

Undergraduate study

BA (Hons) Education, Culture and Society

Educational Studies

Goldsmiths
UNIVERSITY OF LONDON



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This booklet outlines the BA (Hons) in Education, Culture and Society degree at Goldsmiths, University of London. Please read this booklet in conjunction with our Undergraduate Prospectus; further information is available from Admissions at the contact details on page 12.

We can supply information in alternative formats for people with a visual impairment or dyslexia. Please contact Admissions on **+44 (0)20 7078 5300**, e-mail **admissions@gold.ac.uk** or visit **www.gold.ac.uk/disability**.

Introducing the Department

Goldsmiths, University of London, has a reputation for energy, spirit and creativity. The Department of Educational Studies is one of the largest in the College and plays a major part in life at Goldsmiths. The preparation of teachers is central to the origins and early history of Goldsmiths and the Department proudly continues this tradition. However, 'education' is about so much more than teacher education, and the Department's portfolio of courses, from undergraduate through to doctoral level reflects this wider view of education. The Department has a diverse team of staff, in areas of expertise and its research interests, and a significant number hold international reputations in their fields. Goldsmiths' commitment to engagement with its wider community is reflected by the involvement of individual members of staff in creative and social projects beyond the lecture and seminar rooms.

All our teaching and research is informed by a shared commitment to social justice and inclusion. Our students cover a broad age-range, come from diverse social and cultural backgrounds, and from the local area, across the UK and increasingly from abroad. We feel that this diversity enriches study within the Department.

The Undergraduate programme

If you are considering a career with an educational dimension, our Education, Culture and Society degree will give you a firm understanding of the nature of education in diverse societies. It is a multi disciplinary programme that encourages you to consider the interrelationship between education as an activity or an institution and the social, political, cultural and economic contexts in which it takes. There is a creativity dimension which reflects the links the degree makes between education, the individual and society.

In Years 2 and 3 you can opt for courses that enable you to construct pathways relating to your individual interests and requirements. You take part in lectures and seminars, tutorials and workshops, and prepare presentations and practice-based assignments. In Year 3 the international dimension of the programme is strengthened by the opportunity to choose the Study Abroad option. Students can choose to spend the Autumn term of Year 3 studying in China at the University of Fujian or in Europe at the University of Luxembourg. Students from Luxembourg are part of our exchange programme and undertake their studies with us in Year 2.

We have a strong, diverse student body which is a strength of our degree. We encourage discussion, debate and critical reflection and current students report that the range of experiences, ages and backgrounds represented on the programme enables a positive exchange of knowledge and ideas and provides support in relating theoretical concepts to real life experiences.

Entrance requirements

Typical GCE A-level offer: at least two full A-level at Grade B, together with either one full A-level at Grade C or an equivalent combination of AS- and A-levels. We welcome students who have undertaken Access courses. You will need to gain at least 48 credits at level 3.

English language requirement

If English is not your first language, you need to obtain evidence of your English Language competence. Tests considered appropriate include:

- International English Language Testing System [IELTS] – pass with at least 6.5 overall and a minimum of 6.0 in the written element
- TOEFL score of at least 580 including 4.5 in the Test of Written English [TWE], or 237 in the Computerised test [CT] including 4.5 in the essay component, or 92 in the Internet-based test [IBT] including 23 in the written element
- International GCSE (IGCSE) English as a second language at Grade C
- Cambridge Certificate of Proficiency of English [CPE] at Grade C or above
- Cambridge Certificate in Advanced English [CAE] at Grade B or above
- Pearson Test of English (Academic) with a score of 68 overall, including 68 in the written element and 59 in all other elements.

For further information, please see the Undergraduate Prospectus. Alternatively, you may wish to attend one of our Pre-sessional English Language courses.

Application and admission

For full-time study, you need to register on-line at the UCAS website where you complete a secure web-based application. For more information, please visit the website at www.ucas.com/apply.

You can pay by credit/debit card when you submit your on-line application (£9.00 for a single entry, £19.00 to apply to two or more universities).

Please note: full-time applications can only be made on-line at www.ucas.com. We strongly recommend you apply as early as possible through UCAS. The UCAS code for this degree is X390.

We welcome applications from candidates from non-traditional routes. Please see the Undergraduate Prospectus or visit www.gold.ac.uk/apply/ug for full details, or contact our admissions tutor to discuss your particular situation (contact details on page 12).

