

Postgraduate study

MPhil/PhD Education

MA Artist Teachers and Contemporary Practices

MA Education: Culture, Language and Identity

Educational Studies



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This booklet deals with the Postgraduate Educational Studies degrees at Goldsmiths, University of London. Please read this in conjunction with our Postgraduate 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 or dyslexia. Please contact Admissions on **+44 (0)20 7078 5300** or e-mail **admissions@gold.ac.uk**.

Introducing the Department of Educational Studies

The Department of Educational Studies is one of the largest in Goldsmiths and offers a wide range of degrees from undergraduate through to doctoral level. Underpinning all aspects of our programmes is an active and vibrant research culture.

The Department possesses an excellent reputation for energetic spirit and creativity. This comes from its location, in South East London, and our commitment to social justice and inclusion and the contribution education can make to their realisation. If you share these values and have an interest in education in its broadest sense then Goldsmiths is the place for you.

Why study Education at Goldsmiths?

- We are a lively and friendly Department where you will receive individual attention and support for your studies.
- We offer an innovative and exciting MA programme, which brings together teachers, museum educators and others working in schools, colleges and other educational contexts.
- We have excellent research support, with a research training programme geared specifically to the needs of researchers in education.
- We have dedicated research facilities for postgraduate research students.
- You will study with students from a wide variety of backgrounds, countries of origin and ages.
- The Department offers a variety of research bursaries to potential and existing research students.

Centre for Arts and Learning

This research centre is situated in the Department of Educational Studies and is dedicated to the practical and theoretical exploration of learning practices across the arts, within diverse social and cultural contexts. Research into the arts and learning includes visual and performing arts, design, media and communications, all incorporating traditional and emerging technologies. The work of the centre engages with aspects of aesthetics, creativity, ethics and advocacy, and celebrates, as well as questions, learner identities and learning communities.

The centre provides an exciting opportunity for scholars and students across the arts, teamed with a commitment to learning to advance research in this field.

Centre for Language, Culture and Learning

This research centre is situated in Goldsmiths' Department of Educational Studies and is dedicated to investigating ways in which language and culture are integral to learning processes, both in early childhood and throughout the life-span. Members of the Centre share a common interest in innovative research methodologies for work in cross-cultural contexts, particularly with families and communities, as well as more formal educational contexts.

Current research spans the areas of language, literacy and learning practices in multilingual communities, bilingual learning strategies in mainstream and community schools, and cultural practices, identities and discourses in multilingual contexts. The centre has strong international links with colleagues in the US, Canada, Singapore, Israel/Palestine, China and New Zealand, as well as with a number of EU countries with whom we share both teaching and research programmes.

We welcome both home and international research students who wish to undertake postgraduate study at the Centre for Language, Culture and Learning. It currently houses a number of funded research projects and its members are actively engaged in research publications.

Our research culture

We are committed to research that is conceptually and intellectually rigorous, and which has the capacity to inform educators' professional practice. Research is conducted in three main areas: bilingualism and biculturalism in education; equity and social justice in education; and the arts and education. Members of the Department also conduct research into learning in subject domains, especially modern foreign languages, English, mathematics, art and science.

We have over 50 research students in the Department from across the globe. Each one contributes to the Department's vibrant research culture. There is a lively programme of research seminars to which all MPhil/PhD students and academic staff are invited. MPhil/PhD students may also contribute seminars on their work in progress. New research students meet regularly as a group to discuss and share ideas and issues relating to their developing research.

In the 2008 RAE a significant proportion of our research output was considered as either world-leading or world-class.

The Department has 43 academic staff. Among the most notable are: Professor Eve Gregory, whose work on Language and Identity resulted in the fourth largest ESRC funded research project; Professor Dennis Atkinson, who is known around the world for his work on Art, Identity and Learning; Carrie Paechter, Professor of Educational Research, who has written extensively around gender and is well known for her innovative work on masculine and feminine identities; Ken Jones, Professor of Education, who works around issues of culture and 'creativity', as well as those of policy conflict in Britain and Europe; and Professor Rosalyn George, who is internationally known for her work around equity and social justice. Other members of the Department are known for their writing about, language and education, visual cultures as applied to education, and about how young people learn in a variety of subject areas.

Postgraduate facilities

Postgraduate students in the Department can use the facilities in 35 Laurie Grove, which include open access to a computer room, resources and a meeting room. In addition to this, Goldsmiths' Graduate School (in Hatcham House, 19 St James) contains an open-access computer room, a student common room and seminar room for use by postgraduate research students. The school also hosts a series of seminars and other activities during the year, which are open to all postgraduate research students and staff in Goldsmiths. Also based in Hatcham House is the Graduate School Office, whose staff oversee research students' progress and well-being, and co-ordinate the generic research methods courses for postgraduate research students.

General Information

We offer these postgraduate qualifications:

MPhil/PhD in Education

MA in Artist Teachers and Contemporary Practices

MA in Education: Culture, Language and Identity

English language requirement

If English is not your first language, you will 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) with a minimum of 23 in the written element
- 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
- Pearson Test of English (Academic), with a score of 68 overall, including 68 in the written element and 59 in all other elements.

* In line with the validity period for IELTS and TOEFL results, English proficiency qualifications must be less than two years old at the time of starting the course to be valid.

For further information, please see the Postgraduate Prospectus. International candidates may be accepted without an interview.

Teaching

Our staff are drawn from a wide range of professional and educational backgrounds, which supports a diverse and exciting educational experience and provides a broad research profile. Further information about staff is available on pages 23-25.

Application and admission

Application forms are available from www.gold.ac.uk/apply to download or submit electronically or from the Admissions Office (full contact details are given on page 28).

Admission is normally by interview (in person, or by telephone if you live outside the UK).

