

Mastery Exercise

One of the most difficult aspects of deconstructing the skills and concepts associated with achieving mastery occurs when dealing with “threshold concepts.” These are often essential concepts in the discipline that must be understood in order to achieve mastery but are extremely challenging because once you fully understand them it is almost impossible to conceive of the topic without them. This is often described as an “**expert blind spot.**” It is our role as educators to try and remember what it is like to be a novice learner and provide essential clarity to the ‘threshold concepts’.

The book “Threshold Concepts and Transformational Learning” by Jan Meyer was recommended reading as part of this exercise.

To address the issue of full student engagement in projects, I have reflected on how it can be related to the discipline of ‘Learning to Drive a Car’. The ‘blind spot’ has been the clarity with which the project’s depth has been explained. In the case of producing a talk show – the main ingredients are revealed clearly, the team’s responsibilities are requested and established in writing but to get to the ‘destination’ a more detailed road map or GPS may be lacking. Students will be more adept to keeping their foot on the pedal and provide enough fuel to regularly meet the required time (per week) to the pre-determined deadline if the trip has a plan. One or more of a team of 4 (for example) may put the breaks on and rely on others to pilot the project if they are not clear on their role. I believe I left too much to the chief driver to determine the team’s responsibilities and this will be addressed pictorially and in writing this term.

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