



School of Applied Linguistics
**IUED Institute of Translation
and Interpreting**

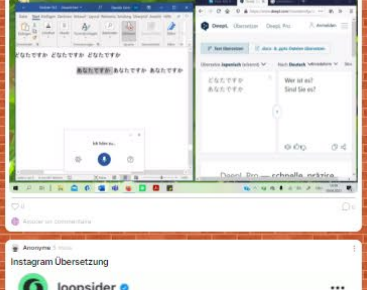
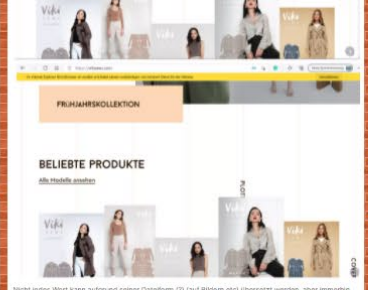
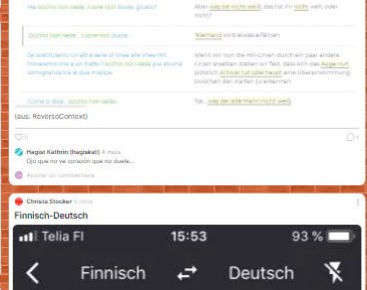
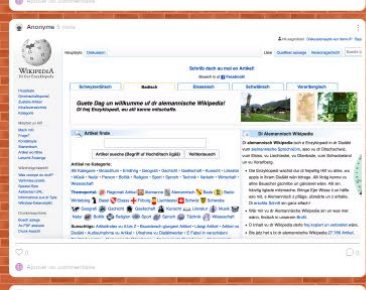
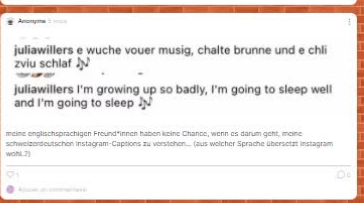
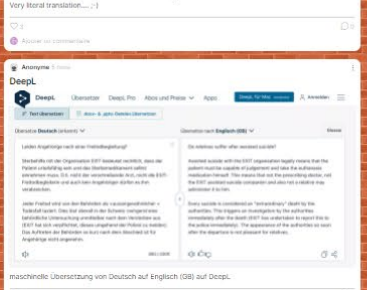
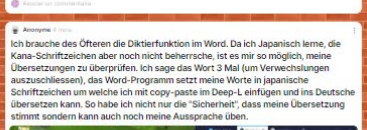
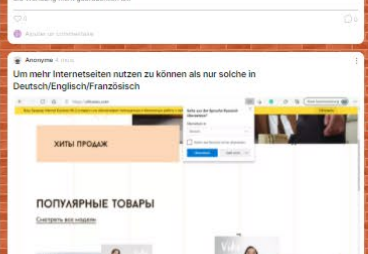
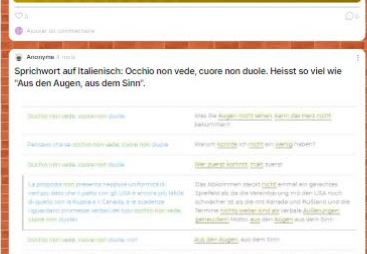
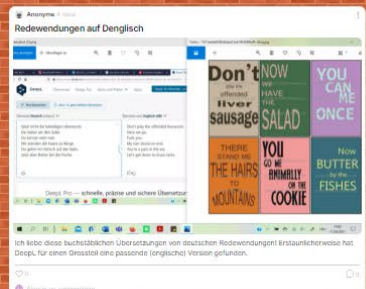
