

# Mapping Translation & Interpretation Courses Using Student Digital Portfolio Development

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## Abstract

Faculty are consistently challenged by the ongoing task of establishing a chronological and coherent order to course content that students are able to follow without confusion while ensuring thorough coverage of learning outcomes. This article advocates for the innovative use of websites as digital tools to streamline student navigation through course material. By immersing students in fundamental translation and interpretation methodologies, these online platforms transform into dynamic workspaces, fostering practical skills essential for future professional endeavors. Website creation acts as a bridge, seamlessly integrating academic teachings on principles, techniques, and processes of translation and interpretation with practical aspects of professional readiness. Through this integration, students gain invaluable insights into market dynamics, client acquisition strategies, pricing methodologies, and ethical considerations crucial in the translation and interpretation industry. Several theoretical frameworks, including constructivism, experiential learning, social constructivism, and connectivism, support the use of website portfolio development as a teaching tool. By aligning website portfolio development with these frameworks, educators tap into the potential of digital tools to enrich student learning, increase engagement, and prepare them for the complexities of the modern world. Consequently, the utilization of websites as educational tools enhances student engagement and comprehension and promotes a strong foundation for success in the ever-evolving field of translation and interpretation. This article concludes with sample websites developed by students to provide faculty with a framework that they can use to implement a website portfolio into their translation courses.

**Keywords:** digital portfolio; learning outcomes; professional development; translation & interpretation; website design