

Student Equity and Achievement

College Hour Teaching and Equity Series

Decoding the Discipline:

How Threshold Concepts can
contribute
to Equitable Outcomes

Date: March 1, 2015

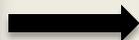
Room: SOCS 127

Time: 1:00-2:00 p.m.



Student Equity and Achievement

Future Symposia



Student Equity and Achievement

College Hour Teaching and Equity Series

"Equity is not about equal treatment of students, but equal educational results. With equity, all students—no exceptions—are guaranteed success in school." - Curtis Linton

Date:	Topic
3/5	<i>From the Chancellor's Office: Student Equity and Why it Matters</i>
3/12	<i>Decoding the Discipline: How Threshold Concepts can contribute to Equitable Outcomes</i>
3/19	<i>Funds of Knowledge: Equitable Learning Environments through Student Cultural Practices</i>
3/26	<i>Balancing the Playing Field: Technology Infusion, eLearning and Equity</i>
4/2	<i>Minority or Minoritized? Exploring the Language of Equity</i>
4/9	<i>From the Chancellor's Office: Student Equity and Why it Matters</i>
4/23	<i>Decoding the Discipline: How Threshold Concepts can contribute to Equitable Outcomes</i>
4/30	<i>Funds of Knowledge: Equitable Learning Environments through Student Cultural Practices</i>
5/7	<i>Balancing the Playing Field: Technology Infusion, eLearning and Equity</i>
5/14	<i>Minority or Minoritized? Exploring the Language of Equity</i>

Time: 1:00-2:00 p.m.

Location: SOCS 127



The Goal of the Symposiums

Vision for Success



Student Equity



What instructor does:

What transpires in learner's mind:

What the learner does:

Manipulation

- Causes experience



Experience

- Causes knowledge



Knowledge

- Enables performance



Performance

- Assessment confirms knowledge

Faculty Agency

WHO AM I?
The Centrality of Historical and Social Context in Constructing Identity and Community

Why Enroll in a SER Learning Community?

- UC/CSU Transferable Courses
- PASS Mentor Tutoring
- Small Classes
- Student-Centered Faculty
- Student Relevant Themes
- Academic/Career Counseling Integration

Please consider joining us in Spring 2019 to explore this exciting theme.



Spring 2019 SER Learning Community Linked Courses

History 140: History of Early Civilizations - TTh 7:45-9:10am - SOCS 127
Section #216 - UC/CSU Transferable | IGETC Area 3B or 4 | CSU GE Area C2 or D1 | Jason R. Suarez

Sociology 101: Introduction to Sociology—TTh 9:30-10:55am - ARTH 317
Section #2912 - UC/CSU Transferable | IGETC Area 4 | CSU GE Area D | Melissa Fujiwara

*You will be automatically enrolled in both sections when enrolling in one.

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SOCIAL JUSTICE
Racial Inequality and Remaking a New World

Justice
Courage
Transformation
Non-Violence
Peace
Disability
Conviction
Reality

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Spring 2019 SER Learning Community Linked Courses

Ethnic Studies 1: Introduction to Ethnic Studies - TTh 7:45-10:55am - SOCS 209
Section #2268 - UC/CSU Transferable | IGETC Area 4 | CSU GE Area D | Hong Herrera-Thomas

History 102: United States History from 1877 - TTh 9:30-10:55am - SOCS 208
Section #2354 - UC/CSU Transferable | IGETC Area 3B or 4 | CSU GE Area C2 or D1 | John Baranski

