Flipped Classrooms and Translation Technology Teaching: A Case Study

One of the main aims of translation technology teaching is to ensure that, through sufficient in-class practice with the tools, students develop translator competence (Kiraly, 2006) so as to be marketable and competitive in the translation industry once they graduate. However, different learning paces and time constraints may hinder this process. In order to address these issues, flipped translation technology learning ('flipped classrooms') was introduced at London Metropolitan University in the teaching of translation tools at both undergraduate and postgraduate level. In flipped learning, class time is dedicated to practising, collaborative learning and individualised support from the lecturer (Straw et al., 2015), once instructional content has been made available to students online before class. This chapter will present a case study based on the analysis of end-of-semester module evaluation forms collected from students, demonstrating how this approach has empowered them by enhancing their overall translator competence and satisfaction.

Keywords: *blended learning, flipped learning, translation technology, translation pedagogy*

1. Translation Technology Training

Translators are increasingly under pressure to keep up with the technological advances in the world of translation software and to refine their skills in order to be competitive professional translators. As suggested by García (2006, p. 98) in his study on translators' attitudes to technology, translators are often faced with a steep learning curve when trying to use the latest Computer-Aided Translation tools (CAT tools) available on the market or when developing their translator competence (Kiraly, 2013). Traditional forms of translator training, which is commonly understood as being "the creation of skills needed in the labour market for translators" (Pym, 2001, p. 1), include *inter alia* on-site translation technology short courses and webinars. On-site translation technology teaching at both undergraduate and postgraduate level involves the use of highly sophisticated translation software which speeds up the translator's work by leveraging existing translations in a translation memory, providing terminology suggestions from dedicated databases ('termbases') for consistency. These tools also offer automated quality assurance checks and integrated machine translation engines for post-editing purposes, i.e. reviewing a target-language text translated with the use of automated translation (Quah, 2006). At the level of the universities participating in the European Master's in Translation (EMT) Competence Framework, of which London Metropolitan University (London Met) is a member, translation technology training is embedded within translation courses to promote greater uptake and professionalisation of tools (Rothwell & Svoboda, 2017).

At its core, translation technology teaching aims to ensure that students develop translator competence (Kiraly, 2006) for better marketability and competitiveness in the translation industry once they graduate, and to increase their employability chances. Employability will be understood as "the teaching and learning of a wide range of knowledge, skills and attributes to support continued learning and career development" (Pegg et al., 2012, p. 7). It is therefore important for students' training to include sufficient in-class practice with translation tools (i.e. machine translation, translation memory systems/translation environment tools, terminology tools), so that they can be more competitive in the market once they complete their studies (Pearse, 2019). However, different learning paces and time constraints may hinder or slow down the in-class learning process, thus creating the impression that the translation technology trainer did not provide enough opportunities for practice or that the newly gained skills remain underdeveloped and unusable. Knight and Yorke (2003, p. 99) suggest that activities which are directly linked with the industry translate into more practical, realistic and challenging pieces of work which stimulate a "deep approach to learning" (Biggs, 1999, p. 36). Although this statement mainly involves summative assessments and end-of-year assignments, it will be shown in this chapter how weekly activities that centre around student productivity, file processing, efficient execution of tasks and financial benefits are vital for student employability.

2. ‘Flipping’ Translation Technology

Flipped learning is a student-centred pedagogical approach in which the conventional notion of classroom-based learning is inverted. Students are introduced to the learning material before class, then classroom time is used predominantly to deepen understanding through discussions with peers facilitated by the teacher (“guide on the side”) (HEA, 2018), as well as for assignments, problem-solving, group-learning and other interactive activities.

Although theorisations of this approach can be traced back to the late 1990s, it was not until 2007 that this pedagogy took centre stage in the instructional education world thanks to Bergmann and Sams (2012), who made PowerPoint slides and online video content for their students in order to allow those living in rural areas to watch YouTube tutorials before going to class. Through this method, students are encouraged to explore a variety of resources. If students go to a class already knowledgeable about its content, responsibility is transferred from the teacher to them (Ozdamli & Asiksoy, 2016); this serves as an empowering educational model for learners. However, this ‘transfer’ may pose problems if students do not carry out the required preliminary studying as expected or if, in the case of differing educational backgrounds coexisting within the same cohort, some students expect the teacher to take a ‘leading’ role rather than act as a moderator. This is one of the drawbacks also highlighted by Evseeva and Solozhenko (2015, p. 208), for whom in this new context the role of the teacher is pivotal in ensuring a friendly environment to allow students to interact with one another and guide them through the new approach. Within the “Traditional Flipped Classroom” model (Bergmann & Sams, 2012), homework is carried out in class and theory is dealt with outside of classroom times. The educator establishes a one-to-one relationship with the student, ensuring ongoing observation and evaluation of their performance through informal or structured feedback.

Translation technology does not usually appear in case studies on flipped learning (Chen & Summers, 2015; Hao, 2016). Although at the time of writing no empirical studies involving the formal introduction of flipped learning in the translation technology classroom have been found, it is certainly possible that similar approaches are being implemented nevertheless and that a variation of the blended learning approach (i.e. involving a combination of materials posted online and contact time in class) is being used to teach technology to budding translators. This pedagogy has been adopted in the context of translation studies as partial flipping (Tsai & Tsai, 2017), where only a few sessions of the module/course are adapted for flipped learning, including sessions on translation technology. It has been found that most students deem the new approach suitable for translation teaching; it has also been employed for foreign language learning (Evseeva & Solozhenko, 2015), a discipline traditionally close to translation in terms of learning styles. The extensive use of education technology conventionally associated with flipped learning allows students to access the required

resources remotely and in a flexible manner. As will be seen, the availability of ready-made resources for translation technology teaching on the Internet considerably frees up preparation times for tutors. This time can be re-invested in exploring ad hoc tools or other materials. It is under these circumstances that the London Met's translation technology tutor decided to try out this new pedagogical approach which, as mentioned earlier, remains mostly unexplored and unmined in the realm of translation technology learning and teaching.

