

A Study of Optimizing the MTI Educational Management System Based on Professional Demands

Wang Chun^{1,a,*}, Guo Shuang^{2,b}

¹School of Foreign Languages, Wuhan Textile University, Wuhan, China

²Xianning Medical College, Hubei University of Science and Technology, Xianning, China

^a34332345@qq.com, ^bguoshuang@hbust.edu.cn

*Corresponding author: 34332345@qq.com

Abstract: *The Master of Translation and Interpreting (MTI) program in China is emerging as a new model for talent development, and its teaching and management are currently in an exploratory phase. This paper discusses the importance of standardizing MTI educational management and emphasizes the significance of focusing on process management as a key means to enhance the quality of MTI graduate education. Effective MTI education should not only strive for the standardization of educational management to ensure the cultivation of qualified professionals but should also encompass the entire MTI education process, including the stages of enrollment, training, and graduation defense. Drawing from the specific context of our institution, this paper conducts research into how to construct a professional demand-oriented MTI educational management system from three dimensions: students, teachers, and administrative institutions.*

Keywords: *MTI, educational management system, professional demand-oriented, graduate education*

1. Introduction

In recent years, lots of educators and scholars from various universities have conducted a series of research studies on MTI education, including curriculum design, training models, internship practices, and more, achieving significant progress. With the explosive growth of information and the advent of the era of big data, the translation profession has entered a period of rapid development. As noted by Tian Yan (2012: 69), the demand for translation materials has not only increased in quantity but has also diversified in form. The traditional manual and artisanal approach to translation can no longer meet the demands of the translation service profession.[1] The translation market now seeks professionals not only in translation practice but also in translation management and translation technology, as highlighted by Yao Jinqing (2013). The requirements for translators extend beyond bilingual proficiency and translation skills which now include specialization, professionalism, and skillfulness.

However, due to the rapid growth in recent years and certain deviations in educational philosophies, professional degree education still faces some challenges.[2] Vice Director Sun Yegang of the State Council Academic Degrees Committee characterized these issues as a phenomenon of "Four Transformations," with the fourth transformation being "marginalization of management." Hence, Vice Director Sun Yegang believes that to promote the education of professional master's degrees, it is essential to standardize management, innovate models, and enhance quality. In light of the specific circumstances within our institution, this paper explores how to achieve optimization in the MTI educational management system, focusing on the stages of enrollment, training, and graduation defense.

2. Enrollment and Educational Management Informatization

To successfully achieve the goals of "comprehensive examination" and "safe research examination," the enrollment management department and various enrollment units/examination centers must embrace a shift from a "management-oriented" approach to a "service-oriented" approach and vigorously promote informatization.[3] It involves constructing a next-generation information management system for the enrollment examinations of graduate students. The next-generation system should seamlessly integrate throughout the entire process of master's student enrollment examinations, emphasizing a service-oriented philosophy, focusing on user experience, and meeting the high demand for information sharing and swift interaction.

In designing and optimizing the information management system for master's student enrollment examinations, it is imperative to leverage the advantages of digital technology. This system should not only be capable of handling and storing large-scale enrollment data but should also possess functions for data statistics, analysis, and mining. [4] It should provide accurate, timely, and scientifically sound decision support for the enrollment management department and relevant departments within the school. This shift allows the school to redirect its focus from managing vast enrollment data to key tasks, such as optimizing enrollment workflows and enhancing the quality of graduate student sources.

Based on these principles, we propose the establishment of information management system for master's graduate enrollment examinations(Fig.1).

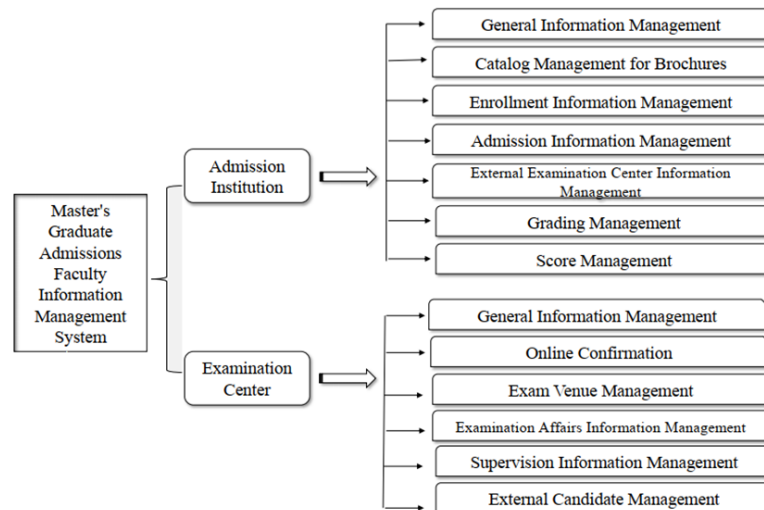


Fig. 1: Functional Structure Diagram of the Master's Graduate Admissions Examination Information Management System

