

curriculum, knowledge construction, graduate attributes, assessment, the process, attributes, curriculum design, students, intention, learning process, learning strategies, assessment tasks, curricular content, universities, belief systems, conceptual framework, Central Queensland University, activities, Pierre Bourdieu, learning experiences, generic skills, graduate capabilities, universities in Australia, Harvard University Press, Professor Ian Young, Communication, linear model, learning environment, Charles Darwin, Victoria University, Australia, ESL students, challenging, attribute, teachers and students

[A dialogic framework for embedding graduate attributes in discipline-based degree curricula](#)