Fees

For up-to-date information on fees, please see the Postgraduate Prospectus, or visit www.gold.ac.uk/costs. **Please note:** fees are quoted per year.

Funding

You may be able to fund your postgraduate studies through public organisations or via schemes run by Goldsmiths. 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.

The fees for students with QTS enrolled on the MA Artist Teachers and Contemporary Practices are generously subsidised by the TDA.

For up-to-date details on funding, visit www.gold.ac.uk/costs where you can download the Funding your Postgraduate Study booklet, also available from the contact details at the end of this booklet. You can also e-mail bursary-ssh@gold.ac.uk for further information.

Equivalent or lower qualifications

Since 2008, the government is not funding most students who are studying for a qualification that is at an equivalent level to, or lower level than, a qualification they have already been awarded. Therefore, Home/EU students applying for a programme that is an equivalent or lower qualification (ELQ) than one they already hold are normally regarded as non-fundable (a small number of programmes are exempt). All applicable Home/EU students applying to a programme that is not exempt will be liable to pay a higher rate of tuition fee. Visit www.gold.ac.uk/costs/elqs for an up-to-date list of exempt courses.

Open days

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 visit www.gold.ac.uk/opendays.



MPhil/PhD Education

We offer research supervision in a wide range of areas within Education. We welcome applications from a diversity of intellectual backgrounds.

Entrance requirements

We expect you to hold a first class or upper second class undergraduate degree, although we increasingly encourage our prospective students to consider taking a Master's degree before they enrol on our MPhil/PhD programme. We also usually request a detailed research proposal with your application form. Guidelines for the proposal are available from Ms Joan Lofters, Higher Degrees Administrator on 020 7919 7302 or e-mail j.lofters@gold.ac.uk.

Application and admission

Please note that all students initially enrol on the MPhil programme and subsequently upgrade to PhD status if their work is considered to be at the appropriate level. You can study full-time or part-time (Home and EU students only) and can apply to upgrade to PhD registration usually after 18 months (full-time) or 24 months (part-time). Application forms are available from www.gold.ac.uk/apply or from the Admissions Office (full contact details are given on page 28).

There are currently two entry points, one in September and one in January – there are also fixed deadlines for specific funding sources so we recommend that you apply as early in the academic year as possible. Admission normally requires face-to-face (or, in exceptional circumstances, telephone) interview.

Fees and funding

Please see the Postgraduate Prospectus for up-to-date information on fees and the funding currently available at Goldsmiths. Home students may also be eligible to apply for Economic and Social Research Council grants, and EU students may be able to apply for a fees-only award. Please contact the Department for more details.

Registration and study

Initially, you register for a Master of Philosophy (MPhil) programme to educate you in the research methods you will need to complete a PhD. You can apply to upgrade to PhD registration when you have satisfactorily completed an agreed part of the research education programme – this usually happens after 18 months (full-time) or 24 months (part-time). You should aim to complete and submit your PhD thesis within an agreed period, usually three to four years for full-time students, and four to six years for part-time. If you decide not to upgrade to PhD registration, you can submit your thesis for an MPhil after two years if you are studying full-time, or after three years if part-time. With the agreement of your supervisor, you can change your registration from full-time to part-time or vice versa. The necessary form is available from the Registry Programmes Office.

North American applicants especially should note that the British system does not include preparatory taught classes or examinations as part of the MPhil/PhD programme, except for an initial course in research methods.

Research supervision

All research students are allocated two research supervisors, one of whom will normally be your primary supervisor. You are entitled to regular supervision meetings to discuss and monitor the progress of your research and set research agendas.

Research training programme

The Department of Educational Studies provides an advanced specialist course in educational research methods to all MPhil and PhD students. The course complements the Goldsmiths-wide Research Methods Programme, which offers a general introduction to the social sciences research methodology.

It ensures that you become familiar with debates within educational studies about what counts as 'research' in the field, and learn about the contrasting methodological approaches adopted by prominent researchers in the field, including academic members of the Department of Educational Studies. You will develop your confidence as an educational researcher via your involvement in a strong peer support network, gain a clearer sense of what constitutes research towards a doctorate in educational studies and develop your own timetable and objectives for, initially, upgrading your registration from MPhil to PhD and, subsequently, completing a thesis. The course will also help you develop the competences needed to present your research in a variety of contexts and to write successfully for publication.

The course examines two kinds of issues in educational research: those which have a methodological inflection, and those which are more concerned with the practical business of writing up and presenting the findings of research.

Methodological Issues in Educational Research examines:

- What is the relationship between educational research and educational practice?
- Does educational research have to be empirical research?
- Is it possible successfully to research in one's own 'back yard'?
- Are there any ethical issues that arise uniquely in empirical research in educational settings?
- What part should existing theory play in influencing the form and focus of educational research?
- Can qualitative methods be mixed successfully with quantitative methods in educational research designs?

Writing Up and Presenting the Findings of Educational Research examines:

- How do you construct a thesis and present your research outcomes?
- What are the different ways of writing up a thesis?
- How do you disseminate the findings of your research?
- How do you translate your research into a conference paper presentation to make a positive impact?
- How can you best prepare for your viva voce examination?
- How do you manage media interest in your research?

Assessment

Examination is by thesis and a viva voce.

Find out more

If you have specific programme queries, once you've read this booklet and the Postgraduate Prospectus, please contact Professor Rosalyn George, Head of MPhil/PhD Programme, on 020 7919 7333 or e-mail r.george@gold.ac.uk.

