

PART 2: APPLICANT INFORMATION AND SIGNED APPLICANT STATEMENT

Submit Parts 2-4 electronically.

Completing your Application: After reading through **Part 1**, please **complete Parts 2-3** and have your **Division Dean complete Part 4**. These sections, along with any supporting documentation should be submitted in electronic format (Word document or PDF) by email to: fpd@lanecc.edu. Please retain hard copies and electronic copies of all documents for your own records.

Note: Model proposals are available online, and mentors are available on request.

Applicant Information (please type in the form below):

Name: Lu Warner Department/Division: Adult Basic Secondary Education
Ext.: 5807 Email address: warnera@lanecc.edu
FTE: 1.0 Home Phone: 541-735-0506

Years at Lane under contract: 2.0

Previous paid sabbatical leave dates (if applicable): No

of terms of paid sabbatical leave awarded in the past: None

Sabbatical Project Title:

Going Upstream: Investigating Students' Troublesome Assumptions about the Reading Process

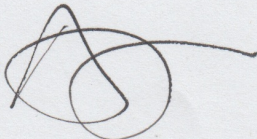
Term(s) requested for leave: Spring 2016

Leave Location(s): Eugene

Applicant Statement:

I have read the guidelines and criteria for sabbatical leave, and I understand them. If accepted, I agree to complete the sabbatical project as described in my application as well as the written and oral reports. I understand that I will not be granted a sabbatical in the future if I do not follow these guidelines and complete the oral and written reports. (The committee recognizes that there may be minor changes to the timeline and your proposed plan.)

Applicant signature:



Date: 2/1/15

ADDITIONAL POINTS

Provided you have a minimum of 55 points on Part 3, up to 25 points will be added to your score on the following basis:

- 12 points if this would be your first term of sabbatical leave,
- 6 points if this would be your second term of sabbatical leave, or
- 3 points if this would be your third term of sabbatical leave
- AND one point for each year since hire as a contracted faculty member including this year if you have never taken a sabbatical OR one point for each year since your last sabbatical.

Please calculate your potential additional points below.	Your Points
Enter 12 points if this would be your first term of sabbatical leave, 6 for second, or 3 for third.	12
Enter one point for each year since hire as a contracted faculty member including this year if you have <u>never</u> taken a sabbatical OR one point for each year since your last sabbatical including this year.	2
Total Points	14
Total with limit – If the total is 25 or less, write your total here. If it is more than 25, enter 25 here. (25 is the maximum.)	14

Going Upstream:

Investigating Students' Troublesome Assumptions About the Reading Process

I. Intent and Plan:

Introduction: I seek a one-term sabbatical to complete my investigation into pedagogy supporting Reading instruction. I wish to test components of a learning theory I am developing using primary research and review of the literature of a related concept. I would like to share my findings with Reading, community college and university colleagues, inside and outside of my discipline.

My purpose is to hone a student-centered, constructivist instructional model to improve student reading comprehension and critical thinking. In a nutshell, my theory is that the critical barriers to reading comprehension are the schema or “troublesome assumptions” about the reading process that students bring to the classroom. These assumptions are difficult and slow to change. My instructional model focuses on supporting students as they surface, examine and test their assumptions. To accomplish this, my model focuses on assessing both changes in comprehension and changes in specific underlying assumptions.

I don't believe that anyone in my field uses this specific approach, although it is grounded in well-tested and accepted theory. The general idea that schema affects behavior and learning was brought forward nearly a century ago by Piaget. In the last decade, a related theory called “threshold concept” or “transformational learning” has caught on, mainly in universities in the UK, Canada and Ireland, and chiefly among teachers of STEM and economics.

I have reviewed the project with my disciplinary mentor, Dr. Davenport of Eastern Oregon University. Dr. Davenport is an expert in miscue analysis (a related method supporting student metacognition of the reading process) and has published in the field. Finding the work innovative and valuable (see [letter of support](#) in Appendix A), Dr. Davenport urged me to complete and publish it, and offered to assist me with submitting the work for publication.

So far I have used observations of my ALS and ABSE students to identify nine common and troublesome assumptions about the reading process (see [List](#) in Appendix B). In addition I have begun to collect data in my ABSE Core Reading classes on student assumptions (see [Survey instrument](#) in Appendix C), metacognition of reading strategies and reading comprehension (see [sample curriculum-embedded assessment tool](#) in Appendix D - written portion, which is followed by oral review).

I plan to use the sabbatical to:

- complete analysis of several terms of my classroom data
- explore findings with colleagues (inside and outside my discipline, at Lane, and in the Reading, community college and threshold concept communities)
- investigate the related threshold concept theory to see if it is useful within my disciplinary model (see [Working Bibliography](#) in Appendix E, [Working Media/Videography](#) in Appendix F)
- prepare written and oral presentations of my conclusions

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Background: I began teaching Reading to Lane's struggling adult readers in Fall 2010, using the direct, sequential skills approach reflected in the traditional Lane Reading curriculum. Unsatisfied with student outcomes, I began this investigation into reader-centered pedagogy.

The timetable of actions completed, below, details my investigation and experimentation with existing strategic and metacognitive approaches in the discipline, including miscue analysis and Reading Apprenticeship.

While these methods proved more effective, they remained, for me, teacher-centered models. I found the objectives and assessment tools unfocused and unwieldy. I found it hard to break the urge to teach strategies directly and sequentially in order to organize and tailor curriculum. I noticed that students would make progress in improving reading comprehension while I guided their use of reading strategies but when I faded into the background, they reverted to strategies reflecting their pre-existing assumptions about the reading process. What fascinated me is that students would achieve greater comprehension and success adopting new strategies and then ignore or forget how.

This jogged a memory from Bain's "What the Best College Teachers Do." Bain describes research into the teaching of Physics which demonstrated little change in students' mental models. Even students receiving A grades in college Physics held onto pre-Newtonian concepts of motion in the physical world after completing the course. "As a rule," wrote the researchers, "students held firm to mistaken beliefs even when confronted with phenomena that contradicted those beliefs."¹ Connecting this to my observation of reading students I concluded that the best pedagogic model would be a more focused model organized around the twin goals of helping students become aware of their assumptions about the reading process and giving them opportunities to challenge and re-examine their schema.