Career progression

This degree offers career possibilities in a wide variety of posts where an understanding of education, but not teaching, is required. Areas with an 'education' dimension include the arts, journalism, policy development, administration, youth and community work, charity and leisure. Working collaboratively as part of a team, developing and refining your critical thinking, writing reports, analysing data and consulting research findings will equip you with transferable skills that are invaluable for the world of work.

If you are considering primary teaching, you will need to combine your degree with a one-year PGCE: successful completion of the BA (Hons) in Education, Culture and Society guarantees you an interview for Goldsmiths' highly regarded PGCE Primary programme, provided you meet current government requirements. Further information can be found at www.gold.ac.uk/pgce/primary.

Fees and funding

For information about fees and funding, please see the Undergraduate Prospectus or visit www.gold.ac.uk/costs.

Facilities

The Educational Studies Building offers a wide range of seminar and larger teaching rooms designed for flexibility and practical work, and two IT/ICT suites with state-of-the-art computer equipment. There are also studios, workshops, and laboratories to support practice-based courses.

Open Days

College-wide Open Days for all programmes across the university are usually held three times a year in Spring, Summer and Autumn. For further information on these, please visit the website at www.gold.ac.uk/opendays or contact Nick Holmes, Recruitments Events Manager, on 020 7717 2997, e-mail open-day@gold.ac.uk.



“With students who are from a range of age groups, various cultures and diverse backgrounds, you find yourself learning something new constantly, within a stimulating and professional environment.”

Angela Batchelor

BA (Hons) Education, Culture and Society

3 years full-time

This programme is designed to promote understanding of and critical reflection on the role of education in the UK and beyond, and how it has been shaped by social, political and economic factors. There is an emphasis on what counts as knowledge and the interrelationship between education, the individual and society as well as a consideration of other spheres of influence such as the media. The course is multi-disciplinary drawing on elements of sociology, history, politics, linguistics, philosophy and cultural studies. There is a creativity strand through the degree that examines the interface between culture and the arts. Goldsmiths has a long tradition and an international reputation in the field of cultural and creative processes and both feature prominently in this degree. No other degree currently on offer in the UK places this combination at its heart.

The degree is taught by a team of tutors who are experts in their field. Their research interests, which are reflected in the courses offered on the programme, include early childhood, culture and identity, gender, 'race', educational policy, language and literacy, multilingualism, youth culture, arts education, communities of practice in the arts, the media and popular culture.

What do you study?

Your pathway through the degree is individually designed, offering you the opportunity to create combinations that match your interests and/or intended career route. You take part in seminars, lectures, tutorials, studio practice, performances and personal research.

Year 1

In the first year you take four core courses that will introduce you to the interaction between: identity and culture; learning and thinking; creativity and learning; historical and philosophical perspectives on education. These course-units introduce you to key concepts in relation to the psychology, sociology, history and philosophy of education and provide the foundation for selecting options offered in the second year.

In Year 1 there is also a study skills course that is integrated across the four core units. It is designed to support the development of the skills you need to be a successful student at university level.

Culture and Identity

You explore the key concepts of culture and identify their relationship to spheres of influence in contemporary society, such as schooling, the law and the media. **Assessment:** essay.

Learning and Thinking

You are introduced to the central concepts of learning and thinking and the theorists who have constructed the role of the learner, the teacher and the community in different ways. These key theories of learning offer an introduction to key debates around cognition which have great significance for education. **Assessment:** essay.

Creativity and Learning

You undertake an introductory exploration of the creative process and learning. The course combines theory with a focus on the experience of creative practice in a range of contexts. These include the art studio, computer lab and performance space. You explore a range of traditional and new technologies. **Assessment:** portfolio and presentation.

The Curriculum: Historical and Philosophical Perspectives

You examine how the curriculum is a means to educating the type of person society deems desirable. It explores how this has changed over time and how it varies in different societies today. The philosophical issues underpinning these differences are explored. You are encouraged to reflect on what education is and what it means to be educated in a democratic society. **Assessment:** exam (seen paper).

Year 2

For the second year you choose a combination of four courses from the options outlined below. These are likely to be informed by both your interests and intended career path. All Year 2 options build upon and further explore the issues raised in the Year 1 core course-units. **Please note:** further options are constantly being developed.

Changing Ethnicities

You will explore issues of cultural and demographic change in our present day world and consider the question 'how do we identify ourselves as subjects in plural societies?' Issues of allegiance to flag and long-standing cultural traditions will be central to the course. Religion and politics will sit at the heart of study alongside historical constructs of difference and otherness that aid identity construction. Social and cultural fusions or crossovers will be analysed to examine hybridic entities and new cultural formations. **Assessment:** essay.

