











4th BIENNIAL THRESHOLD CONCEPTS CONFERENCE & NATIONAL ACADEMY'S 6th ANNUAL CONFERENCE

THURSDAY 28TH JUNE 2012

08h 00 - 09h 15	Registration/ Tea and coffee - <i>Ground Floor, Hamilton Building</i>				
09h 15 - 09h 30	Opening address and welcome by Professor Patrick Prendergast, Provost, Trinity College Dublin - MacNeill Theatre				
09h 30 - 10h 20	Keynote 1: Ray Land, Durham University "A Closer Look at Liminality: incorrigibles and threshold capital" - MacNeill Theatre				
10h 20 - 10h 50	Keynote 2: Bettie Higgs, University College Cork "Threshold Concepts: Navigating the Route" - MacNeill Theatre				
10h 50 - 10h 55	Publication Launch by Professor Alan Kelly, UCC "Developing an institutional framework for supporting supervisors of research students: a practical guide" - MacNeill Theatre				
11h 00 - 11h 30	Tea and coffee/ Poster viewing - <i>Ground and First Floor, Hamilton Building</i>				
PARALLEL SESSION A	Engaging students with TCs - Maxwell Theatre	Pecha Kucha - MacNeill Theatre	Interdisciplinary Threshold Concepts - Joly Theatre	TCs in Professional Development - Lecture Theatre 1	New Developments in TCs - Lecture Theatre 2
11h 30 - 13h 00	<p>Foley, Brian (Seeding paper*) <i>Engineering Problem Solving: uncovering a threshold experience and triggering a meta-learning response</i></p> <p>Holland, Donal <i>et al</i> <i>The Role of Design Projects in Assisting Engineering Students from Liminality to Understanding</i></p> <p>Breen, Sinead and O'Shea, Ann <i>Designing tasks to aid understanding of functions</i></p> <p>Taylor, Charlotte <i>et al</i> <i>Using a mixed methods approach to explore student understanding of hypotheses in biology</i></p>	<p>[Engaging Students with TCs] 7 x 7min PK presentation</p> <p><i>Pecha Kucha presentations will run in parallel to the thematic presentations and workshops on Thursday and Friday. In this format the presenter shows 20 slides at 20 seconds per slide, before the next presenter takes the stage. Full details of the Pecha Kucha presentations are overleaf.</i></p>	<p>Boggs, Katherine <i>Spatial Cognition, a multi-disciplinary Threshold Concept</i></p> <p>Ryan, Anne Marie <i>Seeing deeply in space and through time: interdisciplinarity meets threshold concepts in earth and environmental science</i></p> <p>Peter, Mira and Harlow, Ann <i>Teaching and grasping threshold concepts: Four disciplines and one paradigm</i></p> <p>Thompson, Rachel <i>Criticality as a threshold concept, defined and limited by disciplinary power</i></p>	<p>Hokstad, Leif Martin <i>A Comparative Academic/Industrial Professional Development Study of Threshold Concepts in Project Management</i></p> <p>Maguire, Sarah and Curran, Roisín <i>Using Threshold Concepts as a vehicle for academic development</i></p> <p>Barnatt, Joan and McKnight-McKenna, Mary <i>Addressing Diversity as Asset: Using Social Justice Vignettes for Transformational Change in Teacher Preparation</i></p> <p>Ryan, Tony <i>Medical Student Reflections of Newborn Medicine: Looking Back for Threshold Concepts</i></p>	<p>Quinlan, Kathleen <i>et al</i> (Seeding paper*) <i>A Developing Methodology to locate curricula thresholds in first year engineering</i></p> <p>Adawi, Tom and Kabo, Jens <i>Exploring threshold concepts and liminal spaces using phenomenography: Engineering students' conceptions of technology as an example</i></p> <p>Wuetherick, Brad and Loeffler, Elizabeth <i>Threshold Concepts and Decoding the Humanities: A Case Study of a Threshold Concept in Art History</i></p> <p>Guerin, Cally and Green, Ian <i>Is Voice a Threshold Concept in Doctoral Education?</i></p>
13h 00 - 14h 00	Lunch and poster viewing - <i>Ground and First Floor, Hamilton Building</i>				
PARALLEL SESSION B	Engaging students with TCs - Maxwell Theatre	Pecha Kucha - MacNeill Theatre	Interdisciplinary Threshold Concepts - Joly Theatre	TCs in Professional Development - Lecture Theatre 1	New Developments in TCs - Lecture Theatre 2
14h 00 - 15h 45	<p>Harlow, Ann <i>et al</i> (Seeding paper*) <i>Students' perceptions of travel through the liminal space: Lessons for teaching</i></p> <p>Carstensen Anna-Karin <i>Make links - Overcoming the Threshold and Entering the Portal of Understanding</i></p>	<p>[Engaging Students with TCs] 7 x 7min PK presentation</p>	<p>Hall, Brendan <i>"How do you know?" The threshold concept, multi-disciplinary approaches and the Age of Uncertainty</i></p> <p>Brunetti, Korey <i>et al</i> <i>Interdisciplinarity and information literacy instruction: A threshold concepts approach</i></p>	<p>Timmermans, Julie (Seeding paper*) <i>Identifying Threshold Concepts in Educational Development</i></p> <p>Gilrane, Coleen <i>Shifting Identity in Teacher Development</i></p>	<p>Akerlind, Gerlese <i>et al</i> (Seeding paper*) <i>A new model for teaching and learning of Threshold Concepts</i></p> <p>Devanas, Monica <i>The "Science Education for New Civic Engagements and Responsibilities", a US National Initiative Linking Sciences, Public Issues and Threshold</i></p>

