Translation, Theory and Practice: an Interactive Approach

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Abstract. In this article, the development and assessment of a web-course in translation specifically designed for online collaborative learning will be analysed. After discussing the concepts of collaboration learning, problem-based learning and computer-supported collaboration learning within the constructivist paradigm it will seek to demonstrate that the field of translation lends itself particularly well to these online collaborative modes of learning. It will then discuss the pedagogical considerations behind the creation of the collaborative “Say what you mean. Mean what you say” translation website and investigate how Modern Languages students at Northumbria University reacted to using it. This investigation will focus on the impact of online collaboration on learners’ achievement, satisfaction and participation. By highlighting the contrast between learners’ very positive feedback and high level of satisfaction with their mixed achievement and participation that stemmed from their difficulties in applying the skills necessary to take full advantage of an online collaborative setting it will discuss the merits and pitfalls of collaboration learning. It will conclude on the crucial importance of key skills for online collaboration to be successful and the impact this has on universities’ e-learning strategy.