In vocational courses such as the two Translation courses referred to below, developing translator competence as part of employability is a key learning outcome. When students are engaged in actively processing information by reconstructing that information in new and personally meaningful ways, they are far more likely to remember it and apply it to new situations (King, 1993, p. 30). Technology in flipped learning, and more specifically in translation technology teaching, is therefore both a means and a topic. In this constructivist view of learning, "students use their own existing knowledge and prior experience to help them understand the new material" (King, 1993, p. 30).

Flipped learning was first introduced as a trial in the teaching of translation technology modules (BA and MA Translation at London Met) in the 2015/2016 academic year as a result of the feedback received in the module evaluation forms (MEFs) for those modules: students predominantly indicated that they would have liked to have had more time for software practice. Initially, only some sessions in the modules in question were 'flipped'; conversely, in the 2016/2017 academic year, all sessions for all modules involved were officially 'flipped'.

2.1 Overview of the Undergraduate Module

Module TR5051 (*Electronic Tools for Translation*) is a core 12-week, semester-based, Level 5 (2nd year) undergraduate module run as part of the BA Translation course at London Met. The course offers English combined with French, Spanish, Italian, Arabic, Portuguese, German, Polish or Russian, as well as French, Spanish and Arabic combined with English. Module TR5051, however, is not language-specific, and runs in the first semester only. The size of the module cohort varies from 20 to 40 students, and is predominantly made up of white, European female students in the 18-20 age range, followed by a similar group in the 21-29 age range. Black, Asian and minority ethnic (BAME) students traditionally make up one third of the cohort. The cohorts usually comprise a mixture of UK-educated and non-UK-educated students.

Module TR5051 focuses on developing students' knowledge of the range of electronic tools available for translation, including post-editing. The assessment strategy consists of ongoing weekly formative feedback and a piece of summative assessment[1]. This involves a timed online translation using

[1] Students also sit a mock exam in the weeks prior to the official online exam so as to prepare them for the format and any time constraints they might encounter in their professional life.

Translation Environment Tools (TEnTs) with integrated machine translation (MT), followed by a technical report and an evaluation of MT post-edited outputs according to a set of adapted industry-recommended parameters, i.e. the TAUS Error Typology Guidelines (2013).

2.2. Overview of the Postgraduate Module

Module TR7042 (*Translation Tools and the Translator*) is a core 12-week, semester-based, Level 7 (Master's level) postgraduate module run as part of the MA Translation course at London Met. The MA Translation course is offered with Arabic, Mandarin, Dutch, French, German, Greek, Italian, Japanese, Polish, Portuguese, Russian and Spanish combined with English (either direction). Module TR7042, however, is not language specific. It runs in the Autumn and Spring semesters for full-time and part-time students, respectively. The size of the combined cohort varies from 20 to 30 students, predominantly white, European female students in the 21-29 age range. BAME students traditionally make up one third of the cohort. As in the BA cohort, students are a mixture of UK-educated and non-UK-educated participants.

This module focuses on the TEnTs that the translator is likely to use in their day-to-day work. These include proprietary software for professional terminology management and for translation, as well as machine translation and post-editing. At the end of the module, students are expected to be able to deal with the practicalities of the daily work of translators as regards efficient technology use, meeting deadlines and software troubleshooting. The assessment strategy consists of ongoing weekly formative feedback and a summative assessment task at the end of the teaching semester. This involves a timed online translation using TEnTs and related built-in features, as well as a report detailing the technical issues encountered and any troubleshooting solutions adopted.

3. 'Flipping' the Translation Technology Classroom

3.1. Overview and Implementation

In both modules, students were encouraged from the outset to take a proactive stance in their learning, which can be defined as a predominantly learner-centric teaching approach. Computer literacy is an essential requirement of both modules, which falls in line with what is currently offered by most translation courses across Europe (Graham, 2015). In both modules, students are encouraged to bring their own device to class, so that they can work within their own preferred environment and not have to deal with occasional PC failures at university. By doing so, students simulate working as future freelancers, thus relying on their own technical resources and facing real-life problems should their own laptops fail in any way. As outlined by Rothwell and Svoboda (2017, p. 35), this approach is symptomatic of the greater attention provided by translation courses to effective inclusion of professional workflows. While online, students connect directly to Weblearn (Blackboard), where

they can upload/download materials and communicate with one another through a discussion board and other interactive tools which will be illustrated below.

According to Osman, Jalal and Azizi (2017, p. 707), flipped learning is most suited for "themes that require a higher level of understanding", which would imply that flipping the traditional classroom should be reserved to disciplines where student engagement with theory would take up the majority of the class time. They also point out that students who fail to review the relevant materials before the next session feel unprepared to attend the flipped classroom and would much rather miss the class altogether than turn up without having revised the theory.