With this in mind, I returned to EOU last summer (using my own funds) for advanced independent study with Dr. Davenport. Jen Klaudinyi, former faculty librarian at Lane (now at PCC) suggested literature review of the complementary threshold concept theory found in university STEM teaching. Dr. Davenport pushed me to complete primary research on this new approach and to share research results with the Reading community, through publications such as those of the International Reading Association or National Council of Teachers of English. New Dimensions Instructor and Lane Writing colleague Susan Reddoor collaborated to identify nine common "troublesome assumptions" about the reading process. I then created a survey to measure student schema before, during and at the close of instruction. I began collecting primary classroom data on student assumptions, strategy metacognition and reading comprehension in Fall term 2014.

Purposes: I intend to improve student reading comprehension and critical thinking with primary research and literature review. I plan to investigate students' troublesome assumptions and how they

¹ Bain, K. (2004). *What the best college teachers do* (p. 22, 23). Cambridge, Mass.: Harvard University Press.

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relate to comprehension, in order to test and fashion a student-centered, constructivist instructional model.

Goals:

- Collect primary classroom data describing measuring reading schema and comprehension
- Organize and analyze classroom data
- Review threshold concept literature, including criticism of that theory
- Share findings with Reading, threshold concept, and community college communities

Research Objectives:

- Identify patterns of schema, or “troublesome assumptions” commonly held by Reading students who struggle with comprehension
- See if reading comprehension changes with metacognition of schema
- Evaluate whether threshold concept theory is useful in building my model for learning in the post-secondary Reading classroom

Timetable of Actions Completed:

Time	Goal	Action completed
Summer 2012	Investigate alternatives to traditional direct instruction methods to improve comprehension by struggling readers	Completed 2 graduate Reading courses w/ FPD funds: Literacy Instruction for Special Populations/PSU (READ 551), and Miscue Analysis/EOU (ED 584) w/Prof. Davenport
Fall 2012 & Winter 2013	Use strategic focus and miscue analysis to improve student comprehension	Adapted methods and used in RD80 at ALS Applied, and assessed student learning Saw some student improvement Identified need for greater strategy development especially once student decision-making required
Winter 2013	Investigate methods for improving readers' strategic decision-making	Attended League for Innovation conference (tuition and travel funds thru LCC Distinguished Faculty and League's Excellence awards) Found relevant theories and method in workshops on Reading Apprenticeship (metacognitive/strategic process model) and Using Screenplay Structure for Course Design
Winter 2013	Share new methods and theories with colleagues Identify practical application	Presented League material and led discussion in three meetings with colleagues in and outside of ALS

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Time	Goal	Action completed
Spring 2013	Adapt, use metacog./strategic process model in ALS RD80 & curric. design process	Participated in ALS team redesign of RD87 Completed Reading Apprenticeship course (West Ed/"RA101") (FPD funds)
Fall 2013	Increase faculty support for student reading strategies across disciplines/content areas	Presented strategic/metacognitive reading process in Fall break-out session, with 25 attendees coming from 5 disciplines across campus
Fall 2013 thru Spring 2014	Use metacognitive/strategic process model to improve student comprehension Measure comprehension and metacognition using Curriculum-Embedded Reading Assessment (CERA)	Adapted methods and used in ABSE Fundamental and Core Reading courses Adapted, assessed student learning with CERA (see Appendix D) Saw more student improvement Identified barriers to strategy use = student schema for reading process
Winter 2014	Increase faculty support for student reading strategies across disciplines/content areas	Collaborated w/ Writing colleague to create multidisciplinary FIG funded by FPD exploring metacognitive/strategic process model and inquiry approaches FIG and A-TEAM member Jen Klaudinyi observed and reviewed CERA assessment in my classroom
Summer 2014	Investigate alternatives to address barriers created by student schema	Completed independent "In Depth Study" with Prof. Davenport/EOU (ED 510) (personal funds) (see Appendix A) Began research into threshold concept theory in STEM Searched discipline literature for reading schema Began research into design of experiences that challenge students at the "threshold"/liminal stage
Summer 2014	Identify schema preventing struggling readers from succeeding in reading process ("troublesome assumptions")	Created list of nine "troublesome assumptions" (see Appendix B) Reviewed list w/ colleague fr/ another discipline Completed student survey for assessment (see Appendix C)
Fall 2014	Assess student schema Test list of assumptions Assess student comprehension	Assessed student schema w/ survey: Week 1,6,10 (see Appendix C) Assessed comprehension w/ CERA: Week 1,10 (see Appendix D)
Winter 2015	Plan to complete and disseminate research	Researched threshold concept literature & community Developed working bibliography (see Appendix E) and media/videography (see Appendix F) for research

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Timetable of Proposed Actions (before sabbatical starts):

Time	Goal	Action to complete <u>before</u> sabbatical
Summer 2015	Deepen classroom research expertise	Read Patricia Cross book on Classroom Research Create summary
Spring Fall Winter 2015-16	Assess student schema	Assess student schema w/ survey Week 1,6,10 (see Appendix C) Assess comprehension w/ CERA Week 1,6,10 (see Appendix D) Invite other instructors to administer survey (see Appendix C)
Winter 2016	Arrange funds and travel to biennial threshold concept conference in June	Apply for FPD short term leave (by Weds. 2/25)

Timetable of Proposed Actions (during sabbatical):

Spring 2016	Goal	Action to complete <u>during</u> sabbatical
Week 1	Analyze student schema data Research threshold concept theory	Organize, collate data (see Appendix C for survey) Create visual summary Draft conclusions Identify questions to explore Write draft summary Read from bibliography and summarize Share schema findings with community college (CC) colleagues
Week 2	Analyze comprehension data Research threshold concept theory applied to Reading and language arts	Organize, collate data (see Appendix D for sample instrument) Create visual summary Draft conclusions Identify questions to explore Write draft summary Read from bibliography and summarize Share comprehension findings with CC colleagues
Week 3	Analyze relationships between schema/ comprehension data	Organize and collate data (see Appendix C and D for samples) Create visual summary Draft conclusions Identify questions to explore

