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Abstract

This article explores the issue of what academic literacies research can bring to the study of knowledge and curriculum in higher education from a theoretical perspective and by means of illustrations from a work in progress academic literacies research project in the natural sciences. It argues that reading and writing are central to the process of learning in any discipline and that discipline specialists need to take this into consideration when planning their curricula. It also considers what knowledge means in the context of academic literacies research and how this conception of knowledge may differ from the knowledge structures researchers' concern with knowledge as an object with its own properties. It comes to the conclusion that academic literacies research with its ethnographic-type exploration of social practice and theorisations of knowledge in the knowledge structures research can complement one another because each field of enquiry brings a lens that the other lacks. (HRK / Abstract übernommen) Paxton, Moragh, E-Mail:

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