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Abstract

Policy in higher education suggests that curriculum should be more responsive to economist arguments than was the case in the past. Although some guidance has been given to how to develop more work-integrated curricula, little attention has been given to interactions in meetings between workplace and academic representatives in which issues of curriculum development are discussed. As such there appears to be a gap in current curriculum theory. The author suggests that such interactions may be fruitfully examined using concepts derived from studies in the sociology of science and organizational dynamics. Such analyses may contribute to understanding what conditions enable productive interactions, which may be the development of hybrid objects and languages which speak to both groupings. (HRK / Abstract übernommen), Garraway, James, E-Mail: garrawayj@pentech.ac.za