HERITAGE AND IDENTITY
ACROSS BORDERS

The History of Mexico and the Chicano Socio-Cultural Experience

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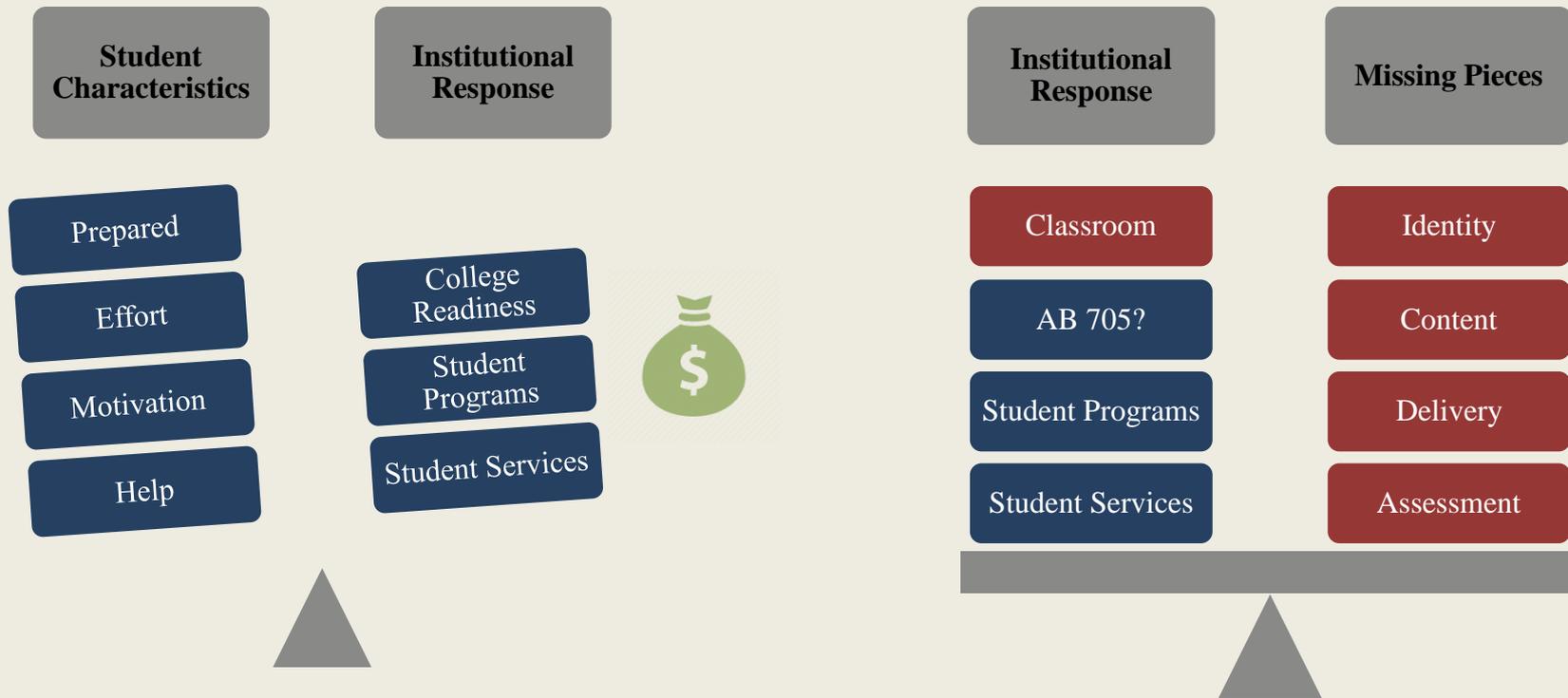

Fall 2018 SER Learning Community Linked Courses

History 154: History of Mexico - TTh 9:30-10:55am - SOCS 127
Section #2445 - IGETC Area 3B or 4 | CSU GE Area C2 or D6 | Jason R. Suarez

Ethnic Studies 5: Chicano Culture TTh 11:15am-12:40pm - SOCS 121
Section #2297 - IGETC Area 4 | CSU GE Area D3 | Xocoyotzin Herrera



A Changing Paradigm



Where and what we teach – what we take for granted



Laurentius de Voltolina, *Liber ethicorum des Henricus de Alemannia*

A lecture at a medieval university (c. 1350s) showing the lecturer reading a text from the lectern to students in Bologna, Italy.



SOC 127

El Camino College Behavioral and Social Sciences classroom.

Academic cultures

Academic cultures and disciplines have very particular ways of **thinking and constructing knowledge**.

This particular way of thinking can be challenging to someone **unfamiliar with academic discipline**.

Student difficulty in learning might be tied to how instructors and students **see the discipline**.



Student bottlenecks

Unfamiliarity with a discipline's culture can create bottlenecks:

- **Procedural bottlenecks** in which students have not mastered the steps that are necessary for successfully completing the tasks required in a course.
- **Epistemological bottlenecks** in which students fail to understand the basic nature of knowledge construction in a discipline.
- **Emotional bottlenecks** in which students affective reaction to the nature of the discipline or of the subject matter hinders learning.



Threshold concepts

Threshold concepts, a learning theory developed by Jan H.F. Meyer and Ray Land, “represent a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress.”

Threshold concepts are not content knowledge or course objectives, but instead are ways of thinking that are specific to disciplines and academic cultures.



Threshold concepts → historical thinking



Bottlenecks in History

Misunderstanding the role of facts

Interpreting primary sources

Maintaining appropriate emotional distance

Understanding the limits of knowledge of historical actors and identifying with people in another time/place

Constructing and evaluating arguments

Linking specific details to a broader context



Prevent Historical Thinking

Historical Perspective

Chronological reasoning

Continuity and Change

Cause and Consequence

Historical Significance



Prevent Success in Course

Seminars

Research

Essay examination

*Threshold concepts are not content knowledge or core concepts, but instead “represent a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress.”