

Postgraduate programme
Department of Design

MA Design Education

Goldsmiths
UNIVERSITY OF LONDON



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This booklet outlines the new MA in Design Education taught by the Department of Design at Goldsmiths, University of London. Please read this in conjunction with our prospectus to find out more about our facilities and to help you get a picture of Goldsmiths as a whole.

We can supply information in alternative formats for people with a visual impairment. Please contact the Admissions Office, tel 020 7919 7060, e-mail admissions@gold.ac.uk or visit www.goldsmiths.ac.uk/disability.

Goldsmiths introduction

Unique, Unconventional, Creative

Whoever you are, and however you've made your way here, Goldsmiths will transform the way you look at yourself and the world around you. Goldsmiths is all about the freedom to experiment, to think differently, to be an individual. That's why our list of former students includes names like Antony Gormley, Julian Clary, Damien Hirst, Mary Quant, Bridget Riley, Vivienne Westwood, Graham Coxon, Malcolm McLaren. We bring creative and unconventional approaches to all of our subjects, but everything we do is based on the highest academic standards of teaching and research.

Tradition and quality

Goldsmiths has been part of the University of London, a federation of institutions which make up one of the world's largest universities, for more than a century. This means that you will benefit from the broad range of University of London facilities, including the Union (ULU), the Library and The Careers Group. For more information, visit www.london.ac.uk.

Research culture

Goldsmiths successfully combines the resources and facilities of a major international institution, the University of London, with all the advantages of a small, campus-based College. Add our membership of the prestigious 1994 Group of research universities and our outstanding performances in the official Research Assessment Exercise (RAE), and you have a uniquely radical and stimulating environment for your research.

As a postgraduate student you'll have access to our newly established Graduate School, which provides facilities and training for all postgraduates. You'll be stretched academically, and encouraged to look beyond preconceptions and boundaries to gain insights from other disciplines. Ultimately, you should benefit from better career prospects and life skills as well as from a better understanding of how your subject relates to the wider intellectual world. Find out more at www.goldsmiths.ac.uk/graduate-school/.

London with a difference

Goldsmiths is in New Cross, South East London. Vibrant, urban and with great travel connections to Central London, it's an ideal low-cost base for experiencing and enjoying the Capital. Goldsmiths is in Travelcard Zone 2, and has plenty of public transport links (bus, train, underground and Dockland Light Railway [DLR]); Central London is just 15 minutes away. New Cross has a good network of reliable night buses – especially useful if you're planning an evening out!

An International community

With students from 120 countries, Goldsmiths provides a welcoming environment for international (non-EU) students. As part of the University of London, the quality of our degrees is internationally recognised – a real advantage for your future studies or career. London is one of the most exciting cities in the world, and living here will open up lots of new experiences to you. International students apply in the same way as UK and EU applicants: please contact the Admissions Office or download an application at www.goldsmiths.ac.uk/apply.

Beyond the lecture theatre

The Goldsmiths Students' Union is a vibrant and award-winning organisation, providing a range of services including representation, clubs, societies, volunteering opportunities, student media, advice, meeting rooms, sports facilities, and entertainment. The Students' Union at Goldsmiths plays a big part in life here, providing opportunities for exciting extracurricular experiences whatever your interests.

State of the art

If you come to Goldsmiths, you'll probably spend a lot of your time in the Rutherford Information Services Building (RISB), with its striking glazed facade and aluminium fins. The RISB gives you access on one site to library books, journals, computer workstations, language-learning resources, extensive multimedia and audio-visual materials, and computer-based teaching rooms. Goldsmiths' stunning new Ben Pimlott Building – with its signature 'scribble in the sky' – houses our visual arts, design, computing, media and cultural theory facilities.

Living space

With almost 1,000 places in Goldsmiths accommodation within walking distance of the campus (most less than five minutes away), you won't have to travel long distances and pay extra transport costs. Goldsmiths offers a choice of good quality, reasonably priced accommodation, with rents comparable to similar universities in London.