Comparative Education

You examine education in different countries by using data and insights drawn from different contexts. You will review the impact of globalisation on education systems and across nation states with consideration of their history and present socioeconomic and political structure. A comparative approach to educational paradoxes and incompatibilities will be adopted, centred on 'equality of opportunities': centralisation versus decentralisation, collectivism versus individualism and uniformity versus diversity. **Assessment:** essay.

Culture and the Construction of Identity

You are given the opportunity to examine theories on culture and identity drawn from a range of disciplines. The particular focus of this course-unit is the use of autobiography and life histories as methods for exploring cultures and identities. The aim of doing this is to provide you with the theoretical lens through which to investigate complex issues such as diaspora, syncretism, masculinities and femininities, which are central to the notions of culture and identity. Within this course-unit the process of identity construction is also explored in relation to education policy and practice, while it also addresses the interrelationship between the child's identity and the culture of the school. **Assessment:** essay.

Early Childhood in a Diverse Society

You explore key ideas and issues in the area of young children's learning with special reference to the cultural contexts of that learning. You consider the impact of such ideas and issues on curriculum and policy development and become familiar with techniques for, and approaches to, observing and analysing young children's learning. This includes a consideration of the following areas: the care and development of young children in diverse settings; cross cultural perspectives on children's learning; the concept of childhood and its impact on policy development. Visits are taken to observe young children in different settings. **Assessment:** essay and report.

An Introduction to the Teaching and Learning of English as a Foreign Language

You explore the link between language and identity in both individual and cultural contexts. This course-unit explores the assumptions behind learning and teaching English as a further language. It also considers the practical teaching strategies involved in this process and uses workshops and microteaching as part of this. **Assessment:** essay.

Knowledge and Power

You explore the 'knowledge and power' relationship within different societies and the philosophies that have been used to support and challenge the structures created from this interaction.

The nature of knowledge itself is explored while the role of the 'gatekeeper' in determining both status and access to different forms of knowledge is examined. The role of organised and informal educational bodies in this process is considered.

Assessment: essays.

Language and Literacy in the Early Years

You consider how young children's language develops in a range of contexts and examine literacy as a socially constructed phenomenon.

You have the opportunity to consider how theoretical understandings of language and literacy development have influenced educational policy. This is achieved through an examination and exploration of the nature of language, language diversity; children's literature, literacy and learning and educational policy developments. You will also have the opportunity to visit an early years setting to enable you to relate theory to practice. **Assessment:** essay and report.

New Media Technologies and Learning

You consider the permeation of New Media Technologies in a range of educational contexts encompassing settings both in and out of school, formally and informally constructed. You engage critically with recent debates about pedagogy and new technology inside and outside formal educational structures. The course-unit considers the potential for new technology to contribute to the learning and assessment process. You are encouraged to create an electronic portfolio or online reflective account, which demonstrates your understanding of the nature of learning with IT tools and resources. The concept of what it means to be "information literate" will be examined in the context of the permeation of new media technologies in all aspects of life. **Assessment:** multimedia presentation.

Performing Arts in the Community

You explore the significance of the performing arts as a powerful medium of communication within and between communities. This is critically considered from the perspective of practitioner and audience. You examine the importance of cultural context and the places and spaces in which performing arts happen. The course-unit enables you to interrogate the role of the performing arts in inclusive educational practice and as a means of empowerment to marginalised groups and communities. You are required to undertake a performance project (for example, the creation of a video) which provides opportunities for the development of technical and evaluative skills, engagement in a creative process and a vehicle for communicating insights and understanding developed through the course-unit.

Assessment: report and performance project.

Studies in Inclusion and Exclusion

You will consider case studies, narratives and life stories to illustrate the meaning behind the theory and policy of inclusion and exclusion. The course will focus on the experiences of young people in relation to issues such as refugees and asylum seekers, those concerned with issues of faith and religion, language and plurilingualism, gender and sexuality, and neurocognitive aspects such as Autism/Asperger's Syndrome and Tourette's syndrome and anti-social behaviour policy and the youth justice system.

Assessment: development of a written case study.

Visual Arts Practice in Education and Community Settings

You combine theoretical perspectives on creativity, learning and artistic processes with opportunities to engage in visual arts practice in an extended workshop context. Visual arts practice is now used for a variety of purposes in a range of education and community settings including schools, museums and gallery education, therapeutic contexts, hospitals, care homes, prisons, outreach projects in streets, parks and workplaces and more. The course-unit explores some of the rationales that inform these areas, such as fostering creativity, utilitarian and liberal perspectives in general, specialist and vocational education.

