Mazzei, Cristiano, and Jay-Rayon Ibrahim Aibo, Laurence (2022) *The Routledge Guide to Teaching Translation and Interpreting Online*, London and New York: Routledge, 162pp. ISBN: 978-0-367-71103-0 (pbk), $54.95.

The transmissionist approach to training is no longer considered to be didactically effective in pedagogical settings. Apart from that, the learner-centered paradigm, initiated into translation studies in the late 1980s, has transformed translator and interpreter education in multiple ways since then. Thanks to advances in this evolving paradigm, new pedagogical models for translator and interpreter education, such as flipped classroom, have emerged, and online learning is a new paradigmatic shift in education now. Against this backdrop, there is a growing demand for textbooks and guides to teaching translation and interpreting, particularly in online environments.

Co-authored by Cristiano Mazzei and Laurence Jay-Rayon Ibrahim Aibo, this attractive textbook is the first in Routledge Guides to Teaching Translation and Interpreting, which aims to offer the reader practical ideas and suggestions, key recommendations, and best practices in order to effectively educate translators and interpreters in online environments as an emerging paradigmatic shift in education. The textbook consists of seven chapters. Key intriguing themes the reader comes across throughout this book are equity of access; humanization of online education; a social constructivist approach to education (including elements such as authenticity, autonomy, and self-assessment); and process-oriented pedagogy focused on important elements, including learner's self-reflection as an important type of feedback for educators.

In the introduction, Kelly Washbourne (the series editor) briefly discusses philosophy of education and highlights the importance of learners and learners' needs within the learner-centered paradigm of education. Washbourne introduces key elements based on which the textbook has been penned. In fact, the book mainly draws on the authors' personal experience with online teaching, together with their attempt to support and enrich the ideas and suggestions contained in it with theories, relevant research findings and best practices, and helpful tables, figures, and rubrics. Although the authors do not always succeed in creating and maintaining adequate balance among these elements throughout the book, they give useful examples and

share relevant personal experience in order to make the covered topics as practical and tangible as possible for the reader.

Chapter one addresses the basic concepts and main complexities of distance learning as related to translation and interpreting, e-tool and online literacy, how to boost learner engagement, issues of (a)synchronicity, and the contribution of AI to online education. Apart from that, in this chapter, the authors efficiently address the realities of online use of materials, including how materials impact learners and learner engagement when they are educated online.

In chapter two, the authors discuss translation and interpreting as gradual skill building, and briefly touch upon strategies and scaffolding and deliberate practice and metacognition in interpreter training. Deliberate practice is broken down into self-regulation and reflective practice, all discussed with instructive examples. The authors briefly discuss teaching materials for translation and interpreting and the interesting idea of learner contribution to course content and syllabus, but they do not point out that the use of such learner-generated materials is in fact an essential component of the learner-centered paradigm of education advocated in this textbook. Surprisingly, they also offer no practical guidelines on materials development for online education. There is little research to inform and improve practice in teaching translation and interpreting online, but the authors should have highlighted the importance of research-informed and corpus-informed pedagogy (Bernardini 2004; Rodríguez-Inés 2013; Vieira 2015) and material development and adaptation for intended educational outcomes in online translation and interpreting teaching.

Chapter three focuses on online course development. It rests on two principles: intentional learning and learner autonomy. The authors clearly discuss the main issues of process-oriented syllabus design, and offer the reader helpful advice on the introduction of basic digital tools to aid online teaching. In this chapter, the authors point out that learners are motivated by engaging in reading selection for online translation classes and by working with technological tools in online education. Aside from this useful information, the authors curiously leave out the topic of learner motivation in online education throughout this textbook. Apart from that, this chapter would have been much more practical and useful if it had not been written mostly in a non-translation-and-interpreting-specific style.

In chapter four, based on the principles of connectivism and social constructivist approach, the authors, while highlighting the importance of digital literacy among learners, comprehensively discuss issues of being online and maintaining online presence as an instructor. Other issues discussed in this chapter are the role of pre-recorded videos in online learning, a practical detailed account of how to best provide feedback illustrated with useful figures, and instructor-learner communication etiquette. The authors briefly discuss (non)language-specific feedback and peer to peer feedback.

Mazzei and Jay-Rayon Ibrahim Aibo have dedicated chapter five to assessment issues in online (a)synchronous translation and interpreting programs. Although issues of rubric development are missing in this chapter and the disadvantages of rubrics are not discussed, the authors discuss and advocate rubrics for instructor's assessment of the learner and self-assessment/-reflection. However, this view is one-sided in that rubrics have been in fact criticized in situated interpreter education for their inflexibility and limited use to assess authentic learning (Miner and Nicodemus 2021). The chapter also touches upon diagnostic, formative and summative assessments, and closes by discussing the interesting issue of recruiting language reviewers to provide feedback to learners in multilingual courses. Another important topic missing in this chapter and the whole textbook is (e-)portfolio assessment, which serves as an instrument for rating learner progress in process-oriented assessment of translation and interpreting.

In chapter six, the authors, while arguing for inclusion of ethics in translation and interpreting online curricula, offer a comprehensive account of ethical components in translation and interpreting courses, particularly with the aim of boosting learners' critical thinking and civic engagement. Mazzei and Jay-Rayon Ibrahim Aibo discuss the ideas of community engagement and service learning, and interprofessional partnerships in order for students to hone their skills for the real-life practice. They, however, fail to clarify that this is exactly the so-called *observation-supervision approach* to teaching interpreting developed by Dean and Pollard (Dean et al. 2004; Dastyar 2019:132).

Chapter seven concludes the textbook by summarizing its main ideas and arguments, and shares with the reader the authors' final thoughts and recommendations on the topics covered in the textbook.

One drawback to this textbook is that sometimes the topics are not presented in a well-organized structure, and this can be problematic in terms of their coherence with the contents of the chapters in which they appear. For example, the authors open chapter five on assessment issues by discussing the much-debated topic of the role of theory in (online) translation and interpreting courses. It would have been more appropriate to include this discussion in chapter one or two. Another example is that, instead of systematically organizing issues of rubric into chapter five, Mazzei and Jay-Rayon Ibrahim Aibo briefly discuss rubrics in chapter two, where they refer the reader to chapter six for a detailed discussion. This is misleading because rubrics are discussed in chapter five, not in chapter six. A third example is feedback, which is an important form of assessment, and therefore, should have been discussed in chapter five, not in chapter four. Last but not least, rubrics should have been discussed in chapter five (focused on assessment issues) instead of chapter four.

A highly important topic this textbook should have addressed is teaching and assessing individual skills specific to translation and interpreting and specific challenges to efficient online learning. For example, in case of interpreting assessment, while using web-based tests based on pre-recorded videos to be assessed asynchronously may prove effective for assessing the interpretation of a monologic speech or sight interpreting, it may fail or possibly be counterproductive when assessing highly complex dialogic interactions and role plays involving a high level of gestures, turn management, and back-channeling.

Overall, this timely and user-friendly textbook succeeds in providing the reader with a wealth of invaluable insights to be applied in teaching translation and interpreting online mainly at undergraduate, graduate and postgraduate levels, and also in short training workshops. It is essential reading for educators, directors of multilingual and language-specific translation and interpreting programs, and all those engaged in design, development, and implementation of online translation and interpreting curricula.

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