

# Collaborative Approach to Translating Online Learning Content:

A Partnership Between the Research Data Management Librarian Academy (RDMLA) and National Taiwan University (NTU) Library

Ashley Thomas<sup>1</sup> and Zhan Hu<sup>2</sup> <sup>1</sup> Countway Library of Medicine, Harvard Medical School, Boston, Massachusetts, USA;  
<sup>2</sup> School of Library and Information Science, Simmons University, Boston, Massachusetts, USA

- The RDMLA is a **global professional development program** for librarians and other professionals working in research-intensive environments
  - **Launched in October 2019**, the course currently hosts 11 units and 1 mini-module, and was **created through a collaborative effort** of 15 academic institutions, data-oriented organizations, government agencies, and educational technological company
- To reach a broader learner community, the RDMLA established a Chinese translation partnership with the National Taiwan University (NTU) Library in early 2020
  - ***The partnership is based on a shared purpose of providing better access to quality, open access educational materials to broader learning communities***
- Through a collaborative approach involving an **iterative review**, both teams ensure the translation **retains authenticity and integrity of the original content**
  - Due to the nature of the project, **we developed our own workflow** based on availability and resources of both teams
    - The workflow allowed for the varied technology and translation process between the teams
- NTU team assumes the financial commitment of their translation work, while RDMLA maintains the rights to the original materials
  - Both teams have **equal access and use of the Chinese translation**
  - The translation will be **presented as its own course** on Canvas Network and available in mid-November
    - The course and **all materials is open access and free** to all users



IN PERSON | VIRTUAL

## CHALLENGE 1:

Issues with translating technologically oriented content: What terms should/should not be translated?

### SOLUTION 1:

- Acronyms are to always be spelled out and remain untranslated
- Associations, programming languages, software, and platform tools, remain untranslated

## CHALLENGE 2:

Issues with translating conceptual content: How to handle typical American expressions and idioms?

### SOLUTION 2:

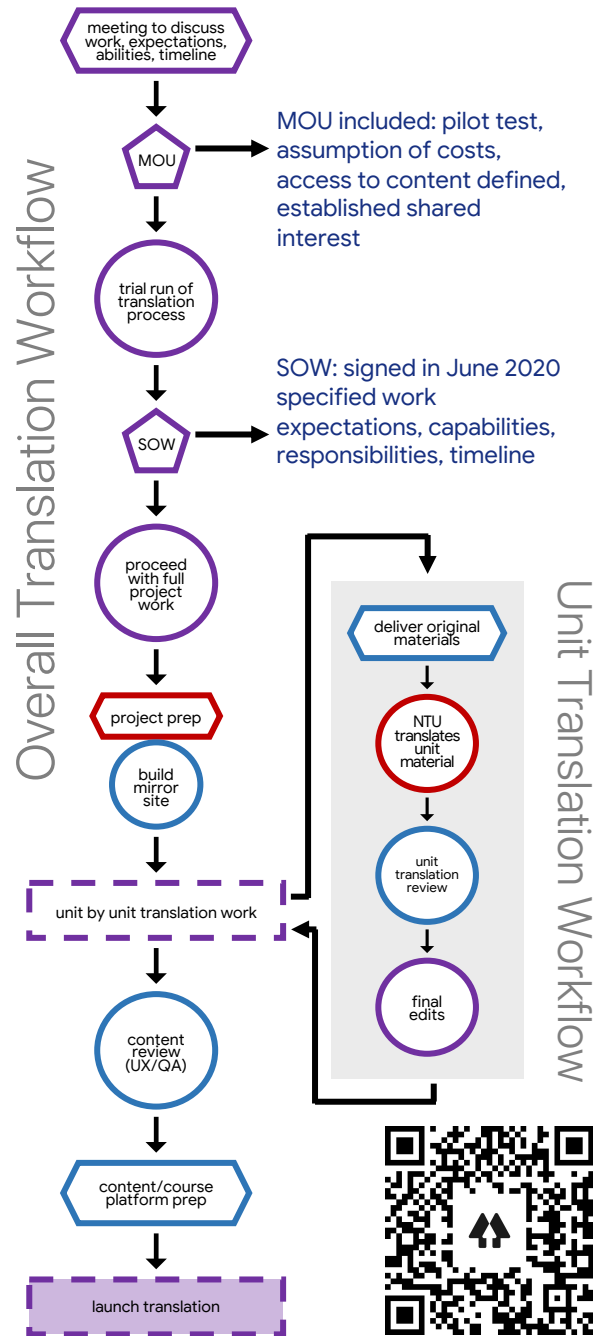
- Field-related theories and principals (ex: FAIR) are spelled out in English and background context in Chinese
- Idioms and American expressions - teams work to find an equivalent Chinese expression
  - When a literal translation is not available, a semantically equivalent version is substituted

## CHALLENGE 3:

Terminology differences in Taiwan and Mainland China: How to approach different terms used in two locations when goal is to reach all Chinese speakers?

### SOLUTION 3:

- A glossary table is included in each unit to list frequently used terms in both traditional and simplified Chinese



## LESSONS LEARNED:

- "It takes a village":** A team needs more than just translators - content experts and coordinators are also essential.
- Careful planning and flexibility:** Planning helped minimize cost and maximize productivity; understand timelines may need to change midstream; technical difficulties were overcome by anticipating future snags.
- Best practices for the translation and review process:** Translating learning content is not a literal word-for-word translation, there are strategies and mindfulness associated with handling both conceptually and technology content.
- Maintain rigorousness in translation accuracy:** It was important to keep a high level of rigor and quality, which was achieved by each team inspecting the translation at different levels of granularity to ensure consistency and accuracy.

**RDMLA**  
RESEARCH DATA MANAGEMENT LIBRARIAN ACADEMY



國立臺灣大學  
National Taiwan University



IN PERSON | VIRTUAL