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Spring 2016	Goal	Action to complete <u>during</u> sabbatical
Week 3, cont'd	Evaluate my list of troublesome assumptions in light of data and research	Review and re-evaluate troublesome assumptions (see Appendix B) Share troublesome assumptions w/ threshold concept community Read from bibliography (see Appendix E, F) and map concepts Share schema/comprehension findings with CC colleagues
Week 4	Research criticism and limitations of threshold concept theory Research applications of threshold theory	Read from bibliography (see Appendix E, F) and map concepts Share threshold concept theory with CC colleagues
Week 5	Research re: what causes students to re-examine schema at the threshold ("liminal" stage)	Read from bibliography (see Appendix E, F) and map concepts Share liminal research with CC colleagues
Week 6	Outline and draft written sabbatical report	Create outline of written sabbatical report Write rough draft of sabbatical report Review possible disciplinary journals Seek advice from Dr. Davenport Choose journal for submission Review journal format and style, submission rules
Week 7	Outline article for disciplinary journal (such as Internat'l Rdg. Assoc. or Nat'l Council of Teachers of English publications)	Create outline of article Write rough draft of article
Week 8	Edit article and written sabbatical report	Edit article Seek feedback from colleagues on article Write final version of written sabbatical report
Week 9	Edit article	Edit article and seek feedback from colleagues
Week 10	Edit article Create oral sabbatical report	Write final version of article Submit to disciplinary journal for publication Draft oral sabbatical presentation Create visual aids for oral presentation

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II. Growth: This sabbatical will help me grow professionally by giving me the uninterrupted time and the ability to focus so that I can complete, analyze, and disseminate my research. Since I began full-time teaching at Lane I have struggled to balance classroom research while teaching 18 classroom hours weekly. I seek time to complete the project.

Greater theoretical and practical understanding will build my constructivist teaching skills and my ability to center my classrooms around the learner. I will be better able to plan, assess and respond to students to help them become aware of themselves as readers and learners, to comprehend what they read and to think critically. Looking at the primary data I will explore whether I have the right set of assumptions and how they impact comprehension. Which ones make the most trouble for students? How do they build upon each other? Do students need to examine them alone or in clumps?

Specifically, I will use the knowledge I gain to teach reading comprehension in ABSE (at the "Core/GED", "Fundamental" and "GED" content levels, as assigned). With a solid list of troublesome assumptions that prevent students from comprehending text, and ideas from the literature review about how to focus instruction on supporting student re-examination of their assumptions I will be able to provide a deeper and more effective curriculum to my reading students. I will have greater flexibility tailoring activities to commonly held assumptions in the room that term. For example, if a common assumption in the room is that there is only one way to sample a text (start reading at the first word and keep going until the last word), then I can lead experiments sampling text out of order (question, visual aids, or summary first? what next?) and measuring the effectiveness of diverse "plans of text attack." Or, if students assume they can't comprehend without full fluency (common with recent K12 graduates who experienced reading programs mandated by Bush's No Child Left Behind), I can offer experiments with miscues (changes to the text made by the oral reader), comparing and analyzing the impact on diverse types of miscues on comprehension. No term is sufficient to "cover" all of the assumptions and strategies. Deep knowledge of the assumptions and skill in recognizing them will help me deliver instruction more finely tuned to the barriers of students in the room which are the highest priorities for improving comprehension.

This work will also improve my teaching of basic Math ("Math 1"). In Fall 2014 I also began assessing student assumptions about the process of solving Math problems and learning Math, with an eye to gathering data to find corollary assumptions later on when I have more time and knowledge. When I have tested this approach in the Reading classroom I will be able to transfer and adapt ideas to the Math classroom. Many of the troublesome Reading assumptions will adapt easily. For example, I notice that my Math students assume that "Math is an inherent talent," and "there are limited options if you struggle to solve a problem," and that "each problem has only one correct solution."

From time to time I teach other subjects to ABSE students as well, such as topics related to Career Exploration, Effective Learning, College Success and Writing. Expanding my ability to focus instruction on student schema and re-examinations will support my curriculum and classroom response in those

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subjects as well, as the base model can be adapted and there are many assumptions that cross disciplines.

I will expand my knowledge base by reading works inside and outside my discipline to adapt and test my theory about student schema which prevents students from comprehending text. I will deepen my understanding of student schema and learning by analyzing primary classroom data I have collected. I will grow my comprehension of the process of both reading and learning by discussing ideas and seeking feedback from colleagues at Lane, in the community college community, in the Reading community and in the international threshold concept community. To be specific, I plan to meet weekly with Lane faculty during the sabbatical as well as biweekly with Jen Klaudinyi at PCC, and to use the threshold concept listserv and/or Facebook page to connect to the international folks.

Collaborating with others will give me perspective and help me see more objectively how the theory could be useful for others. I will broaden my professional network by sharing this work, which I believe has important application in other disciplines, and in the international university community as well.

III. Relevance and Value: Roughly 60% of the students coming out of secondary education do not read and/or do math well enough to succeed in college transfer-level courses. The national debate rages about how colleges should help adults to develop basic skills. Colleagues from all across Lane confirmed at my Fall 2013 Reading inservice that students' lack of comprehension has caused them to shift away from delivering content through text, and/or to use simpler and more visual texts. New approaches to teaching Reading are relevant, especially approaches that can improve student comprehension and critical thinking about texts and ideas across the disciplines.

There are many faculty at Lane, in ABSE, ALS and ESL, who directly teach reading comprehension and who could use this work to think about students' comprehension and curriculum. For example, most ABSE faculty teach Reading in their assignments. ALS faculty teach Reading 87 and 89. ESL faculty teach Reading at each level. I believe the English faculty is currently considering adding a new course on Reading as well.

Dr. Davenport, my disciplinary mentor at EOU, confirms that this investigation will be of value to the larger Reading and English community outside Lane (see letter from Dr. Davenport, attached as Appendix A).

A model that centers instruction on the learner, on what the learner believes about the content, will have value beyond Reading and English. Student schema affects learning outcomes in every discipline. Teachers outside my discipline who are confronting student schema could find transferable ideas and methods in my research - ways to think about learning and organize teaching. For example, Christina Howard participated in our interdisciplinary FIG on reading comprehension in Winter 2014. Like other content area faculty she has students who can't make sense of the textbook and need her support in using the physical therapy assistant texts as a resource at home. If I share the reading assumptions

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data and threshold concept theory review with discipline/content area teachers such as Christina they will be better able to identify the assumptions that their student readers make. This could help them focus their limited instructional resources on supporting reading in their disciplines. Content area teachers may also extend this inquiry into the threshold concepts or troublesome assumptions their students make about their disciplines in order to focus curriculum on student re-examinations. For example, what are the troublesome assumptions physical therapy assistants make? From FIG discussions I learned they share several overarching schema with my students, such as the schema that skills come from talent, that learning is a search for one right answer, and that learning is controlled by someone else other than the learner, typically the teacher (who confers the right answer).

