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	Nota di contenuto	Intro -- List of illustrations -- Figure 1.1. Visual representation of disrupting, decentring and diversifying forces -- Figure 1.2. Visualising the interplay of disrupting, decentring and diversifying forces -- Figure 6.1. LGBTQI+ in Italy and Australia -- Figure 6.2. The education of citizenship -- Figure 6.3. Catcalling in Melbourne and Milan -- Figure 7.1. A design pattern for teachers designing for adult language learning at university -- Figure 7.2. An excerpt of learner-robot interactions -- Figure 7.3. Making dumplings with a robot, a tablet and tangible objects (food ingredients and kitchenware) -- Figure 7.4. Students' positive perceptions of statements incorporated in the post-study survey -- Figure 7.5. The design team's immediate reflection, shared on the social media platform LINE -- Figure 8.1. Factors contributing to students' motivation -- Figure 8.2. The project as a challenging experience -- Figure 8.3. The level of anxiety experienced in comparison to a class presentation -- Figure 9.1. The beginning of the VR non-immersive video tour (Project 1) -- Figure 9.2. Example of a virtual tour break and interactive links (Project 1) -- Figure 9.3. The voyage by sea of the two steamships, Piemonte and Lombardo (Project 2) -- Figure 9.4. 3D models of the expedition artefacts created with Sketchfab (Project 2) -- Figure 9.5. Virtual gallery of the three diarist-volunteers (Project 2) -- Figure 9.6. Video installation (Project 2) -- Table 3.1. Graduates of South Australian language training courses

| Sommario/riassunto | How can languages and cultures in Australian higher education be disrupted, decentred and diversified?. |