

Televic Education

# How to use speeches in interpreterQ

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# Version

<b>Version</b>	<b>Issued by Process Owner + date</b>	<b>Reviewed by Process Owner(s) + date</b>	<b>Approved by Quality Mgt. + date</b>	<b>Valid from</b>
<b>1.01</b>	XDD 10/01/2019	FVB 10/01/2019	FVB 10/01/2019	10/01/2019

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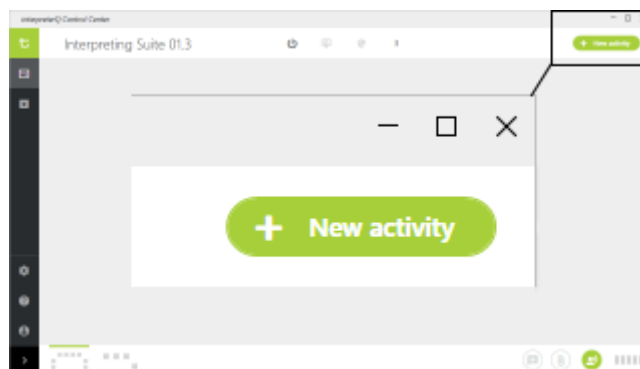
# 1 Background

Interpreter training is all about providing speeches to the students for interpretation. That is why interpreterQ offers a broad range of possibilities: doing a live speech through the conference system, using a recorded speech from file, using an online speech repository, integrating with a remote video conferencing system, ... No matter which type of speech source is being used, the workflow of an interpreterQ training is generally the same.

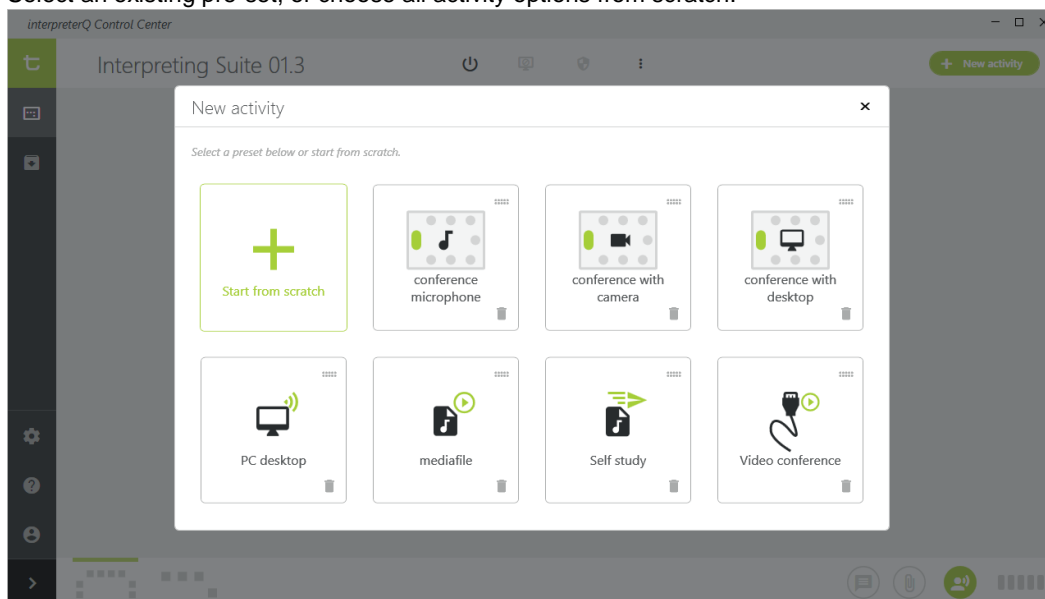
## 2 Using speeches

To use speeches in interpreter:

