

THRESHOLD CONCEPTS IN PRACTICE

Collingwood College, Durham University UK July 9-11 2014

Wednesday 9 July

6.30 - 8.30 pm Registration & Welcome Reception with Mayor & Mayoress of City of Durham , Old Town Hall, Market Square, Durham

Thursday 10 July Academic Programme Day 1

Collingwood College

09.00 – 10.00	Registration & Coffee				
10.00 – 10.15	Welcome & Introduction: Ray Land, Durham University. Penthouse Suite				
10.15 -11.15	Opening Plenary Session: 'Threshold Concepts in Practice' . Penthouse A & B i) Toil and trouble: threshold concepts as a pedagogy of uncertainty <i>Ray Land</i> ii) Integrated Threshold Concept Knowledge <i>Jan H F Meyer & Julie Timmermans</i>				
11.15 –11.30	Coffee and Poster Display – Collingwood Dining Hall				
	<i>Stream 1 TCs in the Disciplines</i>	<i>Stream 2 TCs in the Professions</i>	<i>Stream 3 TC Theory & Practice</i>	<i>Stream 4 TCs & Doctoral Learning</i>	<i>Stream 5 TCs & Academic Practice</i>
11.30 -13.00	Session A – Penthouse A	Session B – Penthouse B	Session C – Penthouse Boardroom	Session D – Weardale	Session E – Bayley
	Signification: unlocking threshold concepts in natural sciences with a key from the humanities? <i>David Green, Jennifer Lewis, Jennifer Loertscher & Vicky Minderhout</i> Understanding evidence in scientific disciplines: a concept	Revisiting Caring as a Threshold Concept <i>Lynn Clouder</i> Research learning in nursing education: exploring the scope of troublesomeness <i>Linda Martindale, Ray Land, Julie Rattray & Lorraine Anderson</i>	Distinguishing thresholds: Complexity combinations, intelligent intervention, and smart surrender <i>David McKie</i> Social Constructivism: Developing Threshold Knowledge in Communication	Troublesome knowledge and the professional, mature-age PhD candidate <i>Margaret Kiley</i> Threshold Concepts and Postgraduate Struggles: The Development of a Framework to Support	Engagement of UK Life Science Academics with the Scholarship of Teaching and Learning: Threshold Concepts in Academic Practice? <i>Anne Tierney</i>

	map of 'the thinking behind the doing' and its importance in curriculum development <i>Ros Roberts</i> Quantitative reasoning and visualizing data across the sciences <i>Anne Marie Ryan, Gillian Gass, Susan Gass, Kerriane Ryan & Jennifer Van Dommelen</i>	The Transformation from Student to Occupational Therapist: Using the Delphi Method to Identify the Threshold Concepts in Occupational Therapy <i>Kelli Nicola-Richmond</i>	<i>Linda K. Crafton</i> Threshold concepts and ways of thinking and practising: the ontological road less travelled <i>Sarah Barradell</i>	Learners through Doctoral Liminality <i>Jeffrey M. Keefer</i> Beyond blockages to ownership, agency and articulation: liminal spaces and conceptual threshold crossing in doctoral learning <i>Gina Wisker</i>	Threshold Concepts and the Scholarship of Teaching and Learning <i>Andrea Webb</i> Exploring the notion of 'identity play' as a threshold concept in academic life. <i>Valerie Mannix & Carole Davis</i>
13.00-14.00	Lunch and Poster Display – Collingwood Dining Hall				
	<i>Stream 1 TCs in the Disciplines</i>	<i>Stream 2 TCs in the Professions</i>	<i>Stream 3 TC Theory & Practice</i>	<i>Stream 6 TCs & Online Environments</i>	
14-00 - 15.30	Session F – Penthouse A	Session G – Penthouse B	Session H – Penthouse Boardroom	Session I -- Weardale	
	Interactive lectures – linking theory to practice – Helping students pass the threshold when learning two-terminal equivalents in electrical engineering education <i>Anna-Karin Carstensen & Jonte Bernhard</i> Modular Approach and Innovations in an Engineering Program Design <i>Anthony Parker & Daniel McGill</i> Threshold concepts and attitudes in mathematics education: Listening to students' past, present and projected stories <i>Maria Northcote</i>	Threshold Concepts in Professional Military Education for the 21st Century <i>Ahmad Thamrini Fadzlin B. Syed</i> TransARK – Rethinking Architecture and the Education of Architecture <i>Leif M. Hokstad, Gro Rødne, Bjørn Otto, Braaten Steffen Wellinger & Fredrik Shetelig</i> Threshold Concepts in the Learning of Agriculture: Quality and Relevance for Curriculum Innovation <i>Hajah Jabaidah Haji Bungsu</i>	What to do with a Threshold Concept: a case study <i>J.H.F. Meyer, D.B. Knight, T.E. Baldock, D.P. Callaghan, J. McCredden & L. O'Moore</i> Bringing together threshold concepts, curriculum and student learning: A model for focusing the studies of a discipline <i>Sarah Barradell & Mary Kennedy-Jones</i> From Concept to Practice: Conjuring Thresholds <i>Jane Love</i>	Virtual learning: how online tutorials shape learning of threshold concepts <i>Mira Peter, Ann Harlow, Toby Balsom, Jonathan Scott</i> The Light at the End of the Tunnel: Threshold Concepts in Early Online Adult Education <i>Patricia (Trish) Powers</i> Negotiating intercultural awareness in MexCo: agency, autonomy and troublesome knowledge in an international online project between the UK and Mexico <i>Marina Orsini-Jones</i>	
15.30 – 15.45	Tea – Collingwood Dining Hall				
	<i>Stream 1 TCs in the Disciplines</i>	<i>Stream 2 TCs in the Professions</i>	<i>Stream 7 TCs, Identities & Development</i>	<i>Stream 8 TCs & Writing</i>	
15.45 – 17.15	Session J – Penthouse A	Session K – Penthouse B	Session L – Penthouse Boardroom	Session M – Weardale	

