work on the own section alone, as this would do very little to promote the collective unification of the text. As the proofreading and standardization of the target text can turn out to be an endless mire of work, the students should be reminded to keep record of their working hours.

It is important to keep in mind that the final, combined course production is a translation draft of, for instance, a particular book. The students will naturally strive towards producing a translation that is as idiomatic and coherent as possible. However, given their student status, they cannot be expected to produce a publication-ready translation. In case the course aims to produce a translation that is published, a professional proofreading stage should be included after the students have submitted their final draft. The final proofreading can be done by one of the instructor team members, if such an extra amount of work can be fitted in someone's working schedule. Other options include appointing an outside expert for the task (hired, for instance,

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by the commissioner of the translation) or, if working in collaboration with a publishing house, counting on the expertise of their editors.

2.8 Evaluation as a Group

After completing the translation assignment, the groups perform a group evaluation. This is done in a web meeting to which all of the students of the group participate, and it concretizes the terminating – or adjourning – stage of the group. The evaluation consists of discussing and assessing the performance of each member of the group according to the three categories introduced below. As mentioned above, in case the students receive a numerical grade for the course, this evaluation report can be used to inform the grading. The insights gained during the discussion are an integral part of the overall learning experience: the students are required to stop and think about their own performance, as well as how each individual performed in as a group member. The discussion is not necessarily an easy one; the students have to adopt a critical stance towards their own performance, be prepared to justify their own points of view and deliver feedback to others in a constructive way. Each student's performance is evaluated in regard to the following three categories:

Flexibility

- evaluates the student's ability to display a productive attitude towards suggestions made by others, the ability to take others' opinions and points-of-view into account and to compromise while also offering his/her own opinion and solutions to joint discussions and problems.

Time management

- evaluates the student's ability to adhere to the deadlines set together and to react promptly to joint discussions.

Communicative efficiency

- evaluates the student's ability to communicate with other group members in a manner that comes across as polite and professional, to present their arguments precisely and to provide feedback for others in a constructive way.

As can be seen from the above categories, the group evaluation does not focus on assessing the translations that have been produced. Instead, they are directed towards assessing how each student performed as a group member. The evaluation, therefore, can be considered to offer closure to the group experience.

At the very end of the course, all course members get together for a final online meeting. This is an opportunity to go through any final course-related questions (such as grading and registration of course credits) but also to thank the students for their hard work. If the translation is to be published, this meeting is an opportunity to inform the students of how they can access the published translation, as it might be rewarding for them to see it. The final meeting serves to offer the students a sense of closure after a demanding project. At the very end of the course, it can also be beneficial to collect overall feedback from the students regarding the course arrangements, as this can be used to improve courses arranged later on.

The evaluation on the course is pass/fail. If this type of evaluation is not possible or feasible in the applications of this course design, numerical grading could be done either by giving the same grade for all members of a particular group, or assessing each student individually. The latter requires considerably more effort from the part of the evaluating instructors as they would have to follow each student's translation performance from a close distance. If giving the same grade for the entire group, the evaluation can be based on the final translation produced by the group as well as the reports describing how efficiently the group worked, meaning their weekly reports as well as their final group evaluation.

3 Conclusion

In this article, the authors have presented a proposal for a virtual translation course, combining the instruction methods of collaborative learning and project-based learning. The course design has aimed to develop two aspects of collaborative online learning projects that were found important in the feedback received from the authors' previous international online course in translation: the difficulties related to working as a group in an online environment, and the difficulties in scheduling their own work in online

environments. The authors have approached these issues by emphasizing the role of the group coordinator in developing an agreeable learning environment for the entire group. Further, the authors have proposed that it is important that the students are aware of the stages that can be involved in group development, as this can help them approach possibly conflicting situations with a more productive attitude. Assigning clear roles to all group members also helps the students to more accurately perceive what is expected of them in order for the group work to progress smoothly. Assigning the roles can hence also promote the students' time management: the group members share responsibilities throughout the project and if one of them does not fulfil their duties, the others can intervene immediately and report the problems to the course instructors.

This article has presented the course design of a translation project involving a non-fiction book. However, as the authors have emphasized, the course design is highly adaptable to other types of translation projects as well, such as the translation of an operation manual, a website or even a novel. The project can be an authentic translation commission, meaning that it is commissioned by a company, or it can involve a text chosen by the teaching staff. Implementing the course design for the translation of other type of source texts might require a different distribution of the student roles in the groups and a reconsideration of the duties assigned for each role. For instance, if the project included the translation of an operation manual of a device, it might be worthwhile to have two terminologists in each group, as was done in the example course design presented here. Such a source text is likely to include a large amount of terminology that is crucial to standardize throughout the translation. If the project included the translation of a company's website, the entire translation assignment might require a closer collaboration with the commissioner of the translation. It might then be useful to assign two students with a role of the group coordinator, one of whom would be in charge of communicating with the client and one in charge for coordinating the translation process within the group.

Even though the present course design is primarily designed for a collaboration between various universities, either nationally or internationally, the design may naturally be employed for the students of a single university only. The largest limitation of the course design introduced in this article might be that it counts on synchronous communication between the participants – in intercontinental collaboration, the scheduling of joint meetings might be

difficult, as students cannot be required to participate in online meetings excessively late or early.

Given the highly virtual nature of many working life projects today, being able to work in an online community effectively and committedly is a skill that translation students of today need to acquire. The use of information and communication technology is revolutionizing work processes in most fields of business (e.g. Webster & Randle 2016). Broad reports (e.g. Leonard & Trusty 2016) show that an increased number of businesses continue to expand the number of their virtual workers. This rapid change is bound to affect the translation sector as well. The ability to work in a virtual environment effectively and committedly, therefore, is a skill that a growing number of translators will need to have in the future. The authors therefore emphasize that the development of these skills should also be included in the translation curriculum.

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