Videoconference-based training in bilingual videoconferencing

About us and contact

AVIDICUS – Assessment of Video-Mediated Interpreting in the Criminal Justice System

AVIDICUS 1 – European Commission, Project JLS/2008/JPEN/037, 2008-11

AVIDICUS 2 – European Commission, Project JUST/2010/JPEN/AG/1558, 2011-13

AVIDICUS 3 – European Commission, Project JUST/2013/JPEN/AG/4553, 2014-16

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Outline of training

I. Videoconference-based training: Methodological approach
1. Preliminary remarks
2. Pedagogical framework
3. Practical options

II. Training sessions: Practical guidance
1. Introduction to bilingual videoconferencing
2. Experimental phase: Role playing
3. Reflection phase: Points for discussion
4. Consolidation phase: Guidelines

I. Videoconference-based training: Methodological approach

1.1 Preliminary remarks

Preliminary remarks

Using the medium of videoconferencing itself to deliver training in bilingual videoconferencing

- ➢ **Promoting appropriate uses** of videoconferencing in legal settings

- ➢ **Increasing the reach of the training** compared to presence training

- ➢ **Making the training easy to accommodate** for professionals, e.g. 2-3 hour sessions

Preliminary remarks

First step: point-to-point video links

Trainer site:

- o AVIDICUS partnership site
- o e.g. University of Surrey (AVIDICUS co-ordinator)

Trainee site:

- o A group of legal practitioners (LPs) from one institution
- o A mixed group of LPs from one institutions and interpreters who regularly work for this institution

I. Videoconference-based training: Methodological approach

Pedagogical framework

Learning objectives

- Focus on videoconferencing in **legal** settings

- Understand **bilingual, interpreter-mediated** situations as intrinsic part of legal videoconferencing in the European context

- Focus on **communication** issues in the first instance but pay due attention to **procedural, cultural and technical issues**

- Highlight **differences** between face-to-face and videoconference communication

- Raise awareness for the **complexity and specifics** of videoconference communication

- Highlight the many **layers** in bilingual, interpreter-mediated videoconference communication

Pedagogical framework

"Situated learning"

- **Plausible use/legal settings (police, court, prison)**
  - ➢ Role-play simulations

- **Realistic participant distributions for national &cross-border situations**
  - ➢ Video links; different configurations (interpreter's location)

- **Trainee participation and interaction**
  - ➢ Role play scripts, acting out (experiential learning), observation, discussion, conclusions

- **Standard and customised elements in training to ensure relevance**
  - ➢ From basic induction to improve VC literacy…
  - ➢ …to customised coaching sessions, e.g. to prepare specific VC event

Pedagogical framework

Structure and content of training session

- **Introduction (standard element)**
  - ➢ **Uses** of videoconferencing at national and cross-border level
  - ➢ **Participant distributions** and configurations
  - ➢ Preparation of a videoconference
  - ➢ Rules of play

- **Role-play simulations (adapted to group of trainees)**
  - ➢ **VC communication** and **VC management** (coordination, strategies etc)
  - ➢ **Mode of interpreting**
  - ➢ Procedural and cultural differences (whose procedures etc)
  - ➢ Visibility (who can/should see whom etc)
  - ➢ Technical issues (sound/image; what if etc)

- **Reflection and discussion (standard element)**
  - ➢ Based on observations from role-play
  - ➢ Leading to guidelines

- **Presentation of guidelines (standard element)**
  - ➢ By way of summary of outcomes of discussion
  - ➢ Handbook of bilingual videoconferencing for further reference

I. Videoconference-based training: Methodological approach

1.1 Preliminary remarks

1.2 Pedagogical framework

1.3 Practical options

Practical options

Practical options include

- **National proceedings** with an interpreter, e.g. court-prison video links
- **Cross-border proceedings** with an interpreter, e.g. hearing of witness abroad
- **Remote interpreting** (interpreter in a different location)

...and will be adapted to the needs of the trainee group

II. Training sessions: Practical guidance

1.1 Introduction to bilingual videoconferencing

- Uses include:

Discussion:
National vs. cross-border proceedings

  - Linking to remote party/witness, e.g.
    - Court - prison/detention centre
    - Court - police station
    - Court - geographically remote assets
    - Court - vulnerable witnesses

  - Detention review

  - Lawyer-client communication

  - Probation (transfer of sentences)

  - Remote healthcare for inmates

  - Linking to remote interpreter

Interpreter may be needed

Preview

VIDEOCONFERENCE INTERPRETING (VCI)

Main parties are in different locations

Interpreter is at one of these locations

(co-located, integrated)

VIDEO REMOTE INTERPRETING (VRI)

Main parties are in the same...