This research is also relevant to the rich conversation among university teachers about how to identify schema and support students in changing schema through use of the threshold concept theory, mainly in the United Kingdom, Ireland and Canada and in STEM instruction. This research could connect our community college community to the university community and connect us to the larger global discourse about teaching and learning.

IV. College Core Values and Strategic Directions: This project addresses Lane's core value of "Learning" by creating a model for teaching that creates a "learner-centered environment," which recognizes and respects the "unique needs and potential of each learner." My purpose is to learn more about the way students think about reading and to analyze how they way they think impacts their comprehension. There are two features of this: finding out what assumptions students have in common, and creating a model that will help me respond to specific students with specific assumptions. My students are partners in this investigation - the more they can tell me about the way they think the more likely it is that I can help them use that self-awareness to build their comprehension skill.

V. Evaluation of Success and Dissemination: Successful outcomes for this research project include:

- identifying the significant "troublesome assumptions" that are barriers to comprehension
- describing the relationship between changes in assumptions and comprehension
- identifying the features of the threshold concept useful in Reading instruction
- making connections with Reading and threshold concept communities for future collaboration
- stimulating discussion and collaboration both inside and outside the discipline (see below) with a variety of publications

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I plan to disseminate my research in several ways and to several communities, as follows:

Time	Format	Audience
Spring 2016	Discussion of research questions, findings, and drafts of report	Colleagues at Lane and in community college community (inside and outside discipline)
Spring 2016	Discussion of research findings and questions	Threshold concept community listserv and/or Facebook page (university teachers/outside discipline)
June 2016	Disciplinary journal article (such as International Reading Association or National Council of Teachers of English publications) (submit for editors' approval)	Reading and English teacher colleagues (including K-12 and postsecondary)
June 2016	Discussion of research findings and questions	Threshold concept community/biennial conference (university teachers/outside discipline)
Week 0 Fall 2016	Presentation of written sabbatical report	Lane colleagues (inside and outside discipline)
Week 0 Fall 2016	Presentation of oral sabbatical report	Lane colleagues (inside and outside discipline)

January 26, 2015

To Whom it May Concern,

It is with great pleasure that I write to support Lu Warner's application for a sabbatical. I believe her proposal is strong, has great merit, and that she will make an important contribution to the field of reading research.

In my work with Lu, I found her to be exceedingly bright, highly motivated, and the consummate professional. We corresponded via email and spoke several times on the phone. As an educator, it is always gratifying when you find a student who shines as Lu does, and one who goes way beyond what would be expected within a particular course. I saw this in the first Miscue Analysis course I had with her, and then again, to an even greater degree, in the Independent Study course she completed. It is always exhilarating as a professional when a rising star such as Lu crosses your path. There is great potential in her work and I believe she will accomplish great things on this sabbatical leave.

Lu's ideas are in keeping with the research in metacognition and in the field of reading instruction. She has a strong theoretical base from which to start, and she has identified a unique and interesting aspect of reading research that I know will offer new and significant insights to reading instructors for learners of all ages. She has done a great deal of research and work already, and as her proposal demonstrates, she has a clear plan of where she is going next. Her outline delineates substantive work during her sabbatical as a follow-up to the work she has already initiated.

I strongly support her application for the sabbatical research stipend, and I would be happy to visit on the phone or via email with any member of the committee making the decision about her application. I can be reached at rdavenpo@eou.edu or at 541-663-1528.

Most sincerely,

M. Ruth Davenport, Ph.D.

Professor Emerita

College of Education

Eastern Oregon University

List of Troublesome Assumptions about the Reading Process

Students make common assumptions about reading that get in the way when they try to understand text. What are those assumptions? What makes students notice and re-examine them? I created this list of assumptions by observing adult readers, including a few “lessons” from Atwell’s In the Middle, New Understandings About Reading, Writing and Learning (2d ed., p. 28, 29). Portsmouth, N.H.: Heinemann (1998).

1. Reading is an inherent talent. Difficulty in reading comes from within the reader (not the text or context). You can't read about a subject you aren't interested in. You can't read about a subject you know nothing about. Ease in reading comes from within the reader. Good readers understand what they read without struggling. Good readers are born not made (fixed mindset for reading).

2. Reading is the same as decoding words. To understand, the reader has to know what all the words mean. If a reader knows what the words mean, the reader will know what the text means.

3. If you can read something out loud fluently you will understand what it means. Reading out loud with accuracy and prosody means you understand the text. Reading quickly means you understand the text. Changes to the text are bad (“errors”) and should be avoided at all costs.

4. There is only one way to sample a text (choose what to read and how to read it). Readers must obey the author - read from first to last word. Readers must read the amount assigned (attempt to understand the selection from page X to page Y). Re-reading, skipping ahead and skimming are cheating.

5. There are limited options if you struggle to understand a text. Avoid reading it. Stop reading it. Get it done and call it good. Re-read it as many times as needed. Read it more slowly and carefully.

6. The text is your only source for making meaning. Once you close the book, nothing else would help you make sense of it. Looking at other books, researching on the net, watching video would be cheating. Talking with other people to make sense of the text is cheating.

7. Each text has one correct meaning. Someone else (the author and/or the teacher) determines the meaning of a text. “Errors” in comprehension cannot be tolerated.

8. Someone else controls the reading process. Someone else tells you what to read. Someone else, for example the teacher, tells you how to read it - such as telling you to underline, circle text, make notes. Someone else figures out and tells you if you read it “correctly”- for example, with a test.

9. Reading, and learning to understand what you read, is serious, painful and done by rote. The purpose of reading is to perform for a teacher or school (= pass tests). There are discrete reading skills that work no matter what your reading purpose. Teachers tell you how to do these skills. You learn by drilling each skill in isolated exercises. Mastering the drills means you will be able to use the skills in real contexts. To prepare for reading tests you do practice questions. Reading tests are like knowledge tests - you spit back answers learned in advance. If you do enough practice questions you'll be able to do the test questions.

Share what you think about reading and learning reading

Directions: Read each statement below, marking the box that fits your response. There are no right or wrong answers. Give your honest answer.

