

Overcoming Barriers to Student Understanding

**Threshold concepts and
troublesome knowledge**

Edited by

Jan H. F. Meyer and Ray Land

Overcoming Barriers To Student Understanding Threshold Concepts And Troublesome Knowledge

Jeroen Huisman, Malcolm Tight

Overcoming Barriers To Student Understanding Threshold Concepts And Troublesome Knowledge:

Overcoming Barriers to Student Understanding Jan Meyer, Ray Land, 2006-09-27 It has long been a matter of concern to teachers in higher education why certain students get stuck at particular points in the curriculum whilst others grasp concepts with comparative ease. What accounts for this variation in student performance and more importantly how can teachers change their teaching and courses to help students overcome such barriers? This book examines the difficulties of student learning and offers advice on how to overcome them through course design, assessment, practice and teaching methods. It also provides innovative case material from a wide range of institutions and disciplines including the social sciences, the humanities, the sciences and economics.

Threshold Concepts within the Disciplines, 2008-01-01 Threshold Concepts within the Disciplines brings together leading writers from various disciplines and national contexts in an important and readable volume for all those concerned with teaching and learning in higher education. The foundational principle of threshold concepts is that there are in each discipline conceptual gateways or portals that must be negotiated to arrive at important new understandings. In crossing the portal transformation occurs both in knowledge and subjectivity. Such transformation involves troublesome knowledge, a key concern for contributors to this book who identify threshold concepts in their own fields and suggest how to deal with them. Part One extends and enhances the threshold concept framework containing chapters that articulate its qualities, its links to other social theories of learning and other traditions in educational research. Part Two encompasses the disciplinary heart of the book with contributions from a diversity of areas including computing, engineering, biology, design, modern languages, education and economics. In the many empirical case studies, educators show how they have used the threshold concept framework to inform and evaluate their teaching contexts. Other chapters emphasise the equally important being and becoming dimension of learning. Part Three suggests pedagogic directions for those at the centre of the education project with contributions focusing on the socialisation of academics and their continuing quest to be effective teachers. The book will be of interest to disciplinary teachers, educational researchers and educational developers. It also is of relevance to issues in quality assurance and professional accreditation.

Threshold Concepts on the Edge Julie A. Timmermans, Ray Land, 2019-12-30 Since the first literature about the Threshold Concepts Framework was published in 2003, a considerable body of educational research into this topic has grown internationally across a wide range of disciplines and professional fields. Successful negotiation of a threshold concept can be seen as crossing boundaries into new conceptual space or as a portal opening up new and previously inaccessible ways of thinking about something. In this unfamiliar conceptual terrain, fresh insights and perceptions come into view and access is gained to new discourses. This frequently entails encounters with troublesome knowledge, knowledge which provokes a liminal phase of transition in which new understandings must be integrated and, importantly, prior conceptions relinquished. There is often double trouble in that letting go of a prevailing familiar view frequently involves a discomfiting change in the subjectivity of

the learner We become what we know It is a space in which the learner might become stuck Threshold Concepts on the Edge the fifth volume in a series on this subject discusses the new directions of this research Its six sections address issues that arise in relation to theoretical development liminal space ontological transformations curriculum interdisciplinarity and aspects of writing across learning thresholds

Cambridge Handbook of Engineering Education Research

Aditya Johri, Barbara M. Olds, 2014-02-10 The Cambridge Handbook of Engineering Education Research is the critical reference source for the growing field of engineering education research featuring the work of world luminaries writing to define and inform this emerging field The Handbook draws extensively on contemporary research in the learning sciences examining how technology affects learners and learning environments and the role of social context in learning Since a landmark issue of the Journal of Engineering Education 2005 in which senior scholars argued for a stronger theoretical and empirically driven agenda engineering education has quickly emerged as a research driven field increasing in both theoretical and empirical work drawing on many social science disciplines disciplinary engineering knowledge and computing The Handbook is based on the research agenda from a series of interdisciplinary colloquia funded by the US National Science Foundation and published in the Journal of Engineering Education in October 2006

Theory and Method in Higher Education

Research II Jeroen Huismans, Malcolm Tight, 2014-02-20 This is the second volume in this series dedicated to Theory and Method in Higher Education Research Publishing contemporary contributions to international debates regarding the application and development of theory and methodology in researching higher education this volume aims to offer a channel for discussion critique and innovation