1. Click the “+ New activity” button to start an interpreting exercise.

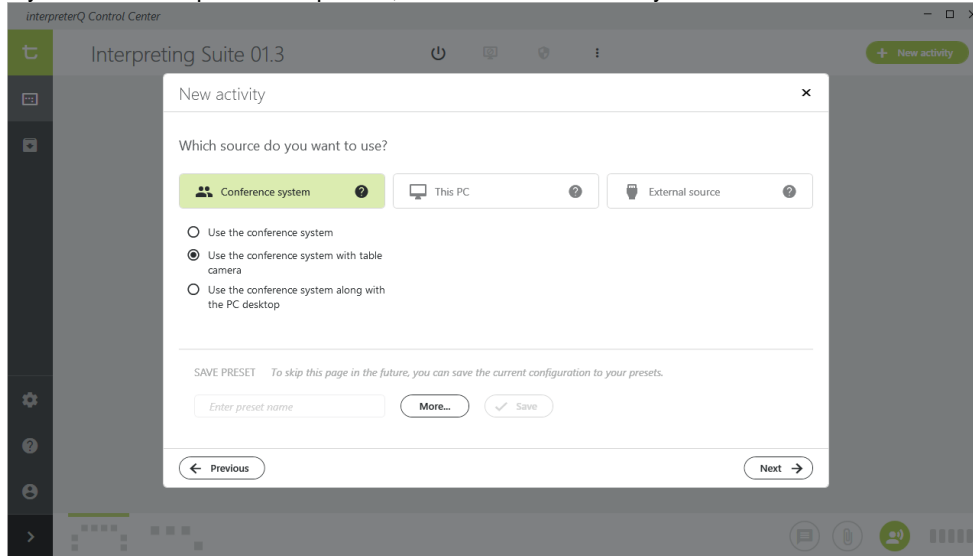


2. Select an existing pre-set, or choose all activity options from scratch.



**Note:** For more info on creating pre-sets, see the manual “[How to create activity pre-sets](#)”

3. If you don't use a predefined pre-set, first choose the source you want to use.



Possible source types

#### The conference system

- Using the teacher microphone or a delegate microphone of the conference system
- Using both a conference microphone and the table camera of the conference system
- Streaming both a conference microphone and the desktop of the teacher PC, for example for showing an accompanying Powerpoint presentation

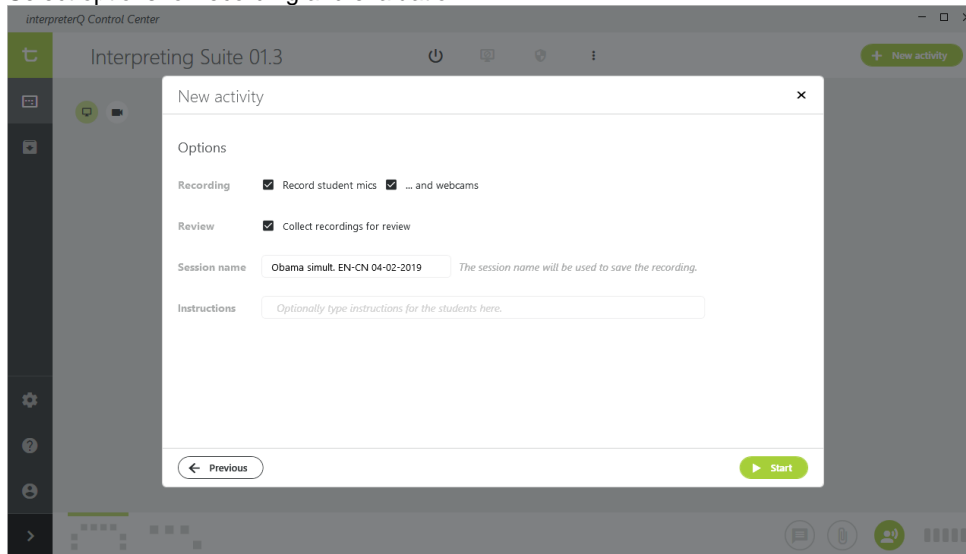
#### The teacher PC

- Streaming the PC desktop, typically for using online video resources like YouTube videos
- Streaming the PC sound, for using online audio resources like speech repositories
- Playing a media file, for using pre-recorded speeches, both audio or video files
- Sending a media file for self-study: when a media file is *sent* as opposed to *streamed*, it is opened on the student PCs in a local media player/recorder, which the students can control to practise interpretation of the received speech. When a file is *streamed*, the teacher remains in control of the file playback, and the students receive the speech as if it would be a live speech.

#### An external source

- An external audio source can be for instance an USB player or laptop which a teacher brings along to the class
- An external video source can be for instance a video conferencing system which is integrated with the local system to participate in remote conferences of a partner university or remote venue.

