

Innovating Translation Technology Training through a Blended MOOC Model

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Abstract:

Recent advances in translation technologies, together with growing market demand for practitioners proficient in their use, underscore the need for pedagogical approaches that are both innovative and adaptable. Blended learning, which integrates online and in-person instruction, has gained increasing attention as a potential response to these educational challenges.

This exploratory study examines learners' perceptions of the usefulness and overall satisfaction associated with a blended massive open online course (bMOOC) model for translation technology training. The instructional design of bMOOC-TT combined MOOCs, online learning tasks, guest lectures, and face-to-face classroom activities.

Questionnaire data were collected from participants in Hong Kong, comprising working professionals as well as undergraduate and postgraduate students. Quantitative findings indicated that participants generally expressed positive attitudes toward integrating online elements—such as MOOCs and live online seminars—with on-site workshops.

Participants appreciated the variety of learning activities and topics offered, perceiving the bMOOC-TT model as both effective and beneficial. Learners reported high levels of satisfaction with the variety of learning activities and the breadth of content offered through the bMOOC-TT model, perceiving it as practically useful. In particular, the online components enhanced flexibility and learner autonomy, while face-to-face in-person sessions supported hands-on engagement with advanced translation tools and facilitated direct interaction. The results further suggest that younger participants demonstrated comparatively higher levels of acceptance and more favorable perceptions of the bMOOC-TT approach. These findings suggest that blended learning models, such as bMOOC-TT, hold significant potential for addressing the evolving educational needs in translation technology, particularly by leveraging the strengths of both online and face-to-face learning environments to enhance engagement and skill development.

Overall, the study provides empirical support for the pedagogical value of a blended MOOC-based model in translation technology education and offers practical insights for curriculum designers and educators seeking to balance flexibility, technological competence, and experiential learning in professional translator training.

Keywords:

Blended learning, blended MOOC (bMOOC), students' perceptions, translation technology training.