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From Ethnocentrism to Transculturalism: A Pedagogical Journey

Beyond the often hollow rhetoric in the tertiary sector around attracting international students, this paper will chart a particular case study of cultural studies pedagogical practices employed in the delivery of an undergraduate, transnational film studies unit from an internationalising perspective. The paper will argue that one critical issue regarding the development of a cutting-edge pedagogical paradigm for a viable internationalised curriculum in cultural studies courses involves the controversial embedding of social justice issues, in order to bring about changes in largely ethnocentric students' attitudes and values relating to cross-cultural awareness.

Within one cinema studies unit, the representational sites of discovery linked to diverse national cinemas are significant, critical facilitators for attitudinal transformation, allied with pivotal assessment items involving film industry and community immersion, with, for instance, active participation in an International Film Festival. This study will be presented in the context of a global survey of transnational cinema units.