



Threshold / Troublesome Concepts

What *MUST* We Teach?

Our disciplines abound with fascinating, rich, and important concepts to teach. Yet how do we decide on which concepts to focus when designing courses and programs? Research from the past decade suggests that focusing our attention on identifying “bottlenecks” and “threshold concepts” – troublesome and sometimes transformational ideas – can help us to design courses and programs around concepts that have great potential to impact deep and lasting change in student learning.

Date: Tuesday, October 27, 2015 **Time:** 2:30 to 4:30 **Location:** E5 2004

Co-facilitated by Julie Timmermans, Centre for Teaching Excellence, and Gordon Stuble, Associate Dean, Teaching, this session will help participants to

- recognize that certain concepts within a course/program are more important than others and worthy of greater attention and
- identify a troublesome or transformational concept in their own course or program.

All Waterloo Engineering faculty members, sessional instructors, and teaching assistants are welcome to participate in this session. Refreshments will be provided.

Registration is not required.

If you have any questions about this event, please contact
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