Traditionally, tutors who 'flip' their classroom create content (videos, presentations, instructional content, etc.) to aid students' learning outside of the classroom. At London Met students are redirected to already existing user-generated content, translation software manufacturers' own instructional materials, blog entries, journal articles or the tutor's own adaptations of such materials on Weblearn. For example, in Week 2 of TR5051, students are asked to consult specific sections of Andy Walker's SDL Trados Studio manual (Walker, 2014). As will be explained below, SDL Trados Studio is the main software adopted throughout the course, and it is thus crucial that students learn about its features through Walker's manual. Students are therefore asked to read about sections on editing source segments, merging two or more consecutive segments and merging segments over hard returns, in order to scaffold their knowledge in preparation for the practical in-class activity scheduled for the following week. In Week 11, before their final online exam, students are asked to read an article on ethics and MT use published by Nimdzi, a US translation and localisation company, concerning the ethical implications of using machine translation. This is in preparation for the report on the use of MT that they will need to write as part of their exam and which will help them further consolidate their knowledge. Although comprehension of this latter reading is not tested in class, previous similar readings are provided on a weekly basis as part of students' self-study activities. This is done to improve their learning experience without significantly affecting the amount of resources needed to deliver extra practical/contact hours, whilst taking into account the constraints of the curriculum (i.e. teaching weeks and learning outcomes).

Although in the traditional model of the flipped classroom the tutor is seen to create original content for the lecture videos (e.g. pre-recorded sessions), at London Met the availability of weekly class recordings allows students to catch up on any missed classes and to watch/listen to the recordings wherever they are, provided they have a device available (smartphone, tablet, laptop, PC/Mac). Students can thus learn at their own pace and in their own time. In designing these asynchronous learning modules, it was useful to keep in mind that, as highlighted by Santally and Raverdy (in Byrne, 2008), e-learning is a relatively new technology and should be considered more as a new means of flexible delivery than a totally new paradigm for learning. Technology proficiency is embedded in the curriculum, as advocated by JISC (2013), whereby "embedding technology

effectively into learning and assessment activities enhances the delivery of all types of curricula"; however, certain considerations must be taken into account in order to deliver effective flipped learning.

Both modules include a significant e-learning component, which has been designed to incorporate the following main points:

- Cohort size: this is under 25 students per module, which was considered feasible and is recommended as desirable in order to provide each student with feedback on their performance. A large cohort will have an impact on the choice of learning materials due to a greater incidence of different learning styles, diversity of cultural/academic backgrounds, student expectations, etc.
- Learning materials: these are made available as e-books, scanned copies, videos, web articles, blogs, and the like (i.e. content which is freely available and accessible online). Students also have access to the University Library e-resources, some of which are not available on the Internet.
- Learning activities: these can be accessed at any time via the virtual learning environment (VLE) in the form of questionnaires, writing exercises, quizzes and collaborative activities, in order to enhance in-class participation and further stimulate group work.
- Choice of CAT tools: the main tool used is SDL Trados Studio, a market-leading TEnT installed in London Met's IT labs and provided to students for free at home. Other tools used include Memsource Cloud and Wordfast Anywhere, two free cloud-based programs which provide a more economical solution for tackling the budgeting limitations faced by universities (Rothwell & Svoboda, 2017).
- IT literacy: before starting the module, students are provided with supporting material to help them refresh or learn basic IT skills. Given the heterogeneity of students' backgrounds, it is certainly not uncommon for both mature students and younger students to face the same IT-related difficulties. This is addressed by providing dedicated support and materials to ensure equal access to the learning platform and any translation software.

So far, the main approach adopted for teaching the translation technology modules has been a predominantly competency-based approach, which aims to "develop competent performance in the specified roles" (Toohey, 1999, p. 93). These "specified roles" here should be understood as (freelance) translation roles. Despite its obvious downside (its focus on technical skills), assessment of performance is a common trait of vocational courses under which both the BA and MA Translation courses at London Met can be categorised, unlike other translation courses. In actual fact, students are required to perform their final exam completely online, simulating a real-life assignment where they are given a tight deadline to submit their translation to the 'client' (the translation tutor) in order to

prepare them for the industry. In the weeks leading up to the exam, particular focus is placed on communication (between tutor and learners), collaboration (amongst students) and technology proficiency (Melville et al., 2009). This is to promote a more 'holistic' approach which takes into account potential teaching limitations (e.g. lack of use of and interaction with the VLE on the part of the student) and, at the same time, enables students to fully benefit from and to further enhance their independent learning. To this end, Garrison and Anderson's "community of inquiry" model (2003, p. 23) was used as the framework to develop this approach:

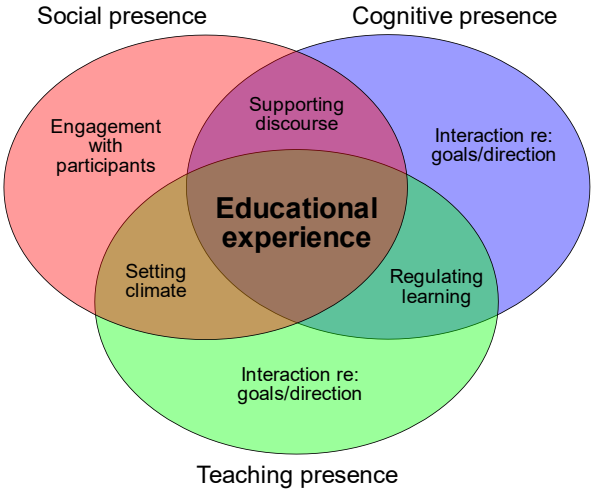

Figure 1. The community of inquiry model.

