

Fostering Transformational Learning in Higher Education: The Importance of Identifying Threshold Concepts and Troublesome Knowledge

Authors

Dr Trevor Clohessy and Dr Marie English,
Galway-Mayo Institute of technology

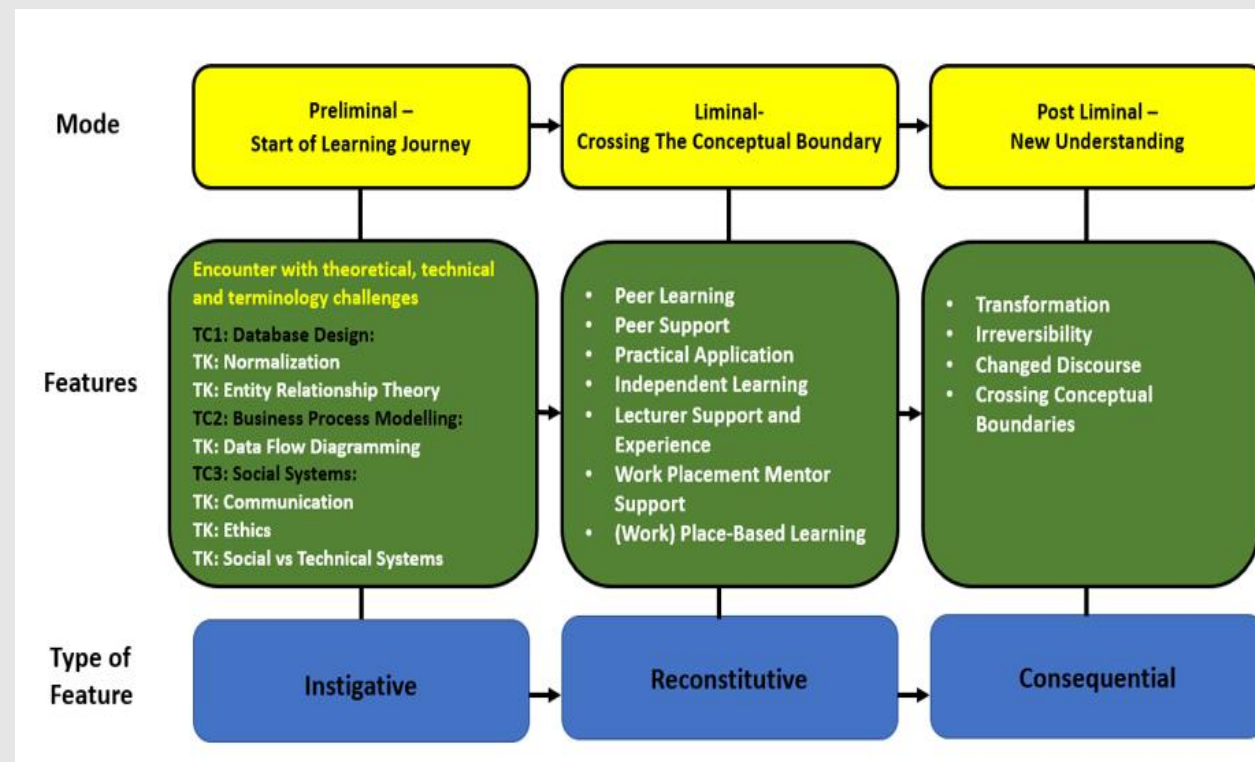
Aims

The primary objective of this research was to identify and explore final year business information systems undergraduate students understanding of information systems using four main parameters: threshold concepts, troublesome knowledge, socio-cultural development, and communities of practice.

Findings

- A student's ability to traverse through the liminal space varies;
- Practice and repetition of threshold concepts and troublesome knowledge is important;
- Exposure to environments where the threshold concepts and troublesome knowledge can be teased out and questioned;
- Exposure and refinement of skills within a community of practice is important;
- The impact of Covid19 may require new ways of teaching and learning;
- The language of the discipline is important: -> Lexicon/Glossary of challenging concepts at start of semester.

Visuals



Impact

The findings from this research will provide insights in how to inform better curriculum and assessment (re)design practices, from the micro (module) to meso (programme) to macro levels (the wider discipline in the workplace).