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ORCIT: a Resource for the ‘Consciously Unskilled’ Student

In order to develop its own theories, Interpreting Studies has borrowed from many areas of research – linguistics, psychology, discourse analysis and more. To provide a theoretical justification for interpreting training materials and approaches also requires casting one’s net wide, especially when the materials are no longer conventional and not for use in the classroom. With the advent of the new communication technologies, new VLEs and online resources, learning from screen opens up a new set of challenges. The electronic learning journal *Enman* offers a compelling overview of the ongoing research and development in learning technologies. The new generation of e-researchers warn that ‘every single screen in online learning programmes [should be] doing something useful for learners’ and those who develop online resources should be aware of ‘what is going on in [an] online learner’s mind.’ (Race, 2002) The presentation will provide an overview of the project ‘Online resources for conference interpreter training’ (ORCIT) and will address the question of relevance of the traditional pedagogical approaches to online learning: to what extent, for example, are Bloom’s Taxonomy of Learning Domains (1954), or Conscious Competence Learning Model (Gordon Model, 1970s) or the Intrinsic and Extrinsic Motivation model from the 1970s applicable to the screen and multimedia learning.