This framework consists of a "group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding" (Garrison & Anderson, 2003, p. 2). This promotes "cognitive independence and social interdependence simultaneously" (Garrison & Anderson, 2003, p. 23). The three 'presences' on which it relies must be developed in a balanced manner, i.e. each presence needs to have equal relevance in the learning process.

The social presence relates to the way students (re)present themselves within the group. Since all students work towards being professional translators (and some of them already work professionally), their interactions are underpinned by this underlying common trait. This contributes to group identification, group cohesion and achieving the relevant educational outcomes.

The cognitive presence element focuses, in bare terms, on critical thinking and on the students' validation of knowledge through its conceptualisation (at home) and consequent sharing with the group (in class or online). Within the context of translation technology, this presence is exemplified by the students' troubleshooting efforts – for instance, when facing technical issues with the software – which allows them to contextualise their problems and devise suitable solutions.

In terms of the teaching presence (i.e. the third constitutive element of the community of inquiry model), some of the main aims according to Garrison are "designing experiences that facilitate reflection and discourse, and diagnosing and assessing learning outcomes" (Garrison, 2011, p. 14). This presence moves along three key axes, namely design and organisation, facilitating discourse, and direct instruction. Each axis encapsulates the novel role of the tutor, acting as: 1) a facilitator rather than a leader; 2) designing materials/activities promoting collaboration and self-study in equal measure (ibid.), which is an aspect aligned with the flipped approach adopted at London Met and replicated in most flipped courses; and 3) supporting students along their journey. It is therefore evident how the role of the module designer (the translation technology tutor) and their ability in achieving all of this is paramount in such a model, and this needs to be considered when discussing resource availability. Through communities of inquiry, students operate in an environment in which they can be responsible for and take control of their learning "through negotiating meaning, diagnosing misconceptions, and challenging accepted beliefs — essential ingredients for deep and meaningful learning outcomes" (Ramsden in Garrison & Anderson, 2003, p. 27). As mentioned earlier, the tutor acts mainly as a "guide on the side" (HEA, 2018).

3.2 Learning Materials and Activities

In class, students engage with and exchange knowledge on practical tasks with one another by means of canvas-style tools, such as Padlet, which are integrated in the weekly VLE materials. On Padlet, students are asked to post questions and problems to which their peers will reply by providing solutions, as shown below:

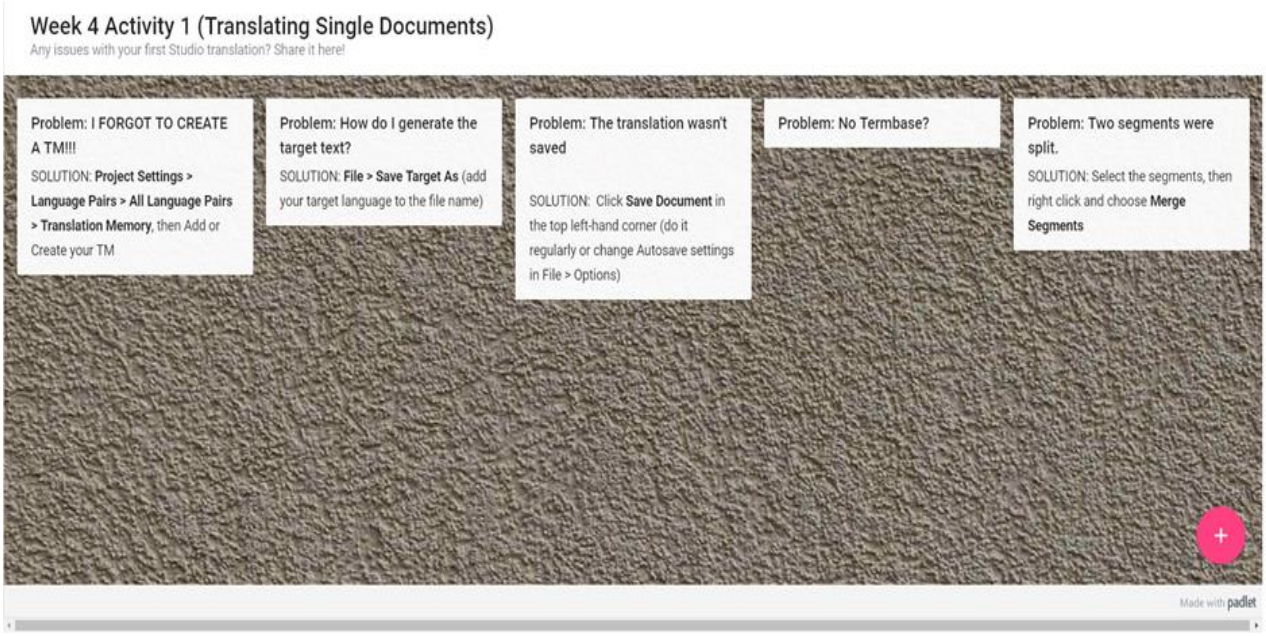

Figure 2. Example of in-class Weblearn-based activity using Padlet.

The tutor monitors the activity in real time and can ask for clarifications or validate the students' answers (and correct them where necessary). This allows students to share their knowledge in a safe and friendly environment, in which they soon realise that their doubts about using the software are also shared by their peers. Since Padlet is embedded ad hoc within the relevant weekly materials, students can go back to those materials whenever they encounter the same problem or need a quick-reference solution (especially if practising on their own at home). This reassures students about the availability of support within the module structure.