MA in Artist Teachers and Contemporary Practices

3 years part-time and 1 year full-time

The Artist Teachers and Contemporary Practices MA programme has arisen from a collaboration between Goldsmiths, Tate Modern and the Artist Teacher Scheme, a national programme of continuing professional development managed by the National Society for Education in Art and Design (NSEAD) and supported by Arts Council England. The programme is designed to enable art practitioners to engage practically and theoretically with contemporary studio practice, research and pedagogies, creating work and responding to the changing nature of contemporary art, gallery practices and art education. The integration of art practice, theory and pedagogy defines the unique character of this programme. It is tailored to meet the qualification needs and interests of teachers as part of our continuing professional development aims.

The MA combines elements from art education, art history/theory, studio practice, curatorial practices, Tate Modern gallery studies and contemporary pedagogy. It comprises three main areas:

- studio practice, comprising practical workshops (including digital workshops), individual art production and staging exhibitions
- the history and theory of contemporary art and gallery practices, analysing contemporary work from the Tate (and other) collections in terms of visual cultural theory, exhibition and education
- the study of contemporary art education and pedagogy: this is key to the artist teacher concept, and the relationship between artist and teacher is critically studied through theory and studio practice, analysing the way that studio practice impacts upon teaching.

The structure of the programme, its duration and the contact hours are designed to accommodate professional teachers and educators with substantial commitments and workload. The programme is flexible, part or full-time, characterised by evening, and, for the full-time students, daytime teaching sessions. There will be some weekend workshops and events.

The MA is based at the Department of Educational Studies here at Goldsmiths, as well as at Tate Modern, Bankside. Experienced art education studio tutors will provide induction, access to workshops and tuition on the studio courses.

As part of the national Arts Council of England and NSEAD Artist Teacher Scheme, the programme incorporates optional summer schools, workshops and support networks.

Entrance requirements

Entrance is based upon experience as a professional teacher/educator with evidence of a commitment to arts education, and a willingness to engage in practical and theoretical work. There is a requirement to demonstrate a commitment to restore studio and theoretical practice, as well as an interest in contemporary art and pedagogical practices. Candidates are expected to hold a degree or equivalent in an appropriate arts-based area, such as art/design/craft/visual culture/art history/gallery studies, and have evidence of teaching experience. There is normally no minimum degree classification required. We welcome applicants who hold a Certificate of Education, provided you can present evidence of experience as an educational professional or further relevant qualifications.

Application and admission

We welcome applications from Home and EU students. Application forms are available from the contact details on page 28. Downloadable forms are also available from our website at www.gold.ac.uk/apply.

All applicants will be interviewed, and normally candidates will be asked to bring evidence of practice, such as a portfolio of work, although there is no requirement for this portfolio to be current or extensive – a sample of past or lapsed practice will be sufficient, and the portfolio will be used primarily as a starting point for discussion. Students are normally expected to provide themselves with a suitable working space in which to carry out their studio work during the programme.

If your first language is not English, please see page 4 in this booklet for English Language requirements.

Intermediate exit points

Should you be unable to complete the full MA programme, you may leave with a Postgraduate Certificate (normally awarded on successful completion of Year One) (60 CATS) or a Postgraduate Diploma (normally awarded on successful completion of Year One and Year Two) (120 CATS).

What do you study?

Part-time programme

There are three year-long studio and exhibition courses, which build from the introductory Revisiting Practice in the first year, through the technology-based Emerging Technologies and Curatorial Practices in the second year, concluding with the personally organised Individual Studies in the final year.

At the same time, you will be following theory courses in the first two years, beginning with Contemporary Art, and Identity and Education, based at Tate Modern.

In the second year, you choose an option from the wide range of courses available on the established MA in Education: Culture, Language and Identity, or alternatively the MA in Art Psychotherapy course Location and Intersubjectivity in Art and Therapy, providing another dimension to the study of contemporary art and pedagogy. You may choose from the range available during the relevant academic session.

The programme seeks to expose you to the work of experienced practitioners throughout to achieve its aim of bringing art teachers back in touch with contemporary practice. Studio workshops will enable you to re-engage in your practical work, supported by tutors and enhanced by guest lectures by established practitioners.

There are visits to specialist artists' studios to contextualise and compare production. Exhibitions at the end of each studio course provide you with opportunities to display work and provide presentations and statements (or journals) tracing the development of your understanding and knowledge. Individual tutorials and group seminars are held regularly throughout the programme

for exploring in depth the themes and ideas generated in the lectures and studio work.

Gallery study at Tate Modern and visits to other contemporary gallery sites provide you with the opportunities to meet with gallery specialists and to experience the newest developments in the field. Account is taken of the way contemporary work is commissioned and embedded and the way that these processes challenge existing museum practices. The gallery sessions in the Contemporary Art, Identity and Education course utilises Tate Modern collections and expertise through tutor and curator-led discussions.

Full-time programme

The programme enables students to establish and strengthen the overlapping practices of artist educators/facilitators, in informal and formal learning contexts, by achieving a firm sense of direction for their practices and its concerns. Through individually directed research the students focus rigorously on the artistic, pedagogical and critical concerns inherent to their practices bringing their practices to a level of professional excellence.

The programme's content draws on students' artistic and pedagogical practices and be underpinned with the theories of learning and critical and dialogical pedagogical theories and philosophies. This programme has partnerships with internationally renowned artist educators, art education institutions and Goldsmiths' research Centre for Arts and Learning.

Students on the full-time pathway will also benefit from a programme of gallery and studio visits intended to enrich and underpin their learning. They will be allocated studio space on campus. In addition, to better support students with their making activities, we have negotiated access to the Department of Art's well-resourced labs (workshops).

Core courses

Revisiting Practice

This is the first of a sequence of studio courses requiring you to reassess and articulate the current state of your practice. It builds on your prior learning, from former degrees and your professional practice. You will reinvigorate your studio practice within the contexts of your professional, pedagogic practice, and through a critical engagement with contemporary art. Art Psychotherapy is introduced, as a potential field that may be developed later in the programme.

Assessment by: end-of-course exhibition, 1,000-word statement (or journal) and a 30-minute viva.