14h 00 - 15h 45 (cntd)	Davies, Jason <i>Locked Doors: Threshold Concepts as Guardians</i>		Kabo, Jens and Baillie, Caroline <i>Don't fear the engineer: Social science students exploring a liminal space with engineering students</i> Horn, Jody <i>Embedding Threshold Concepts in a Student Learning Community</i>	Cooper, Trudi <i>Threshold Concepts as a heuristic device in an ill-structured discipline</i> Thomas, Lynda et al <i>A Broader Threshold: including skills as well as concepts in computing education</i>	<i>Concepts</i> Zimbardi, Kirsten et al <i>Student understanding of the critical features of a hypothesis: variation across epistemic and heuristic dimensions</i> Davies, Peter <i>Threshold Concepts: A distinctive experience of integration and transformation in conceptual change</i>
15h 45 - 16h 15	Tea and coffee/ Poster viewing - <i>Ground and First Floor, Hamilton Building</i>				
PARALLEL SESSION C WORKSHOPS	New Developments in TCs - National Gallery of Ireland 	Pecha Kucha - MacNeill Theatre 	Engaging students with TCs - Maxwell Theatre 	TCs in Professional Development - Lecture Theatre 1 	New Developments in TCs - Lecture Theatre 2 
16h 15 - 17h 15	McCarthy, Marian and Blackshields, Daniel→ <i>Looking for Trouble: Encountering the Unknown at the National Gallery of Ireland</i> [This workshop will take place in the National Gallery with the group departing from the Hamilton Building]	[TCs in Doctoral Supervision] 5 x 7min PK Presentation	Pace, David et al <i>Mastering a Threshold Concept through Decoding the Disciplines</i>	Wisker, Gina <i>Vision and voice: Conceptual Threshold Crossing in Writing for Academic Publication programmes</i>	Getman Eraso, Jordi et al <i>Documenting Learning while Crossing the Threshold: Exploring e-Portfolios and Threshold Concepts in Multiple Contexts</i>
17h 20	Close Day One				
19h 00	Conference Dinner - East Wing, Dining Hall, Trinity College Dublin				