Additionally, students engage in peer-reviewing activities in which they test their own knowledge of translation tools and self-reflect on their own workflow and practices by evaluating someone else's work, as shown in Figure 3 below, which presents one of the teaching weeks' in-class activities (a consolidation task):

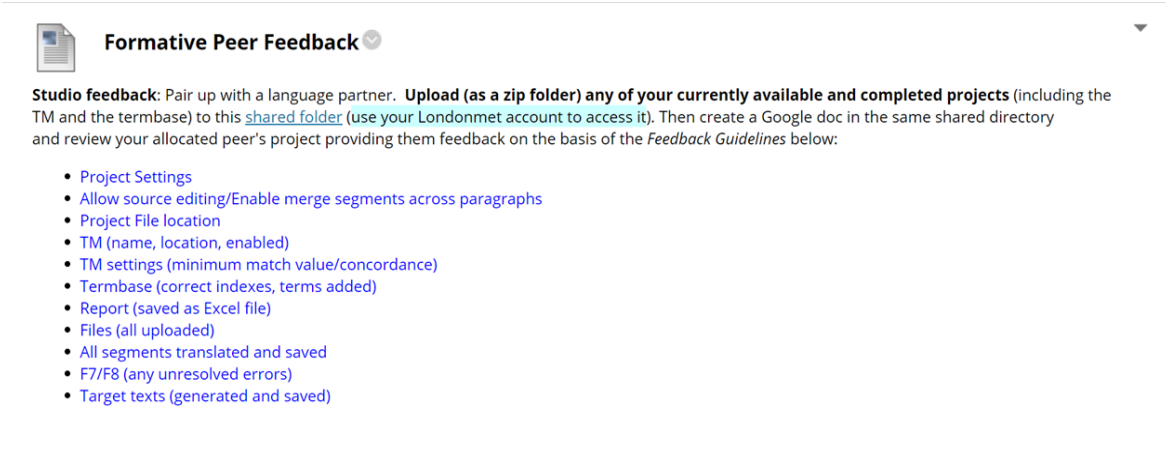

Figure 3. Outline of peer-review activity on Weblearn.

By drawing the students' attention to their peers' performance in class, students are encouraged to develop self-awareness around the potential issues that they themselves could come across during the execution of their task. This self-reflection is an important step towards validating students' current knowledge, boosting their confidence and, at the same time, making them aware of the potential gaps in their experience of the software.

Furthermore, students' experience and appreciation of flipped learning is checked on an ongoing basis to ensure that the content delivered and the tools made available to them are suitable and effective. To this end, a tool such as Mentimeter is used, since this interactive presentation platform allows users' reactions to be visually represented in real time in a 'word cloud' in which words 'grow' the more they are input by the users. This is done to initiate a conversation around on-the-spot feelings and opinions about the topics being covered, and has been found to be an effective way of involving students in the learning process, thus making their experiences count.

3.3 Evaluating the Flipped Classroom

One of the main advantages of the flipped classroom model is that students feel empowered and accountable for their own learning, which occurs at their own pace, as reflected in the students' own assessment of the modules. Flipped learning allows lecturers to develop more tailored approaches to individual student learning and (depending on class size) more relevant one-to-one relationships, with each student's work being addressed on an individual basis at some point during the lesson. Module TR5051, in its current iteration, relies on three hours of weekly in-class contact time, whereas module TR7042 relies on two hours per week. This means that, throughout the relevant semesters, 100% (or at least 90%) of the time is devoted to providing students with the above-mentioned one-to-one or group feedback, depending on the activity. This has translated into higher satisfaction rates, as documented in the relevant module evaluation forms collected since this new pedagogical style was adopted. Each module evaluation form is an anonymous, mostly Likert-scale-style, survey (answers range from *Strongly Agree* to *Strongly Disagree*), with a mixture of questions and statements (24 in total for the undergraduate module and 13 in total for the postgraduate module) ranging from "I am satisfied with the overall learning experience provided by this module" to "The computer lab was satisfactory", and also includes open-ended questions asking students for their input on what works in the module or what could be improved:

Table 1

List of questions and statements in the MEFs

Questions/Statements in the TR5051 MEF	Questions/Statements in the TR7042 MEF
1. I am satisfied with the overall learning experience provided by this module 2. This module has been helpful in developing my IT, CAT tools and postediting skills 3. The module was well organised 4. The topics studied were interesting 5. The amount of work required is fair and manageable 6. In-class exercises and weekly tasks are useful 7. The lectures were well-presented and delivered at a pace I could follow 8. The module was taught in a way that I could understand 9. The tutor was helpful in terms of giving guidance to students 10. The tutor's office hours were generally scheduled at convenient times 11. Opportunities for student participation were about right and adequate chances were provided to students to ask questions	1. Thinking about your learning experience overall, to what extent are you satisfied with this module? 2. How helpful has this module been in developing your IT, CAT tools and research skills? 3. How were the topics studied? 4. Was the amount of work required fair and manageable? 5. Please rate presentation and delivery (Were lectures well-presented and delivered at a pace you could follow?) 6. How helpful was the tutor in terms of giving guidance to students? 7. How helpful were the guidelines on assessment tasks? 8. Do you like submitting assignments via Weblearn? If not, please explain why in the Comments section (at the end of the questionnaire).

