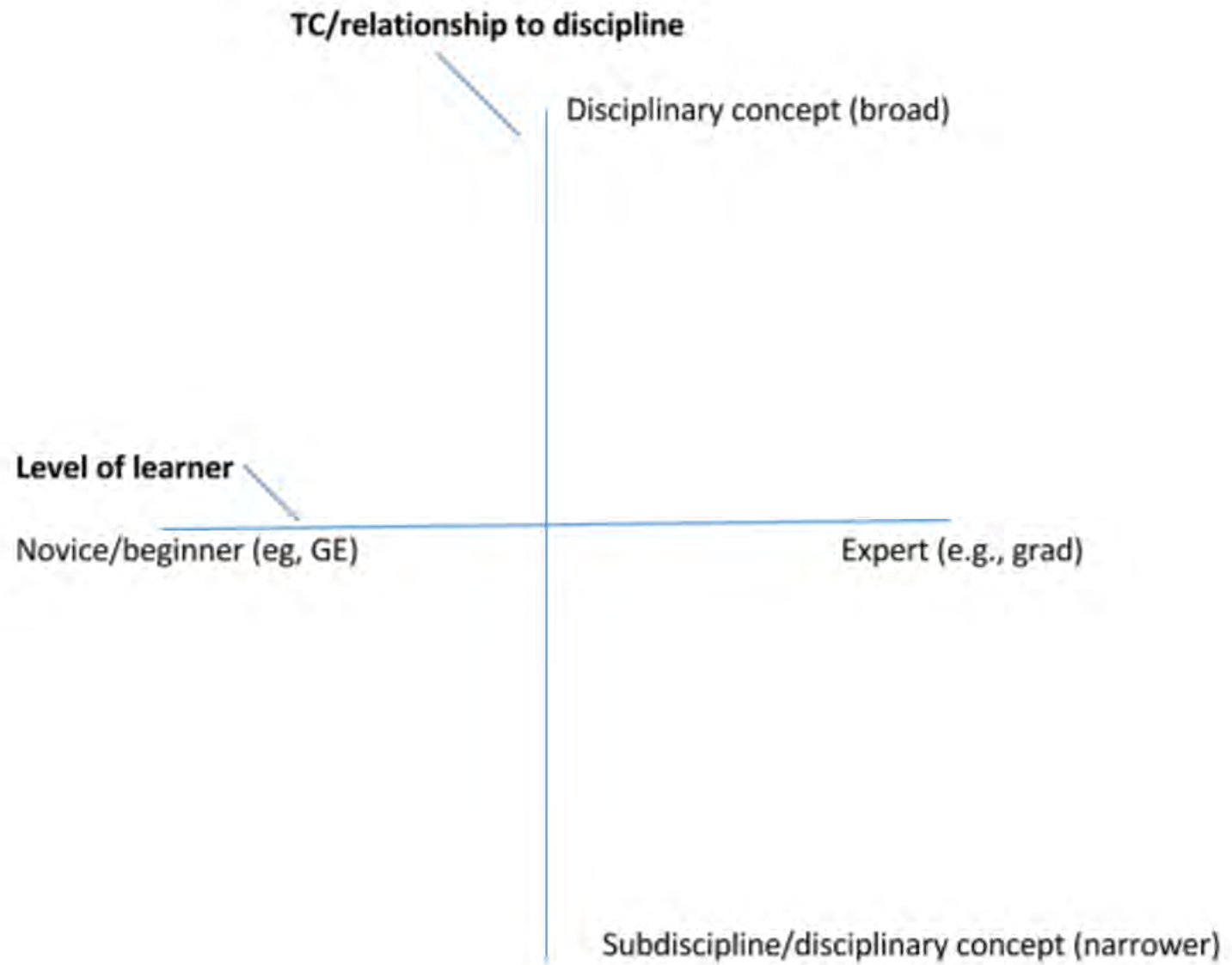


"I THINK YOU SHOULD BE MORE EXPLICIT  
HERE IN STEP TWO."