Emerging Technologies*/Critical Pedagogy

The central aim of the course is to challenge and expand practice beyond the personal and into the public sphere – to ultimately effect change and undermine existing hegemonic devices within arts education. In this course you will explore and investigate the theories and practices associated with critical and political pedagogy. The intention of the course is to provide you with the knowledge and support to develop and deliver a sustained visual practice project in collaboration with a third party. Through this process you will begin to reform your identity as an artist educator via an in-depth engagement with theory and practice. The processes pursued by each participant must be supported by the theoretical frameworks of critical pedagogy. You will explore the underlying purposes of this approach and the political implications for pursuing such practices within both formal and informal educational contexts. There will be an opportunity to explore a range of issues related to politics and art and the socio-historical relationship between each. The module will also provide participants with the opportunity to engage with contemporary arts practice through participatory modes and structures. There will be an in-depth examination of critical pedagogy and the growing relationship between arts practice and public education.

*It is important to note that the title of Emerging Technology is currently under review and should not be seen as a critical element of the course.

Contemporary Art, Identity and Education (In association with Tate Modern)

This course provides a study of contemporary art practices in order to develop pedagogical strategies for introducing contemporary art into a variety of educational contexts. It is aimed at initiating and extending practical, critical and contextual understanding of contemporary art practices and how these can be used to explore social and cultural issues. The course will involve sessions at Tate Modern and Goldsmiths, and will provide an in-depth understanding of current and recent art practices in order to critically engage with pedagogy and practice in educational contexts. For example, much contemporary art engages with themes relating to identity (race, class, gender, sexuality), environment, culture, politics, history, location and so on, and involves a wide variety of media. Specific art works will be selected in order to interrogate how their particular concerns are given visual form with a view towards developing possibilities for practice, debate and understanding in educational contexts. The interrogation of art works will be informed by reference to contemporary theory in critical and cultural studies that engages with interpretation and meaning. You will therefore be introduced to a selection of theoretical frameworks from semiotics, hermeneutics, post-structuralism and psychoanalysis in order to extend your ability to read and interpret art practice.

Assessment by: one 5,000-word assignment.

Individual Studies

You will plan and execute a structured programme of independent study leading to a final exhibition. Studio practice will be accompanied by a thesis/rationale in a 5,000-word essay/statement, which will demonstrate in-depth research into the selected topic. The relationship between theory and practice should be evident, as should the learning acquired throughout the course. The final project allows flexibility but requires depth of research, drawing upon pedagogy and contemporary art theory, critically applying themes and issues developed earlier in the programme, with the confidence of experience. You will design your project largely through independent research and study, although studio projects will be supervised throughout. Working journals may be used as a means of supporting the studio work.

Assessment by: end-of-course exhibition, 5,000-word essay/statement and 30-minute viva. You are expected to attend all taught sessions.

Option courses

Location and Intersubjectivity in Art and Therapy

This course will offer you an opportunity to develop your studio work through exploration of art practices that move from the studio and into Art Psychotherapy. Consideration of students' autobiographies as artists and art teachers will explore the significance of familial environment, early experience and the potential space in the development of the artist and relate individual histories to contemporary preoccupations in studio practice. Experiential learning in an Art Psychotherapy group extends autobiography into the social context of a small group where you will explore the concept of the individual in relation to the making and display of art in a group. Lectures, visits to hospitals, clinics and to archival collections extend the discourse of the personal into works that exist within and 'outside' the visual mainstream. **Assessment by:** end-of-course portfolio, 2,000-word statement and 30-minute viva.

Critical Pedagogy

This is under development. Involving a residency or placement, this module will allow students to develop their theoretical understanding in areas of teaching, learning and making.

Alternatively, you may choose an option from **MA in Education: Culture, Language and Identity**. Please see page 13 for full details.

Bilingualism and Biculturalism in Education
Children's Literature and Cultural Diversity
Citizenship Education in Contemporary Society
Contexts and Cultures of Information and Communications Technologies
Culture, Pedagogy and Curriculum
Design, Innovation and Curriculum
Diaspora, Race, Culture and Education
Early Childhood Education for a Diverse Society
Masculinities, Femininities and Identities in Education
Multilingualism and Literacy Learning
Personalisation, Every Child Matters
and Emotional Literacy (SEAL)

Researching Culture, Language and Identity in Education
Teaching a Foreign Language in the Primary School: Principles and Practice
Visual Culture and Education

Assessment by: most courses are assessed by a 5,000-word essay.

Please visit www.gold.ac.uk/pg/ma-artist-teachers-contemporary-practices/ for further details on course structure.

Fees

For up-to-date information on fees, please see the Postgraduate Prospectus, or visit www.gold.ac.uk. Please note: fees are quoted per year of study.

Funding

Students with their own resources (eg self-funding or funding from home government in the case of International students) are welcome to apply. Funding is sometimes available from schools' CPD budgets if the programme is deemed commensurate with local staff development plans.

Find out more

If you have specific programme queries, once you've read this booklet and the Postgraduate Prospectus, please contact Dr Paul Dash, Programme Coordinator, on 020 7919 7359, e-mail p.dash@gold.ac.uk or Ms Joan Lofters, Programme Administrator, on 020 7919 7302, e-mail j.lofters@gold.ac.uk.



MA in Education: Culture, Language and Identity

1 year full-time or 2-5 years part-time

This MA is designed for anyone working in education or a related field. It aims to enhance understanding and critical awareness of educational theory and practice by focusing upon issues of culture, language and identity. The MA aims to develop an inclusive and inter-cultural approach to teaching and learning across a wide range of educational styles, by interrogating current educational policies, curriculum frameworks, teaching practices and theoretical perspectives.

