

Threshold Concepts And Troublesome Knowledge

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Threshold concepts and troublesome knowledge (2 ...
Threshold knowledge is a term in the study of higher education used to describe core concepts — or threshold concepts — which, once understood, transform perception of a given subject, phenomenon, or experience. Introduced by Jan Meyer and Ray Land, Meyer and Land also discuss the related idea of troublesome knowledge, ideas that appear alien or counter-intuitive.

Threshold Concepts And Troublesome Knowledge
threshold concept is thus seen as something distinct within what university teachers would typically describe as 'core concepts'. Furthermore, threshold concepts may represent, or lead to, what Perkins (1999) describes as troublesome knowledge - knowledge that is conceptually difficult, counter-intuitive or 'alien'.

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Threshold concepts and troublesome knowledge: an introduction With JAN H. F. MEYER AND RAY LAND A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something.

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The paper attempts to define characteristics of threshold concepts and, in the light of Perkins' work, to indicate correspondences between the notion of threshold concepts and that of 'troublesome knowledge.' 1.0 Introduction A threshold concept can

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be considered as akin to a portal, opening up a new and

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Whilst coming to understand the threshold concept learners may experience misunderstanding which appears to be possibly linked to the different types of troublesome knowledge identified above. The learner who states that they understand the idea of what you are teaching at the time, but later finds that they do not understand is exhibiting the type of misunderstanding identified by Meyer and ...

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The Threshold Concept

Overcoming Barriers to Student Understanding: Threshold concepts and troublesome knowledge Ray Land 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.

*Threshold Concepts and Troublesome Knowledge
Threshold Concepts and Troublesome Knowledge A transformational approach to learning. 02/03/2012
IOP Higher Education Group, with HEA Support,
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teaching focuses on the strong

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THRESHOLD CONCEPTS AND TROUBLESOME KNOWLEDGE 377 achieving transformation is the process of entering the liminal state. (Turnbull 1990, p. 79) Within educational settings it would appear that, on the part of the learner, there may be inability to achieve the new (transformed) status,

Threshold concepts and troublesome knowledge: an

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Threshold concepts, troublesome knowledge and emotional capital: an exploration into learning about others 10. Threshold concepts in Introductory Accounting 11. Disjunction as a form of troublesome knowledge in problem-based learning 12.

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The present study builds on earlier work by Meyer and Land (2003) which introduced the generative notion of threshold concepts within (and across) disciplines, in the sense of transforming the internal view of subject matter or part thereof. In this earlier work such concepts were further linked to forms of knowledge that are 'troublesome', after the work of Perkins (1999).

*Threshold Concepts: Troublesome characteristic
Threshold concepts tend to be troublesome for students because they can constitute a departure from existing knowledge and ways of knowing and*

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learning (Cousin, 2006; McCormick, 2008; Perkins, 1999).

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Ray Land, a plenary speaker at Elon University's 2011 Teaching and Learning Conference, outlines a new analytical framework to inform programme design and as...

Ray Land: Threshold Concepts and Troublesome Knowledge ...

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Threshold knowledge - Wikipedia

Threshold Concepts and Troublesome Knowledge – Linkages to Ways of Thinking and Practising’ in

Improving Student Learning – Ten Years On. C.Rust (Ed), OCSLD, Oxford • Meyer JHF and Land R 2005

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Overcoming Barriers to Student Understanding: Threshold ...

Threshold concepts’ troublesome nature is what makes them a useful tool for thinking about the relationship between deeper learning skills and the content needed to develop them. Threshold concepts are characterized by their "troublesome" nature: the way they challenge students to confront previously held beliefs and understand new, complex ideas.

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TROUBLESOME KNOWLEDGE Mastering threshold concepts often requires the acquisition of knowledge that is troublesome. Depending on discipline and context, this knowledge might be counter-intuitive, alien, tacit, ritualised, inert, conceptually difficult, characterised by an inaccessible 'underlying game', characterised by supercomplexity or perhaps troublesome because the learner remains ...

An Introduction to Threshold Concepts and Troublesome ...

Land, R. (2010) Threshold concepts and troublesome knowledge: A Transformative Approach to Learning, Keynote Address at the New Zealand Association of Bridging Educators 9th National Conference, 29 September to 1 October 2010, Wellington, New Zealand:

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