	<p>A Tale of Two Thresholds <i>Leah Shopkow</i></p> <p>Embedding Threshold Concepts in a Large-Lecture History Course <i>Susannah McGowan</i></p> <p>Moving Beyond the Threshold: Digital literacies and historical thinking in New Zealand Universities <i>Sydney J Shep</i></p>	<p>What is the nature of the threshold concepts enquiry in health sciences? A meta-ethnographic study <i>Sarah Barradell & Tai Peseta</i></p> <p>Revealing the hidden curriculum to medical students: insights from threshold concept theory <i>Hilary Neve & Tracey Collett</i></p> <p>Transformation in doctors during Palliative Care training <i>Andy Wearn, Anne O'Callaghan & Mark Barrow</i></p>	<p>Bottleneck Behaviours and Student Identities: Helping Novice Writers Develop in the First Year Seminar and Beyond <i>Diane Boyd</i></p> <p>Academics' Working Knowledge, Threshold Concepts and Academic Development <i>Rhonda Hallett</i></p> <p>Threshold Concepts in Learning Activism <i>D. Bruce MacKay</i></p>	<p>Threshold Concepts, Writing, and the Transfer of Learning <i>Jessie L. Moore</i></p> <p>Developing Valid Methods of Identifying Threshold Concepts in Various Disciplines: A Pilot Project in Composition Studies <i>Taimi Olsen & Beth White</i></p> <p>Poetic threshold moments: from fledgling to published author <i>Carolyn Rickett, Judith Beveridge, Maria Northcote, Anthony Williams & David Musgrave</i></p>
6.30 -7.30	Undercroft Bar open, Durham Castle (Optional free 30 min. guided tour of Durham Castle, meet at Great Hall steps in Castle Courtyard 6.45)			
7.30	Conference Dinner, Great Hall, Durham Castle			

Friday 11 July Academic Programme Day 2

Collingwood College

	Stream 1 TCs in the Disciplines	Stream 2 TCs in the Professions	Stream 4 TCs & Doctoral Learning	Stream 9 TCs & Computer Science
09.00 -10.30	Session N – Penthouse A	Session O – Penthouse B	Session P – Penthouse Boardroom	Session Q – Weardale
	<p>Threshold Concepts in Physics: too many to count <i>Sandra M. Serbanescu</i></p> <p>'I tell stories, I am stuck in the middle, I am vulnerable' – selected themes and threshold concepts from religious education and spirituality</p>	<p>Threshold Concepts in Finance <i>Susan Hoadley, Leigh N. Wood, Leonie Tickle & Tim Kyng</i> Unlocking the Problem Solving</p> <p>Threshold by Promoting Enhanced Thinking and Discourse <i>Brian Foley</i></p>	<p>An emerging PhD curriculum and what this might mean for doctoral level threshold concepts <i>Margaret Kiley</i></p> <p>Exploring Threshold Concepts in Research Methodology for Doctoral Candidates</p>	<p>In the liminal space: software design as a threshold skill <i>Lynda Thomas & The Sweden Group (Jonas Boustedt, Anna Eckerdal, Robert McCartney, Jan Erik Moström, Kate Sanders & Carol Zander)</i></p>