Its modular structure allows for specialisation in the areas of equity and social justice, curriculum policy and practice, language and culture in education, and the arts in education.

Entrance requirements

You should normally have, or expect to gain, a first degree in a relevant subject (such as education, sociology, psychology or community work), of at least second class standard, together with appropriate voluntary or professional (paid) experience in education or community work, or a postgraduate teaching or community work qualification. If you do not meet these criteria, you will be considered, but may be subject to a qualifying examination.

If your first language is not English, please see page 4 in this booklet for English Language requirements.

Application and admission

We welcome applications from Home, EU and International students. Application forms are available from the contact details on page 28. Downloadable forms are also available from our website at www.gold.ac.uk/pg/apply/

What do you study?

The MA is a modular degree; you can study it over one year full-time, or two to five years part-time, or an approved combination of full-time and part-time study. The maximum duration of part-time study is five years. To obtain your MA, you need to achieve 180 credits at Master's (M) level.

Students who complete two courses (including the core course) successfully but decide not to proceed further can be awarded a Postgraduate Certificate in Educational Studies. Students who complete four courses successfully (including the core course) but do not proceed further can be awarded a Postgraduate Diploma in Educational Studies.

The MA comprises three elements, as follows (credit value in brackets):

Culture, Language and identity in Education (30 credits)

This compulsory course is designed to introduce you to what is meant by culture, language and identity, and to the interactions between them. It also provides you with a firm underpinning for the rest of your MA studies. All students must take this course; we recommend that it is the first course studied by part-time students.

Dissertation course (60 credits)

This module consists of the Researching Culture Language and Identity in Education course and the Dissertation. The aim is to develop your theoretical understanding and research skills and enhance your professional competence, drawing on knowledge, skills and understanding developed in the core taught and research courses, and your option courses.

Education courses (30 credits each)

In addition to the Culture, Language and Identity in Education course, you take further courses to a total of 90 credits. The courses are structured in such a way as to allow you to focus on specific interests of education throughout your MA.

Please note that not all courses run every year, as they are subject to staff commitments and student numbers, but they normally include:

Bilingualism and Biculturalism in Education
Children's Literature and Cultural Diversity
Citizenship Education in Contemporary Society
Contemporary Art, Identity and Education
(in association with Tate Modern)
Contexts and Cultures of Information
and Communication Technologies
Culture, Pedagogy and Curriculum
Diaspora, Race, Culture and Education
Early Childhood Education for a Diverse Society
Illuminating Cultures (in association with Tate Britain)
Leadership and Mentoring in
Education (subject to approval)
Masculinities, Femininities and Identities in Education
Multilingualism and Literacy Learning
Multilingual Pedagogies
Personalisation, Every Child Matters and
Personal, Learning and Thinking Skills (PLTS)
Researching Culture, Language
and Identity in Education
Visual Culture and Education.

Please see options on page 16
onwards for further details.

You may also study up to two courses
with the Department of Professional and
Community Education (PACE).

Attendance

Each course normally consists of 10 three-hour sessions or equivalent. It involves attendance on one or two evenings a week, usually from 5.30-8.00, but this depends on the stage of the programme you have reached and the courses you are taking.

Fees

For up-to-date information on fees, please see the Postgraduate Prospectus, or visit www.gold.ac.uk. Please note that fees are quoted per year of study.

Funding

Students with their own resources (eg self-funding or funding from home government in the case of International students) are welcome to apply.

Find out more

If you have specific programme queries, once you've read this booklet and the Postgraduate Prospectus, please contact Dr Anna Traianou, Head of Programme, on 020 7919 7877 or e-mail a.traianou@gold.ac.uk.



Option courses

MA Education: Culture, Language and Identity

Culture, Language and Identity in Education

Tutors: Dr Anna Traianou and Dr Heather Mendick

This course (a core taught course of the MA) provides a general introduction to issues of culture, language and identity and their importance for the study of educational theory and practice. The module will investigate the social and cultural basis of teaching and learning and how teacher and learner identities are formed. A key function of this course, therefore, is to explore how cultural and linguistic factors constitute educational practices and the formation of identities within educational sites. With this in mind, a central task will be to extend your understanding of teaching and learning within a plural socio-cultural context. The course also introduces you to the main discourses involved in the study of culture, language and identity in education, with a view to supporting you in your understanding of other elements of the programme.

Bilingualism and Biculturalism in Education

Tutor: Professor Eve Gregory

Using autobiographies as a means to understanding entry into a new world at different stages of life, we explore the intimate link between language, experience and culture. A study of early socialisation in cross-cultural contexts challenges our assumptions on the nature of teaching and learning in schools, and leads us to question ways in which we may facilitate a joint culture creation between teacher and child in the classroom. We consider some of the key areas of debate regarding language teaching for bilingual children in British mainstream education – chiefly, the extent to which bilingualism is an advantage or disadvantage in the educational system and the arguments for and against different approaches to second language teaching. These are set within a study of theories of second language development and approaches to assessment of bilingual children at different levels of their education. Case studies of children of different ages and from different linguistic and cultural backgrounds allow us to examine approaches to the teaching of literacy and other curriculum areas. Finally, we look to the future in comparing policies and innovations in language and intercultural education in both other European countries and abroad.

Children's Literature and Cultural Diversity

Tutors: Dr Chris Kearney and Dr Clare Kelly

This module explores the connection between literature, culture and identity. Written literature throughout the world has been dominated by the Western European canon, by way of colonisation and conquest. It is argued that the canon reflects the values of the white, predominantly male, middle-class authors. That this situation persists has been evidenced by the recent popularity of Benjamin Bloom's work and the predominantly Eurocentric content of Curriculum 2000. This body of work has also been taken up by the electronic media, especially film, video and television, most obviously through the form of the 'costume drama'. On the other hand, in recent decades various genres have been appropriated, in writing, film and video, to give voice to other ways of living. Moreover, the mass immigrations to urban areas after the Second World War, coupled with massive social and technological changes, have precipitated the formation of new identities and conceptions of identity. A new literature has grown up to give voice to these experiences. In this module we begin by asking the basic question: What is literature? We then examine critically a range of genres from the earliest oral traditions to the latest media. For this we look at a range of books from those written for children to those for adults. During the sessions we shall examine such areas as autobiography, the history of literature for children and ideology in children's books. The course intends to raise questions and stimulate debate about the kinds of texts we choose in educational settings and the issues surrounding their use.