Awards and scholarships

You may be able to fund your postgraduate studies through public organisations or via Goldsmiths-run schemes. Research Councils provide public funding in the form of studentships, and you may also be able to apply for funding from one of the many charities, foundations and trusts that offer postgraduate scholarships and bursaries.

We're here to help

At Goldsmiths we have an integrated support system for our students, whose personal well-being and happiness is extremely important to us. This is made up of a number of service providers including the Student Funding and Information Office, the Chaplaincy, Medical Centre, Counselling Service, Nursery and Careers Facilities.

See for yourself

If you're thinking of studying at Goldsmiths, we recommend you come and visit us to have a look around. Our Open Days are ideal opportunities to meet tutors and current students, explore the campus, and find out more about what Goldsmiths can offer you. If you'd like further information please call 020 7717 2997, e-mail open-day@gold.ac.uk, or visit www.goldsmiths.ac.uk/opendays.

Further information

Find out more about Goldsmiths in the PACE Prospectus, available from the contact details at the end of this booklet or visit our website at www.goldsmiths.ac.uk.



Introducing the Department

The Department of Design is an important part of Goldsmiths, University of London, and has contributed significantly to its reputation in recent years. The Department was created in 1990 through the amalgamation of all the design-related areas of work in the College; since then it has grown to become one of the most dynamic dimensions of Goldsmiths' academic profile.

The Department represents a unique combination of knowledge and skills including interdisciplinary design, design futures, eco-design and design education in schools. Entered with the Department of Visual Arts, it received the top mark awarded to a Design Department nationally in the last Research Assessment Exercise.

Our research activities infuse our academic programmes, in content and structure, branding us in a unique way. The programmes address both the understanding and practice of design in the educational, social technological, and economic development of people, environments and communities. We therefore aim for excellence in:

- education and professional development of design and other creative practitioners, teachers and theoreticians
- research into design, technology and learning.

What makes us special?

- Our Department has long been respected for academic initiatives in which ethical and environmental concerns are championed.
- Our programmes seek to develop your awareness of your social, environmental and cultural responsibility in a range of diverse practices.
- For this reason, all of our programmes encourage you to challenge conventions in design thinking – whether in studio practice, design education, or research.
- Design at postgraduate level is therefore also multidisciplinary and, in many cases innovative and entrepreneurial.
- All members of academic staff are research active, which enables the Department to remain at the cutting edge of both theory and practice.
- Because our profile of academic staff incorporates design knowledge from a range of backgrounds and experiences, you are able to draw upon this knowledge for informing design practice, whether it is intended for use with the commercial and public sector, or with schools and communities.
- We encourage the importance of using knowledge and skills as resources for action. This is also intended to inspire positive change in society and in relation to the natural environment.

Programme co-ordinators

Juliet Sprake

Juliet's research interests are in exploring the potential of ubiquitous technologies to develop non-didactic ways into learning in location, primarily associated with walking activities. Her practice is concerned with re-conceptualising the guided tour as a learning event so that participants are empowered to engage in creative ways with their built environment.

Experimentation with referencing points and challenging ways in which information is received and perceived is a key concern of this practice. The strength of her research lies in its cross-disciplinary nexus of the practice of space. In bringing together theories and practices of learning and touring, her research occupies a unique position extending into cultural tourism and mobile learning.

Kay Stables

Kay has been researching design and design learning for the last 20 years. The main (but not exclusive) focus of her work is on learners within primary and secondary schools. Her particular research interests are in the development and assessment of design capability, design thinking, design methodologies, and research methodologies. She has been invited to speak about her research in North America, Australasia and Europe and has a special interest in international perspectives. While her interest is mainly in designing, because of the nature of the school subject her work is focused on, at an international level the discipline she often operates in is termed Technology Education.

