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Applying threshold concepts to information literacy and STEM education

A practical and theoretical basis for contextualizing information literacy instruction

Threshold Concepts are

1. Transformative
2. Irreversible
3. Integrative
4. Bounded
5. Troublesome



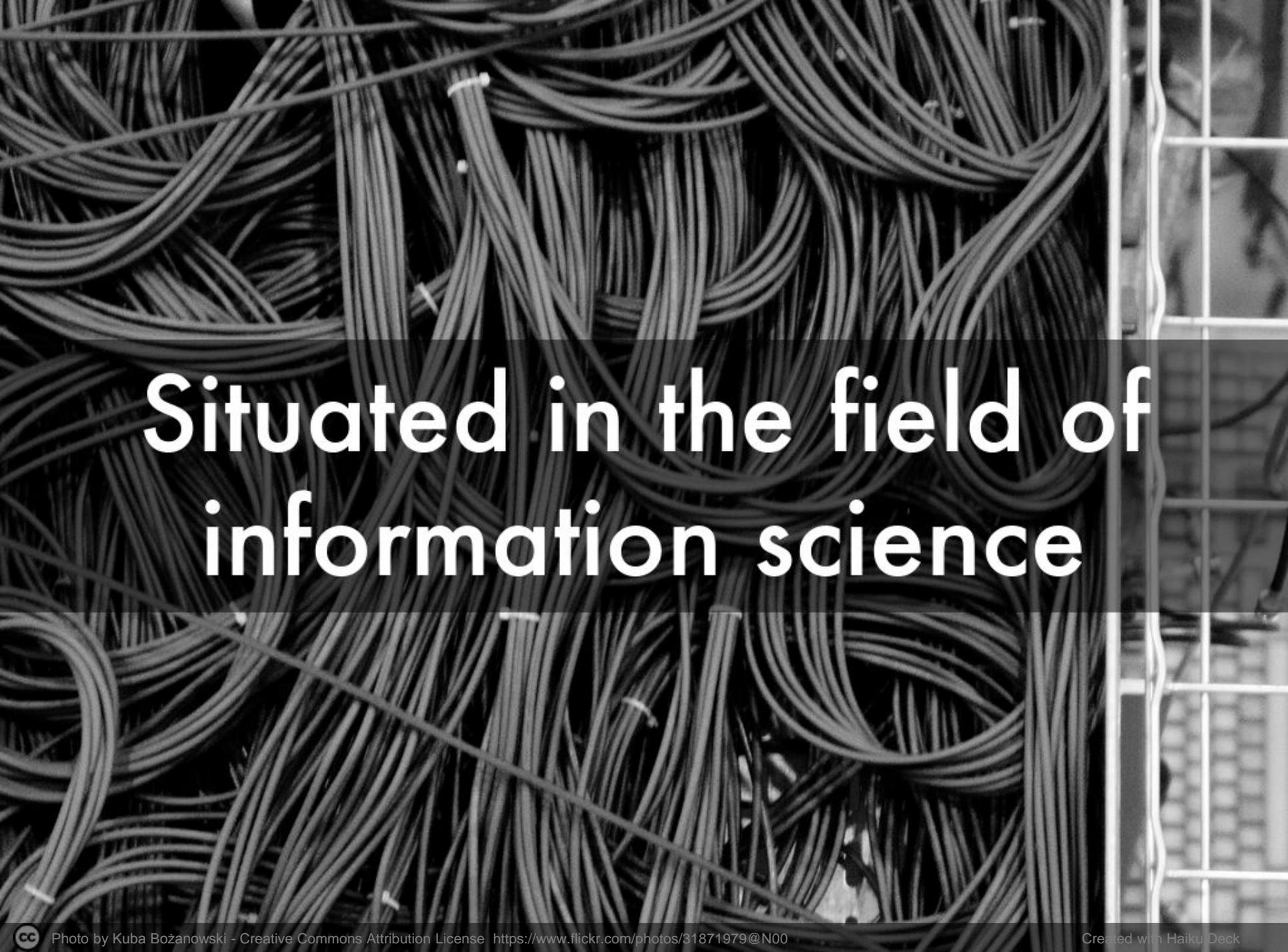
Threshold concepts in the library

ACRL Draft Framework

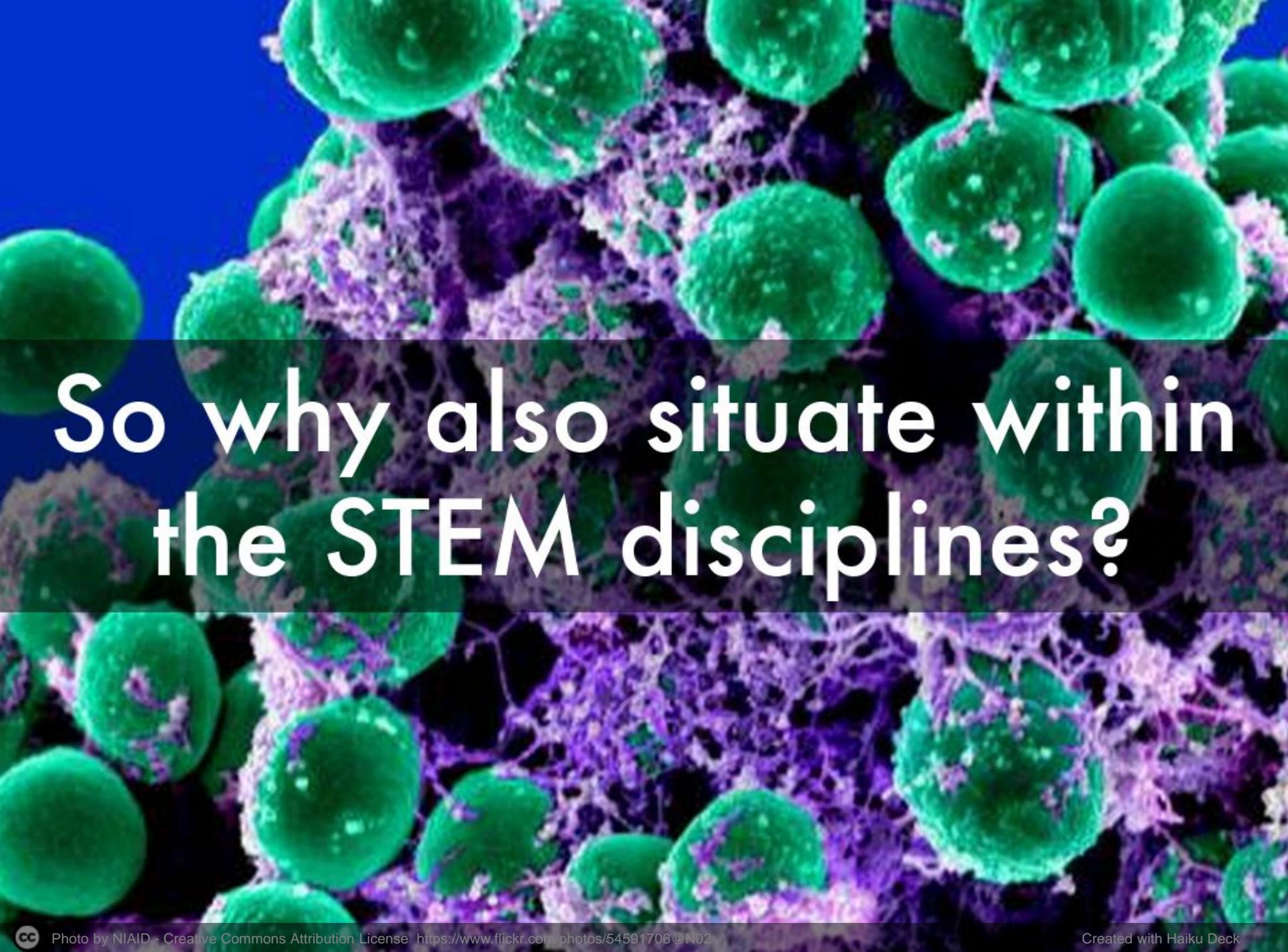
- Scholarship is a conversation
- Research as inquiry
- Authority is constructed and contextual

