

**Kiraly, Don, et al. (2016). *Towards Authentic Experiential Learning in Translator Education*. Mainz: Mainz University Press. 207 pp.**

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Since Holmes mapped out Translation studies (1972/1988), the profession has undergone innumerable changes, often because of technological revolutions. Against this background, this book presents important challenges and potential solutions to those challenges. Don Kiraly and eight of his co-authors have close affiliations with the University of Mainz; two contributors are based in Switzerland, and one in Spain. Consequently, we can expect substantial coherence and cohesion between the contributions. Indeed, Chapter 1 introduces and clarifies the scope of the book; Chapters 3 and 4 develop their authors' major arguments in educational philosophy and curriculum design, and Chapter 5 sets out the pragmatic technological realization of these proposals. The remaining chapters present research from a range of contexts in which authors have put authentic experiential learning into practice.

Raquel Pacheco Aguilar addresses authenticity in Translator education from the perspective of project-based learning which simulates the professional world and fosters learner empowerment enabling students to take control of and responsibility for their learning. She focusses on the concept of learning in Translator education to determine the implications of authenticity and tackle issues like the purposes of education and the relationships between educational agents and their environment. She contrasts the post-Bologna vision of learning as an economic transaction with the humanistic view of a communicative process leading to personal growth and change for those involved. She cites Dutch educational philosopher Gert Biesta who groups the aims of education into three domains: qualification, socialization and the cultivation of human subjectivity, and discusses the relevance of these three in Translator education (2010). Pacheco Aguilar finds that the cultivation of human subjectivity is the purpose that most benefits from authenticity and suggests we aim to help students become unique, autonomous, independent and, therefore, authentic individuals who cultivate humanity and free thinking. Pre-empting Kiraly's philosophical *mise en scène* in Chapter 3, Pacheco Aguilar sees "the responsible invention of the unpredictable" (p. 29) as a desirable aim we should promote by embracing authenticity and striving to facilitate students' growth and individuality.

Susanne Hagemann includes authenticity within a set of terms as she takes a pragmatic look at "Why Terminology Matters". She begins in the same project-based learning context but her purpose is to illuminate the relationship between the translation process and the teaching and learning of that process, and to compare definitions of key terms relating to the "professional" and/or "non-professional" status of students of translation and of the products of their learning. Hagemann discusses the purely

economic distinction between professional and non-professional: the former is paid, the latter unpaid. She then considers synonyms like “volunteer” or “expert-in-training”. From the “The Global Voices” project, she reports on the significant benefits obtained by students working in a non-professional context. Hagemann compares the professional/non-professional binomial with the stages of professional development proposed elsewhere: Kiraly’s use of “novice” and “expert” (2000), and Höning’s parallel academic/professional progression from 1st to 5th year, and from “non-professional” to “semi-professional” (2011).

In Chapter 3, Kiraly sketches out three pedagogical world views to suggest how they might influence translation pedagogy. He begins with empirico-rationalism, which he associates with a transmissionist approach, and then describes social constructivism. Finally, he outlines the emergent learning perspective. In this context, he places translation pedagogy within complexity science. Essentially, the position Kiraly now takes is one in which his pedagogical approach centered on collaborative, project-based learning and derived from social constructivism is superseded not in practical terms—his choice of classroom processes is unchanged—but in philosophical and pedagogical terms. Kiraly’s philosophical view has broadened to consider learning as a dynamic, ever-changing process. Learners in an emergent learning context develop in unpredictable ways as a consequence of their lived experience and their environment. They are changed by and through their learning.

From this starting point, Kiraly and Hofmann draw on research conducted in a European Union project, presenting an overview of approaches to the modeling of translator competence development and focusing on the nature of the learning process and how it is fostered within the university. The authors’ “Multi-Vortex Model of Translator Competence Development” contrasts with the “conventional box-based models” seen hereto. Their curriculum design model offers a dynamic, organic approach in line with the emergentist view of the nature of learning. However, they do not reject either transmissionist or social-constructivist pedagogies but incorporate them as necessary preliminaries on the path towards fostering emergentist learning.