FRIDAY 29TH JUNE 2012

09h 00 - 09h 30	Tea and coffee/ Poster viewing - <i>Ground and First Floor, Hamilton Building</i>				
09h 30 - 10h 10	Keynote 3: Glynis Cousin, University of Wolverhampton "Threshold Concepts as an analytical tool for researching Higher Education pedagogy" - MacNeill Theatre				
PARALLEL SESSION D	Engaging students with TCs 1 - Maxwell Theatre 	Pecha Kucha - MacNeill Theatre 	Interdisciplinary Threshold Concepts - Joly Theatre 	TCs in Professional Development - Lecture Theatre 1 	Engaging students with TCs 2 - Lecture Theatre 2 
10h 15 - 11h 20	Grogan, Sam <i>'Playing' so hard we fall out of our heads: Threshold Concepts and Troublesome Knowledge in experiences of experiential knowledge acquisition in higher education actor training</i> Gilvary, Gerry <i>An overview of the application of Enquiry Based Learning and Threshold Concepts in Practice Based Arts</i>	[Interdisciplinary TCs] 5 x 7min PK presentation	Koole, Marguerite <i>Ontological and epistemological threshold crossings of doctoral students in networked learning environments: My ontolo....what?</i> Wertzler, Lee and Gale, Richard <i>Self as a Learner as a Threshold Concept: The University Journey</i>	Devitt, Ann et al <i>Threshold Concepts and Practices in Teacher Education: professional, educator and student perspectives</i> Atherton, James et al <i>Troublesome Thresholds and Limiting Liminality: issues in teaching in vocational education</i> (..continues overleaf)	Allen, Belinda <i>Creativity as threshold – learning and teaching in a liminal space</i> Barradell, Sarah <i>Visible learning of threshold concepts - an example of an assessment task using concept mapping</i>