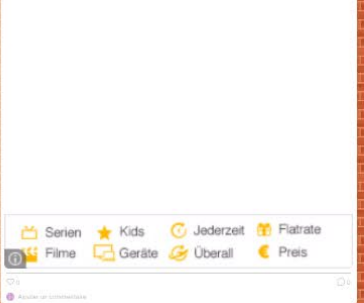
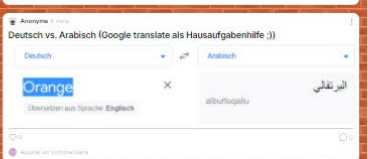
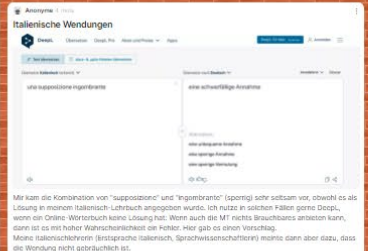
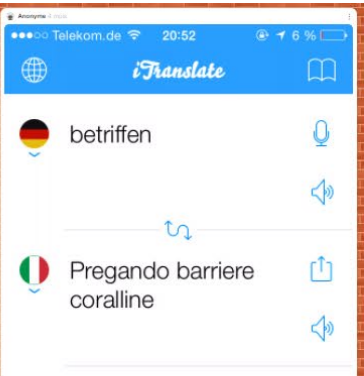
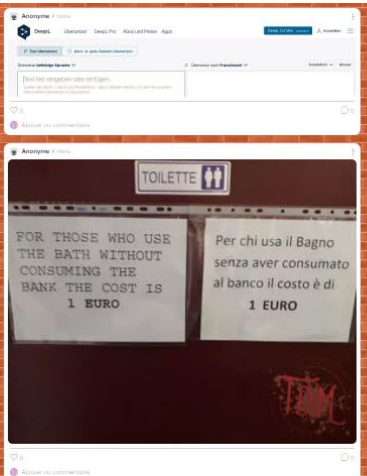
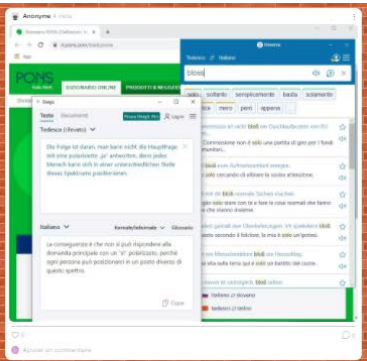
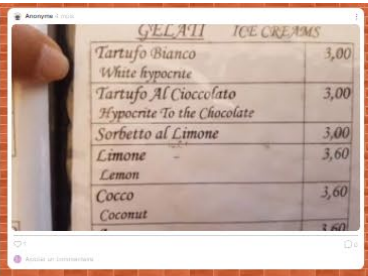
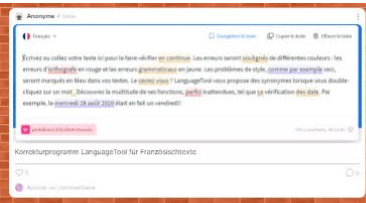
Maschinelle Übersetzung und automatische Textgenerierung – Was ist wichtig für den Einsatz von künstlicher Intelligenz in der Lehre?