		I strongly agree	I agree	I disagree	I strongly disagree
1	<i>With time and effort I can learn how to read for understanding, even if I wasn't "born" a reader.</i>				
2	<i>Good readers know all the words.</i>				
3	<i>Good readers can read anything they choose without running into any problems, and without getting confused.</i>				
4	<i>The most important thing to do while you read is to look up words you don't know.</i>				
5	<i>If I know what each of the words means I understand what the whole reading (text) means.</i>				
6	<i>If I can read something out loud quickly, and with correct feeling, that means I understand it.</i>				
7	<i>If I am reading out loud and I change something, it means I don't understand.</i>				
8	<i>It's cheating if a reader looks first at the pictures and charts, or skims over confusing parts.</i>				
9	<i>It's best to read from the first word through to the last word.</i>				
10	<i>When you finish reading the last word you are done.</i>				
11	<i>Good readers understand what they read as soon as their eyes see the words.</i>				
12	<i>When you finish looking at all the words you are done reading.</i>				
13	<i>If a teacher assigns a chapter or a certain number of pages you should read through all of it at one time.</i>				

#		I strongly agree	I agree	I disagree	I strongly disagree
14	<i>If you don't understand, you should read the text again more slowly and carefully, again and again, until you understand.</i>				
15	<i>The only way to understand a reading is to identify the topic, main idea and supporting details.</i>				
16	<i>The purpose of reading is to correctly answer comprehension questions on a test or assignment.</i>				
17	<i>When I read I can't tell whether I understand.</i>				
18	<i>I don't need to read in my everyday life or for my work.</i>				
19	<i>You won't be able to understand a reading about a subject you don't know about, or that isn't interesting.</i>				
20	<i>It's cheating to understand something by watching videos, talking to people who know about the subject, reading easier material, or getting background on the internet.</i>				

Reading Process - Progress Check

Directions:

1. Read the text below, using strategies that you find useful to make sense of this text.
2. Write down on this text everything you think about while you are reading.
3. Turn the page over and answer the questions.
4. Let everyone work in silence as long as they need to.

Nutrition Around the World (from Marion Nestle's foreword to Hungry Planet)

Until quite recently, the most serious problem related to food was getting enough to eat, and starvation was the most serious health consequence. Famines occurred regularly as a consequence of natural disasters or human conflict. Large numbers of people suffered from malnutrition. Even today, insufficient food is a daily torment for nearly a billion people on earth, half of them young children.

This lack is especially disturbing because the world produces more than enough food for everyone; it is just not distributed equitably. Compare the rations of the Sudanese refugees in Chad to the food eaten by an American family.

But the story goes deeper. As people in developing countries become better off, they acquire more stable resources and change the way they eat. They inevitably replace the grains and beans in their diets with food obtained from animal sources. They buy more meat, more sweet foods and more processed foods; they eat more meals prepared by others. Soon they eat more food in general. They start gaining weight, become overweight, and then develop heart disease, diabetes and other chronic diseases.

Here we have the great irony of modern nutrition: at a time when hundreds of millions of people do not have enough to eat, hundreds of millions of people are eating too much and are overweight or obese. The phenomenon of going from not having enough food to overeating is so common it has its own name: the nutrition transition.

Reading Process - Progress Check

Part 1 - Summary

A. Using your own words, write a short summary (one or two sentences) that explains the main idea of this piece to someone who has not read it.

Part 2 - Reading Process

B. As you were reading, what kinds of things were happening in your mind?

C. What did you do that helped you to understand the reading?

D. What questions or problems do you still have with this reading?

Part 3 - Self-Assessment

E. How easy or difficult was this piece for you? (circle one)

pretty easy

not too hard

pretty hard

too hard

F. How well would you say you understood this piece?

Part 4 - Understanding What the Author Said

G. How have people's food habits changed? (Be as specific as you can.)

H. What is the "nutrition transition"?

I. In Line 6 the author says "this lack..." What is the author talking about? What is lacking?

J. Do you agree with what the author is saying? Why or why not? Explain your answer using specific examples from your life, the world and/or readings or movies you have seen.

Working Bibliography

The purpose of this bibliography is to collect source information for readings and topics to explore. I will be choosing sample items and then choosing the next reading based on what I learn.

Classroom Research

Classroom Research: Implementing Scholarship of Teaching, by Patricia K. Cross and Mimi Steadman (San Francisco: Jossey Bass, 1996)

[Cousin](#), G. (2007) Exploring threshold concepts for linking teaching and research, Paper presented to the International Colloquium: International Policies and Practices for Academic Enquiry, Winchester, April. Available online at: http://portal-live.solent.ac.uk/university/rconference/2007/resources/glynis_cousins.pdf

[Lucas](#), U. and [Mladenovic](#), R. (2007) The potential of threshold concepts: an emerging framework for educational research and practice, *London Review of Education*, Vol. 5, No. 3, November 2007, pp. 237-248

Threshold concept learning theory/overview

Overcoming Barriers to Student Understanding: threshold concepts and troublesome knowledge, Edited by Jan H. F. [Meyer](#) and Ray [Land](#) (London: [Routledge - Taylor & Francis Group](#), 2006)

Threshold Concepts Within the Disciplines, Edited by Jan H. F. Meyer, Ray Land and Jan Smith (Rotterdam: Sense Publishers, 2008)

Threshold Concepts and Transformational Learning, Edited by Jan H. F. Meyer, Ray Land and Caroline Baillie (Rotterdam: Sense Publishers, 2010)

[Meyer](#), J. H. F., [Knight](#), D. B., [Baldock](#), T. E., [Callaghan](#), D. P., [McCredden](#), J. and [O'Moore](#), L. (2014) What to do with a Threshold Concept: A case study, Fifth International Biennial Threshold Concepts Conference, Threshold Concepts in Practice, Durham University, Durham, UK, 9-11 July, 2014
Abstract: <http://www.ee.ucl.ac.uk/~mflanaga/abstracts/TC14Abstract22.pdf>

Criticism of threshold theory

Chi, M.T.H., Feltovich, P.J., and Glaser, R. (1981) Categorization and

representation of physics problems by experts and novices. *Cognitive Science*, 5, 121-152.

Ericsson, K.A., Nandagopal, K., and Roring, R.W. (2009) Toward a Science of Exceptional Achievement. *Annals of the New York Academy of Sciences*, 1172(1), 199-217.