10h 15 - 11h 20 (cntd)	Fortune, Tracey <i>et al</i> <i>The Hero's Journey: Uncovering threshold barriers, dispositions and practices among occupational therapy students</i>		Quinnell, Rosanne <i>et al</i> <i>Academic numeracy: challenging thinking dispositions to enable students to enter and cross the liminal space</i>	Ó Donnchadha, Brian <i>Moving from personal practice to Communities of Reflective Practice: a model for professional development</i>	Whalley, Brian <i>Integrating teaching using Troublesome Knowledge Items, "sticking points" and Just-in-Time Teaching</i>
11h 20 - 11h 50	Tea and coffee/ Poster viewing - <i>Ground and First Floor, Hamilton Building</i>				
PARALLEL SESSION E	Engaging students with TCs 1 - Maxwell Theatre	Pecha Kucha - MacNeill Theatre	Interdisciplinary Threshold Concepts - Joly Theatre	TCs in Professional Development - Lecture Theatre 1	Engaging students with TCs 2 - Lecture Theatre 2
11h 50 - 13h 00	Ciccone, Anthony and Meyers, Renee <i>Accepting Ambiguity, Enjoying Complexity: Threshold Concepts for the Humanities</i> Sendziuk, Paul <i>Helping Students to 'Think Historically' by Engaging with Threshold Concepts</i> Cronin, James <i>'Doing' history: what may liminal space and transition time expose during the process of mentoring new graduate tutors in the discipline of history?</i>	[New Developments in TCs] 7 x 7min PK presentation	MacKay, Bruce (Seeding paper*) <i>Threshold Concepts in Liberal Education</i> Coward, Monica <i>Interdisciplinary Threshold Concepts: An ontological and epistemological analysis</i> Boyd, Diane <i>Growth Mindset: An Interdisciplinary Threshold Concept in Course Design</i>	Clouder, Lynn and Adefila, Arinola (Seeding paper*) <i>The Trouble with Responsibility: Exploring the interaction of tacit knowledge and ritualized practices in giving students responsibility on placement</i> Mills, Ruth and Wilson, Anna <i>There's a right answer but only some students can get it: threshold concepts in the professional development of physics demonstrators</i> Kinchin, Ian <i>Threshold concepts and the expert student: A knowledge structures perspective on teaching, learning and academic development</i>	Wood, Leigh and Hoadley, Susan <i>Threshold Concepts in first year business</i> Sweeney, John <i>et al</i> <i>Assessment of Learning in the Clinical Practice Environment: using an on-line tool to help students understand the abstract nature of Steiner and Bell's (1979) experiential taxonomy</i> Blackmore, Margaret and Freeland, Pam <i>Serious play: Threshold concepts, information engagement & game design</i>
13h 00 - 14h 00	Lunch and poster viewing - <i>Ground and First Floor, Hamilton Building</i>				
PARALLEL SESSION F WORKSHOPS	Engaging students with TCs 1 - Maxwell Theatre	Pecha Kucha - MacNeill Theatre	Engaging students with TCs 2 - Joly Theatre	Engaging students with TCs 3 - Lecture Theatre 1	
14h 00 - 15h 00	Barton, Graham <i>'Threshold concept literacy': helping learners develop writing skills and acquire threshold concept understanding through examining associated transformations in discourse</i>	[TCs in Prof. Development] 6 x 7min PK presentation	Easdown, David and Wood, Leigh <i>Novel Threshold Concepts in the mathematical sciences</i>	Blackshields, Daniel <i>et al</i> <i>Building Capacity for Transformative Learning: Embedding Integrative Learning into Threshold Concept Pedagogical Design</i>	
15h 00 - 15h 30	Tea and coffee/ Poster viewing - <i>Ground and First Floor, Hamilton Building</i>				
15h 30 - 16h 10	Keynote 4: Patrick Carmichael, University of Stirling "From this curriculum to that which is to come: Threshold Concepts, complexity and change" - MacNeill Theatre				
16h 10 - 16h 15	Publication Launch by Professor Aine Hyland, NAIRTL "NAIRTL Grants Initiative: Evaluation of Impact" - MacNeill Theatre				
16h 15 - 16h 30	Conference summation - MacNeill Theatre				
16h 30	Close Day Two				

* Seeding papers will precede similarly themed papers in parallel sessions and will enable focussed discussion on the topic in question.

Pecha Kucha Presentations
Thursday June 28th

[Engaging Students with Threshold Concepts]
PARALLEL SESSION A: 11h 30 - 13h 00
Chair: Ray Land, Durham University

- 1: Fellenz, Martin
Transforming learning and learners: The promise of process oriented threshold concepts
- 2: Shopkow, Leah and Díaz, Arlene
Still Lurking in the Background: Bottlenecks, Threshold Concepts, and Epistemology
- 3: Orsini-Jones, Marina
Towards a role-reversal model of threshold concept pedagogy
- 4: Osmond, Jane
Threshold Concepts and research informed teaching
- 5: Sebert, Candy and Archulta-Frush, Kristi
Creating Optimal Distance Education Environments for the Emergence of Threshold Concepts
- 6: Murray, Shannon
A Shakespeare Threshold: Engaging Students in Understanding Prosody
- 7: Blair, Lorrie, Fitch, Sebastien, and Barrington, Janette
Art Education and troublesome knowledge: Helping students form identities as artist teachers

[Engaging Students with Threshold Concepts]
PARALLEL SESSION B: 14h 00 - 15h 45
Chair: Sarah Maguire, University of Ulster

- 1: Northcote, Maria
I hate maths and maths hate me! Analysing the development of threshold concepts and attitudes in preservice mathematics teacher education
- 2: Rodger, Sylvia, Turpin, Merrill and Springfield, Liz
Experiences of Academic Staff in Using Threshold Concepts in Occupational Therapy Curricula to Engage Students
- 3: Kobus, Marta, Kinchin, Ian, Cabot, Lyndon, Woolford, Mark
Exploring the relationship between curriculum, learning process and the theory of threshold concepts in the context of dental education
- 4: Webster, Elaine and McDiarmid, Claire
Contingency in Practice: Applying a Threshold Concept in Law

