

## Conference Abstract

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Reflective Practice – The key to innovation in international education Paper**

**The knowledge audit process in language and learning: What do(n't) we know  
about teaching international students?**

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Many of us involved in international education claim to have specialized knowledge about the unique learning needs of students from international and non-English speaking backgrounds. While it is probably true that research and experience has helped us develop expertise in this area, a simple question remains: How do we know what we know about international students?

Long the domain of commerce and industry, the principles of knowledge management are slowly seeping their way into academe. Now the boundary is blurring between so-called 'learning organizations' and organizations dedicated to learning, as more research about knowledge management 'best practice' is being applied within the tertiary education sector itself. At its heart, the focus of knowledge management is to get the know-how out of the heads of solitary experts and made available to anyone who needs it. The first step in this process is assessing just what this know-how is and in whose heads it resides. This knowledge audit therefore is an opportunity for an organization to examine, verify, review, and report on what it knows collectively. But just as important, it also allows an organization to reflect on what knowledge is missing. For organizations dealing with international students, a knowledge audit can be a valuable tool for determining what we know and don't know about teaching and learning. This paper presents a general framework for conducting a knowledge audit within the context of international education.