

RELAY INTERPRETING WITH IPADS IN HIGHER EDUCATION

Mgr. Veronika Neničková



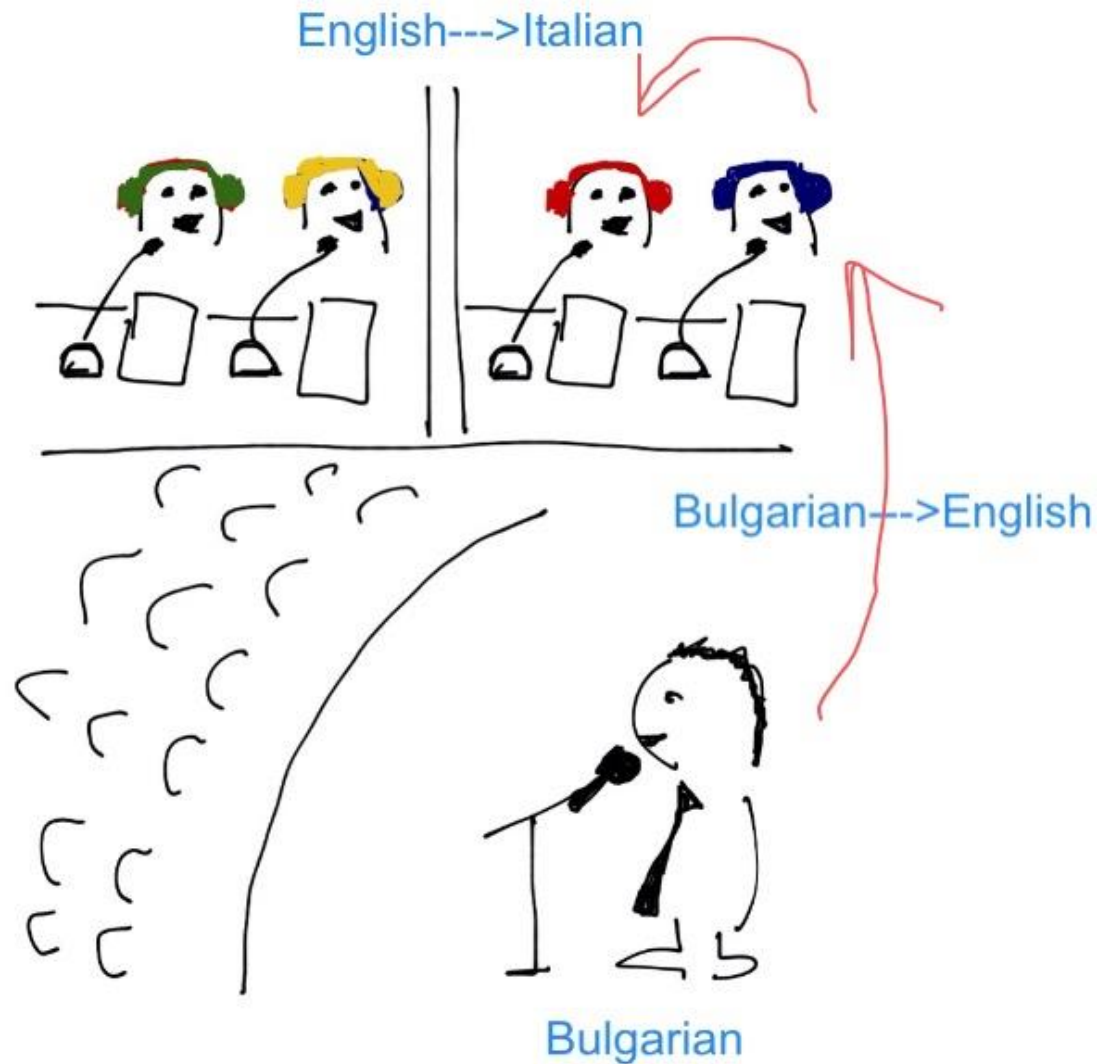


- 1. The idea**
- 2. Application of the idea**
- 3. Feedback on the idea**



1. The idea

RELAY INTERPRETING





2. Application of the idea



- A. Preparation**
- B. Instructions at the beginning of the practice**
- C. During the practice**
- D. At the end of the practice**
- E. After the lesson**

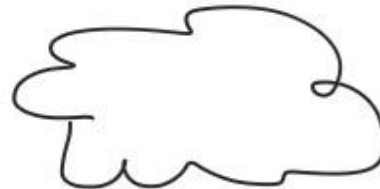








- A. Preparation**
- B. Instructions at the beginning of the practice**
- C. During the practice**
- D. At the end of the practice**
- E. After the lesson**



autoevaluation



LMS (moodle)
Workshop module



peer evaluation + teacher feedback





3. Feedback on the idea



IPADS AFFECTED YOUR PERFORMANCE?



more focused



better

less nervous

BOOTHS VS. IPADS?

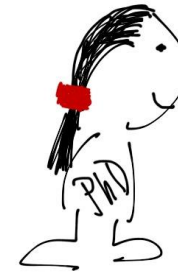


BOOTHS

more real life

IPADS

recordings



BOOTHS

limited number

IPADS

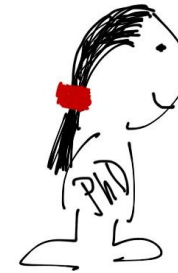
everybody active

any classroom any time

DOWNSIDERS TO IPADS?



distracting noise (but dealt with it)



distracting noise (but dealt with it)



The solution proved well.

Similar situation?

GET INSPIRED!

THANK YOU FOR YOUR ATTENTION!

Mgr. Veronika Neničková



ELEARNING OFFICE

Centre for Information Technologies
Faculty of Arts, MU
Gorkeho 7, 602 00 Brno

elf@phil.muni.cz
<https://elf.phil.muni.cz/kancelar>
+420 549 491 592 | + 420 775 444 529