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Note generali	"This book had its beginnings on the edge of the North Atlantic Ocean, when international scholars from all over the globe met in Halifax, Nova Scotia at the 6th International Biennial Threshold Concepts Conference held over the three days of 15-17 June 2016"-- Preface.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	The labyrinth within : threshold concepts, archetype and myth / Ray Land -- At the troublesome edge of recognising threshold concepts of online teaching : a proposed learning threshold identification methodology / Maria Northcote, Kevin P. Gosselin, Peter Kilgour, Catherine McLoughlin, Chris Boddey and Kerrie Boddey -- Caution! Theories at play! Threshold concepts and decoding the disciplines / Leah Shopkow and Joan Middendorf -- Embedding affect in the threshold concepts framework / Julie A. Timmermans and Jan H.F. Meyer -- Vygotsky, threshold concepts and liminality : using Vygotsky to illuminate the edge of conceptual understanding / Rachel Thompson and Michael Michell -- Analysing discourse in the liminal space : talking our way through it / Susie Cowley-Haselden -- Intensive mode teaching explained using threshold concepts / Sally A. Male, Stuart Crispin and Phil Hancock -- Edging towards understanding : illuminating student experiences of liminality in introductory sociology / Alison M. Thomas -- Bringing the apple and holding up the mirror : liminal space and transformation in visual art making / Matthew J.

Ravenstahl and Julie Rattray -- The student scholar identity : using students' reflective work to develop student-scholars, address liminality, and design curriculum / Yvonne Nalani Meulemans, Allison Carr and Torie Quinonez -- '... 'Cause soon now, it will be real ...' : medical simulation as change space in interprofessional training / Leif Martin Hokstad and Stine Gundrosen -- Threshold concepts and the ontology of professional identity in human services curriculum design : a case example / Jackie Stokes, Vicki Bruce and Tanya Pawliuk -- Threshold concepts : strategies for assisting doctoral candidates to learn to be researchers / Margaret Kiley -- Threshold concepts as pathways through ancient religion : curriculum as initiation / Jason P. Davies -- Threshold concepts at the sharp edge : entrepreneurship curriculum redesign / Lucy Hatt -- Information literacy and liberal education : from Google to scholarly sources / D. Bruce MacKay and Nicole C. Eva -- Curriculum on the edge : designing for liminality in learning activities : a case illustration in search expertise / Virginia M. Tucker -- Threshold concepts in the applied mathematics BSc programme : a structural comparison with threshold concepts in the computer science BSc Programme / Bert Zwaneveld and Hans Sterk -- Exploring threshold concepts on the edge : learning, teaching and assessment practices / Shannon Murray, Anne Marie Ryan and Brad Wuetherick -- Investigating threshold concepts in the scholarship of teaching and learning, and the influence of disciplinary background on the research process / Andrea S. Webb and Anne M. Tierney -- Diversity, hybridity and new revelations in conceptual threshold crossings in cross-disciplinary and interdisciplinary research learning / Gina Wisker -- Naming what we know (in writing studies) : engaging troublesome trends in educational policy and practice / Linda Adler-Kassner and Elizabeth Wardle -- Beginning to see the connection between everything : developing scholarly identity in writing studies through threshold concepts / Erika Hawkes and Tekla Hawkins -- Understanding writing transfer as a threshold concept across the disciplines / Jessie L. Moore and Peter Felten -- Edging towards the threshold concept of autonomy in language learning and teaching through a MOOC blend : becoming autonomous learners and teachers / Marina Orsini-Jones, Shooq Altamimi and Barbara Conde Gafaro.

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### Sommario/riassunto

"Since the first literature about the Threshold Concepts Framework was published in 2003, a considerable body of educational research into this topic has grown internationally across a wide range of disciplines and professional fields. Successful negotiation of a threshold concept can be seen as crossing boundaries into new conceptual space, or as a portal opening up new and previously inaccessible ways of thinking about something. In this unfamiliar conceptual terrain, fresh insights and perceptions come into view, and access is gained to new discourses. This frequently entails encounters with 'troublesome knowledge', knowledge which provokes a liminal phase of transition in which new understandings must be integrated and, importantly, prior conceptions relinquished. There is often double trouble, in that letting go of a prevailing familiar view frequently involves a discomfiting change in the subjectivity of the learner. We become what we know. It is a space in which the learner might become 'stuck'. Threshold Concepts on the Edge, the fifth volume in a series on this subject, discusses the new directions of this research. Its six sections address issues that arise in relation to theoretical development, liminal space, ontological transformations, curriculum, interdisciplinarity and aspects of writing across learning thresholds".

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