

1. Record Nr.	UNINA9910477143203321
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Titolo	The self-directed learner : intentionality in translator training and education // Kelly Washbourne
Pubbl/distr/stampa	[Place of publication not identified] : , : Taylor & Francis , 2005
Descrizione fisica	1 online resource (373 pages)
Disciplina	158.1
Soggetti	Self-reliance
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	<p>This study seeks to bring educational theory on self-directedness to bear on translator training, and to document ways intentional learning for autonomy are being fostered, or could be. Our project connects to ongoing scholarly efforts toward establishing learner autonomy and empowerment as a priority goal in translator training and education. However, here we also wish to take stock of, and reflect more on, what autonomy means in principle, its connection to student development (intra- and inter-) personally and pre-professionally, self-directed learning's (SDL) relationship to current learning methods, supports and role definitions we can use in our instruction, and the learning behaviors, motivations and outcomes we can expect. In the process, we will examine the extent to which related self-directedness practices now emerging can be integrated into awareness and thus help translation learners advance toward intentionality.</p>