Due to the relatively fixed policies and procedures in various stages of enrollment examinations, the system incorporates a comprehensive set of business-related rules and constraints. It automatically performs data logic validation across different modules to eliminate the generation of erroneous data at the source. The system ensures full paperless information transmission and interaction among all users.

The practical application of the Master's Student Enrollment Examination Information Management System has significantly enhanced the school's management level and service quality in graduate student enrollment examinations. It provides an effective guarantee for the swift response to examination-related information, whether in emergency situations or during routine scenarios, and facilitates the realization of the goals of "comprehensive examination" and "safe research examination."

3. Three-Dimensional Teaching Management during the Training Phase

Given that a professional master's program should reflect its specialized characteristics, this trait should be based on the school's unique features. Different universities should cultivate outstanding translation professionals in relevant fields based on their own characteristics and strengths. In our university, the training of translation professional master's students should leverage the institution's overall strengths, focusing on the textile and apparel industry and aligning with regional economic and social development. Specializations should include textile technology translation, international cooperation and business translation, and language services, aiming to nurture translation professionals with profession-specific skills to meet the diverse demands of society.

3.1 Three-Dimensional Curriculum System

The modern translation profession has exhibited tendencies towards industrialization, diversification, informatization, process-driven operations, collaboration, and professionalism. It addresses issues beyond traditional language translation, including translation project management, terminology standardization, use of translation memory, and typesetting, among a range of "non-linguistic" concerns. These factors indicate that, as the division of labor within the translation service profession becomes more specialized, the traditional model of training translation professionals centered around language

translation skills is no longer adequate to meet the profession's demand for a new type of translation talent. [5] The training of MTI graduates should encompass a comprehensive training system, which includes "language skills + profession skills + professional ethics + specialized knowledge." Accordingly, in terms of curriculum design, a three-part curriculum system should be established, consisting of "basic skills courses, professional ethics courses, and specialized courses."

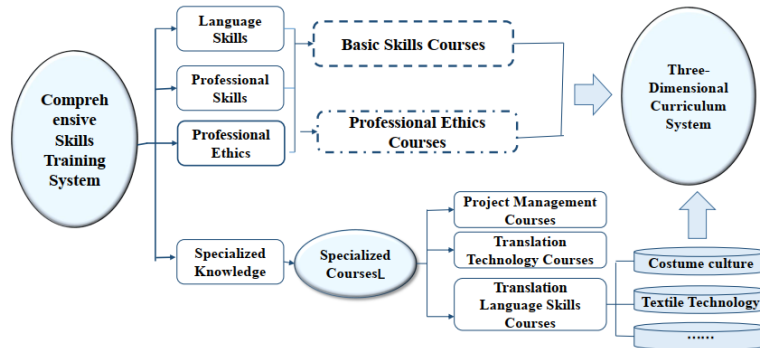


Fig. 2: Three-Dimensional Curriculum System

As shown in figure 2, in this curriculum system, basic skills courses and professional ethics courses are compulsory course modules. Basic skills courses consist of two modules: language basic skills and profession basic skills. The language basic skills module primarily includes traditional language foundation courses found in conventional translation education, encompassing language proficiency training courses and translation skills training courses. To meet the demands of the modern translation service profession for professional translation talent, courses related to translation technology, translation project management, localization, and similar subjects should be incorporated into the profession basic skills module.

Professional ethics courses mainly aim to cultivate the translation profession's ethical standards, foster teamwork and collaboration among translators, and enhance the psychological well-being of translation professionals.