Interpreter is in a different location, e.g. a hub

(separated)

COMBINATION OF VCI and VRI

Main parties and **interpreter** in different locations

Leads to three-way videoconferencing

Preview

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II. Training sessions: Practical guidance

1.1 Introduction to bilingual videoconferencing

1.2 Experimental phase: Role playing

Experimental phase

This phase is based on role-play simulations

- **Purpose and content**
  - ➢ Will be arranged to illustrate different participant distributions and implications of each configuration; e.g. "best" place of interpreter vs. practical constraints
  - ➢ The content of simulations can be adapted to the needs of the trainee group

- **Language combinations**
  - ➢ We normally use one language pair to illustrate interpreter-mediated communication in video links, while keeping logistics simple

- **Involvement of interpreters**
  - ➢ The involvement of interpreters in the training sessions will be discussed prior to the training

- **Modes of interpreting**
  - ➢ Training to provide opportunity to experiment with different modes, e.g. possibility of simultaneous (whispering) vs. technical pitfalls

II. Training sessions: Practical guidance

1.1 Introduction to bilingual videoconferencing

1.2 Experimental phase: Role playing

1.3 Reflective phase: points for discussion

Reflective phase

Points for discussion during the reflective phase include e.g.

- **Participant Distribution**
  Geographical location of the participants and its impact on the proceedings

- **Pre-VC/Post-VC**
  Preparation of VCs and debriefing of participants after the end of the VC

- **VC Management**
  Management of sound and images, visibility of participants, positioning of participants in relation to the camera(s) and screen(s)

- **Communication Management**
  Strategies for maintaining communication flow in the VC, including effective turn-taking, avoidance of overlapping speech

- **Mode of Interpreting**
  Impact of different methods used by interpreters to relay the message

... and other points arising from the role play simulations

II. Training sessions: Practical guidance

1.1 Introduction to bilingual videoconferencing

1.2 Experimental phase: Role playing

1.3 Reflective phase: points for discussion

1.4 Consolidation phase: Guidelines

Consolidation phase

**This phase will make reference to the AVIDICUS Handbook**

8 VC Management

Highlights

- VCs generally do not support the same level of contact and interaction between the participants as face-to-face communication, especially when the communication is mediated by an interpreter.
- Care should be taken to ensure that those involved in a VC as a party or witness feel that they are part of the proceedings and are able to clearly identify speakers and their roles.
- VCs should be set up so as to allow mutual visibility of all participants.
- The interpreter's location and visibility should be carefully considered regardless of the setting, unless this presents a risk for the speaker.
- VC cameras should be set up so as to capture the communication at least the current speaker.
- Justice section institutions should assign a member of and instruct them to ensure the visibility of participants

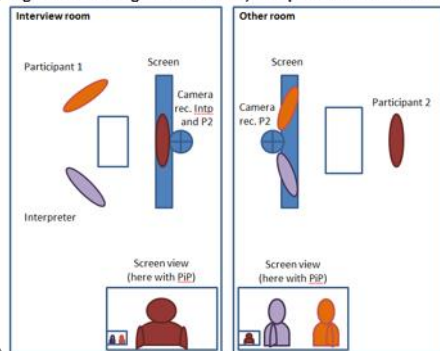Figure 2b: Court hearing; interpreter co-located with the other-language speaker
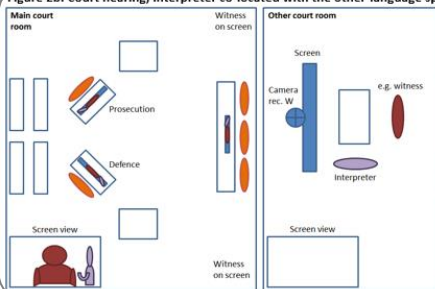
The management of a VC has several dimensions, i.e. mainly refers to the layout of the rooms in which VC equipment seating arrangements, which should both be carefully cameras, and the participants' positioning in relation to view of participants and the perception of the space facilities should be mutual visibility of participant includ that, when considering the design of a VC room, it is necessary to bear in mind three key points.

(1) As a general principle, **all speakers including the interpreter should be made visible** in turn, with the current speaker always being on camera. As the seating positions of the main participants are normally fixed (e.g. criminal courts have allocated spaces for judges, lawyers, prosecutors, defendants and witnesses), it is advisable to use pre-set camera positions in order to focus clearly on the different speakers as soon as they start talking. A pre-set should also be defined for the interpreter to ensure s/he can be made visible as soon as s/he takes the floor. Rotating cameras with a zoom function can be particularly helpful as they reduce the number of peripherals needed while still maintaining the ability to show different speakers. In addition to the various camera positions for individual speakers, a pre-set view should understanding of the e

See Ch. 4
VC Connection
& Equipment

Exceptions to the prin would constitute a th

Figure 1a: Investigative interview; interpreter co-located with authority; other-language speaker in remote location