

CercleS 2022

The Future of Language Education
in an Increasingly Digital World:
Embracing Change

**BOOK OF
ABSTRACTS**



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CercleS 2022

The Future of Language Education in an Increasingly Digital World: Embracing Change

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ORAL PRESENTATION

Past history through technology: digital resources based on the Holocaust survivor testimonies

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“Remembering the Past, Learning for the Future: Research-Based Digital Learning from Testimonies of Survivors and Rescuers of the Holocaust” [ID 740639658] was funded by the Portuguese Foundation for Science and Technology. Via the international partnership (USC Shoah Foundation, Zachor Foundation, Eötvös Loránd Tudományegyetem, and the University of Luxembourg), the CEAUL team developed a suite of materials for educators and the general public using testimony from witnesses and survivors of the Holocaust through digital tools, with an innovative pedagogical methodology. As stated by the Johannesburg Holocaust & Genocide Centre (online), “Survivor testimonies are first-hand accounts from individuals who had lived through the Holocaust or genocide and their stories help students to understand and empathise more deeply with the human (and inhuman) aspects of mass atrocities”.

The project aimed to achieve seven objectives, of which we highlight the following: 1) the research in the Visual History Archive of the University of Southern California’s Shoah Foundation (an archive that contains 54,975 video testimonies of survivors and rescuers of the Holocaust – 563 in Portuguese); 2) the creation of a Portuguese language microsite on the IWitness platform for the resources developed; and 3) the development of 6 digital, testimony-based educational materials on the IWitness platform in Portuguese. The assumption of such a project consisted of effectively integrating ICT into education materials to improve students’ skills, namely what has come to be known as 21st century skills (e.g., critical thinking, creativity, communication and collaboration). Despite the seemingly historical emphasis of the project’s resources, their main goal has been to stir discussion in the History and Portuguese Language classrooms, to name a few, and encourage empathy based on historical events that regrettably are still up-to-date.

Therefore, we intend to present one of the six activities created within this project that target the Portuguese compulsory secondary education and Higher Education levels, where we sought to build a story around the topic “The Rescuers”. By using the strategy

of storytelling (cf. Schallié & Spaar, 2021, online), each activity intertwined excerpts of different testimonies that ultimately enabled the construction of a/the bigger picture. We also wish to account on the manner students received this particular activity, by retrieving information from teachers and students' reports.

Keywords: Holocaust; genocide; survivor testimonies; digital resources; 21st skills.

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Bionote: **Cláudia Martins** holds a PhD in Translation by the University of Aveiro, with a thesis on museum accessibility for the blind and visually-impaired. She was also granted a master in Terminology and Translation and bachelor's degree in Modern Languages and Literatures, both at the Faculty of Arts and Humanities of the University of Porto, Portugal. She has been teaching English as a foreign language, English Linguistics, Terminology and Audiovisual Translation at the School of Education in the Polytechnic Institute of Bragança, Portugal, since 2001. Her academic interests include ELT, Linguistics, Terminology, Translation Studies, and Phraseology and Paremiology.

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Susana Valdez is an Assistant Professor of Translation Studies at Leiden University (Netherlands), where she lectures on Translation Studies, Medical Translation, Technology and Subtitling. Her doctoral thesis (Summa Cum Laude, 2019), conducted in co-tutelle between Lisbon and Ghent universities, was on translation norms and expectations on biomedical translation employing a mixed methodology based on quantitative and qualitative product- and process-oriented approaches. Her interest in interdisciplinary, empirical, experimental and descriptive studies that address translators' decision-making processes, and how these are influenced by the expectations of the community has developed into a broader research profile, including today reception-oriented studies on different text types and with various agents. She is also the co-head of the Research Group on Reception and Translation Studies at the University of Lisbon Centre for English Studies and a Reviews Editor of the *Journal of Audiovisual Translation*. Before taking up her current position, she was an invited lecturer at NOVA School of Social Sciences and Humanities and Lisbon University School of Arts and Humanities (Lisbon, Portugal), and had spent 15 years working in the translation industry.

Maria João Ferro is a senior lecturer at the Lisbon Accounting and Business School (ISCAL), a researcher with the Linguistics Research Centre of NOVA University Lisbon (CLUNL), a collaborator with the Research Group on Reception and Translation Studies at the University of Lisbon Centre for English Studies (ULICES), and a literary translator specialised in contemporary fiction. She holds a PhD in Linguistics (Lexicology, Lexicography and Terminology) from Universidade NOVA de Lisboa (UNL) and her research interests include Literary Translation, Technical Translation and Terminology, Languages for Specific Purposes, and the Economics of Language.

ORAL PRESENTATION

Pedagogical Leadership in New Virtual and Hybrid Work Environments

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Work environments of today are in a constant state of flux. One of the changes that has taken place is the geographical distribution of work. Because of globalization there is growing need for collaboration around the world. On the other hand, there are factors such as epidemics and environmental considerations that have decreased work-related travel. These features together with the rapid development of videoconferencing and other relevant technologies have changed the ways of working in many sectors, including education.

Leadership in virtual and hybrid work environments has been researched from different perspectives (see, e.g., Børgesen et al 2016; Fayard et al 2021; Pullan 2022). However, not much research has been conducted from the perspective of pedagogical leadership in virtual and hybrid work environments. Educational contexts and pedagogical leadership are in many ways different from other types of organizations and would benefit from research that considers the specifics of the context.