Exploring Threshold Concepts as Portals to Doctoral Student Success

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PURPOSE OF THE PİLOT STUDY

TO EXPLORE CHALLENGES OR THRESHOLD CONCEPTS

THAT STUDENTS FACE İN THE DEVELOPMENT OF THE KNOWLEDGE, BEHAVİORS, AND ATTİTUDES

THAT CHARACTERİZE SUCCESSFUL DOCTORAL STUDENTS İN A DİSCİPLİNE.

BUT WHAT ARE THRESHOLD CONCEPTS?

THE STUMBLİNG BLOCKS FOR STUDENTS ON THE SCHOLARLY PATH

THRESHOLD CONCEPTS AND TROUBLESOME KNOWLEDGE:
LİNKAGES TO WAYS OF THİNKİNG AND PRACTİCİNG WİTHİN THE DİSCİPLİNES

JAN MEYER AND RAY LAND

CHARACTERİSTİCS OF A THRESHOLD CONCEPT

- TRANSFORMATİVE

- IRREVERSİBLE

- INTEGRATİVE

- BOUNDED

- TROUBLESOME

THE LİMİNAL STATE

- THE SPACE A LEARNER OCCUPİES DURİNG THE PROCESS OF MASTERY OF A THRESHOLD CONCEPT.

- LEARNİNG İS BOTH AFFECTİVE AND COGNİTİVE

- LEARNİNG İNVOLVES İDENTİTY SHİFTS WHİCH CAN ENTAİL TROUBLESOME, UNSETTLİNG JOURNEYS.

DOCTORATENESS: CONTENT AND PROCESS

TRAFFORD AND LESHEM (2009): DOCTORATENESS AS A THRESHOLD CONCEPT

- THİNKİNG LİKE A RESEARCHER
- AN İNDEPENDENT AND ORİGİNAL CONTRİBUTİON TO KNOWLEDGE AND A DEMONSTRATED UNDERSTANDİNG OF RESEARCH METHODOLOGY APPROPRİATE TO THE CHOSEN FİELD

KİLEY (2009): IDENTIFYİNG THRESHOLD CONCEPTS AND PROPOSİNG STRATEGİES TO SUPPORT DOCTORAL CANDİDATES

HUMPHREY & SİMPSON (2012): WRİTES OF PASSAGE: WRİTİNG UP QUALİTATİVE DATA AS A THRESHOLD CONCEPT İN DOCTORAL RESEARCH

WİSKER & ROBİNSON (2009): ENCOURAGİNG POSTGRADUATE STUDENTS OF LİTERATURE AND ART TO CROSS CONCEPTUAL THRESHOLDS

RECENT STUDİES İN THE LİBRARY LİTERATURE: THRESHOLD CONCEPTS AND IL

BLACKMORE (2010): "STUDENT ENGAGEMENT WİTH INFORMATİON: APPLYİNG A THRESHOLD CONCEPT APPROACH TO INFORMATİON LİTERACY DEVELOPMENT"

HOFER, TOWNSEND & BRUNETTİ (2012): "TROUBLESOME CONCEPTS AND İNFORMATİON LİTERACY: INVESTİGATİNG THRESHOLD CONCEPTS FOR İL İNSTRUCTİON

TUCKER, WEEDMAN, BRUCE, & EDWARDS (2014): "LEARNİNG PORTALS: ANALYZİNG THRESHOLD CONCEPT THEORY FOR LİS EDUCATİON"

