

Habits of mind in the classroom: Threshold concepts, instructional philosophy, and SoTL



Threshold Concepts from the Framework for Information Literacy

Research as inquiry:

-The spectrum of inquiry ranges from asking simple questions that depend upon basic recapitulation of knowledge to increasingly sophisticated abilities to refine research questions, use more advanced research methods, and explore more diverse disciplinary perspectives.

Scholarship as conversation:

-Research in scholarly and professional fields is a discursive practice in which ideas are formulated, debated, and weighed against one another over extended periods of time. Instead of seeking discrete answers to complex problems, experts understand that a given issue may be characterized by several competing perspectives as part of an ongoing conversation...

Searching as strategic exploration

-Experts realize that information searching is a contextualized, complex experience that affects, and is affected by, the cognitive, affective, and social dimensions of the searcher.

Information creation as a process:

-The dynamic nature of information creation and dissemination requires ongoing attention to understand evolving creation processes.

Information has value:

-As creators and users of information, experts understand their rights and responsibilities when participating in a community of scholarship.

Authority is constructed and contextual:

-Novice learners may need to rely on basic indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms.

Perry, Doll, and Mezirow

William G. Perry. Perry's Scheme, 1970:

-From "knowledge defined by authority" to "knowledge defined by the self"

-A belief in one's own values and a readiness to learn

William E. Doll, Jr. 4 R's, 1993:

-Richness, recursion, relations, rigor

-Curriculum depth; repeating patterns of thought and on-going conversation; pedagogical relations

Jack Mezirow. Theory of Transformative Learning, 1991:

-For learners to change their meaning schemes (specific beliefs, attitudes, and emotional reactions), "they must engage in critical reflection on their experiences, which in turn leads to a perspective transformation."

-Accepting something as "the new normal"

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