

# The cognitive ergonomics of simultaneous conference interpreter training

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The study of ergonomics has the potential to improve human performance not only in occupational sectors, but also in educational settings, where they can influence learning performance (Smith 2007). It has long been acknowledged that instructional design can have direct effects on learning outcomes, provided it considers the underlying cognitive architecture of the learner (Clark, Nguyen and Sweller 2006). Relevant design features include the sequencing of tasks and the provision of cues using different types of media (Fleming and Levie 1993). The cognitive ergonomics (CE) of a learning environment, therefore, address the interaction among the key features of instructional design, the learning content, and the learner. Starting from the premise that simultaneous interpreting (SI) is a complex cognitive activity (Seeber 2011) likely to generate high levels of intrinsic load (Sweller, Van Merriënboer and Paas 1998) in traditional apprenticeship-based training models (Moser-Mercer 2008), the primary research focus of this paper is to describe a training model based on CE-based multimodal activities. These activities are described in terms of their CE design that aims at making available the necessary cognitive resources for germane processing and promoting the acquisition of schemas through practice (Anderson, Fincham, and Douglass 1997).

## References

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