



Documentational approach to didactics The multilingual project

Translating Issues Report, concerning both the translator and the reviewer

Second version (June 2020)

Language: Norwegian

Translator: Iveta Kohanová & Øistein Gjøvik

Reviewer: Svein Arne Sikko

Sources: English and French version

Date: 30.7.2020

1. In a few lines, could you describe the main issues that emerged when translating the DAD entry or when interacting with the reviewer?

- issues linked to the context (social, cultural, or curricular);
- issues linked to the concepts at stake;
- issues linked to the vocabulary

- The most discussed issue was actually the translation of the theory name (Documentational approach to didactics), as there are no papers including this theory available in Norwegian yet and the word “documentational” directly translated to Norwegian sounds rather strange in the Norwegian language. So in the end we decided to be coherent with already established translations of notions related to instrumental genesis (Trouche, 2005):

instrumentation (eng) → instrumentering (no)

instrumental genesis (eng) → instrumentell skapelse (no)

documentation (eng) → dokumentering (no)

documentational genesis (eng) → dokumentell skapelse (no)

- The difference between “resource” and “re-source”. For “resource” we used the word “ressurs”, however, in Norwegian there is no such word/verb like “re-ssurs” corresponding to “re-source”. So we just explained the meaning of “re-source” as “å re-skaffe eller skaffe på annen måte”.
- Culturally, Norwegian teachers almost never used e-mail lists (“e-postlister”) for discussions in the past, web forums and Facebook groups were and still are used heavily, so the translation of Pierre’s RSSRs was quite demanding and it might be difficult for Norwegian teachers to understand it.
- It also was not clear what “naming systems” in section 6 mean, so we added a footnote explaining this term with a reference.
- Finally, the translation is made from English version of the paper. But in the translation process, when we couldn’t understand the English expressions or the meaning of the sentences, we used the French version.

2. Certain concepts, or processes raised difficulties, or discussions between the translator and the reviewer. We suggest that you explain these difficulties, and the choices you have made, for the notions of *resource*, *document* and for about three other notions, which seemed more particularly complex (e.g., scheme, operational invariant, instrumentation / instrumentalisation, documentational genesis, resource system, reflective investigation...)

	The word designing the concept of <i>Resource</i>
Possible translations, and associated definitions (in English)	“ressurs” Store norske leksikon/Large Norwegian encyclopedia: “A resource is

	something that can be utilized financially or that is useful in another way.”
Final choice, and motivation	ressurs
Scientific references using this word in the targeted language	several master theses

	The word designing the concept of <i>Document</i>
Possible translations, and associated definitions (in English)	“dokument” Store norske leksikon/Large Norwegian encyclopedia: “In ordinary language, a document is a piece of writing, a written statement or a written evidence. Documents are usually printed on paper or saved as a data file, but a road sign or control mark is also a document in the legal sense.”
Final choice, and motivation	dokument
Scientific references using this word in the targeted language	

	The word designing the concept of <i>Documentation</i>
Possible translations, and associated definitions (in English)	“dokumentering”, “dokumentasjon” Store norske leksikon/Large Norwegian encyclopedia: “”Å dokumentere” (to document) means bringing evidence, especially with the help of documents. It also means providing evidence or documentation.”
Final choice, and motivation	dokumentering
Scientific references using this word in the targeted language	

3. Other issues that you would like to share