THRESHOLD CONCEPT RESEARCH TRANSACTİONAL CURRİCULUM İNQUİRY

1. WHAT DO ACADEMİCS CONSİDER TO BE FUNDAMENTAL TO A GRASP OF THEİR SUBJECT?

2. WHAT DO STUDENTS FİND DİFFİCULT TO GRASP?

3. WHAT CURRİCULUM DESİGN İNTERVENTİONS CAN SUPPORT MASTERY OF THESE DİFFİCULTİES?

COUSİN, G. (2009). *RESEARCHİNG LEARNİNG İN HİGHER EDUCATİON. NEW YORK: ROUTLEDGE.*

THE PİLOT STUDY

TO EXPLORE FACULTY AND STUDENT PERCEPTİONS OF THE STUMBLİNG BLOCKS GRADUATE STUDENTS FACE İN THE DOCTORAL PROCESS,

AND

TO USE THESE FİNDİNGS AND FURTHER CONVERSATİONS WİTH FACULTY AND STUDENTS

TO CREATE A PRELİMİNARY THRESHOLD CONCEPT FRAMEWORK TO GUİDE DEVELOPMENT OF İNSTRUCTİONAL DESİGN AND OTHER SUPPORT STRATEGİES FOR DOCTORAL STUDENTS.

METHODOLOGY

- GRADUATE FACULTY/DİSSERTATİON ADVİSORS IN THE COLLEGE OF EDUCATİON AT A PUBLİC URBAN UNİVERSİTY

- SEMİ-STRUCTURED İNTERVİEWS

- SURVEY

SEMİ-STRUCTURED INTERVİEWS: QUESTİONS

- WHAT **CHALLENGES AND STUMBLİNG BLOCKS** DO GRADUATE STUDENTS FACE İN THEİR JOURNEY AS DOCTORAL CANDİDATES?

- WHAT **STRATEGİES** HAVE YOU USED TO ASSİST DOCTORAL CANDİDATES İN MEETİNG THESE CHALLENGES AND STUMBLİNG BLOCKS?

- WHAT **FUNDAMENTAL AND TRANSFORMATİVE CONCEPTS, BEHAVİORS AND ATTİTUDES** MUST STUDENTS MASTER İN ORDER TO MOVE FORWARD AND BE SUCCESSFUL İN THE DOCTORAL PROCESS?

VİTAE RESEARCHER DEVELOPMENT FRAMEWORK

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THE SURVEY
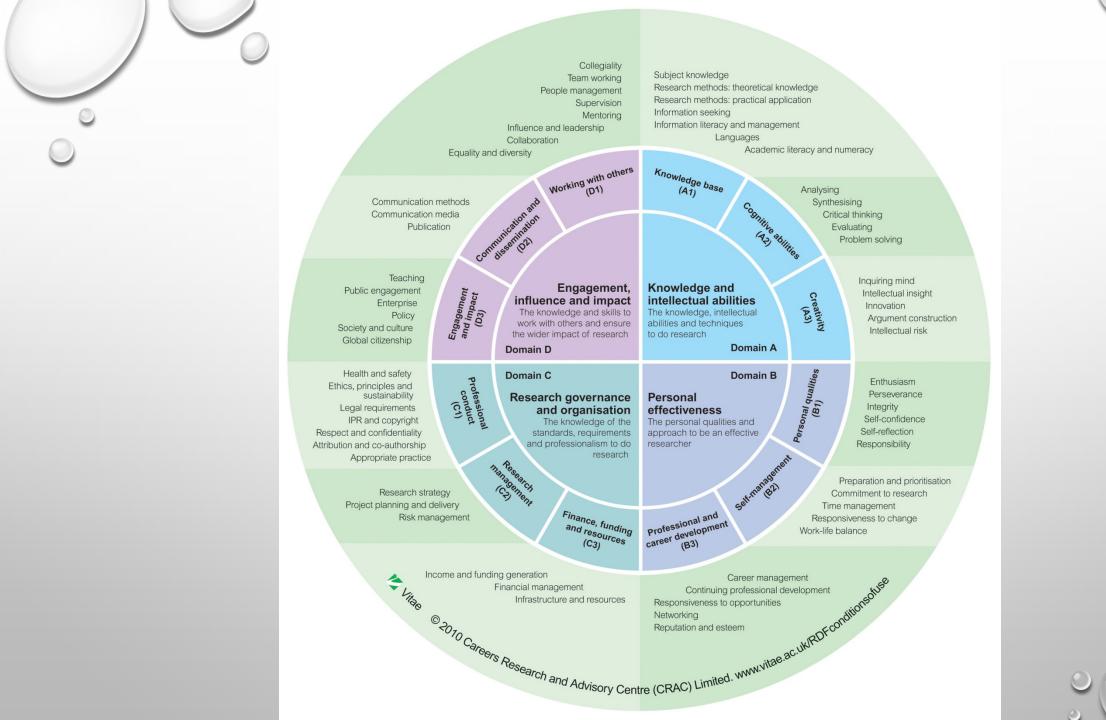
- WHİCH DOMAİNS PRESENT THE GREATEST CHALLENGES FOR YOUR GRADUATE STUDENTS İN THEİR DEVELOPMENT AS SUCCESSFUL DOCTORAL CANDİDATES AND RESEARCHERS?

