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furthermore threshold concepts may represent or lead to what perkins 1999 describes as troublesome knowledge knowledge that is conceptually difficult counter intuitive or alien concern is why certain concepts within disciplinary fields appear particularly troublesome to students what makes particular areas of knowledge more troublesome than others and how might we make such areas less so this paper discusses these concerns from the new perspective of threshold concepts threshold concepts troublesome knowledge and emotional capital an exploration into learning about others threshold concepts first defined in 2003 are fundamental disciplinary concepts which are transformative integrative and irreversible and usually involve troublesome knowledge so what is troublesome knowledge perkins 1 5 identifies four types of troublesome knowledge inert ritual conceptually difficult and foreign inert knowledge is information that we know but use only rarely the paper attempts to define characteristics of threshold concepts and in the light of perkins work to indicate correspondences between the notion of threshold concepts and that of troublesome knowledge knowledge is troublesome for a variety of reasons perkins 2006 it might be alien inert tacit conceptually difficult counter intuitive characterised by an inaccessible underlying game or characterised by supercomplexity troublesome threshold concepts are likely to be troublesome for the student perkins 1999 2006 has suggested that knowledge can be troublesome e g when it is counter intuitive alien or seemingly incoherent it has long been a matter of concern to teachers in higher education why certain students get stuck at particular points in the curriculum whilst others grasp concepts with comparative ease xxiii 213 p 24 cm includes bibliographical references and index threshold concepts and troublesome knowledge an introduction jan meyer and ray land threshold concepts and troublesome knowledge issues of liminality jan meyer and ray land constructivism and troublesome knowledge david perkins metacognition affect and conceptual difficulty anastasia efklides the idea that learners enter into a liminal state in their attempts to grasp certain concepts in their subjects presents a powerful way of remembering that learning is both affective and cognitive and that it involves identity shifts which can entail troublesome unsafe journeys the reflecting on threshold concepts an introductory tool is for anyone wishing to understand and apply a cluster of ideas around threshold concepts and the learning that occurs when students encounter troublesome ideas that

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