	<i>Peter Mudge</i>		<i>Dan Kaczynski, Leigh Wood & Michelle Salmona</i>	How NOT to identify threshold concepts <i>Dermot Shinnners-Kennedy</i> Better Use Pedagogical Content Knowledge for Threshold Concept Research in Computer Science? We Don't Think So <i>Bert Zwaneveld, Jacob Perrenet & Roel Bloo</i>
10.30 – 10.45	Coffee and Poster Display – Collingwood Dining Hall			
	<i>Stream 10 TCs & Liminality</i>	<i>Stream 2 TCs in the Professions</i>	<i>Stream 7 TCs & Identities</i>	<i>Stream11 Roundtables & Workshops</i>
10.45 – 12.15	Session R – Penthouse A	Session S – Penthouse B	Session T – Penthouse Boardroom	Session U – Collingwood Dining Hall <i>(NB Each of the meetings in Session U is a 90 minute session)</i>
	Mediating Liminality: Artefacts as a means of Supporting Threshold Transformations <i>Julie Rattray</i> Learning Experiences in the Novice-Expert Liminal Space <i>Virginia Tucker</i> Stuckness at the threshold - which strategies do students choose when facing difficulties within certain disciplines? <i>Leif M. Hokstad, Morten Erichsen & Terje Berg</i>	Knowledge, Belief and Practice in Language Teacher Education: Integration and Implementation of Threshold Concepts over a teaching career <i>Ann Devitt & David Moroney</i> Yes but no but yes – students straddling the change process <i>Rhonda Fuzzard</i> Threshold Concepts in Practice Education – Reflections for the Future <i>Aoife Prendergast</i>	Intersecting and Overlapping Spaces: Combining teacher and student perspectives to identify threshold concepts in Indigenous Australian Studies. <i>Susan Page</i> Traversing the Liminal Space: An Analysis of Graduate Student Responses to Diversity in the Classroom Context <i>Laura L. B. Border & Devon Thacker Thomas</i> Transforming Thinking through Problem-Based Learning in the News Media Literacy Class: Critical thinking as a threshold concept towards threshold capabilities <i>Dai-Ling Chen</i>	<i>Workshop: Threshold Concepts in Practice (using Hodges' model)</i> <i>Peter Jones</i> <i>Workshop: Threshold concepts, systems thinking and Lego Serious Play: 3D ways of thinking</i> <i>Alison James & Graham Barton</i> <i>Roundtable: Understanding threshold concepts: The importance of disciplinary history</i> <i>Tracy Fortune, Sarah Barradell, Mary Kennedy-Jones & Adrian Jones.</i> <i>Roundtable: Exploring Threshold Concepts in the Humanities: Challenges and Successes</i> <i>Brad Wuetherick</i>
12.15- 13.15	Lunch and Poster Display – Collingwood Dining Hall			

13.15—14.30	Conference Keynote: Professor Peter Felten, Elon University, North Carolina USA: ‘On the threshold with students’ Penthouse A & B			
14.30 –14.45	Tea – Collingwood Dining Hall			
	<i>Stream 1 TCs in the Disciplines</i>	<i>Stream 2 TCs in the Professions</i>	<i>Stream 12 TCs & Interdisciplinarity</i>	<i>Stream 6 TCs & Online Environments</i>
14.45 –16.15	Session V – Penthouse A	Session W – Penthouse B	Session X – Penthouse Boardroom	Session Y – Weardale
	<p>The Teaching of Threshold Concepts: A case study of one possible pedagogical strategy <i>Brad Wuetherick</i></p> <p>Using audio diaries to identify threshold concepts in “softer” disciplines: surprises, questions and implications <i>Hilary Neve, Nicole Stephens, Tracey Collett</i></p>	<p>Thresholds of social care practice <i>Lillian Lancaster</i></p> <p>Threshold concepts and authentic assessment: Learning to think like an occupational therapist <i>Liz Springfield & Sylvia Rodger</i></p>	<p>Building blocks: Threshold concepts as interdisciplinary structures of learning <i>Aminul Huq, Bijaya Aryal, Marcia Nichols</i></p> <p>Double trouble? Introducing interdisciplinary modules as part of curriculum innovation <i>Julie Wintrup</i></p>	<p>Threshold concepts about online teaching: Progress report on a five year project <i>Kevin Gosselin, Maria Northcote, Daniel Reynaud, Peter Kilgour, Malcolm Anderson & Chris Boddey</i></p> <p>Navigating our threshold concepts to enable students to overcome theirs <i>Marianne Dickie</i></p>
16.15 – 16.30	Conference concluding session. Penthouse A & B			
	Departure			

Updated 6th July 2014[Twitter: Conference Hashtag #thresholds2014](#)