Programme contributors

John Backwell

John's key research interest lies in the impact the learning environment has upon cognitive skills development within Design and Technology with regard to young people, and how their information processing skills may be enhanced at different points in their learning experience. John has been engaged in two strands of research in this respect both focused upon development work within secondary schools. The first analyses the effectiveness of cognitive intervention methodologies as applied to teaching and learning styles. The second strand analyses perceptions of information and communication technologies (ICT) concerning all parties involved in the learner-teacher engagement.

Jenny Bain

Jenny has been developing her research interests in design learning over the last 4 years. The focus of her work has been on learners in secondary schools and Initial Teacher Training. She is particularly interested in assessment practice, particularly including stakeholder perceptions of assessment, and curriculum design.

Richard Kimbell

Richard was the first Professor of Technology Education in the University of London. Between 1985-1991 he directed the APU D&T project for the DES and in 1990 founded TERU – the Technology Education Research Unit. Since that time he has undertaken research for a range of bodies, including research councils (ESRC, NSF USA), industry (eg LEGO, BP), governments agencies (eg DfES, DfID, QCA) and professional and charitable organisations such as the Engineering Council UK, the Design Council and the Design Museum. He has published widely, including his book *Assessing Technology* that won the ITEA outstanding publication of the year award. Most recently his research has focused on using new technologies in authentic assessment settings – work which is having direct application within the existing examinations structures of England and Wales.

Tony Lawler

Tony's personal research interests are in two directions. First, he is interested in the exploration of learning and designing styles into learning teaching and being. Moving from exploring how people define and describe their worlds through to how you can teach them, or learn better. His second area of interest relates to notions of sustainable and sustainability education and how this can move into mainstream schooling. He is interested in starting to see how regular school teaching in Design and Technology can better equip pupils for future situations.



MA in Design Education

1 year full-time or 2 years part-time

This MA programme stems from two big human ideas – designing and learning – and explores their interconnection. Whilst we can all re-order and improve our worlds, can we learn to be better designers? Whilst learning is a natural consequence of human growth, can we learn more effectively through the real-world engagement that designing provides? We consider how learning might reinvigorate designing and how designing might reinvigorate learning. The programme establishes a critical-creative setting to challenge existing practice and explore ways to develop your own practice.

Entrance requirements

You are expected to hold a degree in design, education, design and technology, visual cultures, architecture, curating/gallery studies or a related field, with evidence of a commitment to furthering your practice in design education.

There is normally no minimum degree classification required as your degree may have been taken some time ago. However, you are required to demonstrate, through the application and interview process, a commitment to developing professional practice. Candidates who have an M Level PGCE in Design and Technology will have credits equivalent to

60 CATS points that can be credited against the Designing and Learning core module, based on a curricular needs assessment.

English Language requirement

If English is not your first language, you must 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]
- International GCSE (IGCSE) English as a second language at Grade C
- Cambridge Certificate of Proficiency of English [CPE] Level 5 at Grade C or above
- Cambridge Certificate in Advanced English [CAE] Level 4 at Grade B or above.

Application and admission

Please see the Postgraduate Prospectus for application details. Application forms can be downloaded at www.goldsmiths.ac.uk/apply. Our application deadline is 1st March although we do offer some flexibility, if required.

What do you study?

You complete three core modules on Researching Design Learning, Designing and Learning and an Independent Research Project, as well as option units from a range including Design Ideation, Located Learning, and International and Cultural Perspectives. The core and option units allow you to develop understandings and expertise that you can draw together and utilise in your final project. This project will enable you to engage in significant research, in a context of your own choosing, that will inform understandings of designing and learning. The project can be undertaken as either practice-based research supported by theory, or theory-based research supported by practice.

Core courses

Designing and Learning

In this module you will explore the nature, similarity and interconnectedness of these two big human ideas: designing is a creative process through which we continually reconfiguring the world, whilst learning is a creative process through which we continually reconfigure our view of the world.

