

## Welcome to Translation Unbound!

### *Workshop Description*

This workshop is a three-in-one! Three critical principles of community-engaged scholarship will be explored in three breakout sessions: **communication through Course Design, collaboration through Community Partnerships, and creativity through Transcreation Projects**. After being introduced to them all, you will have the chance to explore two of the principles more deeply by attending two of the three breakout sessions. Then we will all come back together for final group sharing and reflection!

### *Motivating Questions*

- ❖ WHAT is community-engaged scholarship? And WHY should we participate in community-engaged research?
- ❖ HOW do you design a community-engaged research project (and/or course)? And HOW do you align your learning goals with the community's goals?
- ❖ HOW can you foster community partnerships?

### *Key Concepts*

✓ Communication ✓ Collaboration ✓ Transparency ✓ Reflexivity ✓ Transcreation

### *Learning Goals*

- **Students and scholars:** Learn methods and principles to help you conduct respectful, successful research projects (and/or transcreation projects) with a diverse, urban community
- **Instructors and administrators:** Learn how to design courses and outreach initiatives that emphasize the importance of a healthy, interactive, reciprocal relationship between the university and our local community.
- **Community members and leaders:** Discover three important things – (1) the university is supportive of you, (2) students and faculty who approach you about potential projects will seek and honor your ideas and contributions, and (3) you have something to teach researchers and students

Welcome and introduction to the workshop team: 15 minutes



Three concurrent workshopping stations: 25 minutes x 2 = 50 minute

		
<b>CE Course Design</b> <ul style="list-style-type: none"><li>• Maria and Stella</li><li>• Topic: Outreach to community leaders for partnership and paraprofessional support</li><li>• Keywords: communication, reflexivity, and transparency</li><li>• 10 minutes</li><li>• Activity: Flowchart for participants to "test-drive" their CE course ideas: 10 minutes</li><li>• Group sharing: 5 minutes</li></ul>	<b>CE Partnerships</b> <ul style="list-style-type: none"><li>• Dana, John, Linford, and Wayne</li><li>• Topic: Co-creation of research (i.e. surveys, data collection, website)</li><li>• Keywords: agency and collaboration</li><li>• 10 minutes</li><li>• Activity: Questionnaire to reflect on their own community engaged or volunteer experiences: 10 minutes</li><li>• Group sharing: 5 minutes</li></ul>	<b>CE Transcreation Project</b> <ul style="list-style-type: none"><li>• Diana, Fawzi, Lily, Lisa, Matthew, Monica, and Sara</li><li>• Topic: Students' ongoing projects and experiences with interviews, site visits, and paraprofessional support</li><li>• Keyword: Transcreation</li><li>• 10 minutes</li><li>• Activity: Q&amp;A with students about their research, projects, and CE learning: 10 minutes</li><li>• Group sharing: 5 minutes</li></ul>

Total: 25 minutes + one repeat (25 minutes); same for all stations

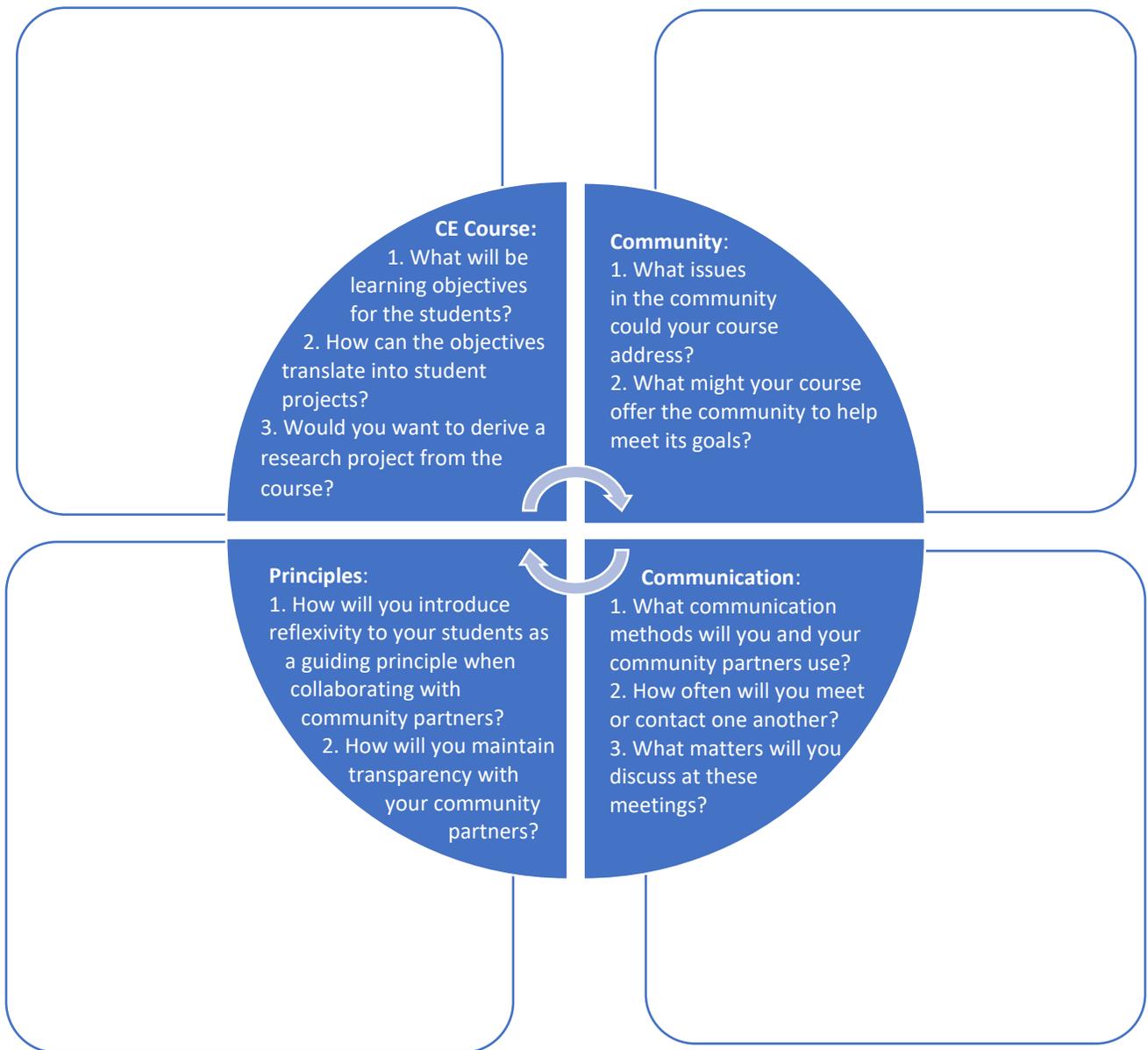
Final reflection, sharing, and feedback: 10 minutes

