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Educating Multiliterate Graduates For A Globalised World: The Role Of Interdisciplinarity, The Informal Curriculum And Boundary Crossings

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Paper presentation

This paper aims to raise issues relating to the relevance of current university curricula to the 21st century globalised world. Through presentation of a recent exploratory survey, part of a larger research project undertaken at Northumbria University focusing on engineering students' perceptions of what it means to be a 'global engineer'¹, the paper will consider what sorts of curricula might be appropriate for an increasingly complex technological world where we are more strongly connected with our global neighbours. This discipline-specific survey taken from first and second year engineering students supported the development of three ways of rethinking curriculum design more widely: an increasingly interdisciplinary approach to using knowledge (Sipos et al, 2008); the education of multiliterate graduates and a dissolution of the frame around the university and community leading to '*a change in relation between institution and community, from making the community 'come to you', to going out to the community*' (Kress, 2000, p.136).. In addition to presenting the student perspective through the research, the paper will consider the work initiated by the 'New London Group' (1996) including work by Kalantzis and Cope, (2005) and Kress (2000) and this theoretical framework will be discussed as a way of rethinking approaches to designing university curriculum for a globalised world.

Kalantzis, M. and Cope, B. (2005). *Learning by Design*. Melbourne Australia: VSIC, Common Ground.

Kress, G. (2000). A Curriculum for the Future. *Cambridge Journal of Education*, 30 (1), pp. 133-145.

Sipos, Y., Battisti, B. and Grimm, K. (2008) Achieving transformative sustainability learning: engaging head, hands and heart. *International Journal of Sustainability in Higher Education* 9, (1): pp.68-86.

The New London Group (1996). A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review*. 66, (1): Spring, pp. 1-27.

¹ The project is called 'Educating the global engineer: staff and student perspectives on embedding sustainable development practices into the engineering curriculum' and is funded by the Higher Education Academy Engineering Subject Centre. The project began in March 2010, led by Catherine Montgomery and the project team are Dr. Roger Penlington, Jenna Tudor and Noel Perera from Northumbria University.