

Coded Open-ended Questions

Professional Interpreter and Supervisor Survey

I. Types of software (212 responses)

A. Online software (73)

1. Web design and maintenance (42)
 - a. Curriculum for Internet and family activities (3)
 - b. Use of Internet for marketing (4)
 - c. General interpretive website design (35)
2. Internet navigation and research skills (evaluate what is credible and good, use search engines) (16)
3. E-mail and listservs (10)
 - a. Use e-mail lists and listservs (5)
 - b. E-mail etiquette (4)
 - c. Familiarity with Microsoft Outlook (1)
4. Chat rooms (2)
5. Distance learning (2)
6. Online conferences (1)

B. Graphic editing and page layout software (26)

1. Specific skills (10)
 - a. Working with digital images (modifications, color, translate into different formats) (5)
 - b. Fonts (problems with print shops and required NPS Fonts, purchase postscript rather than truetype fonts) (2)
 - c. Brochure design (1)
 - d. Creating images to add to publications (1)
 - e. Overlay text on images (1)
2. Specific programs (16)
 - a. QuarkXpress (5)
 - b. Microsoft Publisher (3)
 - c. Adobe Photoshop (3)
 - d. Adobe Pagemaker (2)
 - e. Paint Shop Pro (1)
 - f. Adobe Illustrator (1)
 - g. Corel Draw (1)

C. Database software (Microsoft Access) (22)

D. Mapping software (GIS/GPS, mapping software, ArcView) (21)

E. Spreadsheet software (Microsoft Excel) (14)

F. PowerPoint issues (13)

1. PowerPoint is an important tool to learn (big growth in future, advantage in interviews, need to know, more critical) (9)
2. Should not spend much time teaching PowerPoint (ineffective, overused, poor, cheap-looking, bore audiences, used as a crutch) (4)

G. Resources available for interpretation (1)

H. Other types of programs (42)

1. Word processing (Microsoft Word) (6)
2. Multimedia programming (Macromedia, Visual Basic) (4)
3. Adobe Acrobat/Reader (4)
4. Microsoft Office products (4)
5. File management (organizing, information retrieval, storing, backup) (3)

6. Statistical programs (3)
7. Digital video (3)
8. Digital images archive (3)
9. Graphs and charts (2)
10. School program reservations (2)
11. Digital sound (2)
12. Exhibit design (2)
13. Windows environment (2)
14. Financial management (1)
15. Mail merge (1)

II. Moral issues with technology and interpretation (73 responses)

A. Interpreters must use technology carefully (58)

1. Solid interpretive skills are more important than technology (people skills, effective communication, knowledge of resource, learning styles, target audience, creativity) (25)
2. Technology is just one tool for interpreters (used appropriately, means to an end, not an end themselves) (14)
3. Technology cannot take the place of real interaction with the site (hands-on, sensory activities, not a substitute, nature) (13)
4. Balance the amount of time spent on computers and in the field (efficiency and prioritizing skills, younger employees spending more time on computers) (6)

B. Technology is an important part of interpretation (12)

1. The more students know, the better (Jacks of all trades, knowing flora, fauna, history isn't enough, computer skills are of *critical* importance, use computers everyday) (5)
2. Interpreters should be comfortable using technology (5)

3. Computers are liberating tools (not restrictive, shouldn't fear computers)
(2)

C. Teach about technology copyright use and ethics issues (3)

III. Preparing students for the real world (68 responses)

A. Students should work on real hands-on projects (products, real world, exploring programs, guest speakers, perhaps unrelated to field) (19)

B. Learn computer troubleshooting and maintenance (many sites do not have IT division, computer exhibits, equipment, system, Dos commands) (13)

C. Learn to work with limited technology resources (teach older methods also) (10)

D. Course must keep current in technology knowledge and skills (changes quickly, specific skills learned are not applicable for long, which best fits needs) (10)

E. Learn to work with other professionals and other fields (vendors, graphic designers, advertisers, fabricators, educators, marketing, leave more advanced skills to professionals) (8)

F. Teach about funding sources for technology (grants) (4)

G. Learn how to evaluate interpretive products created with technology (3)

H. Learn about the sign fabrication process and materials (1)

IV. Learning the basics (25 responses)

A. Students must understand basic design elements (images, colors, fonts, text) (11)

B. Students must understand computer basics (take a computing course, computer course specific to interpretation) (7)

C. Students must understand basic English skills (grammar, spelling, solid writing skills) (5)

D. Students should have basic typing skills (1)

E. Students should know photography basics (1)

V. Types of hardware (10 responses)

- A. Networks (use and security) (5)
- B. Familiarity with multiple platforms (Macintosh, Linux, import and export across systems) (4)
- C. Digital Cameras (skills are a must) (1)

VI. Course structure and providing other training (7 responses)

- A. Workshops should be offered for professional interpreters (NAI conference, permanent staff) (2)
- B. Require a course or classes dedicated just to this subject (3 units) (2)
- C. Training should be required for all permanent interpreters (1)
- D. Training sessions should be an appropriate length (1)
- E. Instructor must make computers accessible (1)