Caroline Lehr, Alice Delorme Benites, Sara Cotelli & Elizabeth Steele

Innovation in der Lehre, 28. Oktober 2022



Maschinelle Übersetzung (MT) ist allgegenwärtig



MT Literacy an Schweizer Hochschulen

swissuniversities

P-8 Digital Skills programme, 2021-2024



School of Applied Linguistics
IUED Institute of Translation
and Interpreting



Alice Delorme Benites



Elizabeth Steele



Caroline Lehr



Sara Cotelli



Elana Summers



Berner Fachhochschule
Haute école spécialisée bernoise
Bern University of Applied Sciences



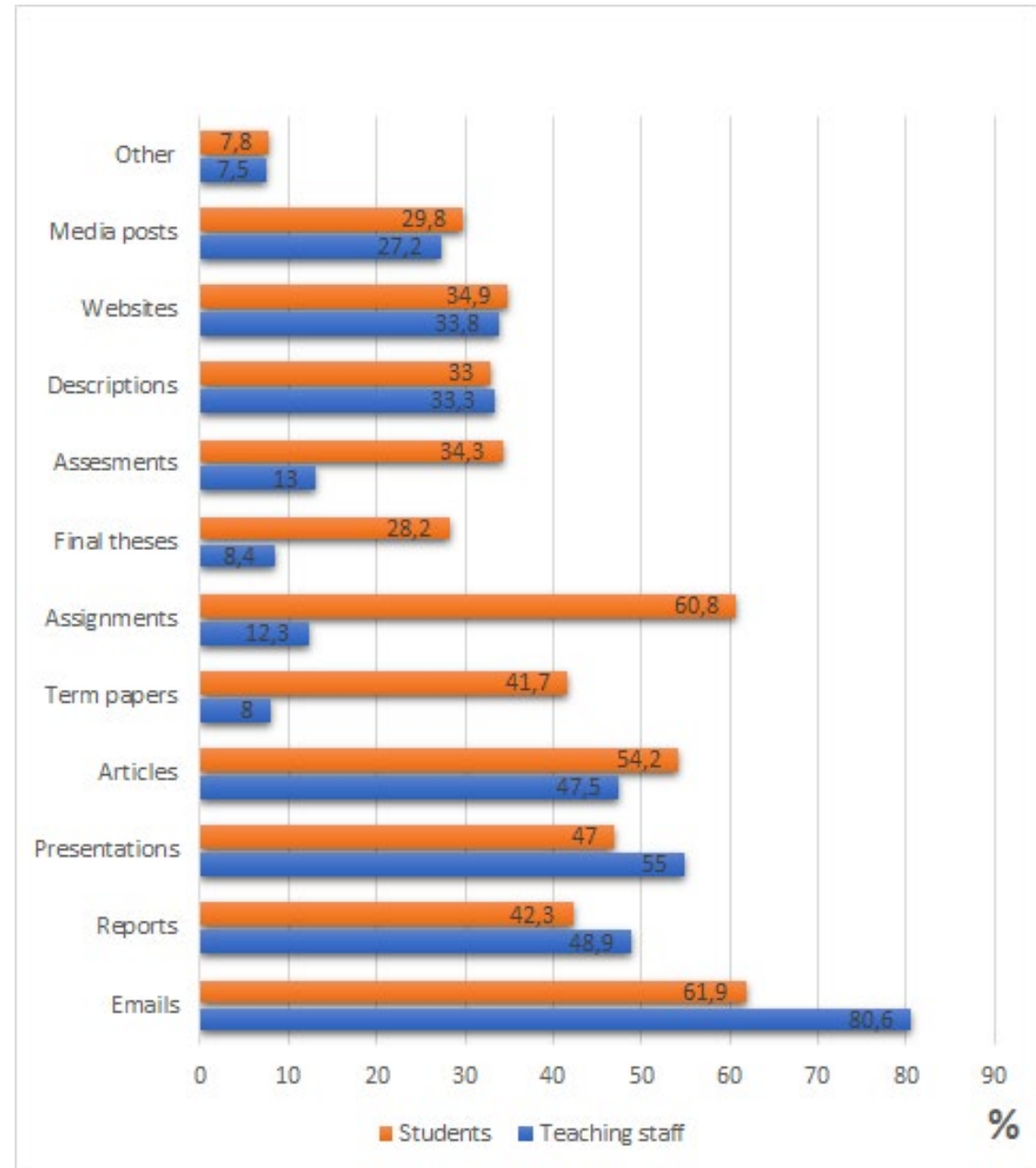
Zürich Universities of
Applied Sciences and Arts

Welche Rolle spielt MT an Schweizer Hochschulen?

What types of documents do you use MT for? (%)