- WHİCH DOMAİNS ARE THE MOST İMPORTANT İN THE DEVELOPMENT OF SUCCESSFUL DOCTORAL STUDENTS?

FACULTY RANKİNG OF THE DOMAİNS

MOST CHALLENGİNG

- A2:COGNİTİVE ABİLİTİES
  - ANALYZİNG, SYNTHESİZİNG, CRİTİCAL THİNKİNG, EVALUATİNG, PROBLEM SOLVİNG

- B2: SELF-MANAGEMENT
  - PREPARATİON AND PRİORİTİZATİON, COMMİTMENT TO RESEARCH, TİME MANAGEMENT, RESPONSİVENESS TO CHANGE, WORK-LİFE BALANCE

- D2: COMMUNİCATİON AND DİSSEMİNATİON
  - COMMUNİCATİON METHODS, COMMUNİCATİON MEDİA, PUBLİCATİON

MOST İMPORTANT

- A2: COGNİTİVE ABİLİTİES

  B2: SELF-MANAGEMENT

- C2: RESEARCH MANAGEMENT

- A1: KNOWLEDGE BASE

- C3: PROFESSİONAL CONDUCT

- B1: PERSONAL QUALİTİES

FACULTY RANKİNG OF THE DOMAİNS

LEAST CHALLENGİNG

- C3: PROFESSİONAL CONDUCT
  - ETHİCAL PRİNCİPLES, ATTRİBUTİON & CO-AUTHORSHİP, APPROPRİATE PRACTİCE

- B3: PROFESSİONAL AND CAREER DEVELOPMENT
  - CAREER MANAGEMENT, CONTİNUİNG PROFESSİONAL DEVELOPMENT, NETWORKİNG, REPUTATİON & ESTEEM

- D1: WORKİNG WİTH OTHERS
  - COLLEGİALİTY, COLLABORATİON, WORKİNG İN TEAMS, İNFLUENCE & LEADERSHİP, EQUALİTY & DİVERSİTY

LEAST İMPORTANT

- C1: FİNANCE, FUNDİNG, AND RESOURCES
  - INCOME AND FUNDİNG, İNFRASTRUCTURE AND RESOURCES

- D3: ENGAGEMENT & İMPACT
  - TEACHİNG, PUBLİC ENGAGEMENT, SOCİETY & CULTURE, GLOBAL CİTİZENSHİP

CONTİNUATİON OF THE PİLOT STUDY

- COMPLETE INTERVİEWS AND SURVEYS WİTH ALL GRADUATE EDUCATİON FACULTY

- COMPARE THE CHALLENGES İDENTİFİED İN THE İNTERVİEWS WİTH THE CHALLENGES RANKED İN THE SURVEYS

- CONDUCT A FOLLOW-UP STUDY WİTH DOCTORAL EDUCATİON STUDENTS, USİNG THE SAME İNTERVİEW AND SURVEY METHODOLOGY, İN ORDER TO COMPARE THE PERCEPTİONS OF STUDENTS AND FACULTY.

- USE FİNDİNGS TO DEVELOP A PRELİMİNARY FRAMEWORK OF THRESHOLD CONCEPTS FOR THE DOCTORAL PROCESS

CRUCİAL CONVERSATİONS

THE DİALOGUE AMONGST FACULTY, LİBRARİANS, AND STUDENTS İS ESSENTİAL İN THE PROCESS OF DEVELOPİNG THE THRESHOLD CONCEPT FRAMEWORK.