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[Rowbottom](#), D. P. (2007) Demystifying Threshold Concepts, *Journal of Philosophy of Education*, 41 (2), 263-270

Threshold theory in practice

[Åkerlind](#), G., [Carr-Gregg](#), S., [Field](#), R., [Houston](#), L., [Jones](#), J., [Lupton](#), M., [McKenzie](#), J. and [Treloar](#), C. (2010) *A threshold concepts focus to first year law curriculum design: supporting student learning using variation theory*, 13th Pacific Rim First Year in Higher Education Conference 2010, Adelaide 27-30 June 2010: http://www.fyhe.com.au/past_papers/papers10/content/pdf/12B.pdf

[Barradell](#), S. and [Peseta](#), T. (2014) Promise and challenge of identifying threshold concepts: a cautionary account of using transactional curriculum inquiry, *Journal of Further and Higher Education*: Available online: DOI:10.1080/0309877X.2014.971105. <http://dx.doi.org/10.1080/0309877X.2014.971105>

[Decker](#), S. (2006) Interdisciplinary Curriculum Development: the redesign of an Economics module, *Investigations in university teaching and learning*, 4 (1), 24-36 [http://www.londonmet.ac.uk/library/p74115_3.pdf]

[Richards](#), R. W. and [Richards](#), L. M. (2013) Sponges do not make their own water: student engagement through dialogue and the development of reflective consciousness, *Reflective Practice*: Available to journal subscribers, 16 September 2013, DOI: 10.1080/14623943.2013.836083

[Rodger](#), S., [Turpin](#), M. and [O'Brien](#), M. (2013) Experiences of academic staff in using threshold concepts within a reformed curriculum, *Studies in Higher Education*: Available on-line to the journal subscribers, 25 Sep 2013, DOI: 10.1080/03075079.2013.830832

[Rodger](#), S. and [Turpin](#), M. (2011) *Using Threshold Concepts to Transform Entry Level Curricula*, *Research and Development in Higher Education* **34** 263-274. http://www.herdsa.org.au/wp-content/uploads/conference/2011/papers/HERDSA_2011_Rodger.PDF

Threshold theory/reading discipline

[Abbott](#), R. (2013) Crossing thresholds in academic reading, *Innovations in Education and Teaching International*: Available on-line, DOI: 10.1080/14703297.2012.760865.

[Gogan](#), B. (2013) Reading at the Threshold, Across the Disciplines, Special Issue - Reading and Writing Across the Curriculum 10 (4)

[Parker](#), J. (2012) 'Scaffolding' v 'Digitally-Enabled Co-Construction of Troublesome Knowledge'. The Case of 'Engaging with Theory in Literary Close Reading', Fourth Biennial Conference on Threshold Concepts: From personal practice to communities of practice, Trinity College, Dublin, 28-29 June 2012.
[Book of Conference Abstracts: page 91-92](#) (contact author to see if paper avail.)

[Wilson](#), R. (2012) The Effects of Genre on Student Learning from Informational Text: Implications for Teacher Educators, Fourth Biennial Conference on Threshold Concepts: From personal practice to communities of practice, Trinity College, Dublin, 28-29 June 2012. [Book of Conference Abstracts: page 110](#)

Threshold theory/assessment

[Davies](#), L. (2012) Using threshold concepts to support assessment for learning, Nottingham Trent University Annual Learning and Teaching Conference, abstracts and powerpoint presentation link, pp 15-16.
http://www.ntu.ac.uk/cadq/quality/events/ALTC/altc_2012/proceedings_2012.pdf#page=15

[Diamond](#), R.V. (2011) Technical Report on Assessment Data Analysis: What Can Grade Distributions Tell Us? Surface Learners and Threshold Concepts in Statistics, Social Science Research Network (SSRN)
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1890833

[Hall](#), J. and [Peat](#), J. (2012) Using Student Conversations about Learning and Teaching to Surface Troublesome Knowledge about the HE Classroom, SEDA Educational Developments: Issue 13.3, September 2012, pp 15-17.
http://www.seda.ac.uk/resources/files/publications_131_Ed%20Devs%2013.3%20v4%20%28FINAL%29.pdf#page=15

[Hedges](#), M.R. and [Pacheco](#), G.A. (2012) Constructive Alignment, Engagement and Exam Performance: It's (still) ability that matters, 53rd New Zealand Association of Economists Annual Conference, Palmerston North Convention Centre, Palmerston North, 27-29 June 2012:
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[Philip](#), L. (2006) Encouraging reflective practice amongst students: a direct assessment approach, *Planet No 17*, December 2006, pp 37-39.
<http://journals.heacademy.ac.uk/doi/pdf/10.11120/plan.2006.00170037>

[von der Heide](#), T. (2014) Concept maps for assessing change in learning: a study of undergraduate business students in first-year marketing in China, Assessment & Evaluation in Higher Education: Available on-line to the journal subscriber, DOI: 10.1080/02602938.2014.910637.
<http://dx.doi.org/10.1080/02602938.2014.910637>

Threshold concepts/related disciplines

Adler-Kassner, L. and Wardle, E. Naming What We Know: Threshold Concepts of Writing Studies (Logan, UT and Boulder, CO, Utah State University Press/University Press of Colorado, 2015 (6/15/2015)

Anson, Chris M., and L. Lee Forsberg. Moving Beyond the Academic Community: Transitional Stages in Professional Writing. Written Communication 7.2 (1990): 200-31. Print.

[Brearey](#), O. (2014) Advancing the Discussion of Threshold Concepts: Decoding the Disciplines, Critical Junctures, and Students' Attainment of Rhetorical Awareness, 2014 CCCC (Conference on College Composition and Communication), Indianapolis, March 19-22, 2014
<http://www.oliverbrearey.com/Advancing%20the%20Discussion%20of%20Threshold%20Concepts.pdf>

[Ciccone](#), A. and [Meyers](#), R.(2012) Accepting Ambiguity, Enjoying Complexity: Threshold Concepts for the Humanities, Fourth Biennial Conference on Threshold Concepts: From personal practice to communities of practice, Trinity College, Dublin, 28-29 June 2012. [Book of Conference Abstracts: page 78](#)

[Day](#), H. (2007) Helicopters, Jigsaws, and Plaits: Revealing the Hidden Language and Literature Curriculum, Pedagogy, 7 (3), 534-543.