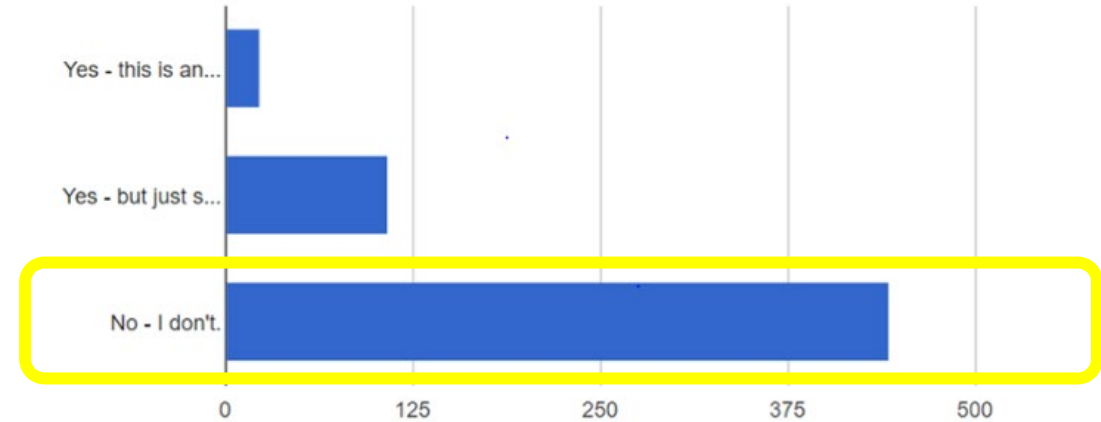
Studierende n=1290

Dozierende n=438

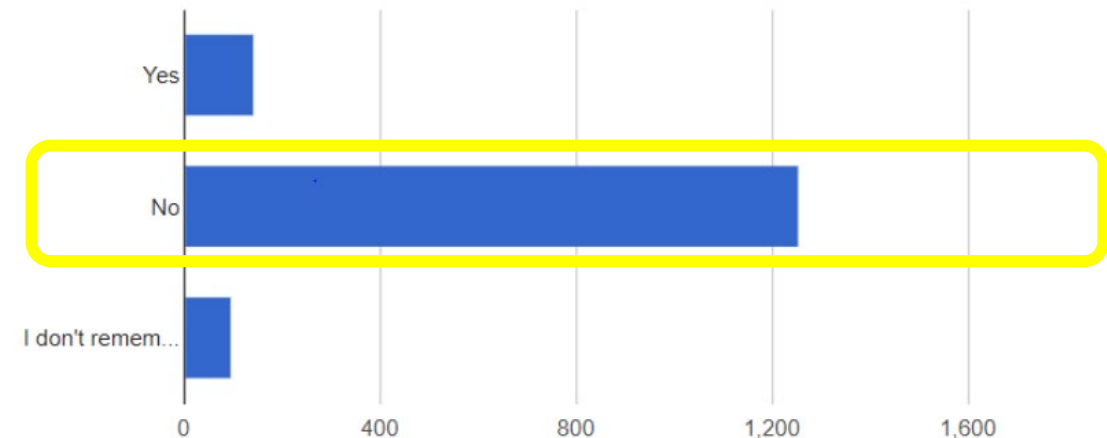


Welche Rolle spielt MT an Schweizer Hochschulen?

Do you inform students about MT –
how it works, potentials, risks?
n=573 Dozierende



Have you ever had any explicit
instruction on MT?
n=1495 Studierende



Welche Rolle spielt MT an Schweizer Hochschulen?

Have you ever used a machine translation system (e.g. Google Translate or DeepL)?

81% yes

Do you think that most university staff are aware of the risks of using MT?

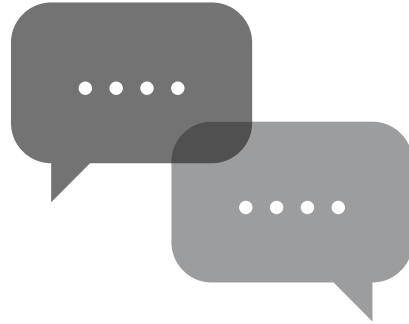
27% yes

n=1,196
Wissenschaftler:innen

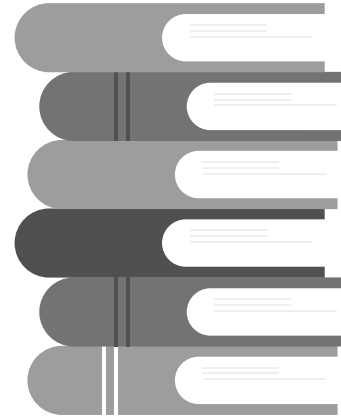
Mögliche Rollen von MT in der wissenschaftlichen Arbeit



