

Getting the most out of CPD

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Getting the most out of...

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1. FORMAL CPD TRAINING - 4 TYPES FORMAL

1.1. interpreting skills

- rusty or new skills - consec - into B; interpreting from a new language
- getting better, staying good Tiselius study

1.2 language learning

C & B language courses

1.3 knowledge-based courses

- can be anything, no interpreting involved - technical areas we work in - courses not only for interpreters (which are also a networking opportunity).

1.4 ancillary skills

- accounting, computer skills etc.
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2. CPD TRENDS

2.1 Associations are doing more training....

gradual increase in the number of courses offered over the last 5 years ...**BUT COVID has broken the curve and now we have lots more of training... and all online.**

Other developments...

2.2 AIIC Statutes

Introduction of CPD into the AIIC Statutes as part of the purpose of the association.
Article 4 "The purpose of the Association shall be to define and represent the profession of conference interpreter, to improve it, especially by encouraging training, continuing professional development and research"

2.3 European Parliament COSMAS training scheme 2020

= recognition that freelance CPD is valid way of spending an institution's time & money

2.4 Practice Groups

Professional interpreters meeting to practice their skills.

BXLs BIPG Paris PIPS, Toronto TIP , Madrid, WISE Workshops , Amerivox,

2.5 Professional centres running CPD courses for interpreters

Businesses catering to interpreters' CPD needs are being set up; interpreters are developing courses based on their expertise (many of whom are at TerpSummit!)

3. How to get the most out of cpd

Remembering is based on active mental processing of information we encounter. This goes for consecutive interpreting just as much as for CPD courses.

So I'm going to introduce a memory technique to make you think actively and therefore hopefully remember this talk. This is a simplified version. More powerful techniques can be found in the books by Lorayne & Buzan in bibliography. The technique also works better if you create the imagery yourself, but for the purposes of the talk I had to do that for you.

3. GETTING THE MOST OUT OF INFORMAL CPD

Informal CPD is what interpreters do in their free time... Living in a country, watching foreign-language TV, reading, theatre etc.

Activity (form of CPD)		Visual to remember it
Language consumption - specialise on what is useful to your market	1	magnifying glass
Develop your curiosity - street names, look everything up (translation & how it works!)		
Practising skills alone - Tiselius, Downie, Heine, Gillies have all written about practice.	2	2 practising football free-kicks
Practice in groups - learn how to give feedback - record feedback	3	over-turn 3s are sofas full of people
Mentoring schemes	4	The horizontal bar of the 4 is an arm reaching around a person's shoulder
Recording terminology	5	Every key on your keyboard is a 5!

4. GETTING THE MOST OUT OF FORMAL CPD (ONLINE AND FACE-TO-FACE)

Active involvement <i>Tell me & I will forget Show me & I will remember Involve me & I will understand</i> Check the course program to see if the format offers you the chance to be actively involved.	6	6 is a space-hopper. You're bouncing around on it... actively.
Preparation Don't just turn up and attend. Revise what you already know as a platform to build on.	7	Picture the number 7 as a chef, with a chef's hat on, preparing food in a kitchen
Goals Set yourself goals (targets) for the course. What do you want to achieve?	8	See the 8 as two archery targets, one on top of the other, with coloured concentric circles forming an 8
Take handwritten notes ...on paper or tablet. Handwritten notes shown to be recalled better because of the analysis/processing involved (cf. Oppenheimer study) If you take notes you record what is relevant to you - handouts	9	See the straight end of the 9 as the end of a pencil that you are taking notes with. (add a little atomic mushroom cloud exploding out of the ring of the 9 for the Oppenheimer study)
Feedback Does the course format include feedback? Is the group small enough for individual feedback?	10	See an airport or cantine feedback machines with three smileys... each feedback smiley (happy, indifferent, sad) is the zero in a number ten - 10 10 10
Recap Review your notes immediately after the course. Repetition and thinking will help you mentally organise and remember the content.	11	
Practise Practise what you've learnt soon after the course. Use it or lose it.	12	I associate "use it or lose it" with weightlifting & sport. See the number 12 turned 90% so that the 1 becomes a horizontal bar. See a weightlifter lifting that bar.
Frequency is better than cramming Take courses and practise in small doses but regularly. Don't cram if you can avoid it.	13	See a teaspoon with the 1 as the handle leading down to a double spoon head made of the 3.... it is gently tipping small quantities of sugar into a cup.