Citizenship Education in Contemporary Society

Tutor: Julia Hope

How can we increase children's social and moral responsibilities, their community we teach children about it? This course aims to answer such questions by giving those interested in the teaching of Citizenship, the opportunity to discuss and debate the issues and encourages the linking of theory with practice to further develop active citizenship teaching. We will engage with questions of identity, nationalism, patriotism and the tension, as educators, between celebrating diversity and promoting community cohesion.

Teaching about controversial issues is a skill that needs to be developed if we are to do justice to contentious topics, such as racism and anti-racism, human rights, peace and conflict, and sustainable development. We will also be examining the relationship between democracy and citizenship, considering what this means in practical terms in educational contexts, through encouraging pupil voices.

Contemporary Art, Identity and Education (in association with Tate Modern)

Tutor: Professor Dennis Atkinson

This new and exciting venture at Master's level has been developed with Tate Modern and includes sessions both at Goldsmiths and the Tate. The aim is to consider how art practice confronts and explores issues of culture and identity and how this practice can be disseminated within educational contexts to problematise teaching and learning. The course is relevant to art education but equally to other areas of educational practice concerned with culture and identity. It is aimed at initiating and extending practical, critical and contextual understanding of contemporary art practices and how these can be used to explore social and cultural issues. The course will provide an in-depth understanding of current and recent art practices in order to critically engage with pedagogy and practice in educational contexts. Specific art works will be selected in order to interrogate how their particular concerns are given visual form with a view towards developing possibilities for practice, debate and understanding in educational contexts. The interrogation of art works will be informed by reference to contemporary theory in critical and cultural studies that engages with interpretation and meaning. You are therefore introduced to a selection of theoretical frameworks from semiotics, hermeneutics, post-structuralism and psychoanalysis in order to extend your ability to read and interpret art practice.

Contexts and Cultures of Information and Communication Technology

Tutor: tbc

As well as offering new possibilities, Information and Communication Technology (ICT) brings new challenges, obstacles, aspirations and illusions. The pervasiveness of ICT is reflected in the variety of practices and mechanisms utilised by diverse groups of people. In this course you have an opportunity to consider the nature of ICT and its place in a variety of cultural contexts. The notion of information is examined and how it may be distinguished from knowledge and what constitutes learning. Among the themes to be considered are: the politics of ICT education; the culture of the internet; identity; artificial experience and interactive worlds; notions of artificial intelligence and how we (mis) understand human intelligence and cognition; ICT, language and classroom cultures; interactive electronic communication and the curriculum; collaborative learning practices; literacies, texts and authorship; parents, children and ICT in the home.

Culture, Pedagogy and Curriculum

Tutors: Professor Dennis Atkinson, Professor Rosalyn George and Dr Anna Traianou

This course is relevant to teachers from all phases and disciplines, and in particular to teachers with interests in education and the mass media, in cross-curricular work including the teaching of cross-curricular skills and themes, and in alternative models of curriculum and pedagogy. The overall aim is to help you interrogate a range of diverse texts in order to encourage reflection on, and development of, your own practice through a process of cultural distancing. Links between in-school and out-school texts will be explored in the light of theories of cultural reproduction, of pedagogy and curriculum, and of the relationships between school practices and the mass media. The course includes a range of perspectives including, sociological, socio-linguistic, philosophical and postmodern. This choice reflects our aim to encourage you to think of your own subject areas in new ways and to take on increasingly cross-curricular perspectives. Work for assessment may be literature-based, or a piece of action-research approved by the Course tutors.

Diaspora, Race, Culture and Education

Tutor: Dr Paul Dash

This course explores representation, the media, ethnicity, culture and identity as they relate to education. It also considers the politics of educational practice and how this constitutes meaning for both teachers and students, and how they make sense of experience. It asks questions about how identities are formed within media representations and historical narratives. How do we construct a sense of history within a diverse community? From whose perspective does the camera 'speak' in media broadcasts and other forms of communication? By considering relations of power and politics, theories of inclusion, discourses on culture and identity, the course explores curriculum content in our 'postmodern' era. It also investigates issues such as what is or should constitute 'mainstream' education, who decides, and on behalf of whom.

Through such enquiry, you develop new understandings regarding social interaction, which has significant bearing on educational practices and content. We investigate the categorisation of racial and social types often viewed as outside or on the margins of mainstream culture, and consider strategies and discourses that lead to a more inclusive socio-cultural context. The course aims to challenge stereotypes and invites you to develop fresh perspectives on the formation of identities within the social and cultural sites of educational practice.

Early Childhood Education for a Diverse Society

Tutors: Dr Betty Liebovich and Mr John Wadsworth

This course explores the diverse range of factors that influence the education of young children, including theories about childhood and learning, cultural views about what is appropriate for young children, sociological, economic and political factors as well as perceptions of the gendered nature of early childhood education and care. It offers you the opportunity to explore the key ideas and theories that have shaped the development of early childhood education, with particular reference to the social and cultural context giving rise to them. The course will also explore: concepts of childhood; young children's social and cognitive development; the contribution of sociological and cross-cultural perspectives of the child and child development; considerations of the situated nature of learning with particular reference to the role of play and language in young children's learning; the role of family and community; culture, race, class and gender in the formation of children's identity; inclusive practice in the early years and the political and cultural context of policy development. In all areas of the course, students will be encouraged to explore the development of Early Years policy and practice from an historical, cultural and universal perspective.