- 5: Kennedy, Eileen
Crossing a threshold concept in Biology: variation in student learning

[Threshold Concepts in Doctoral Supervision]
PARALLEL SESSION C: 16h 15 - 17h 15
Chair: Alan Kelly, University College Cork

- 1: Kiley, Margaret
Now I know why I have been knocking my head against a brick wall: doctoral candidates and stuck places
- 2: Coughlan, Paul and Graham-Cagney, Anne
Doctoral Education at the 'Eye' of the Perfect Storm
- 3: Wuetherick, Brad and Thompson, John
'Enabling' Graduate Attributes as an Interdisciplinary Threshold
- 4: Keefer, Jeffrey and Parchoma, Gale
The Experience of Interdisciplinarity in Doctoral Research: Threshold Journeys
- 5: Wright, Alan and Monette, Marie-Jeanne
"Is there a Doctor in the house?" Pedagogical Portals and the PhD

Pecha Kucha Presentations
Friday June 29th

[Interdisciplinary Threshold Concepts]
PARALLEL SESSION D: 10h 15 - 11h 20
Chair: Bettie Higgs, University College Cork

- 1: Kautz, Christian
Threshold Concepts in Introductory Engineering: Useful metaphor or empirically based construct?
 - 2: Magdziarz, Sonia, Myers, Paul, and Bellamy, Sheila
The integrative nature of threshold concepts in financial accounting - an exploration of the interdisciplinarity of one threshold concept.
 - 3: Johansson, Charity
Using Language to Transform Judgmental Attitudes
 - 4: Bernhard, Jonte, Carstensen, Anna-Karin, and Holmberg, Margarita
Understanding phase as an entrance to the portal of understanding in physics and electrical engineering
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[New Developments in Threshold Concepts]
PARALLEL SESSION E: 11h 50 - 13h 00
Chair: Brian Foley, Trinity College Dublin

- 1: Hersey, Corrine
Integrating Threshold Concepts pedagogy into a market-value education system to reduce the "plagiarism epidemic"
 - 2: Scott, Jonathan, Harlow, Ann, and Peter, Mira
Towards a TCT-Inspired Electronics Concept Inventory
 - 3: Delany, David
The Emperor's new concept: vague, postmodern, and unfalsifiable - is threshold concept theory a step too far?
 - 4: Parker, Jan
Scaffolding' v 'Digitally-enabled co-construction of troublesome knowledge'. The case of 'engaging with theory in literary close reading'.
 - 5: Shinnars-Kennedy, Dermot
The Geometry of Threshold Concepts
 - 6: Bedek, Michael, and Albert, Dietrich
Embedding Threshold Concepts into Hierarchical Concept Structures
 - 7: Love, Jane
From Filling Buckets to Lighting Fires: Faculty at the Threshold
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[Threshold Concepts in Prof. Development]
PARALLEL SESSION F: 14h 00 - 15h 00
Chair: Vicky Davies, University of Ulster

- 1: Pilkington, Ruth
Playing with models to conceptualise, support and assess professional learning
 - 2: Kinchin, Ian and Cabot, Lyndon
Threshold concepts and the spiral curriculum: complementary or conflicting ideas?
 - 3: Noonan, Sarah
Threshold Crossings & Concepts in Teaching: An Exploration
 - 4: Kirwan, Gloria
Up Close and Personal: Engaging Learners with Service-User Perspectives
 - 5: McKeon, Jacinta
Threshold Concepts in the Professional Development of Second Language Teaching: teaching grammar communicatively
 - 6: Fuzzard, Rhonda and Kiley, Margaret
What concepts underpin skills training in community services in Vocational Education and Training?
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