ACRL Draft Framework

- Format as process
- Searching as exploration
- Information has value



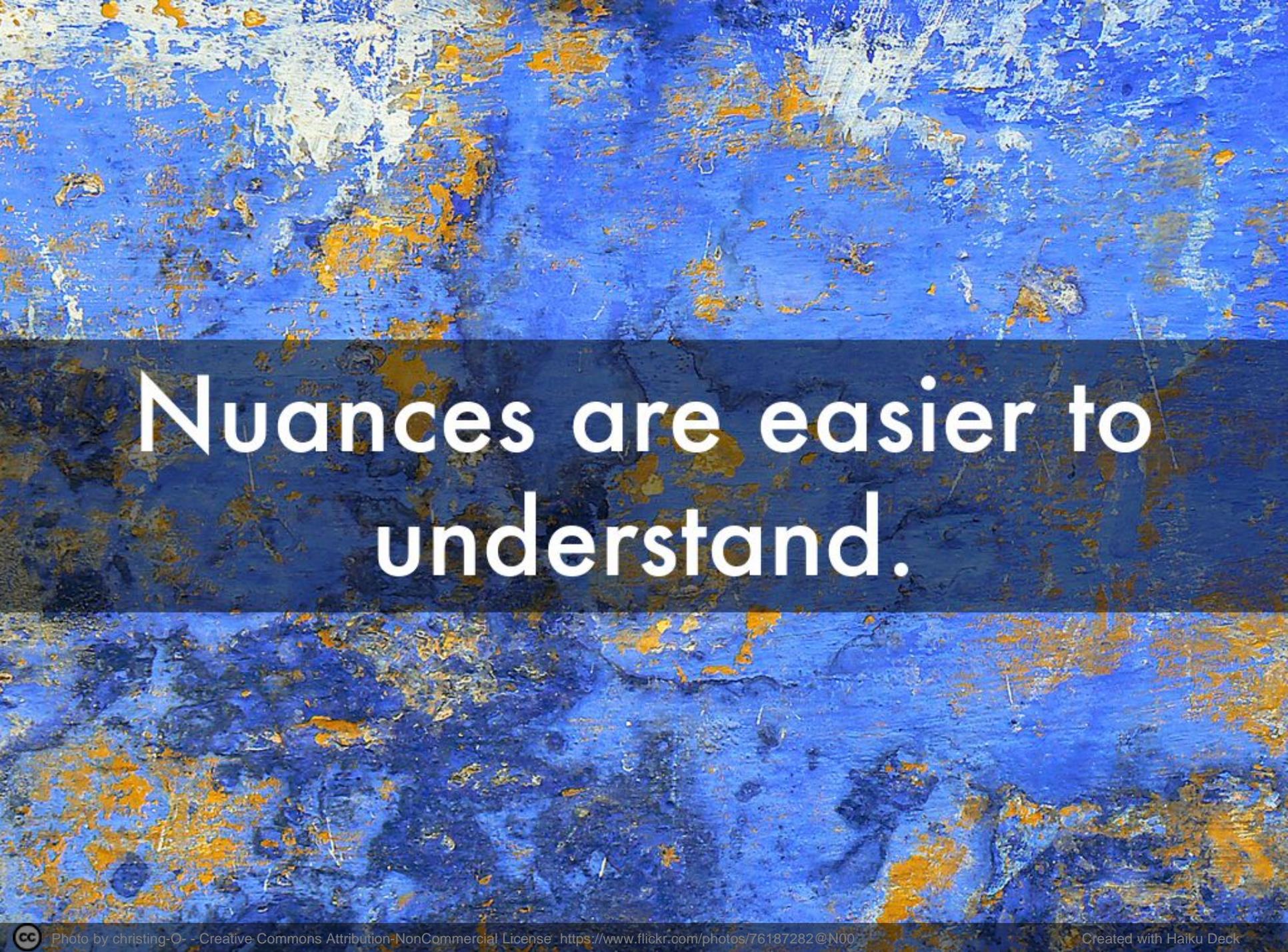
Situated in the field of information science

A microscopic image showing numerous green, spherical cells, likely bacteria or yeast, arranged in clusters and chains. These cells are surrounded by a dense network of purple, fibrous structures, possibly representing a biofilm or extracellular matrix. The background is a deep blue color.

So why also situate within
the STEM disciplines?



**Disciplinary context
increases engagement**

The background is a complex, abstract texture of blue and orange paint splatters and brushstrokes. The colors are layered and mixed, creating a rich, multi-toned effect. The blue ranges from a vibrant cerulean to a deep, dark indigo, while the orange is a warm, golden-brown. The overall appearance is that of a weathered or artistically distressed surface.

Nuances are easier to
understand.