5. Getting the most out of CPD online

Make a learning space Use the same space for courses. Make that space comfortable, functional and professional. Don't be in Starbucks or the park - it's harder to concentrate.	14	See your office door with a huge number 14 painted on it, taking up the whole door.
Keep up with the times Check OS & app updates and your connection 1 hour BEFORE the course. Login in early. The waiting room may have extra info or be a chance to meet people.	15	See a huge old-fashioned alarm clock with 2 bells on the top. This represents being up-to-date & on time. Each bell is a 15 ringing away. One 15 for each part of this point.
Dress up So you take it seriously. Create some atmosphere and adrenalin.	16	Look down at your feet, past your best trousers and see a huge shiny pair of smart shoes on your feet - the left one is the 1, the right the 6 of 16
Tidy up Even participants are sometimes on screen. Make a good impression by tidying up your background.	17	See the vertical parts of the 1 and 7 as the sides of a bin and the horizontal top of the 7 as the open lid of the bin. See lots of junk flying in.
Don't multi-task Don't do social media, including posting about the course. If it takes you 3 minutes to think of a cool post you've missed 3 minutes of the course! Don't do the ironing. Don't wander around. Don't read or write emails.	18	Imagine the 1 of 18 pressed against the 8 and together they form a mobile phone. The top ring of the 8 is the screen, the bottom the number pad.
Collaborative Adult learning is a collaborative journey. Peer interaction and feedback is often missing online, as is a group dynamic and the sense of belonging to a group. Ask the trainer if webcams will be on, or if there will be breakout rooms and networking. Get involved.	19	See the 1 as a stick person and a very tall thin 9 where the ring is a head. See them holding hands.
Create a backchannel ...with other participants (WhatsApp, Skype etc). Use it during the course to check things you haven't understand and in coffee breaks. It'll help you process & understand the course content.	20	See the 0 of 20 as the end of a tin can with a string coming out of it and you talking into the can to someone listening on another can at the other end of the string.

Participate! Use the chat to network, to share knowledge, to share reactions (the trainer can't see your faces). Ask questions. Use breakout rooms and networking events. In this way you contribute to creating a buzz and positive vibes at the event.	21	The number 21 is the two halves of a huge cast iron gate, which is opening and lots of people are running in through them.
Be generous ...either cos it's nice to be nice OR... out of self-interest... interpreting is a small world. You will meet again! Be kind in comments to the trainer and participants. Don't hog the mic. Don't ask questions that are all about your specific circumstances and unlikely to be of interest to others.	22	You can see a huge present, a big box, stereo-typically wrapped with big ribbons crossing at the top. The bows on the ribbons form the number 22.

READING LIST AND REFERENCES

Practice

Downie, J., 2016, *Being a successful interpreter*, Routledge.
 Heine, *Selbststudium - der Schluessel zum Erfolg*
 Motta, Manuel, *Facilitating the novice to expert transition in interpreter training*, Philologia 1, Babesbolyai
 Tiselius, Elisabet (2013) *Experience and Expertise in Conference Interpreting: An Investigation of Swedish Conference Interpreters*. PhD dissertation, University of Bergen.

Memory

Lorayne, Harry, 1974, *The Memory Book*
 Buzan, Tony, 2010, *The Memory Book*

Mentoring

ITI German mentoring network <https://www.itigermanetwork.org.uk/mentoring.php>
 ITI French mentoring network <http://www.iti-frenchnetwork.co.uk/MentoringandGrants.html>
 BDUE Mentoring <https://by.bdue.de/fuer-mitglieder/mentoring>
 AIIC VEGA <https://aiic.org/site/VEGA>
 ATA <https://www.atanet.org/careers/mentoring.php>

Etc

Mueller & Oppenheimer, *The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking*
 Gillies, CPD is win-win
https://aiic.org/document/1064/AIICWebzine_2018_Issue73_9_GILLIES_Continued_professional_development_is_a_win-win_EN.pdf
 Heron, J. Complete Facilitator's handbook
 4 types of CPD, AIIC, <https://aiic.org/site/world/about/profession/tpd/cpd>