Assessment: essay and sketchbook/process diary.



“It’s not just about education and educational policies; it is about how culture, creativity and how identity plays a role in people’s education.”

Nathan Agyekhum

Year 3

In the third year you study two further advanced courses and undertake a dissertation. You determine the focus for your dissertation in collaboration with an allocated dissertation tutor. The dissertation offers you the opportunity to work with a leading academic on a one-to-one basis and the possibility of making links with a sector you intend to work within once you have graduated. A short research methods course will equip you with the knowledge and skills you need to undertake the dissertation confidently.

A distinctive element of the third year is the opportunity to spend time studying abroad. Goldsmiths has close links with a number of universities with which it undertakes student exchanges.

Please note: certain Year 3 options require a specific course-unit to have been taken in Year 2. This will be explained in detail before choices are made. New courses are developed in response to changing contexts.

Dissertation

The aim of this course-unit is to undertake a small-scale research project. This includes drawing up a proposal, data collection and analysis and the writing of an 8,000-word dissertation to present the findings in an academically rigorous form. The choice of topic for your dissertation will reflect the individual option choices you made in Year 2 of the degree. These may be influenced by your proposed exit route and intended career path. A series of sessions on research methodology is aimed to equip you with the necessary framework for carrying out your research. **Assessment:** 8,000-word dissertation.

Education and Empowerment: Creating Change

You will examine both macro and micro level policies and practices that can lead to educational empowerment. The main areas of focus will be the 'funds of knowledge' that are engendered by the family and its role in supporting learners; education in citizenship and social justice which has brought awareness of rights (and responsibilities) and the complexities of concepts such as identity, community and belonging. Initiatives such as restorative justice in schools will also be examined and the encouragement of pupil voice that can be utilised to facilitate access and engagement with education. **Assessment:** essay.

International Perspectives on Early Childhood

You explore the developing range of provision for under-eights, and the divergence in provision between the regions of the United Kingdom. The course-unit will also explore the different curriculum approaches and types of provision for under-eights in Europe, Scandinavia, New Zealand and the North America. The course will evaluate critically the reliability, validity and significance of instruments designed as measures of quality in international studies of early childhood services. You will be able to reflect on the impact of theory and practice on the provision of services for under-eight's in a range of contexts, and able to make an informed argument for a set of guiding principles for provision for under-eights in one country within or outside the UK. **Assessment:** essay.

Digital Media Cultures

You consider the issues raised in the previous course-unit New Media Technologies and Learning at a higher level. This involves engaging with concepts from a wide range of disciplines. There is an examination of literature around media output and multi-modal discourse. The current discourse around creativity and new technology is described and explored within the context of digital media. The manner in which new media texts may have the potential to address differing learning styles in different educational contexts is considered. This is considered in relation to creativity as an aspect of human activity and cognition. In turn, this argument is developed in the light of work on social psychology, communities of practice, culture and identity. **Assessment:** digital media report.

Language, Power and Identity

You will examine in depth the relationship between language, culture and identity. You develop a critical understanding of the influence that shapes our sense of self and particularly the pivotal role of language in constructing identities and determining potential opportunities and constraints. You have the opportunity to consider the nature of language; language development; home and community practices; standard english/accent/dialect; school practice; language and gender; bilingualism and bi-literacy and the representations of these through a range of media and policy issues. **Assessment:** exam (seen paper).

Perspectives on Current Educational Policies

You will explore issues that have been touched on in previous modules such as consumer choice in education and the involvement of the private sector. Taking the 1988 Education Reform Act as a starting point, the course will examine policies that reflect particular dominant discourses which have been taken up by people in contested and contradictory ways. Typical areas of focus will be educational leadership, initial teacher education, school choice, the teaching of creationism in science and special educational needs. These will be in the English context but will include some international comparative perspectives. **Assessment:** essay.

Remaking Education in Europe

You will explore the education policy of the European Union, and of other transnational organisations and compare patterns of educational provision in different countries, including England, France, Spain, Germany and Italy: Is education in these countries increasingly coming to follow a common model, or are national differences still important? You will explore the relationship between education and economic and social change and consider the impact of various forms of privatisation on national education systems, the conflicts surrounding the implementation of new models of policy and the positions taken by 'social actors' such as student and youth movements, and educational trade unions. **Assessment:** essay.

Visual Arts: Studio Practice

You will experience sustained practice in art production in an agreed area of personal interest. Through first-hand experience you will develop your own practice within the social context of studio working. Seminar explorations of critical theory will inform the interpretations undertaken. **Assessment:** essay/sketchbook/exhibition.