7907

BLUE BUS SERVICES

IN	SINGLE	OUT
	WORK-MAN'S	
	RETURN	

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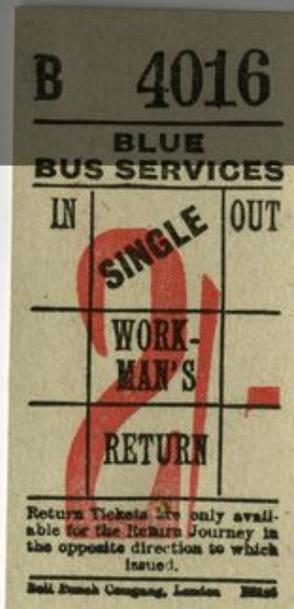
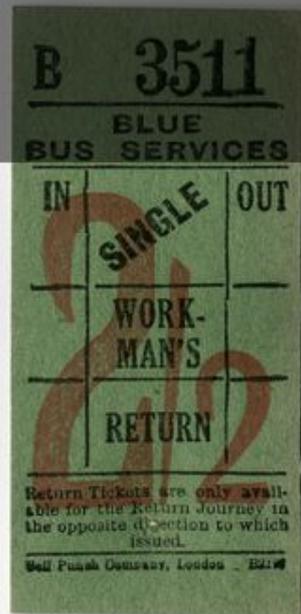
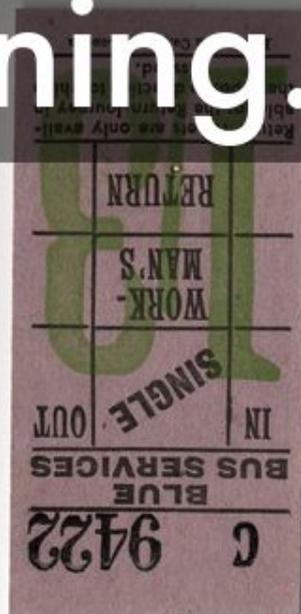
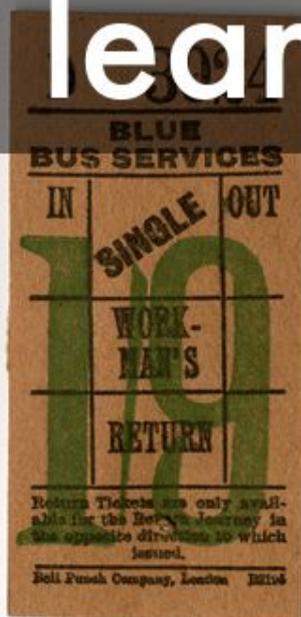
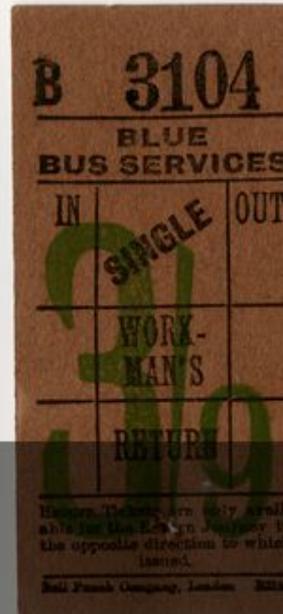
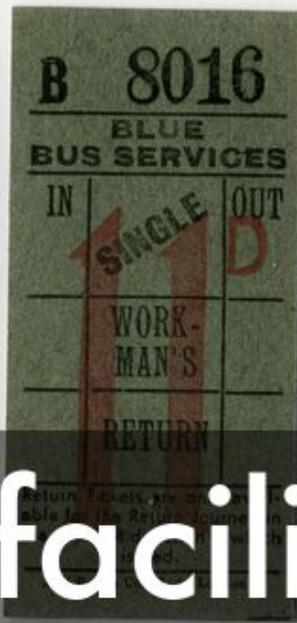
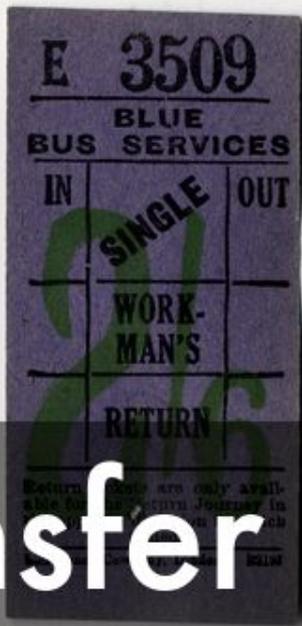
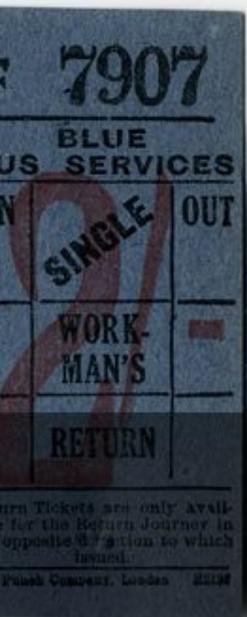
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Context facilitates transfer.



Transfer facilitates learning.

