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**Technology Education and Industry Links: An exploratory case
study.**

A thesis submitted in partial fulfilment
of the requirements for the degree of Masterate in Education at Massey
University.

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ABSTRACT

The purpose of this research is to provide an exemplar of one school's innovative approach to developing links with local industry in order to enrich its technology education programme. Investigation of the rationale and policy for having such a link is discussed and possible benefits and deficits are presented in a case study.

The research has been undertaken in one school which has won national awards for its involvement in these links. This school is the focus of an exploratory and evaluative case study. A variety of procedures has been used including a document analysis, teacher and student interviews and a small questionnaire. The data has been gathered from the principal, the classroom teacher, the industry person and the fourteen children involved in the link.

The technology curriculum was introduced as a compulsory part of the New Zealand curriculum framework for schools in January 1999. It was appropriate that this research should be carried out at the same time. This research also investigates the introduction of the new curriculum. Questions such as, what is technology education? and, where has it come from?, are addressed. Identified as important aspects of this new curriculum are the links to be developed with the local community which include business and industry, tertiary institutions, and local authorities. It is proposed that these links could work together to develop what is described as an "*inclusive*" technology curriculum.

A case study of an existing school-industry link is reported. Interested parties are identified, their perceptions and the possible underlying principles behind their visions are discussed. This investigation explores the notion of an inclusive technology curriculum and discusses in the light of the case study whether it is feasible or even desirable.

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