

09.7.2026

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Title

A cognitive approach to threshold concepts

Publication year

2013

Source/Footnote

In: Higher education. - 65 (2013) 2, S. 247 - 263

Inventory number

34166

Keywords

Studentenschaft ; Studienverhalten ; Lehre

Abstract

This paper asks a fundamental question: what is happening inside the mind of the undergraduate during teaching and learning experiences, and how should curricula be designed to support it? A number of concepts lend themselves to providing an answer, principle among which is the relatively recent idea of Threshold Concepts. In this paper we attempt to critically evaluate both the 'product' and 'process' of Threshold Concepts and subject the idea to a stress test by comparing it to the longer established Schema Theory of Learning. This mapping enabled a novel empirical study involving undergraduate civil engineering students to be performed. The methods derived from Schema Theories of learning provide a set of findings that compliment and strengthen certain key areas of Threshold Concepts, as well as leading to the development of some interesting principles of curriculum design. (HRK / Abstract übernommen) Walker, Guy, E-Mail: G.H.Walker@hw.ac.uk