The purpose of this module is to explore the ways in which these two cognitive/concrete, processes can be conceptualised and enriched. Specifically, we will explore the ways in which designing can inform learning processes, and learning can inform designing processes. Both designing and learning processes are shaped by philosophical and cultural traditions that seek to define the 'good' and what might be meant by 'better' and 'improvement' both in terms of practice and outcome. In this module, you will examine your own philosophies, traditions and practices, both

as designers and learners. Through critical and creative practice you will also evolve new approaches, and new perceptions.

Researching Design Learning

This course will be a fundamental component of the programme and will be introduced at the start of the year, in parallel with a further core unit on Designing and Learning. Researching Design Learning will provide the methodological backbone to the programme, providing you with the understanding and the tools to embark successfully on your own major research project and dissertation.

The course will explore research methodology approaches and issues presented through a series of research case studies. These will include case studies presented by course tutors and those researched and presented by the students themselves.

Case studies will be chosen to represent a comprehensive list of complementary, contrasting and conflicting research approaches in order that issues can be explained, explored and discussed in depth. Through each case study you will build a broad and deep understanding of research design learning in relation to research paradigm (eg positivistic, interpretative); research purposes; research clients; research design; data types, collection, analysis and presentation; research ethics; and reporting research. You will also explore the complementary concepts of research-as-design and design-as-research.

Independent Research Project

The Independent Research Project will be the final project for the programme and it will provide you with the opportunity to undertake an empirical research project in the field of design learning that can result in either a 20,000-word dissertation or a new design learning product (eg curriculum, hardware, software) supported by a 5,000-word report.

The research project will allow you to draw together work undertaken through the core and option courses to undertake a research project that will make a significant contribution to both your own and others' practice in design education. The project will involve you identifying key research questions in an area of interest and undertaking empirically-based research, supported by a review of appropriate literature in the areas of design, pedagogy and research methodologies. While the outcome will be an independent study, the course will be structured through group seminars and presentations, peer support and review, studio workshops and tutorials.

Options

You will be able to take additional options of your choice drawn from a range available in the Department of Design. Options offered from the MA in Design Education include: Design Ideation; Located Learning; International and Cultural Perspectives on Design Learning.

Other options will also be available from the MA in Design Critical Practice. **Please note:** these may change from year to year, and not all options may be available in any one year. Also, not all courses can be timetabled to suit your programme of study. You decide on your option courses during phase one of the programme.

Assessment

The MA in Design Education utilises a range of complementary assessment methods and strategies. The following reflect the range you can expect over the whole programme, depending on individual preferences and choices:

Presentation forums give you the opportunity to select and present aspects of your work for peer feedback.

Critical and reflective statements enabled through group seminars and individual tutorials. Usually accompany a process-based portfolio of work focused on a specific practice-based field of enquiry demonstrating exploratory thinking and research. The statements give you an opportunity to express the development of your knowledge and understanding through completion of the module and are usually attached to an option module.

Essays will be set by individual course tutors and some of these will have an 'equivalent word count' attached to them (ie the written text will form a part of the submission and will be accompanied by other specified material). The essays vary in length according to the course units and are assessed formatively through tutorials before final submission.

The Independent Research Project can either be submitted in the form of a **dissertation** or a **portfolio, realised outcome and report**. Project work is assessed formatively through individual tutorials. A **viva** at the end of the individual research project will comprise of a 30-minute interview with their written and/or project work with at least two tutors from the programme team. The structure and material for the viva will have been prepared from previous presentation forums.

Attendance

You will be able to complete the three phases of the programme through full-time (1 year) study or take up to 3 years (part-time). The emphasis is on determining your own pathway and timelines with guidance and support from tutors. You will have opportunities to complete modules through flexible modes of teaching including: summer schools, distance learning, evening seminars, online tutorials, workshop days etc.

Fees

Please see the website at www.goldsmiths.ac.uk for up-to-date information on fees. **Please note:** fees are quoted per year of study.