Leadership and Mentoring in Education

Tutors: Anna Carlile, Professor Ken

Jones and Maggie Pitfield

This module considers various approaches to leadership. It looks at a range of examples of approaches to leadership, including those which seek to embed pupil voice at the heart of governance, and those which are committed to developing pupils' cultural capital. The topics addressed include issues of equity, identity, self-awareness, policy into practice, learning as leadership, organisation, change management, and the embedding of meaningful strategic objectives through pragmatic action.

The module includes a focus on teacher education and mentoring and its links with school improvement activities. It will constitute a case study for dovetailing leadership and management tasks so that they work in harmony with each other. This will provide a model for thinking about 'critical bureaucracy': a pragmatic approach to freeing up leadership work from the constraints of tools such as school improvement plans and OfSTED inspections, developing the ability to use these tools constructively rather than to be constrained by them.

All participants will be encouraged to link theory with practice and further develop their engagement with active leadership in their own context. An optional element of the module is accreditation on or regard taken of the London Providers ITE Mentor Training levels 1 and 2; the module assimilates level 3 of the programme.

Masculinities, Femininities and Identities in Education

Tutors: Professor Rosalyn George and Dr Heather Mendick

This course considers various forms of masculinity and femininity and how they impact on identity and education. We discuss the social construction of masculinities and femininities and how this construction is enacted through and underpinned by the need to learn gender roles. We consider how stereotypical gender roles and the behaviour they prescribe are learned and how these impact on our sense of ourselves and others. The course is also concerned with how particular masculinities and femininities affect how people are able to learn, both inside and outside of educational institutions. The topics we address include: black masculinities and femininities; working class forms of masculinity and femininity; girls, bodies and identity; bodies and adolescent male cultures; and how particular forms of masculinity and femininity relate to school curricula, schooling and the school experience.

Multilingualism and Literacy Learning

Tutor: Dr Charmian Kenner

In this course, you will first look at the theories that underpin current academic thinking on literacy, including the ideas of researchers involved in the New Literacy Studies who analyse reading and writing as social practices in specific cultural contexts. We will then consider recent ethnographic research on multilingual literacies in homes and communities, comparing these findings with the texts and practices that characterise more formal educational settings. Case studies of children learning different scripts illuminate the processes involved in becoming biliterate, showing how children relate form to meaning when constructing and interpreting texts. This background will enable us to critically evaluate pedagogies intended to aid multilingual learners. We will discuss current educational programmes such as the National Literacy Strategy, usually delivered monolingually, and focus on their likely effectiveness for bilingual children and young people. In contrast, we will examine UK and international research into alternative curricula that draw on and develop children's multilingual resources. Throughout the module, we will reflect on the values attached to particular forms of language and literacy. How have these values affected pedagogical agendas and contributed to the construction of children's identities as multilingual learners? What kinds of values might we envision for literacy teaching in the future?

Personalisation, Every Child Matters and Personal, Learning and Thinking Skills (PLTS)

Tutor: Brian Matthews

This course will interest primary and secondary teachers, as well as other educators who wish to develop their educational practices and educators from other countries who wish to gain an understanding of the English system and its changes. Its starting point will be an exploration of current educational practice in personalisation and Every Child Matters. By making sense of the current initiatives, including the incorporation of Personal, Learning and Thinking Skills (PLTS), and understanding their theoretical and practical underpinnings, coherent ways of approaching them can be found, and pupil learning improved. The connections with the Social and Emotional Aspects of Learning (SEAL) and developments in emotional literacy will also be explored. These initiatives place responsibility on schools to develop their practice but they have many similarities as well as contradictions. Each is underpinned by different theoretical understandings about the nature of educational aims, pupil identities and pedagogies. We will reflect on how education can be transformed so that pupils can be better prepared for their futures.

Researching Culture, Language and Identity in Education

Tutor: Dr Anna Traianou

In this course we will develop some of the ideas from the core module, focusing in particular on the methodological debates surrounding educational research and exploring the research methods central to the study of culture, language and identity in education. It is designed to assist you in your study for the MA more generally, and support the work you carry out for your dissertation. The course will start by discussing the nature of qualitative and quantitative research, and the relationship between them. It will then explore particular methods of data collection and analysis (eg ethnography, interviewing, theme and discourse analysis) and key methodological issues including ethics. It will also offer you opportunities to examine some of the ideas that have been influential in educational research such as postmodernism, poststructuralism, constructionism, feminist and critical approaches. If you intend to do a dissertation, it is strongly recommended that you take this course.

Multilingual Pedagogies

Tutor: Dr Claudine Kirschwang

Children and young people are eager to learn and use second and foreign languages in a range of meaningful contexts. How do they learn and use second and foreign languages at home and at school? How can teachers and carers help them develop the competence to act skillfully in different social and cultural settings? What teaching methods and approaches are effective in multilingual classrooms? What does meaningful, creative and cross-curricular language teaching look like?

The aim of this course is to help you develop the skills to become a reflective practitioner and to gain an in-depth and critical understanding of the learning and teaching of second and foreign languages in several teaching environments. You will deepen and extend your knowledge and understanding of how learners develop language skills, intercultural understanding, knowledge about language and language learner strategies. This will help you analyse current practices, including your own, in the light of theories of second-language acquisition and of teaching methods underpinned by behaviourist, cognitive and socio-cultural theories.