Threshold Concepts and Transformational Learning

, 2010-01-01 Over the last decade the notion of threshold concepts has proved influential around the world as a powerful means of exploring and discussing the key points of transformation that students experience in their higher education courses and the troublesome knowledge that these often present Threshold concepts provoke in the learner a state of liminality in which transformation takes place requiring the integration of new understanding and the letting go of previous learning stances Insights gained by learners as they cross thresholds can be exhilarating but might also be unsettling requiring an uncomfortable shift in identity or paradoxically a sense of loss The liminal space can be a suspended state of partial understanding or stuck place in which understanding approximates to a kind of mimicry Threshold Concepts and Transformational Learning substantially increases the empirical evidence for threshold concepts across a large number of disciplinary contexts and from the higher education sectors of many countries This new volume develops further theoretical perspectives and provides fresh pedagogical directions It will be of interest to teachers practitioners and managers in all disciplines as well as to educational researchers

Threshold Concepts in the Moment, 2024-04-22 In the twenty years since Ray Land and Erik Meyer published their first paper on Threshold Concepts there has been a steady stream of papers mulling over their original suggestions that learning far from proceeding in an orderly fashion is instead a process of struggle perhaps alienation and confusion that puts students

in a troublesome liminal in between state As their understanding develops liminality gives way to transformational insight whereby a whole field of study comes often quite abruptly into focus There is a gain but often also a loss in this new world old certainties assumptions and even aspects of our identity can be left by the wayside Threshold Concepts in the Moment is the sixth collection in the series on the subject of Threshold Concepts following the 8th Biennial Conference held in 2021 anchored at London's UCL but running online across the world Its contributors who range from old hands to new members of the community finding their feet mull over the insights of the threshold concepts framework in higher education scrutinise their own fields of study explore the implications of liminality for pedagogy and becoming professional practitioners and consider the broad implications for pedagogy of factoring in the troublesomeness of knowledge and learning

The

Rebirth of Antisemitism in the 21st Century David Hirsh,2023-11-29 The Rebirth of Antisemitism in the 21st Century is about the rise of antizionism and antisemitism in the first two decades of the 21st century with a focus on the UK It is written by the activist intellectuals both Jewish and not who led the opposition to the campaign for an academic boycott of Israel Their experiences convinced them that the boycott movement and the antizionism upon which it was based was fuelled by and in turn fuelled antisemitism The book shows how the level of hostility towards Israel exceeded the hostility which is levelled against other states And it shows how the quality of that hostility tended to resonate with antisemitic tropes images and emotions Antizionism positioned Israel as symbolic of everything that good people oppose it made Palestinians into an abstract symbol of the oppressed and it positioned most Jews as saboteurs of social progress The book shows how antisemitism broke into mainstream politics and how it contaminated the Labour Party as it made a bid for Downing Street This book will be of interest to scholars and students researching antizionism antisemitism and the Labour Party in the UK

Threshold Concepts in Practice Ray Land,Jan H. F. Meyer,Michael T. Flanagan,2016-07-09 Threshold Concepts in Practice brings together fifty researchers from sixteen countries and a wide variety of disciplines to analyse their teaching practice and the learning experiences of their students through the lens of the Threshold Concepts Framework In any discipline there are certain concepts the jewels in the curriculum whose acquisition is akin to passing through a portal Learners enter new conceptual and often affective territory Previously inaccessible ways of thinking or practising come into view without which they cannot progress and which offer a transformed internal view of subject landscape or even world view These conceptual gateways are integrative exposing the previously hidden interrelatedness of ideas and are irreversible However they frequently present troublesome knowledge and are often points at which students become stuck Difficulty in understanding may leave the learner in a liminal state of transition a betwixt and between space of knowing and not knowing where understanding can approximate to a form of mimicry Learners navigating such spaces report a sense of uncertainty ambiguity paradox anxiety even chaos The liminal space may equally be one of awe and wonderment Thresholds research identifies these spaces as key transformational points crucial to the learner's development but where they can oscillate and