12. The guidelines on assessment tasks were useful
13. I like submitting assignments via Weblearn
14. The feedback received was helpful in terms of enabling me to understand strengths and areas for improvement
15. The feedback on activities and tasks was received in time for me to benefit from it
16. The online materials posted on Weblearn for this module were useful
17. The in-class mock assessments and drop-in sessions were useful in terms of exchanging ideas with peers and gathering further knowledge in an informal setting
18. The computers' performance was satisfactory
19. Weblearn's performance and usage were satisfactory
20. The computer lab was satisfactory
21. What did you enjoy most about this module?
22. What didn't you enjoy about this module?
23. How did you find the 'flipped classroom' format? Did it work for you? If not, how can it be improved?
24. What suggestions would you make for improving this module?

9. How useful were the online materials posted on Weblearn for this module?
10. How would you rate computers' performance?
11. What did you enjoy most about this module?
12. What didn't you enjoy about this module?
13. What did you think of the 'flipped classroom' format? Did it work for you? If not, how can it be improved?

The questions in both MEFs partly reproduce a standard University-wide MEF, the content of which was adapted to match the specificities of the two modules. For the purposes of this case study, only a specific set of questions from both MEFs was analysed to provide a snapshot of student experience, namely: for TR5051, Questions 1, 9, 21, 22, 23; for TR7042, Questions 1, 6, 11, 13. These questions in particular were deemed to tie in more closely with the students' experience of the flipped approach. Although flipped learning was introduced in the 2016/2017 academic year, the data analysed in this case study relates to the MEFs from the 2017/2018 academic year onwards only. This is due to a technical problem in storing the data for the first academic year, which included responses from an additional 36 students on the BA and MA courses.

A total sample of 78 respondents is included in the charts below, in which the questions about the overall learning experience and the usefulness of the tutor in terms of guidance have been worded in a more chart-friendly manner so as to make the relevant figures easier to read and interpret:

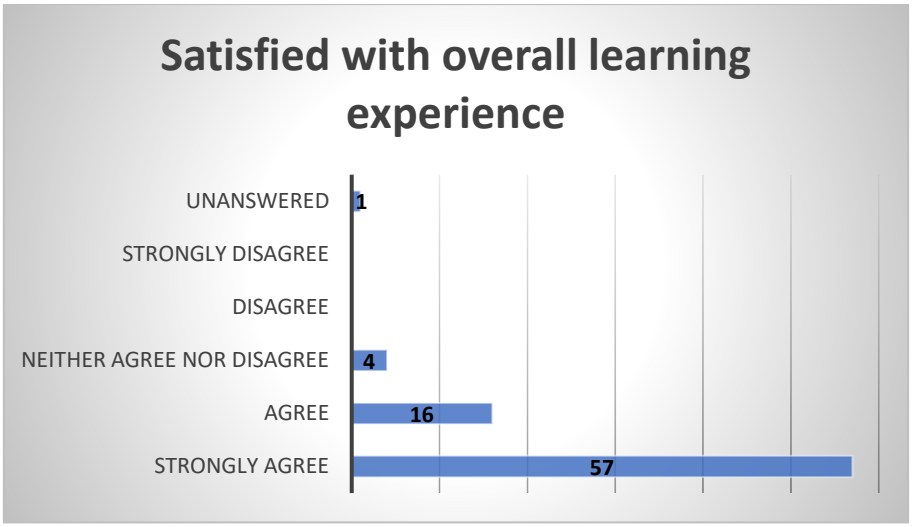

Figure 4. Question 1 in both MEFs.

The overall picture painted by the graph above shows that, apart from four students who did not express any nuanced level of satisfaction with their learning experience, all the other students enjoyed the modules, with a large majority strongly agreeing with this statement.

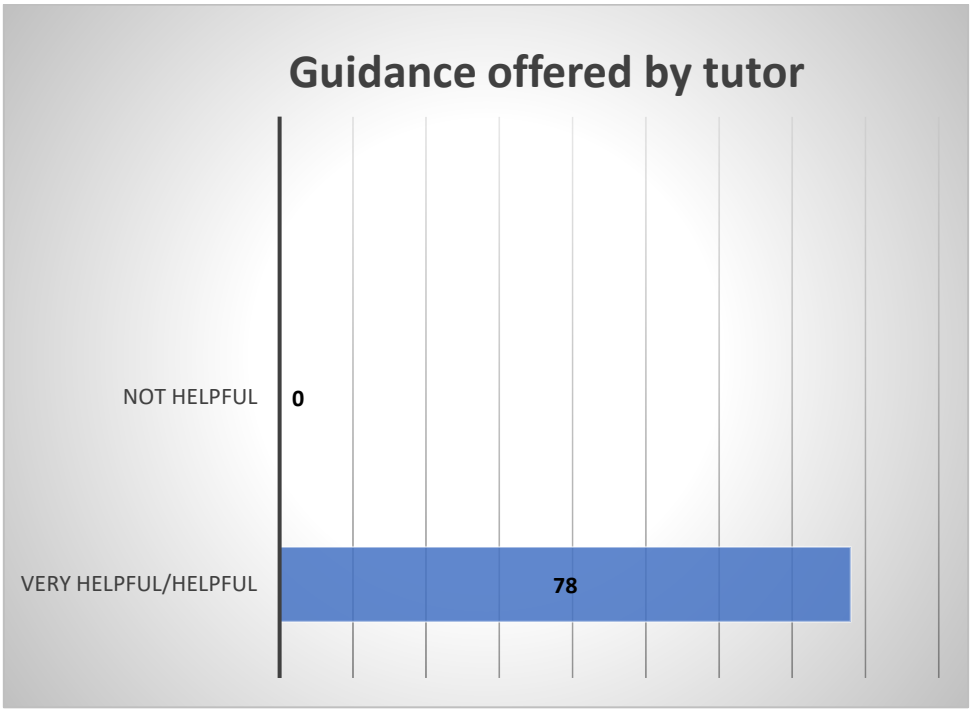

Figure 5. Question 6/9.