Funding

You may be able to apply for funding to the Arts and Humanities Research Council. For further information please visit their website at www.ahrc.ac.uk.

Number of places

15

Find out more

If you have specific programme queries, once you've read this booklet and the Postgraduate Prospectus, please contact the programme co-ordinators: Juliet Sprake, e-mail j.sprake@gold.ac.uk, and Kay Stables, e-mail k.stables@gold.ac.uk.

Indicative reading

R Andrews (ed) (forthcoming), *The Handbook of E-learning Research*, Routledge, London.

J Abrams and P Hall (eds), *Elsewhere: Mapping New Cartographies of Networks and Territories*, University of Minnesota Design Institute, 2006.

Cross Christiaans Doorst, *Analysing Design Activity*, Wiley, England, 1996.

M J De Vries and I Mottier (eds), *International handbook of technology education: Reviewing the past twenty years*, Rotterdam: Sense Publishers.

C M Eastman and W M McCracken and W C Newstetter (eds), *Design knowing and learning: Cognition in design education*, Oxford: Elsevier Science Ltd, 2001.

C Frayling, *Research in Art and Design*, Royal College of Art Research Papers, 2003.

B Sutton-Smith, 'In Search of Imagination' in K Egan and D Nadana (eds), *Imagination and Education*, Open University Press, 1988.

R Kimbell and K Stables, *Research Design Learning*, Springer, 2007 (in press).

V Margolin and R Buchanan (Ed), *The Idea of Design*, The MIT press, Cambridge, Mass, 1996.

J Ziman (Ed), *Technological innovation as an evolutionary process*, Cambridge University Press, 2000.

Contact us

If you have any specific queries about the degree, or about how to apply – once you have read this booklet and the relevant sections of the Postgraduate Prospectus – please don't hesitate to contact us as follows:

Department of Design

Goldsmiths, University of London
New Cross
London
SE14 6NW
tel 020 7919 7777
fax 020 7919 7783
e-mail design@gold.ac.uk

If you have any questions about how to apply, or any other questions, or you would like a prospectus, please contact us as follows:

UK and EU students

Admissions Office
telephone 020 7919 7060 (direct line),
fax 020 7919 7509
e-mail admissions@gold.ac.uk
Prospectus hotline:
telephone 020 7919 7537 (24 hours)

International (non EU) students

International Office
telephone +44 (0)20 7919 7702 (direct line)
fax +44 (0)20 7919 7704
e-mail international-office@gold.ac.uk
Prospectus hotline:
telephone 020 7919 7273 (24 hours)

Dialling from outside the UK?
Call +44 (0)20 7919 *****

And if you'd like to find out more

Visit the website at www.goldsmiths.ac.uk to get a downloadable application form, to see the Postgraduate Prospectus or further information about Goldsmiths.

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.



One way

Disclaimer

The information in this booklet was correct in June 2007. Whilst it is as far as possible accurate at the date of publication, and the College will attempt to inform applicants of any substantial changes in the information contained in it, the College does not intend by publication of the booklet to create any contractual or other legal relation with applicants, accepted students, their advisers or any other person. The College is unable to accept liability for the cancellation of proposed programmes of study prior to their scheduled start; in the event of such cancellation, and where possible, the College will take reasonable steps to transfer students affected by the cancellation to similar or related programmes of study. Please see the Terms and Conditions in the relevant prospectus.

The College will not be responsible or liable for the accuracy or reliability of any of the information in third party publications or websites referred to in this booklet.

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Obligations of the University

Goldsmiths 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, Goldsmiths regrets that it cannot accept liability or pay any compensation where performance or prompt performance of its obligations to provide Educational Services is prevented or affected by “force majeure”. “Force majeure” means any event which Goldsmiths 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 and nuclear disaster, adverse weather conditions, interruption in power supplies or other services for any reason, fire and all similar events outside our control.

Our Mission

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

Goldsmiths
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