

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

Your profile:

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 challenges:

Threshold concepts



Meyer and Land (2005)

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

Meyer and Land (2005), p. 373; Land et al (2005)

Threshold concept characteristics

- Liminality
- Troublesome knowledge



Meyer and Land (2005), p. 373; Land et al (2005)

Potential cross-discipline threshold concepts

“The exact referencing format does actually matter”

“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)”

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.”

Potential cross-discipline threshold concepts

“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...”

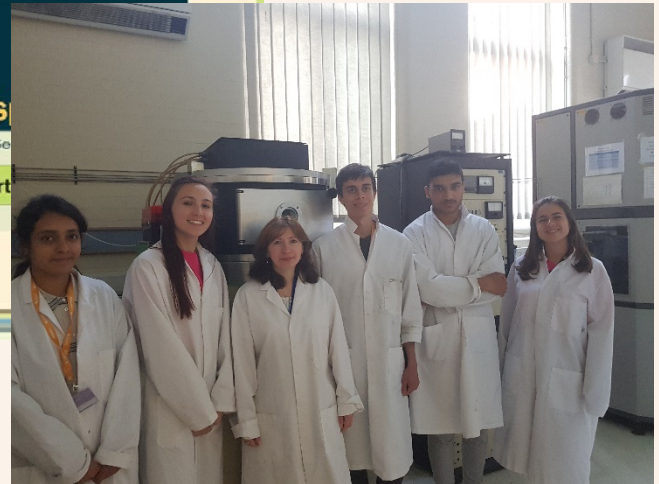
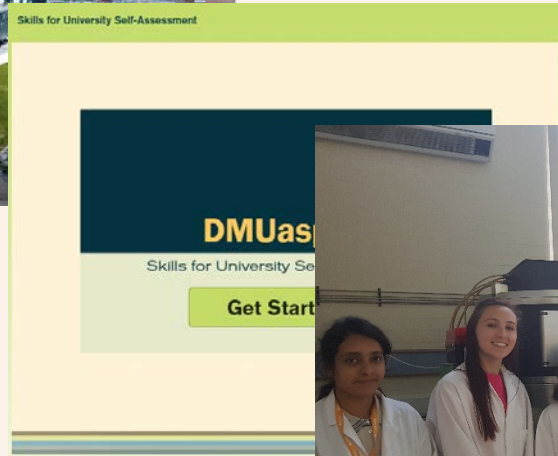
Potential cross-discipline threshold concepts

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

“As we have worked a lot on reflection, it has enabled me to recognise the benefits of it and how it reinforces my skills and work for the future. I will use reflection more often to find my mistakes and use them to my benefit.”

“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.”

DMUaspire inclusive approaches



DMUaspire inclusive approaches

Apply to new situation

Reflection

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THE GENERATION GAME
 Building Bridges Between Generations in Ethnic Minority Family Firms

The challenge

Family households are diverse in terms of age, sex, gender, education and business expertise (Gra & Nason, 2015). In the UK, ethnic families has adapted to a pluralistic society, one in which cultures and lifestyles are more diverse (multi-cultural). A mixture of these elements impacts the success of family enterprises. The differences between older and more culturally traditional generation, and the younger, more assimilated generation becomes apparent during succession. This is why it is important to bridge the gap between generations.

Research question:
 How intergenerational entrepreneurship is passed down in ethnic minority family firms?

The studies

Emotional ownership (Björnsberg & Nicholson, 2012), behaviours, willingness and characteristics of successors (Sharma et al., 2005), and education (Landsberg & Gersick, 2015) all could prevent succession and thus, survival of family firms. But, as different generations become more embedded into modern society, with little cultural influence this impacts future inheritors to determine whether or not to remain in the family firm (Green & Sharma, 2005). So, connection with next generation becomes vital for family business.

The reasoning

There is a need to increase research into understanding different elements such as cultural context and geographical settings that motivate next generation members to join the family business (Cruz et al., 2012; Sharma & Chua, 2013). Limited work is available on the cultural variations among families and their involvement in business (McPherson, 2016). Ethnic minorities are not a homogeneous group (all share same characteristics). This research

The approach

A series of semi-structured focus group interviews were conducted with four members of 3 Panjabi Indian family businesses in the UK (12 total family members). Through in depth case study research, complex process surrounding succession and family interaction was captured (Norqvist et al., 2014). The cases shared same family history (related by sibling cousins), cultural heritage, language, etc. but were different because of the ethnic

The findings...the game is c

Although later generations prefer professional employment remained in the family business as a cultural obligation. The family involvement and cultural values alters family firm but outcomes, successfully, success gener, contribute.

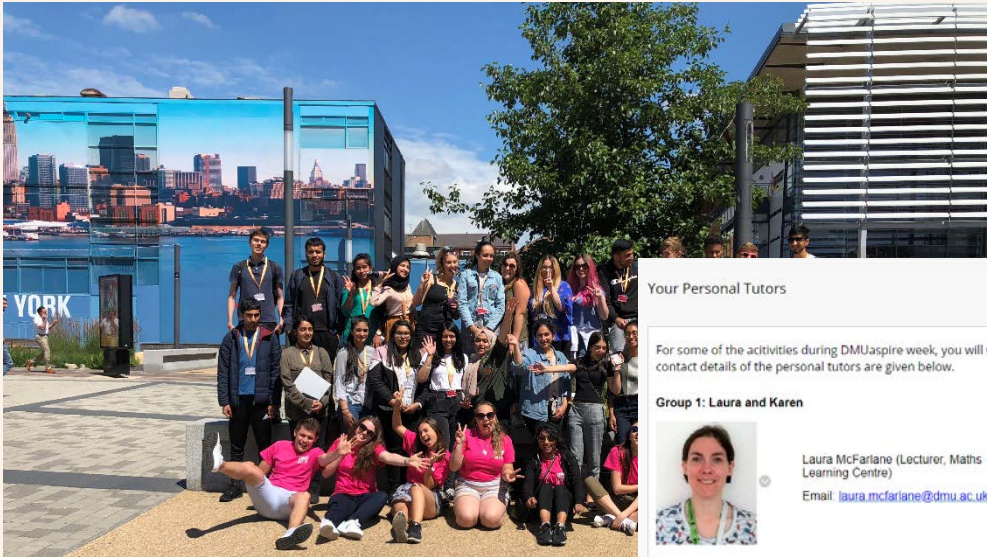
The findings...the game is c
 Embedding cultural nor family narrows the between generation

All 2nd generation parent owners have goals to agree to the success of the business. This has been influenced by attempts to adapt to the host country's (the UK's) cultural values over their own cultural beliefs.

I want to give them (children) the best education.

FATHERS-TO-BE
COMIC BOOK FANS
PEOPLE WHO SECRETLY HOPE THEIR KID IS BORN WITH A MUTANT SUPERPOWER

DMUaspire inclusive approaches



Your Personal Tutors

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

Group 1: Laura and Karen



Laura McFarlane (Lecturer, Maths Learning Centre)
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Karen Symons (Senior Lecturer, Maths Learning Centre)
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Group 2: Marta, Jason and Emily



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Library Learning Services: Sources of Support



[Librarians](#)



Kimberlin Library, DMU



LIBRARIES AND LEARNING

CLaSS

Centre for Learning and Study Support



[Maths Learning Centre](#)



[Royal Literary Fund Fellows](#)



[Library Disability Team](#)



References

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