Mind-Mapping as a Contemporary Tool in Self-Reflective Teaching Methodology. A Case of Translation Final-Year Projects

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Translation Studies is an interdisciplinary field in which translator education is a prominent theme and target. For the past few decades the discipline has been acquiring its autonomous status and has been developing its theoretical paradigms and methodologies in the course of transnational cooperation both in the academic dimension and the translating profession. In the contemporary academia, final-year projects, which are BA theses or M.A. dissertations, need long-term preparation and academic supervision. The projects themselves demonstrate a certain level of academic maturity of their authors that can, and should be enhanced by various didactic means. Mind-mapping of translation research is such a methodological tool offered to translator trainers and specifically supervisors of translation research at BA and M.A. level, which can be implemented not only in seminars but also in other teaching contexts where surveys of given fields are of practical use in individual research explorations. Mind-mapping, with the implementation of such software as e.g. mindomo, firstly, responds to the students' motivation and willingness to use modern technology in everyday learning practice, and secondly, enables self-reflective as well as controlled learning processes which are relevant and productive in tertiary education. Additional advantage of mind-mapping in such a didactic environment is its open electronic access that facilitates virtual no-borders communication and e-learning. The study inquires into the application methods of mind mapping and student response to the tool as used in final year translation research courses.