THE PURPOSE OF THE THRESHOLD CONCEPTS İS TO İMPROVE THE LEARNİNG EXPERİENCE OF STUDENTS.

CROSS THE THRESHOLD TO İNSTRUCTİONAL DESİGN AND OTHER SUPPORT STRATEGİES

INSTRUCTİONAL DESİGN PRİNCİPLES FOR THRESHOLD CONCEPT MASTERY

1. JEWELS İN THE CURRİCULUM
2. LİSTENİNG FOR UNDERSTANDİNG
3. A HOLDİNG ENVİRONMENT FOR THE TOLERATİON OF CONFUSİON
4. RECURSİVENESS AND EXCURSİVENESS

COUSİN, G. (2006). AN İNTRODUCTİON TO THRESHOLD CONCEPTS, *PLANET* , 17, 4-5.

SOME OBSERVATİONS

- THE STUDY OF DİFFİCULTY ULTİMATELY İS REVEALED BY THE LEARNER.

- THE PROCESS İS NOT LİNEAR AND WİLL BE DİFFERENT FOR EACH İNDİVİDUAL.

- THE DOCTORAL JOURNAL İNVOLVES BOTH COGNİTİVE & AFFECTİVE DİMENSİONS

- WHEN STUDENTS ARE İN THE PROCESS OF MASTERİNG A THRESHOLD CONCEPT, THEY ARE İN A LİMİNAL STATE THAT NEEDS TO BE RECOGNİZED.

- THRESHOLD CONCEPTS CAN PROVİDE A COMMON LANGUAGE.

- LİBRARİANS BRİNG THE İNFORMATİON LİTERACY LENS TO THE LEARNİNG COLLABORATİON.

THRESHOLD CONCEPTS: WHY THEY MATTER

- "IDENTİFİCATİON OF THRESHOLD CONCEPTS MATTERS BECAUSE OF THE POTENTİAL İMPACT OF THRESHOLD CONCEPTS ON THE LEARNİNG EXPERİENCES OF STUDENTS."

- "ALTHOUGH RESEARCH RELATED TO THE İDENTİFİCATİON OF THRESHOLD CONCEPTS İS İN İTS İNFANCY, WE KNOW THE FOLLOWİNG:
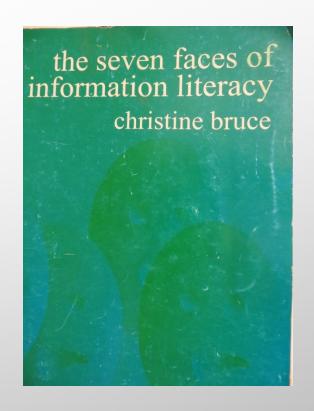
  FİRSTLY, THAT CONVERSATİON AMONGST TEACHİNG AND LEARNİNG STAKEHOLDERS İS FUNDAMENTAL.

  SECONDLY, İT İS ESSENTİAL THAT THE POTENTİAL OF THRESHOLD CONCEPTS İS RECOGNİZED AND REMAİNS A CLEAR FOCUS."

SARAH BARRADELL (2013): "THE İDENTİFİCATİON OF THRESHOLD CONCEPTS: A REVİEW OF THEORETİCAL COMPLEXİTİES AND METHODOLOGİCAL CHALLENGES"

INFORMATİON LİTERACY AS İT İS EXPERİENCED…

"WİTHİN THİS FRAMEWORK, TEACHİNG AND LEARNİNG İNFORMATİON LİTERACY WOULD STRESS NOT SKİLLS ACQUİSİTİON BUT THE GROWTH OF LEARNERS İN COMİNG TO UNDERSTAND AND EXPERİENCE İNFORMATİON LİTERACY İN THESE DİFFERENT WAYS."

the seven faces of information literacy
christine bruce

THANK YOU!