Specialized courses are elective courses, and each MTI training unit can design courses based on its specific training direction. For example, if the focus is on training professional translation talent, additional language and translation skills courses can be added. Within this course module, further specialization can be achieved in various domains such as textiles and apparel, with relevant specialized courses. If the focus is on translation technology, courses related to translation technology, such as computer-based courses, can be added. If the emphasis is on translation project management, courses related to project management can be introduced. Students can determine their own developmental direction based on their specific circumstances and select corresponding specialized courses, thereby pursuing a path of "differentiation."

3.2 Regionalized Faculty Sharing

Implement regional faculty sharing and on-campus faculty sharing plans. The training of translation master's students encompasses multiple domains, and each MTI training unit may find it challenging to have all the necessary faculty expertise in-house. Moreover, if each MTI institution were to train and reserve faculty in various specialties, it would result in redundant faculty development. A solution to this issue can be drawn from the localized faculty aggregation model in North America and Europe. Under this model, translation profession associations and MTI Teaching Guidance Committees take the lead in establishing MTI Faculty Centers in each MTI training unit and implementing regional faculty sharing plans.

In this model, each center has its own faculty while simultaneously sharing faculty with other colleges within the same university and with other MTI Faculty Centers in the same region. Each teacher's work is divided between "college" and "center." MTI training units selectively conduct faculty development based on their unique characteristics and strengths. Adjacent MTI training units in the same region coordinate and implement complementary faculty development plans. This approach allows for the joint mobilization of faculty resources between different schools and different colleges within the same university, forging a path for interdisciplinary and inter-school faculty development.

This faculty sharing model seeks to address the challenges of faculty diversity and specialized expertise needed for MTI education while avoiding unnecessary redundancy in faculty development.

4. Streamlined Teaching Management during the Graduation Defense Phase

MTI teaching management institutions serve as grassroots workers directly interacting with faculty and students, playing a supportive, service-oriented, and supervisory role in the graduate student training process. This role includes the bi-directional selection of MTI graduate advisors, the development of training plans, and participation in the entire MTI training process.

As a teaching management institution, the first responsibility is to review the qualifications of applicants for their defense because applicants can only enter the defense phase after their thesis has passed the evaluation. The graduation defense process is divided into pre-defense and formal defense stages.

Pre-defense tasks primarily involve announcing the pre-defense, conducting the pre-defense, and publicly declaring whether the pre-defense is successful. Only students who pass the pre-defense can proceed to the next round of the formal graduation defense. Formal defense tasks primarily involve submitting the thesis for review, conducting blind reviews, providing feedback on the reviewers' comments, determining the defense time, location, defense committee, conducting the formal defense, issuing a defense conclusion, and compiling and submitting graduation defense materials upon successful completion. Furthermore, it is essential to appoint formal defense group secretaries in advance (usually taken on by young core faculty members responsible for MTI teaching) and provide them with training on the defense procedures in advance to ensure the smooth completion of defense work.

This streamlined approach ensures the efficient management and execution of the graduation defense process, which is a critical phase in the MTI education cycle.

5. Conclusion

The emergence of MTI education is a direct response to the rapid increase in the demand for high-level translation professionals in the translation service profession. In light of the specific context within our institution, this paper has outlined a three-dimensional teaching management model for MTI education, considering students, faculty, and administrative institutions.

MTI education is closely aligned with profession needs, establishing a training model that caters to profession requirements while optimizing the education management model. It ensures the effective implementation of the MTI training philosophy and enhances the quality of education for MTI students that the comprehensive approach emphasizes the importance of aligning education with real-world professional demands, fostering a dynamic and adaptive learning environment that prepares MTI students for success in the translation profession.

Acknowledgements

*This paper was sponsored by 2021 Hubei Province Unveiled Project, Research and Development of Fibre-based Advanced Protective Materials (Project No. 2021BEC014).

References

- [1] Frans A. van Vught; Don F. Westerheijden. *Towards a General Model of Quality Assessment in Higher Education*. Higher Education, 1994.
- [2] Fátima Suleman. *The employability skills of higher education graduates: insights into conceptual frameworks and methodological options*. Higher Education, 2018.
- [3] Baker Rachel. *Understanding College Students' Major Choices Using Social Network Analysis*. Research in Higher Education, 2018.
- [4] Lyn Alderman. *Mapping government reforms in quality against higher education theory: is the relationship symbiotic?* Quality in Higher Education, 2016.
- [5] Eugenie Samier. *Educational Administration as a Historical Discipline: An Apologia Pro Vita Historia*. Journal of Educational Administration and History, 2006.