#### 4. Select options for recording and evaluation

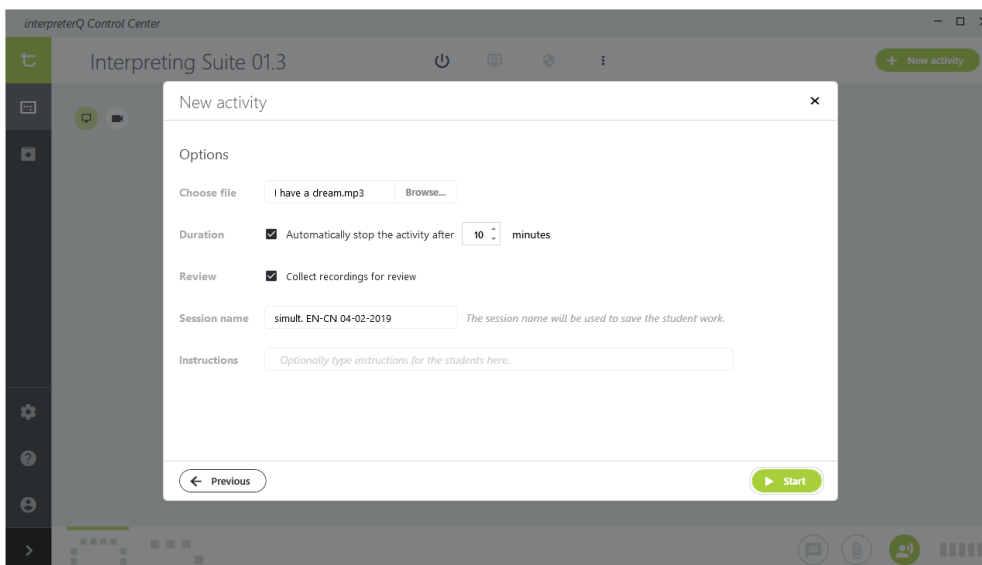


For each activity you can choose whether or not the students need to be recorded. When using booth cameras the camera stream can optionally be recorded along with the student voice. When you wish to do an evaluation of the student recordings afterwards, recordings need to be collected at the end of the exercise. In that case give the activity a relevant name, as all recordings will be saved on the teacher PC in a folder with that name. Optionally, some instructions can be given, which will be shown on the student screens at the start of the exercise.

When modifying any of the above options, you can choose to store the new setting as default, so that it will be automatically reused for a next exercise. Defaults are stored separately for each activity pre-set, and for each teacher.

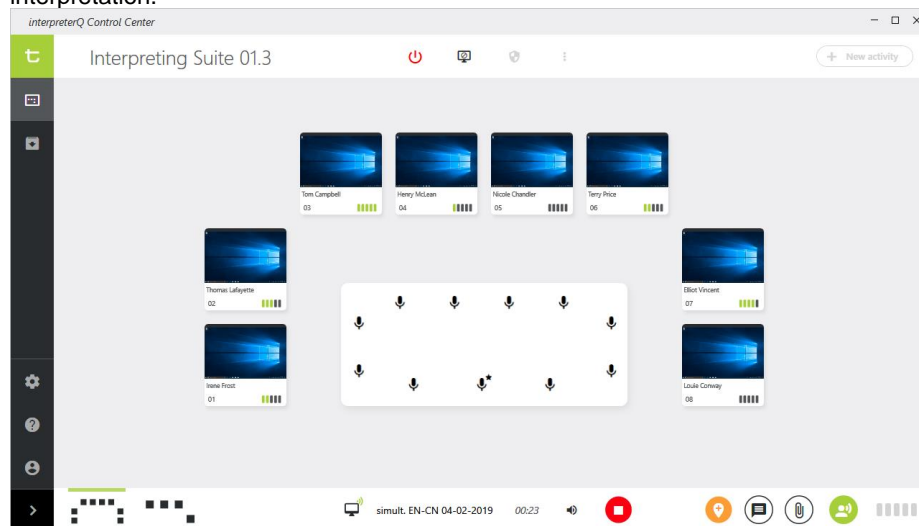
**Note:** In order to have different pre-sets for each teacher, teachers need to use their own Windows logon on the teacher PC. When they share the same account, the application preferences will also be shared.

When *streaming* a live or pre-recorded speech to the students, the activity will normally last as long as the speech. However, when *sending* a speech to the students for self-practice, you can choose how long the students can practise on their own:



5. Start the activity by clicking the **Start** button.

This will start the streaming of the speech to the booths, and it will optionally start the recordings. The room overview will open, and you are able to monitor the students while they are working on the speech interpretation.