# Threshold concepts (Meyer and Land; Meyer and Land et al.)

Concepts critical for epistemological participation in disciplines

“Threshold concepts are a threshold concept” (Adler-Kassner and Majewski, 2015)



Some TCs:

Writing is an activity and a subject of study (Writing Studies)

History consists of multiple and competing narratives (History)

Mathematical proof is a way of proving statements based on axioms and/or theorems using logic (Mathematics)

All reactions will proceed until they reach an equilibrium condition. At this point the rate of the forward reaction will equal the rate of the reverse reaction (Intro Chem)

Performance changes everything. The content—verbal, visual, gestural, all deciphered correctly—changes and is changed by its performers, its setting, its time, and its audiences. (Public speaking)

# Scaffolded dual framework:

Analyzing thinking:

Characteristics of disciplines

Threshold concepts

Learning bottlenecks and connections to TCs

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Develop strategies (interventions) to work through

Analyzing expectations for learning:

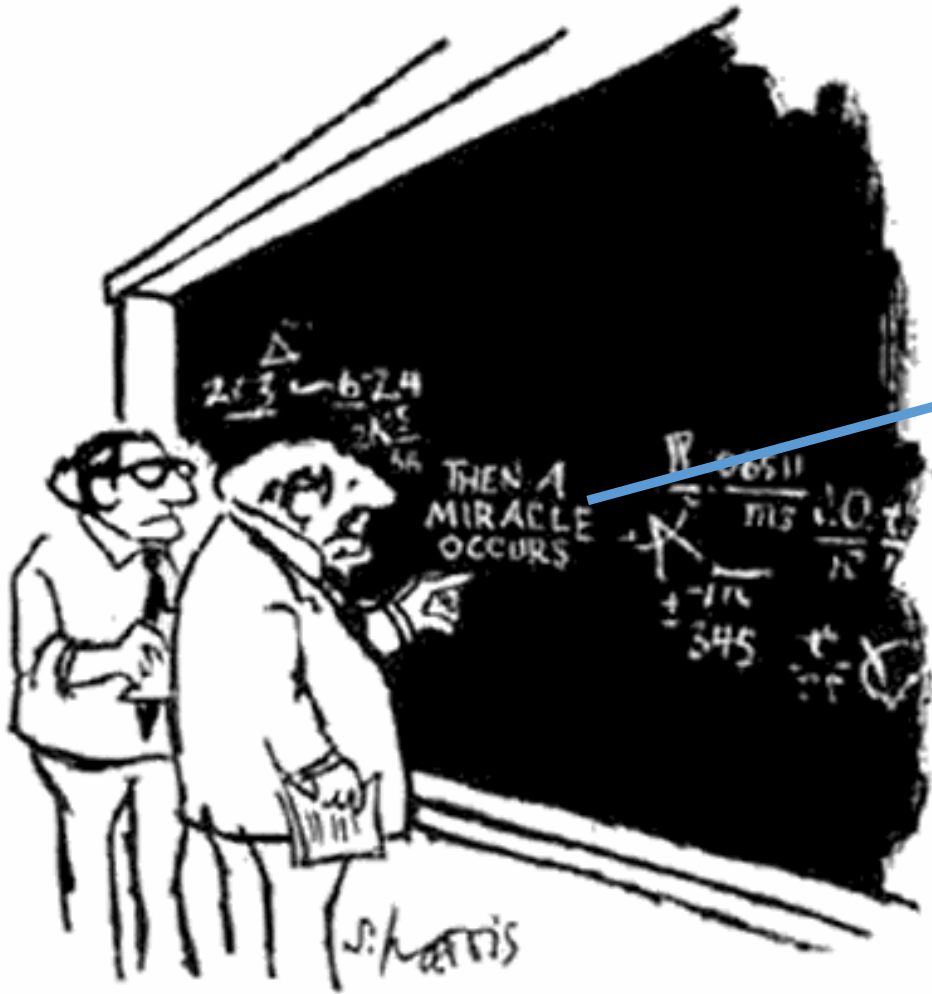
What do students need to know to:

**Approach** the subject?

**Understand** what's expected?

**Undertake** the work expected?

**Achieve?**



Really successful learners can do the miracle.

But that takes a lot of disciplinary acculturation.

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HERE IN STEP TWO."