Mapping landmarks in the territory: What do threshold concepts look like to students?
The Assessment Seminar

- **Round One** - 96 first / second-year students
- **Round Two** - 30 third-year students
- **Round Three** - 96 final-year students
- **Round Four** – 111 first-year students
Two Perspectives (1)

“It feels like they’re just like, ‘OK, here’s this paper’ ... ‘Do this, find your articles, and back up what you’re saying,’ and you don’t even know what you’re saying.”
Two Perspectives (2)

“I remember it being very eye opening what is actually out there as research and how to differentiate that from something that’s reliable.

And it sort of changed the way that I read in general; changed the way that I interpret news, and current events, and studies that are out there, or health breakthroughs that are reported, or rumours that go around, or whatever. So it kind of really was a paradigm shift for me”
Your Tasks

Examine statements for evidence of the frames, and how they’re perceived by students.

Using any or all of the statements, describe any impact this might have on how you teach, or ideas for activities, assignments, assessments sparked by your discussion.
Key Questions

- Which frames are evident?
- Which stage in understanding is expressed
  - unaware – aware – understood?
- How is the student describing the frame/experience – are there terms/concepts that might be helpful in teaching?
  In assessment?
- What, if any, are the rewards students perceive for crossing thresholds/understanding frames?
Notes from our discussion
Thank you!