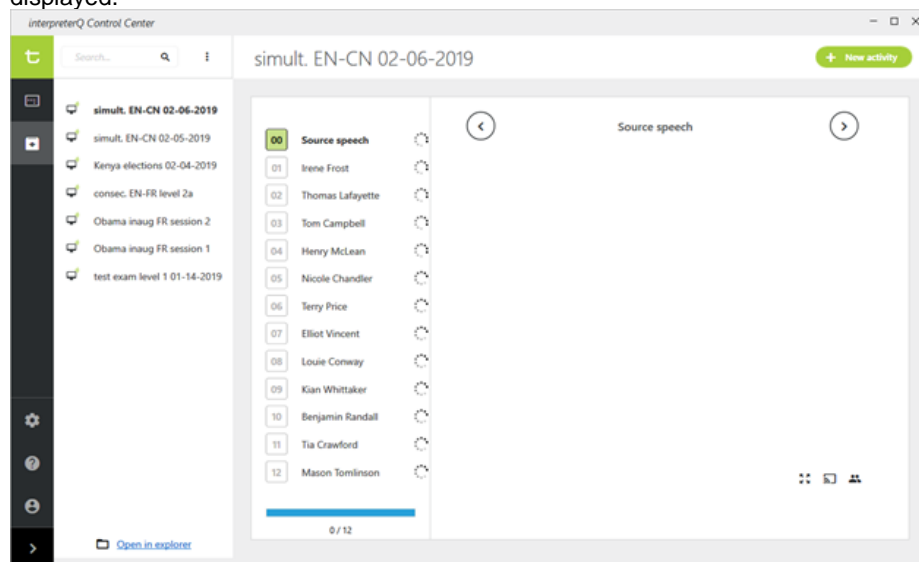


**Notes:**

- For more info on monitoring the students, read the manual “**How to monitor students**”.
- For more info on using markers during an exercise and during the subsequent exercise review, read the manual “**How to use markers**”

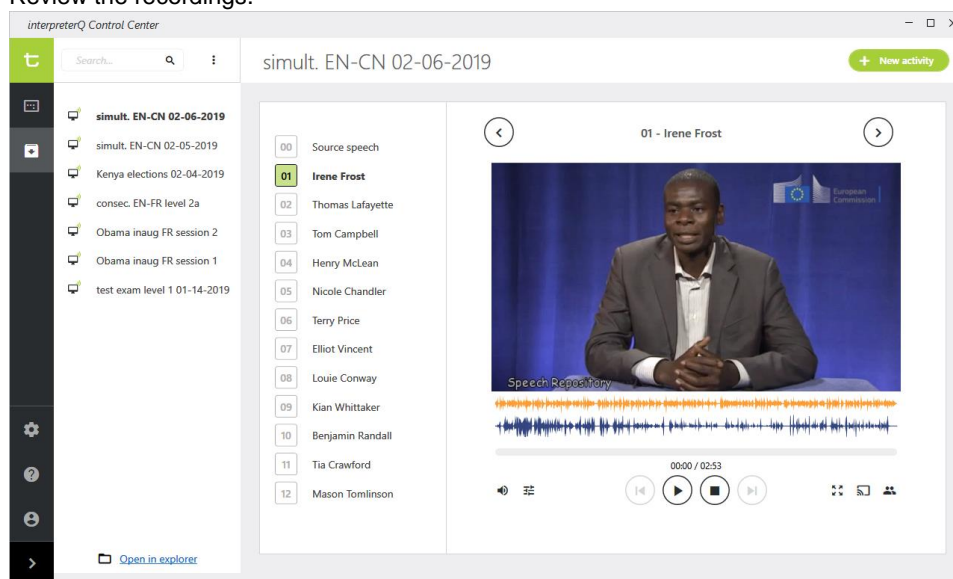
6. Stop the activity by clicking the red **Stop** button.

If no recordings were made, you can immediately continue and start a new activity. If you have chosen to collect student recordings for evaluation, file collection will automatically start, and the recordings screen will be displayed.



**Note:** the interpreterQ software does some advanced post-processing on all recordings. This step ensures that all audio and video is correctly in sync throughout the whole recording. It also adjusts the recorded audio level to an optimal setting. Because of that, you will see a “busy” icon next to all recordings being processed (see screenshot above). When the processing has finished, the file download starts, which is indicated with a down arrow next to the student name. When the download has finished the recording can be displayed in the recordings screen for further review. Depending on the recording time, this processing and download step can take from a few seconds up to a few minutes.

## 7. Review the recordings.



When all recordings are collected, the student work can be reviewed and discussed with the students. You can also click the link **“Open in explorer”** in order to access the stored recordings, copy them to another location or take them home for later review.

### Notes

- For more info on the possibilities of activity review in interpreterQ during class, read the manual **“How to review activities”**
- If you want to use interpreterQ to take an exam, read the manual **“How to use interpreterQ for examinations”**