To put these propositions into practice, Kiraly, Rütth and Wiedmann report on the use of the learning platform Moodle in a project to determine its ecological validity and efficaciousness in developing students’ translation competence, and the relationship between platform use and the individual instructor’s attitude towards social constructivist epistemology. They describe three instructors—the three authors—with differing attitudes and educational approaches, teaching different courses. These range “from simple to complicated to complex” (p. 92): the first, an undergraduate introduction to CAT tools for translators; the second, an advanced undergraduate course in specialized translation practice; and the third, an advanced, authentic, collaborative, postgraduate project-based translation course. The authors perceived a similar progression in terms of the nature of contextualization of learning in each of the courses, the didactic approaches of the three instructors, and the degree of authenticity of each course.

Qualitative data was collected through general and course-specific surveys of participants' views; instructor observations; feedback in Moodle forums and e-mail messages; and reflective comments on the Moodle blog. The authors found Moodle enhanced the learning experience of students regardless of the nature of the course. They conclude that the nature of an e-learning platform offers opportunities and creates needs that force learners to act with greater independence than they might in a traditional classroom. The online "distance" between learners and instructor meant students were less inclined to call on their instructor or peers and more likely to resolve issues themselves.

In the only chapter dealing with the training of interpreters, Maren Dingfelder Stone describes two innovations currently in use at the University of Mainz: the MOPSI self-study platform—an autonomous learning platform enabling students to practice note-taking, concentration, listening comprehension, memory, presentation, production and analysis—and the Friday conference—which offers semi-authentic, non-professional practice that enhances confidence and self-reliance and enables students to begin to automate many of the strategies they need.

From Karlsruhe University of Applied Sciences, Andrea Cnyrim presents work on developing intercultural competence via authentic projects. Of particular interest is her five-stage developmental model which identifies learners' levels of competence ranging from "develop an awareness of cultural-specific differences" (stage 1) to "develop the ability to modify one's own behavior with regard to the other culture (consciously and purposefully)" (stage 5).

Catherine Way from the University of Granada reports on an intra-university project in Translation and International Private Law aimed to overcome the constraints of simulated project work. Researchers' objectives covered a range of mainly non-discipline specific competences (pp. 151-152). Demographic and qualitative data were gathered through questionnaires that focused on the major objectives and students from both disciplines generally evaluated the project positively. The researchers considered their objectives had been achieved and the author believes one important benefit of the project is the potential development of spin-off projects.

The use of portfolios to assess heterogeneous learning groups in translation is described by Carmen Canfora. She reports on a two-and-a-half year-long project involving 23 participants: 18 undergraduate and 5 post-graduate students. Canfora used a learning curve test to gather information on student progress and questionnaires to obtain information about their impressions having used portfolios in their assessment. The learning curves were designed to visualize the results of an analysis of the texts, their difficulty, and the students' grades. Although the scope of the data input is clear, unfortunately the method used is described with insufficient clarity for it to be replicable. Notwithstanding, Canfora reports positive results despite the limitations of the study due to its dependence on group size.

Finally, Gary Massey and Barbara Brändli report an action research project conducted at Zurich University of Applied Sciences. The authors focused on learning

effects and feedback flows in a collaborative translation project. Their teaching approach is based on social constructivism and their aim was to investigate how learning takes place and “who learns what from whom” (p. 178). They also hoped to promote reflective practice on translation competence acquisition among their students. The authors employed a range of instruments—peer and self-assessment questionnaires, learning journals, a course-final whole group discussion and follow-up questionnaire, and client and teacher observations—and their results were revealing in many respects. For example, the participants reported in their learning journals that two-thirds of the feedback they considered “useful” or “very useful” came from their peers. However, the authors found reflective practice needed greater encouragement.

The volume has an epilogue in which Don Kiraly expresses the authors’ hope that both new and experienced translation teachers will take up the challenges and be inspired to further innovative action.