



“When knowledge ceases to be troublesome, when students sail through the years of a degree programme without encountering challenge or experiencing conceptual difficulty, then it is likely that something valuable will have been lost. If knowledge is to have a transformative effect it probably should be troublesome, or at least troubling, but that does not mean it should be stressful or should provoke the kinds of anxiety, self-doubt and frustration that can lead students to give up.”

Jan H.F. Meyer and Ray Land, Overcoming Barriers to Student Understanding: Threshold Concepts and Troublesome Knowledge.

“To effectively educate today’s students, higher education must focus on both equity and quality – to make the most empowering forms of college learning available to all students. Such an approach begins with equity minded leaders who make it a priority to build new opportunities for low income students and students of color.”

AAC&U, Step Up and Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides.

The Threshold Project Community of Practice 2015-16 The Threshold Project 1 Day Workshop

March 25, 2016, El Camino College
Agenda

8:30-9:00	Coffee and Networking
9:00-10:15	Orientation and Purpose Setting
	What Brings Us Here?
10:15-10:30	Break
10:30-12:00	Transformational Learning Histories
	Threshold Concepts in the Disciplines
12:00-12:45	Lunch
12:45-2:30	Inquiry: Equity Proficiencies
	Gallery Walk: Threshold Concepts for “Equity Literacy”
2:30-2:45	Break
2:45-3:30	Professional Reading Discussion: Enacting Equity by Design
3:30-3:45	Closing Thoughts and Adjourn