Study Abroad

You will have the option to study abroad in the Autumn term at the University of Fujian in China or the University of Luxembourg. Both courses have been designed to enable you to reflect on how the three major elements of the degree, 'education' 'culture' and 'society' can be interpreted when studying in a new cultural, educational and linguistic context. An introductory course in Mandarin will be available in the summer term of Year 2 for students going to China. **Assessment:** essay based on a personal journal kept during the stay.

Find out more

If you have specific questions, please contact Dr Clare Kelly, Head of programme, on +44 (0)20 7919 7319, e-mail c.kelly@gold.ac.uk.



Contact us

Once you have read this booklet and the relevant sections of the Undergraduate Prospectus, any general queries should be directed to Dr Clare Kelly 020 7919 7319 or e-mail c.kelly@gold.ac.uk.

If you have questions about entry qualifications, admissions, or arranging interviews, please contact us as follows:

Admissions Office

telephone +44 (0)20 7078 5300

fax +44 (0)20 7919 7509

e-mail admissions@gold.ac.uk

Prospectus hotline: +44 (0)20 7919 7537 (24 hours)

We can supply information in alternative formats for people with a visual impairment or dyslexia. Please contact Admissions on +44 (0)20 7078 5300, e-mail admissions@gold.ac.uk for further details.

Did you find this booklet helpful?

We would welcome any comments you have about the content or design of this booklet. Please e-mail ext-comms@gold.ac.uk, or write to Communications and Publicity, Goldsmiths, University of London, New Cross, London SE14 6NW, stating the name of the booklet. All information is treated in the strictest confidence and will in no way affect any application you make to Goldsmiths; no personal data is kept on file.

Disclaimer

The information in this Prospectus was correct in January 2011. Prospectuses are as far as possible accurate as at the date of publication, but the College does not intend by the publication of a prospectus, or any other advance degree programme information, to create any contractual or other legal relation with applicants, accepted students, their advisers or any other person. Nor is it responsible or liable for the accuracy or reliability of any of the information in third party publications or websites referred to in a prospectus. The College is unable to accept liability for the cancellation of proposed programmes of study prior to their scheduled start, although it will take reasonable steps to transfer students affected by the cancellation to similar or related programmes of study. The College undertakes all reasonable steps to provide educational services including teaching, examination, assessment and other related services, set out in its prospectuses and programme literature ("Educational Services"). However, except where otherwise expressly stated in writing, the College cannot accept liability or pay any compensation where the performance or prompt performance of its obligations to provide Educational Services is prevented or affected by "force majeure". "Force majeure" means any event which the institution could not, even with all due care, foresee or avoid. Such events may include (but are not limited to) war or threat of war, riot, civil strife, terrorist activity, industrial dispute, natural or nuclear disaster, adverse weather conditions, pandemic flu, interruption in power supplies or other services for any reason, fire and all similar events outside the control of the College. Please visit www.gold.ac.uk/regulations/general-regulations/current/disclaimer for our most up-to-date disclaimer.

Terms and conditions

All students are subject to Goldsmiths' Regulations (published at www.gold.ac.uk/regulations). When you accept an offer to study at Goldsmiths you undertake to comply with these Regulations, with Goldsmiths' Charter, Statutes and Ordinances (www.gold.ac.uk/governance/ordinances and www.gold.ac.uk/governance/charter-statutes), with the Statutes and Regulations of the University of London (available from the University of London, Senate House, Malet Street, London WC1E 7HU), and with relevant legislation in force at the time. Please note that a student who has not received the official written offer of a place from the Goldsmiths Admissions Office (or UCAS, GTTR or SWAS as appropriate) may not be admitted to, or enrolled on, a programme of study.

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This booklet is printed on 9lives Offset, which is manufactured from 100% recycled fibre. Content: 100% recovered fibre, TCF bleaching. Manufacturing accreditation: ISO 9001, ISO 14001. Product certification: FSC 100% recycled, NAPM recycled approved.



Goldsmiths has joined the Carbon Trust's Higher Education Carbon Management programme, and is participating in the national 10:10 campaign, demonstrating a commitment to cutting carbon emissions. Goldsmiths' efforts in the field of carbon management and emission reduction have been recognised by the government.

Our Mission

We offer a transformative experience,
generating knowledge and stimulating
self-discovery through creative, radical and
intellectually rigorous thinking and practice.

Goldsmiths
UNIVERSITY OF LONDON

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