Hintergrund-Recherche



Präsentation von Ergebnissen



Veröffentlichung

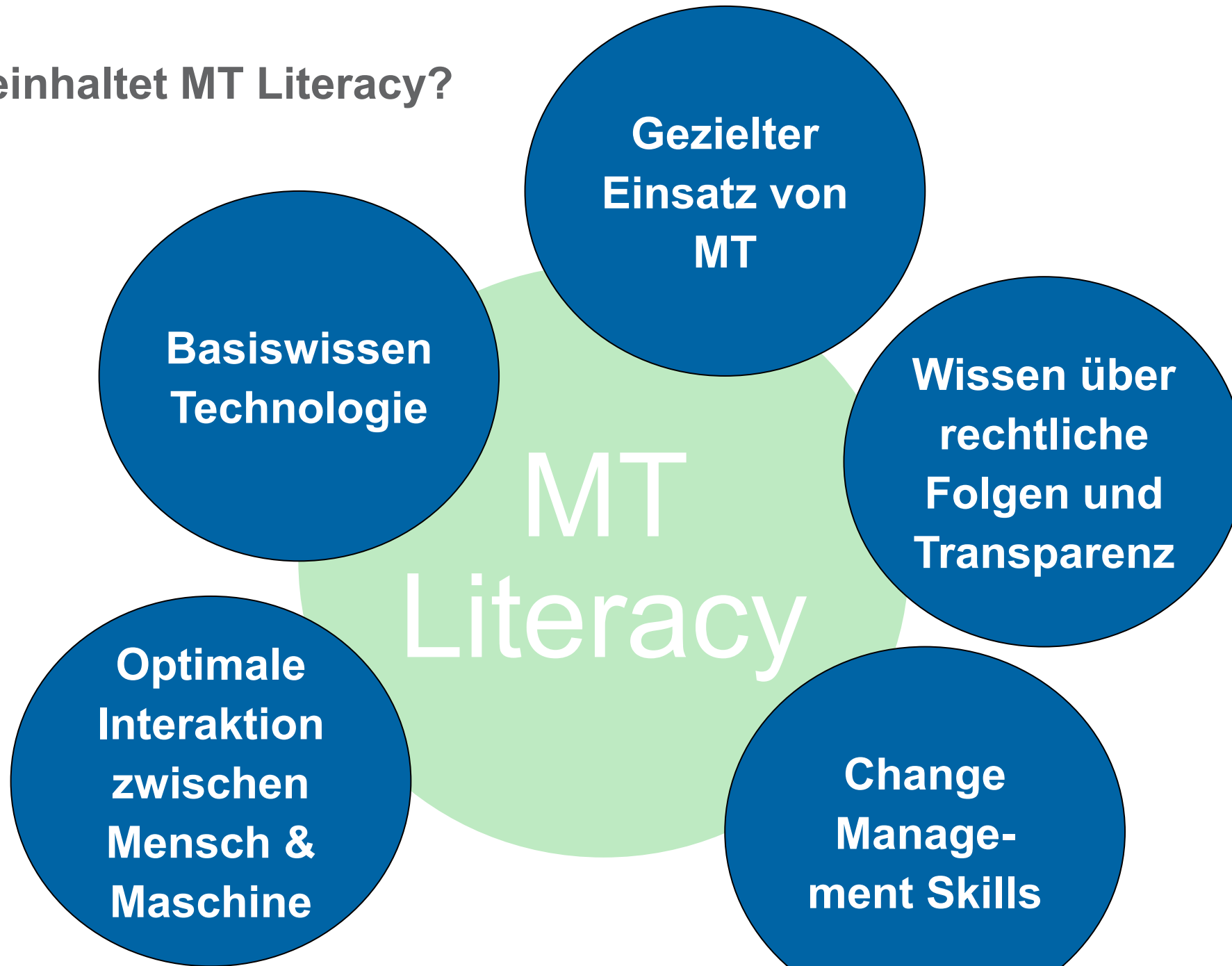


Analyse verbaler Daten

Dissemination an die Öffentlichkeit



Was beinhaltet MT Literacy?



Welche Literacy braucht es für automatische Textgenerationstools?



Welche weiteren Fragen werfen diese KI-basierten Tools für die Lehre auf?

- Wie können wir MT und Textgenerations-Tools in die Lehre integrieren und dabei die Digital Literacy der Studierenden fördern?
- Müssen wir sprachliche Kompetenzen neu definieren und welche sprachlichen Kompetenzen werden in Zukunft benötigt?
- Wie sollten wir sprachliche Kompetenzen und Textproduktion in Zukunft messen und bewerten?

