Teaching Strategies for Engaging Students: Threshold Concepts in Academic Skills Development

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DMUaspire

- Designed to inspire, help to build confidence and ambition, and to provide a university experience for Year 12 (16-17 year old) young people;

- Runs over a week in early July with online pre-work;

- Students are divided into tutor groups and assigned Personal Tutors and Student Ambassadors;

- They attend lectures, group work, self-directed study and ‘campus life’ sessions;

- Three assessments: i) reflection ii) academic poster iii) group and individual presentation;

- Institutional credit with firm choice university offer.
Our profile:

• Year 12 (16-17 year old) students
• Leicestershire (and beyond) schools and colleges
• Widening Participation backgrounds
• ‘Near miss’ attainment for HE level study

Our challenges:

• Mixed-ability cohort
• Range of educational backgrounds and experiences
• Unfamiliar with HE level study, conventions and practices
• Short timeframe for course and assessments

Your profile:

Your challenges:

DMUaspire
Threshold concept characteristics

- Transformative: result in a shift in perception
- Irreversible: not likely to be forgotten or unlearned
- Integrative: reveal the interrelatedness of a subject, topic or area

Threshold concept characteristics

- Liminality
- Troublesome knowledge

Potential cross-discipline threshold concepts

“Before attending DMUaspire I would not have thought to reference my research that I use in any assignments, but now I understand its importance and how to do it. I am still not very efficient at referencing as it takes time and the use of a template. I will try to get more used to using it and apply it to my year 13 work.”

“During college, I would feel more prepared for the upcoming assignments, I would be more mindful of the key details within the assignment (referencing and proofreading)”

Edwards (2011)
Potential cross-discipline threshold concepts

“Interpretations are not necessarily right or wrong, but are supported or unsupported to a certain extent by the evidence”

“I did not anticipate the amount of reading I would have to do in order to present a balanced argument of my topic. I managed to do all of the reading and select the relevant parts to include. However, it took a bit longer than I would have liked; to avoid this in the future I will start reading around my topic area earlier.”

Edwards (2011)
"Take control of what you want to look for in the literature; don’t just wade in and try to make notes on everything"

"I found it difficult to find articles to link with each other and give my poster any flow. To overcome this I made my question focus on a topic very specific within the field that I wanted to do research on. This made it easier to find sources link together and made me realize what to avoid doing in future for not only posters but essays too to show that the information is not randomly put together."

"I realised that paraphrasing actually does take quite a lot of time..."
Potential cross-discipline threshold concepts

“If you critique your own approach it is positive evidence of your critical skills rather than simply evidence of failure”

“Through self-reflection, I am now able to find personal and academic weaknesses in myself which enables me to focus on fixing them. My newfound understanding will now enable me to make the most of year 13 and will follow me for the rest of my life.”

Edwards (2011)
DMUaspire inclusive approaches
DMUaspire inclusive approaches

The challenge
Family businesses are diverse in terms of age, size, geography, and business experience. Inclusive approaches in the UK, especially in universities, have addressed workplace diversity, often in a multi-cultural context. A mixture of these elements impacts the success of family enterprises. The differences between older and younger generations in traditional business and the younger, more sustainable generation become apparent during succession. This is why it is important to bridge the gap between generations.

The studies
Emotional ownership (Bloomberg & Nicholson, 2012), leadership, willingness, and intergenerational interactions (Sharma et al., 2019) and education (Bloomberg & Gennace, 2012) all influence succession and the survival of family businesses. The younger generation must find a balance between cultural heritage and entrepreneurial skills. The younger generation needs to adapt to modern society while maintaining cultural identity.

The findings
The game is called Generation Gap. All 2nd generation parent owners have high goals due to the success of their business. This has been influenced by attempts to adjust to the host country's culture and values and their own cultural heritage.

The reasoning
There is a need to increase research into understanding different elements such as cultural heritage and geographical settings that influence next generation transfers to join the family business (Dittmar et al., 2012; Sharma & Chua, 2013). Limited work is available on the cultural values among family owners and their involvement in business (Smith, 2010). ETHIC is the first research project in the UK to investigate next-generation transfers and cultural values among family business owners. This research was conducted with reference to the UK context.

The approach
A series of semi-structured focus group interviews were conducted with four members of a multinational family business in the UK (30 male and female members). Through in-depth case study research, a comprehensive framework summarising succession and family integration was created (Sharma et al., 2019). The cases showed family histories embedded by lifelong contacts, cultural heritage, language, etc., but were different because of their ethnic background.

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The GENERATION GAME
Building Bridges Between Generations in Ethnic Minority Family Firms
DMUaspire inclusive approaches

For some of the activities during DMUaspire week, you will work in small tutorial groups. Each group will be assigned two personal tutors and details of the personal tutors are given below.

Group 1: Laura and Karen
- Laura McFalliane (Lecturer, Maths Learning Centre)
  - Email: laura.mcfalliane@dmu.ac.uk
- Karen Symons (Senior Lecturer, Maths Learning Centre)
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Group 2: Marta, Jason and Emily
- Marta Ulanicka (Lecturer, CLaSS)
  - Email: marta.ulanicka@dmu.ac.uk
- Jason Eyre (Senior Lecturer, CLaSS)
  - Email: jevre@dmu.ac.uk
- Emily Forster (Lecturer, CLaSS)
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Library Learning Services: Sources of Support

Librarians

Maths Learning Centre

Royal Literary Fund Fellows

Library Disability Team

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DMU LOCAL
REFERENCES