remain for considerable periods These spaces require not only conceptual but ontological and discursive shifts This volume the fourth in a tetralogy on Threshold Concepts discusses student experiences and the curriculum interventions of their teachers in a range of disciplines and professional practices including medicine law engineering architecture and military education Cover image Detail from Eve offering the apple to Adam in the Garden of Eden and the serpent c 1520 25 Lucas Cranach the Elder 1472 1553 Bridgeman Images All rights reserved **Threshold Concepts Within the Disciplines** Ray Land,Jan Meyer,Jan Smith,2008 Threshold Concepts within the Disciplines brings together leading writers from various disciplines and national contexts in an important and readable volume for all those concerned with teaching and learning in higher education The foundational principle of threshold concepts is that there are in each discipline conceptual gateways or portals that must be negotiated to arrive at important new understandings In crossing the portal transformation occurs both in knowledge and subjectivity Such transformation involves troublesome knowledge a key concern for contributors to this book who identify threshold concepts in their own fields and suggest how to deal with them Part One extends and enhances the threshold concept framework containing chapters that articulate its qualities its links to other social theories of learning and other traditions in educational research Part Two encompasses the disciplinary heart of the book with contributions from a diversity of areas including computing engineering biology design modern languages education and economics In the many empirical case studies educators show how they have used the threshold concept framework to inform and evaluate their teaching contexts Other chapters emphasise the equally important being and becoming dimension of learning Part Three suggests pedagogic directions for those at the centre of the education project with contributions focusing on the socialisation of academics and their continuing quest to be effective teachers The book will be of interest to disciplinary teachers educational researchers and educational developers It also is of relevance to issues in quality assurance and professional accreditation

The Teaching of Criminal Law Kris Gledhill,Ben Livings,2016-08-19 The Teaching of Criminal Law provides the first considered discussion of the pedagogy that should inform the teaching of criminal law It originates from a survey of criminal law courses in different parts of the English speaking world which showed significant similarity across countries and over time It also showed that many aspects of substantive law are neglected This prompted the question of whether any real consideration had been given to criminal law course design This book seeks to provide a critical mass of thought on how to secure an understanding of substantive criminal law by examining the course content that best illustrates the thought process of a criminal lawyer by presenting innovative approaches for securing active learning by students and by demonstrating how criminal law can secure other worthwhile graduate attributes by introducing wider contexts This edited collection brings together contributions from academic teachers of criminal law from Australia New Zealand the United Kingdom and Ireland who have considered issues of course design and often implemented them Together they examine several innovative approaches to the teaching of criminal law that have been adopted in a number of law schools around the

world both in teaching methodology and substantive content. The authors offer numerous suggestions for the design of a criminal law course that will ensure students gain useful insights into criminal law and its role in society. This book helps fill the gap in research into criminal law pedagogy and demonstrates that there are alternative ways of delivering this core part of the law degree. As such this book will be of key interest to researchers, academics and lecturers in the fields of criminal law pedagogy and teaching methods.

Journal of Technology Education, 2010 *Australasian Journal of American Studies*, 2006

Connected Science Tricia A. Ferrett, David R. Geelan, Whitney M. Schlegel, Joanne L. Stewart, 2013-07-10. Informed by the scholarship of teaching and learning SOTL Connected Science presents a new approach to college science education for the 21st century. This interdisciplinary approach stresses integrative learning and pedagogies that engage students through open ended inquiry compelling real world questions and data rich experiences. Faculty from a variety of disciplines and institutions present case studies based on research in the classroom offering insights into student learning goals and best practices in curriculum design. Synthetic chapters bring together themes from the case studies present an overview of the connected science approach and identify strategies and future challenges to help move this work forward.

Education that Matters Mags Liddy, Marie Parker-Jenkins, 2013. Today's learners are faced with an unprecedented set of global and local development challenges yet so much education on offer is based on yesterday's thinkers ideas and lessons. This book argues that development education should be embedded into the curriculum where it has the potential to strengthen democracy and create a more equal society.

Information Literacy Instruction Esther S. Grassian, Joan R. Kaplowitz, 2009. The second edition of this guide for librarians who need to implement informational literacy programs for diverse learners has been revised to include new practices and technologies in the 21st century. Grassian served as a library administrator at the UCLA College Library and she has teamed with fellow UCLA librarian Kaplowitz to deliver a plan that focuses on goal setting mode selection design copyright and assessment of these programs. A CD ROM is included that contains sample mission statements tables that evaluate assessment tools practice handouts and links to interactive Web pages.

Annotation 2010 Book News Inc Portland OR booknews.com **American Book Publishing Record**, 2005 **RILA**, 2009 *The British National Bibliography* Arthur James Wells, 2006

Threshold Concepts in Problem-based Learning Maggi Savin-Baden, Gemma Tombs, 2019-02-26. Threshold Concepts in Problem based Learning provides a critical discussion and guidance for educational researchers, teachers, innovators and policy makers wanting to explore the interrelationship of PBL and threshold concepts. Beginning with an introduction to both areas and offering an overview of the current issues this volume delivers 11 innovative research based chapters from around the world. It outlines the major threshold concepts faced by those disciplines that have adopted PBL and then examines the impact of threshold concepts on student learning. What is unique about this text is the way it examines PBL as a pedagogy in which students get stuck in the learning process and the thresholds they encounter as they learn to adapt.

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