BREAKOUT SESSION I: CE COURSE DESIGN



**Flow Chart for 10-minute 'Test Drive'**

- Use the blank spaces in the chart below to brainstorm your own community-engaged course



Other thoughts/ comments/ notes?

**BREAKOUT SESSION II: CE PARTNERSHIPS**



**Questionnaire for 10-minute Paired Discussion**

- Choose one to three of the questions below to ask the person(s) sitting next to you. (How many you discuss is entirely up to you!)
- Don't rush and please ask each other your own follow up questions as necessary.

1) What community-engaged project are you considering or currently working on?

a. What is your role? (A researcher? An instructor? A representative from a local organization? etc.)

b. What specific issue(s) do you want your CE project to address?

2) Who (or what type of community members/ leaders) do you think could help you with your project?

a. How do you imagine they can help/ support you? What do you expect to learn from them?

b. In return, how will your project support/ benefit the community? How can you ensure that the collaboration is reciprocal/ mutually beneficial?

3) What will be the starting point? Who will be your first contact? What sort of discussion will you begin with?

4) If you have prior service-learning experience, have you had any ambiguous or negative experiences? How might you overcome or prevent such experiences reoccurring?

**Do you have any lingering questions about community partnerships?**

---

---

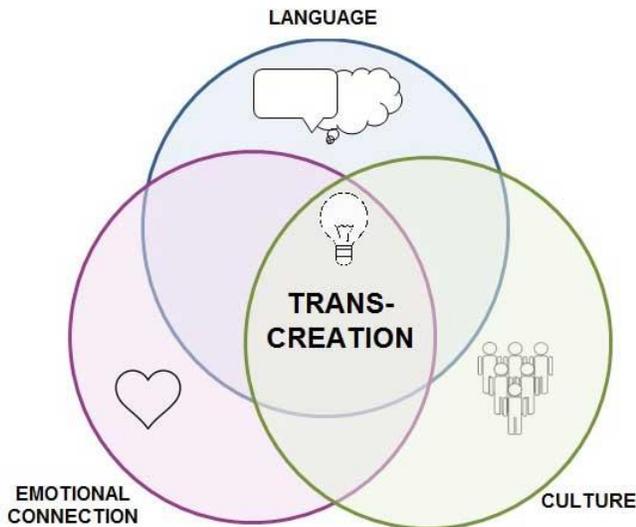
---

---

### BREAKOUT SESSION III: CE Transcreation Project



#### What is “Transcreation”?



Transcreation, as an emerging professional field, is often associated with marketing with a translingual, transcultural, and multimedia focus. However, transcreation can also be involved in socially oriented projects.

*Diagram from “Transcreation: Why Do We Need It?” by DigitalGov.*

#### Transcreation Reflection Prompts for Students

- How does the community-engaged transcreation project complicate your thoughts about one or two topics that we’ve covered in class, including general concepts such as translation competence vs. viability and specific techniques such as foreignization, domestication, and localization?
- How has the project heightened your awareness of a social issue faced by the community partner, considering its structured invisibility and viable systemic solutions that your project can perhaps be part of?
- Reviewing your perceptions of the community or the community partner before, at the beginning, and towards the end of the project, do you see changes that might impact your personal values and behaviors?

**Jot down any questions you want to ask the students during the 10-minute Q&A:**

---

---

---

---