[Knight](#), Y. (2006) Knowledge, evidence, complexity and uncertainty: a summary, Planet No 17, December 2006, pp 24-25
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The University of New South Wales in collaboration with the University of Sydney,
Sydney, Australia, 1-2 July 2010

McCarthy, Lucille Parkinson. A Stranger in Strange Lands: A College Student Writing across the Curriculum. Research in the Teaching of English 21.3 (1987): 233-65. Print.

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<http://epress.lib.uts.edu.au/ojs/index.php/lnj/article/view/1426> (last accessed 29 August 2010)

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<http://www.english.heacademy.ac.uk/explore/projects/archive/general/gen2.php>
Final Report:
<http://www.english.heacademy.ac.uk/explore/projects/archive/general/documents/ConnotationsandConjunctions-UBrightonProjectFinalReport08.doc>

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Threshold theory/liminal stage

[Rattray, J. \(2014\) Tools for navigating the liminal tunnel, Higher Education Close Up Research \(HECU7\), Making a Difference, Lancaster University, UK, July 21-23, 2014. <http://www.lancaster.ac.uk/fass/events/hecu7/conferencepapersh.htm>](http://www.lancaster.ac.uk/fass/events/hecu7/conferencepapersh.htm)

Changing schema (liminal work)

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Schema (aka neuronal networks/core beliefs/complexes/cognitive patterns)

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Bartlett, F.C. *Remembering: A Study in Experimental and Social Psychology*. Cambridge, England: Cambridge University Press (1932)

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Activating schema/heuristics and biases

Gilovich, T. D., Griffin, D., & Kahneman, D. (2002). *Heuristics and Biases: The Psychology of Intuitive Judgment*. New York, NY: Cambridge University Press.

Availability heuristic/bias for easy recall

Fox, Craig R. (2006). ["The availability heuristic in the classroom: How soliciting more criticism can boost your course ratings"](#). Judgment and Decision Making 1 (1): 86–90. [ISSN 1930-2975](#)

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Mere exposure (aka priming)/bias for the familiar

Processing fluency/bias for the easy answer

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Topolinski, S., & Strack, F., (2009). The architecture of intuition: Fluency and affect determine intuitive judgments of semantic and visual coherence, and of grammaticality in artificial grammar learning. *Journal of Experimental Psychology: General*, 138 (1), 39–63.

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Interference (proactive - old memories inhibit retention of new ones)

Castro, Leyre; Ortega, Nuria; Matute, Helena (2002). "[Proactive interference in human predictive learning](#)". *International Journal of Comparative Psychology* 15: 55–68.

Cattell, J. M. (1886). "The time it takes to see and name objects". *Mind*, 11, 63-65

Problem-solving

Waddington, C.H., *Tools for Thought: How to Understand and Apply the Latest Scientific Techniques of Problem Solving* (New York: Basic Books, 1977)

Appreciative inquiry

Cooperrider, D. and Whitney, D., *The Appreciative Inquiry Handbook: For Leaders of Change* (San Francisco: Berrett-Koehler, 2008)

Cockell, Jeanie and McArthur-Blair, Joan, *Appreciative Inquiry in Higher Education: A Transformative Force* (San Francisco: Jossey-Bass - Wiley, 2012)

Working Media/Videography

Video and Podcast Presentations on the Threshold Concept

The purpose here is to collect source information for media and video to explore. I will be choosing sample items and then choosing again, based on what I learn.

[Land](#), R. (2014) *A Closer Look at Liminality: incorrigibles and threshold capital* Keynote Presentation, Fourth Biennial Conference on Threshold Concepts: From personal practice to communities of practice, Trinity College, Dublin, 28-29 June 2012.

On-line video recording:

<http://www.nairtl.ie/index.php?pageID=627&PHPSESSID=3977846af865678a7fa99cd4598810be>

Full Paper: [Land](#), R. and [Rattray](#), J. *A Closer Look at Liminality: incorrigibles and threshold capital in Threshold Concepts: From Personal Practice to Communities of Practice*, Proceedings of the National Academy's Sixth Annual Conference and the Fourth Biennial Threshold Concepts Conference [e-publication], Editors: Catherine O'Mahony, Avril Buchanan, Mary O'Rourke and Bettie Higgs, January 2014, NAIRTL, Ireland, ISBN: 978-1-906642-59-4, pp 1-12. http://www.nairtl.ie/documents/EPub_2012Proceedings.pdf#page=11 [last accessed 28 January 2014]

[Cousin](#), G. (2014) *Threshold Concepts as an Analytical Tool for Researching Higher Education Pedagogy* Keynote Presentation, Fourth Biennial Conference on Threshold Concepts: From personal practice to communities of practice, Trinity College, Dublin, 28-29 June 2012. On-line video recording:

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Full Paper in *Threshold Concepts: From Personal Practice to Communities of Practice*, Proceedings of the National Academy's Sixth Annual Conference and the Fourth Biennial Threshold Concepts Conference [e-publication], Editors: Catherine O'Mahony, Avril Buchanan, Mary O'Rourke and Bettie Higgs, January 2014, NAIRTL, Ireland, ISBN: 978-1-906642-59-4, pp 22-25. http://www.nairtl.ie/documents/EPub_2012Proceedings.pdf#page=32 [last accessed 28 January 2014]

[Higgs](#), B. (2014) *Threshold Concepts: Navigating the Route*

Keynote Presentation, Fourth Biennial Conference on Threshold Concepts: From personal practice to communities of practice, Trinity College, Dublin, 28-29 June 2012.

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<http://www.nairtl.ie/index.php?pageID=627&PHPSESSID=3977846af865678a7fa99cd4598810be> Full Paper in Threshold Concepts: From Personal Practice to Communities of Practice, Proceedings of the National Academy's Sixth Annual Conference and the Fourth Biennial Threshold Concepts Conference [e-publication], Editors: Catherine O'Mahony, Avril Buchanan, Mary O'Rourke and Bettie Higgs, January 2014, NAIRTL, Ireland, ISBN: 978-1-906642-59-4, pp 13-21. http://www.nairtl.ie/documents/EPub_2012Proceedings.pdf#page=23 [last accessed 28 January 2014]

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[Cousin](#), G. (2011) *Professor Christine Hockings interviews Professor Glynis Cousin*, <http://open.jorum.ac.uk/xmlui/handle/123456789/15990>

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Video of the lecture: <http://tv.unsw.edu.au/video/professor-ray-land-and-professor-erik-meyer> (last accessed 19 October 2010)

[Perkins](#), D. (2010) *Threshold Experiences: Moving Concepts from Object to Instrument to Action*, Keynote Lecture given at the Third Biennial Threshold Concepts Symposium; Exploring transformative dimensions of threshold concepts: The University of New South Wales in collaboration with the University of Sydney, Sydney, Australia, 1-2 July 2010
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[Meyer](#), J.H.F. and [Flanagan](#), M.T. (2010) *On epistemes*,
Featured Lecture given at the Third Biennial Threshold Concepts Symposium;
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South Wales in collaboration with the University of Sydney, Sydney, Australia, 1-2
July 2010

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<http://vimeo.com/115832023> last accessed 13 May 2010.