The graph above shows that 100% of the students who replied to the questionnaires appreciated the tutor's support and guidance throughout the module, which works in favour of the previously mentioned teaching presence from the community of inquiry framework.

A qualitative analysis of the responses provided by the 78 students across the years of implementation of flipped learning showed a tangible reduction in suggestions for improving the module and an overwhelming appreciation for the flipped classroom format, as shown in the chart below. The answers to the question *How did you find the 'flipped classroom' format? Did it work for you? If not, how can it be improved?* were summarised as indicated below:

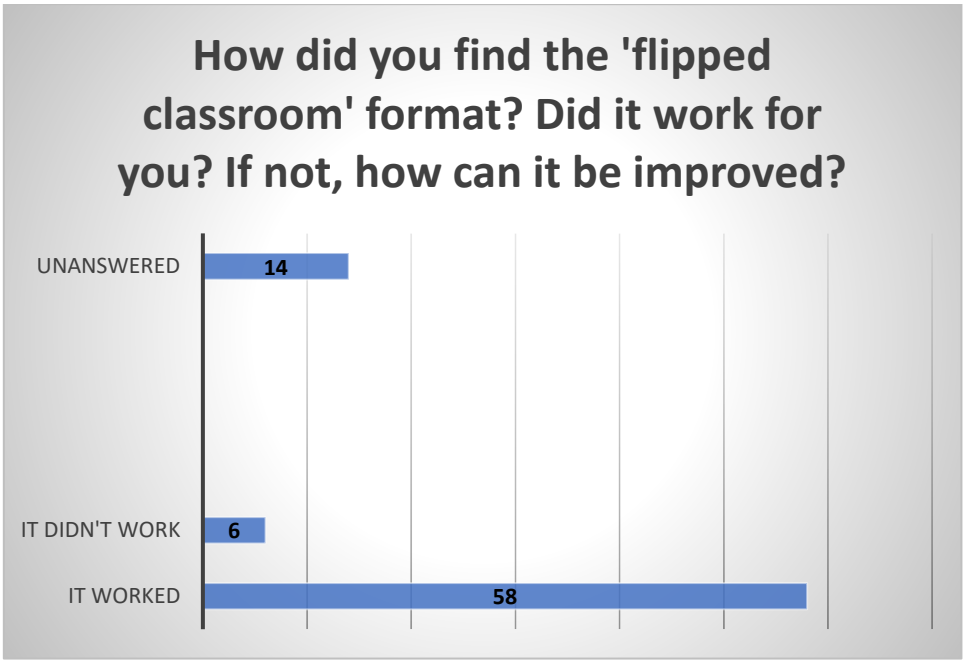

Figure 6. Students' satisfaction with the flipped model.

As can be seen, only 7.6% of students across the years expressed dissatisfaction with the model, which according to the analysis of the data may have been predominantly due to some students' preference for a more traditional approach or their low levels of IT literacy (despite the support provided), compared to a majority of 74% of students supporting the format.

This question in the MEF allows students to provide feedback on the overall pedagogy of the module and affords the tutor a further opportunity to gauge the successful implementation (or lack thereof) of flipped learning. The qualitative data derived from this particular question suggests that, despite some initial scepticism about the format, students were generally happy with the structure, delivery and innovative element of the module. They could also appreciate how the pedagogy in question might not be suitable for other modules in the same curriculum, and how it allowed them to study at their own pace and have immediate access to personalised feedback.

Some of the following comments, made by students in response to this particular question, can be considered as being representative of the answers collected:

> *"I think it was useful, because we do need some practice on our own in order to make mistakes and have them corrected in class […]."*

"It worked for me."

"It helped me to understand certain topics better on my own first […]."

"It was a great experience. I prefer to study more at home and this format allowed me to work and practice [sic] on my own […]."

"I enjoyed learning on my own and then practising it in [the] classroom, where I could receive immediate feedback."

"[…] doing exercises in class and asking questions is much easier and useful than doing the exercises at home and then asking all the questions the following week when we meet again. It is a good system and I am happy with it."

"On a regular basis, I appreciated this format. We used our time in class to do practical exercises, which I found very useful […]."

"I think it is a good idea as it means that any problems encountered can be discussed and shared in class. This allows formative feedback to be given fairly quickly."

Studying from home was seen as a clear benefit, along with an appreciation of the range of software programs offered.

Responses to Question 22/12 ("What didn't you enjoy about this module?") were either a simple "Nothing/I wouldn't change anything" or expressed dissatisfaction with the computer performances in the IT labs; on other occasions, the responses included requests for more in-class time and contact hours. Given the positive outcome of the MEFs, this should be regarded as a confirmation of the success of the model adopted rather than as a failure of the new approach.