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[Brunetti](#), K., [Hofer](#), A.R. and [Townsend](#), L. (2009): *Through the Looking Glass: Teaching Information Literacy with Threshold Concepts*,
WILU (Workshop for Instruction in Library Use) Annual Conference 2009:
"Reflections", Concordia University, Montreal, May 25-27, 2009.
Presentation: <http://voicethread.com/#q.b527453.i0.k0> last accessed 21 July 2009

[Cousin](#), G. (2006): *Threshold Concepts: Old Wine in New Bottles or New Forms of Transactional Inquiry?*
Presentation at the Threshold Concepts within the Disciplines Symposium,
Glasgow, September, 2006; <http://video.strath.ac.uk/06/140-06-04.wvx> last
accessed 18 October 2009

[Perkins](#), D. (2006): *Beyond Understanding* Presentation at the Threshold Concepts
within the Disciplines Symposium, Glasgow, September, 2006;
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[Entwistle](#), N. (2006) *Threshold Concepts and Transformative Ways of Thinking in Research into Higher Education*, Presentation at the Threshold Concepts within the
Disciplines Symposium, Glasgow, September, 2006;
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Selected Powerpoint Presentations on the Threshold Concept

[Tucker](#), V. M. (2013) *The expert searcher and threshold concepts*:

Understanding threshold concept theory. ,
San Jose State University, School of Library and Information Science
Colloquium Series:
<http://www.youtube.com/playlist?list=PL2169C089B850A9B8> (last
accessed: 16 February 2014)

[Land](#), R. (2010) *Threshold concepts and troublesome knowledge: A Transformative Approach to Learning*,
Keynote Address at the New Zealand Association of Bridging Educators 9th National Conference, 29 September to 1 October 2010, Wellington, New Zealand:
<http://www.utdc.vuw.ac.nz/events/RayLand/201009RayLandSlides.ppt> [last accessed 23 July 2011]

[Land](#), R. and [Meyer](#), J.H.F. (2010) *Threshold concepts and troublesome knowledge*,
Keynote Presentation at issotl10 (International Society for Scholarship of Teaching and Learning) Conference, Liverpool, UK, October 19-20, 2010:
<http://issotl10.indiana.edu/pres/tc.ppt> [last accessed 23 July 2011]

[Brunetti](#), K., [Hofer](#), A.R. and [Townsend](#), L. (2009): *Through the Looking Glass: Teaching Information Literacy with Threshold Concepts*,
WILU (Workshop for Instruction in Library Use) Annual Conference 2009: "Reflections", Concordia University, Montreal, May 25-27, 2009.
Presentation: <http://voicethread.com/#q.b527453.i0.k0>

Threshold Concept Web Pages

[Embedding Threshold Concepts](#)

A major site from the **University of Staffordshire**, one of the partners of the original study on the Threshold Concept, and though directed towards the teaching of Economics, nonetheless a valuable resources site in general.
<http://www.staffs.ac.uk/schools/business/iepr/etc/>

University of Bedfordshire /

Threshold Concept resources pages of the University of Bedfordshire's Professional Graduate Certificate in Education (PGCE)

- url: http://www.bedspce.org.uk/threshold_3.htm
- url: http://www.bedspce.org.uk/threshold_4.htm
- url: http://www.bedspce.org.uk/threshold_5.htm
- url: http://www.bedspce.org.uk/threshold_6.htm
- url: http://www.bedspce.org.uk/threshold_7.htm
- url: http://www.bedspce.org.uk/threshold_8.htm

[biz/ed Threshold Concept Articles](#)

The **biz/ed** site reproduces (with permission) much of that referenced in the above University of Staffordshire of Staffordshire site.

url: <http://www.bized.co.uk/educators/he/threshold/index.htm> last accessed 24 June 2008

[Threshold concepts and troublesome knowledge](#)

The **ProDAIT** (Professional Development for Academics involved in Teaching) web site

url: <http://www.prodait.org/learning/threshold.php> last last accessed 24 June 2008

PART 4: DIVISION DEAN IMPACT STATEMENT

Division Dean:

Please provide a written statement of the impact to your division if this applicant is granted the proposed leave. Please include both positive and negative impacts, if any.

Note: The committee will *not* use this statement to determine leave awards. The leave request may be submitted even if there may be a negative impact to the division. The Faculty Professional Development Program would like this statement in advance so that we may take proactive steps to solve problems in order to mitigate any potential negative impact.

Impact Spring 2016:

- Cost of part-time faculty (to FPD)
- Impact to other team members who will need to coordinate with someone new for one term (18 hours = 1.0 FTE)
- Some additional coordination time for Admin. Coordinator and Dean to find, hire, supervise

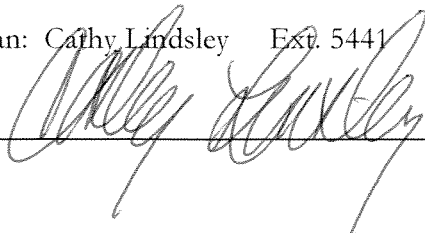
Longer-term impact:

- Results could inform curriculum redesign in light of upcoming changes to meet requirements of WIOA (Workforce Innovation and Opportunity Act)
- May require CD investment
- Increase in ABSE student reading skill could increase placement test results and longer-term college success for ABSE students applying to LCC for credit courses
- Increase in ABSE student reading skill could increase performance measures for ABSE funding (CASAS scores used to measure student success)

Estimated replacement cost: Salary \$16,123 / OPE \$6,127 (estimated 38% rate) /Total \$ 22,250

Division Dean: Cathy Lindsley Ext. 5441

Signature: _____



Date: 2/2/15