In order to accommodate students' ever-changing needs and the dynamic nature of the topics covered, translation technology teaching at London Met has undergone a series of tweaks before arriving at the current model. The original module formats predominantly involved explaining translation technology theory in class, followed by assignments to be completed in preparation for the following week. These assignments, however, were not always completed by the students. Therefore, the tutor had to resort to allocating extra marks (up to five extra marks) to students who performed their weekly homework in order to foster individual engagement outside of the classroom. This was made possible by the marking system in place at the time, i.e. a points-based system. In the 2017/2018 academic year, the University switched to a pegged marking system, which no longer allowed the allocation of points or additional rewards outside of the pegged marks.

As postulated by Hamdan et al. (2013), the flipped classroom can be interpreted as a model that teachers use to meet the demands of students by availing themselves of a variety of tools. In line with previous findings (Hao, 2016), students in both modules found quizzes for testing their knowledge the least likeable feature introduced because they felt put on the spot. However, these drawbacks can be prevented with careful classroom management and activity planning, and by involving students in the

creation of content. Hao (2016, p. 91) points out that students' evaluation of their flipped classroom experience may be influenced by the teacher-student relationship when the researcher is also the instructor, which is the case for the modules discussed in this chapter. It is particularly significant that, in many instances, the students' response to the question "What did you enjoy most about this module?" was an appreciation of the tutor's role in facilitating their learning as well as their overall teaching style. It was noted that the 'human element' in teaching was a significant contributor to the students' learning experience. As stated by Li (2018), in order to run a successful flipped classroom "a teacher has to rely on human qualities like high self-discipline, high motivation, initiative and personal charisma", but this may not always be the case for all students and all teachers. The perception that personal charisma was a determinant factor in students' evaluations of the module was particularly felt in the undergraduate responses, which tended to comment on the tutor's impact on the students' learning rather than discuss the module content or format.

The overall level of satisfaction with the implementation of this pedagogical approach appears to fall in line with the current literature (e.g. Blair et al., 2016): the analysis of the qualitative data demonstrates an increased perception of the usefulness of the course in general as well as the students' time-management skills. Mostly in line with Blair et al.'s (2016) findings, no significant performance improvement was registered at the level of summative assessment. Students, however, mentioned that they felt more confident in tackling the final exam. This can also be seen in the tenor of the open-ended responses provided in the MEFs, showing an overall higher perception of self-achievement and satisfaction with the module and its format.

4. Conclusion

The success of a course/module depends on a series of factors which need to be considered when 'flipping' classes. Flipped learning may not be the preferred model or strategy for all students or for all tutors. It is not to be intended as a one-size-fits-all approach, nor can it be deemed as a panacea for all disciplines. The success of the flipped classroom model relies on students being accountable for out-of-class learning and for attending lessons after having revised the relevant materials and theory. When this does not happen, students' unpreparedness can be viewed as a 'flipped *flop*', which may adversely affect not only their own progress but also that of the rest of the class, thus further exacerbating the heterogeneity in learning pace within the same cohort. It was observed, however, that peer pressure and the aforementioned tutor-student relationship affect this variable: only a handful of students failed to engage with the theory before class for the two modules in question, and they usually caught up in class or in preparation for the next session.

Collaboration and self-study in such a community of inquiry are possible only through suitable and carefully designed materials which need to be integrated in the existing VLE and also through attentive interpersonal relationships (between peers and between students and tutor) that can foster a

positive working environment and a relaxed learning space. The students' perceived need for more in-class practice when learning about new translation software can be addressed by freeing up class time to supervise students individually – where class group size allows – and increase their overall satisfaction with the module/course. The current iterations of the modules in question contain a good balance of theory-inspired and practice-based activities in the form of reflection activities and translation tasks (timed or otherwise), peer-review exercises, readings, videos and other materials suggested by the tutor. It was useful to provide a theoretical framework (i.e. the community of inquiry approach) to this implementation so as to clearly identify students' and curriculum needs in terms of learning/teaching materials and activities.

It should be noted that one of the ongoing challenges facing translation technology tutors is the speed of technological change affecting the language industry (Pielmeier & O'Mara, 2020) and the consequent focus on professionalisation which guides many of the design decisions taken (Baños-Piñero & Toto, 2015, p. 202-203). As the technology available to translators becomes increasingly more complex, it may be necessary to reconsider whether to 'flip' a whole module or only a few sessions in order to make the trickier underlying theory behind the technology more accessible for students instead of redirecting them to online resources or other available materials. Given the technological nature of the topics, the metalanguage used in the suggested readings or audiovisual materials may pose difficulties to some students, especially non-native speakers. This potential cognitive challenge is a common trait of translation technology teaching, and should be taken into consideration when selecting the relevant supporting materials: in order to foster student engagement, alternative readings or videos on the same topic may need to be provided, thus offering students a choice of customised content based on their individual abilities. This solution may of course increase class preparation times for the tutor instead of reducing them.

On the other hand, though, this approach reinforces the central role of the tutor as facilitator of the overall learning experience and relies on the pivotal 'human qualities' discussed earlier, including the tutor's suitability for 'flipping'. Students coming from a more traditional educational background, where power distance (Hofstede, 1984) scores high, may feel uncomfortable or unprepared to take full ownership of their learning. By acting as 'mediator' in the classroom rather than 'sage on stage', the lecturer's role and function may be at risk of being devalued. The level of energy and empathy required to run a flipped classroom may also need to be investigated further in order to establish which particular traits are conducive to more successful flipped learning opportunities and identify any other strategies that may need to be adopted in order to make the flipped model more viable and thus more beneficial to both students and educators.

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