Visual Culture and Education

Tutor: Professor Dennis Atkinson

This course explores the world of visual communication in a range of social and institutional sites, which include art in education, as well as media education. It investigates visual practices such as drawing, painting and construction in the art curriculum and how such practices are assessed and understood by both teachers and their students in primary and secondary schools. It also investigates visual images in the art world, in school curriculum sites, on television, in advertising and magazines, in films and other fields, in order to interrogate how particular kinds of identities are constructed through visual practices. For example: the interpretation of children's and student's art practices by their teachers, leads to their identification as particular kinds of learners and teachers; the photographs of men, women and children in magazines indicate specific visualisations of gender identities and sexualities. The module considers sites of visual practice alongside recent and emerging theoretical perspectives, which

are concerned with the production of visual cultures. The purpose of this enquiry is to develop initiatives for teaching and learning in which both teachers and students explore and acquire a critical awareness of visual practices and how they operate to produce specific forms of identity and practice in different socio-cultural contexts.

Department of Professional and Community Education (PACE)

Managing Projects: From Concept to Delivery

Tutor: Christine Tiller

This course provides you with a contextual and practical framework for developing and delivering successful participatory arts projects in a range of settings taking into account issues such as equal opportunity, gender, social inclusion, cultural diversity, disability. It offers a sound introduction to project-management skills, from writing project proposals to making funding applications, from setting up partnerships to undertaking monitoring and evaluation.

Reflection and Practice

Tutor: Christine Tiller

This module introduces you to a process of personal enquiry and reflection that enables you to look critically at both your own arts practice and your skills and capacity in leading and delivering participatory arts projects. The intensive week offers you the opportunity to put theory into practice by developing and then delivering a cross-disciplinary and collaborative workshop with a group of colleagues.

Assessment

All 30-credit courses are assessed by 5,000-word (maximum) coursework. The dissertation course should be approximately 20,000 words (a 5,000-word assignment on researching, culture, language and identity and a 15,000-word dissertation)

Attendance

Courses are taught in the evening between 5.30pm and 8.00pm, with tutorials arranged by appointment. You are expected to attend regularly.

Credit transfers

MA in Education: Culture, Language and Identity students at Goldsmiths may also transfer up to 60 credits from another university. For details of credit transfer with other universities offering Master's Level courses in Education, to a maximum of 60 credits, please contact the Admissions Office (contact details are given on page 28).

Please note: only TWO courses in total may be studied outside the Department of Educational Studies, for example in PACE at Goldsmiths, King's College London, or from other universities.



Staff and their research interests

Patricia Alexander, Lecturer

Parental involvement in Secondary Mathematics Homework and Special Education Needs; the construction of teachers' identity and their perception of professionalism.

Dr Jim Anderson, Lecturer

Bilingualism, particularly the role of the first language within children's academic and social development; issues affecting the teaching and learning of community languages within mainstream education and supplementary schools; the role played by Information and Communications Technology in supporting teachers and learners of community languages.

Professor Dennis Atkinson, Professor of Art in Education

The field of art and design in education with specific interests in drawing practices and representation; the application of social, cultural and psychoanalytic theory to explore discourses and practices in which the identities of students and teachers are formed; processes of identity construction and subjectivity in educational contexts.

Dr David Bainton, Lecturer

Understanding the interface between western models of schooling and indigenous knowledge as they articulate within shifting social and economic practices associated with development and globalisation. This encounter is theorised from an indigenous knowledge perspective in order to be sensitive to the hegemonic practices that tend to marginalise non-western forms of knowing. Taking a narrative methodological approach within a critical theoretical framework, current research interests are in the use of indigenous theory as a de-colonial move to decentre academic knowledge production.

Anna Carlile, Lecturer

The development and implementation of education policy at national and local levels; inclusion policy and practice; power, gender, class and ethnicity in school; multi-agency working; and 'behaviour management' in the classroom.

Yangguang Chen, Lecturer

Comparative Education with focuses on educational policy, curriculum development

and citizenship education; bilingualism in education; equalities of opportunities, particularly in relation to educational policy for social inclusion and ethnic minority achievement.

Bill Crow, Lecturer

Musical creativity in relation to the new digital technologies; fresh approaches to teaching and learning in music and the implications for the training of teachers.

Dr Paul Dash, Senior Lecturer

Art and design education in children of Caribbean origin; the way black people represent themselves and have been represented in Western art; identification of resources that could be used in teaching art with a clear Caribbean component.

Sue Dixon, Senior Lecturer

Teacher subject knowledge particularly the Numeracy Skills Tests and student teachers' use and application of mental methods; self-help groups and how they can self empower individuals.

Professor Rosalyn George, Professor of Equity and Social Justice in Education

Social justice and equity in the school and higher education context; exploration of female friendships and 'girl' sub-cultures in primary and secondary phases of schooling; Eurocentrism and teacher education; the construction of teachers' and student teachers' educational identities in particularly in relation to class, 'race' and gender; 'race' and globalisation.

Professor Eve Gregory, Professor of Language and Culture in Education

Cultural contexts and the literacy practices of young children; bilingualism and early literacy and family involvement in children's learning; family literacy history and children's learning practices at home and at school.

Alison Griffiths, Lecturer

Diversity, with a particular focus on strategies to best prepare students with little experience of diversity to work in today's diverse classrooms; creativity - strategies for enthusing and inspiring pupils to write creatively.

Jonathan Hall, Lecturer

The concept of becoming a teacher; language, meaning and learning in secondary geography; what constitutes a good level of subject knowledge and understanding in the trainee teacher.

Mark Hellen, Lecturer

Aspects of ICT, particularly the use of moving images in education, the effects of online media on literacy and issues relating to copyright and creativity for children in the digital age; the effects of the school environment on the development and socialisation of transgendered children and their senses of identity.

Stephen Herne, Lecturer

Curriculum models for art education and their effect on policy and practice; processes of planning and assessment, theory from curriculum studies and the international field of art education; issues involved in the use of a wide range of resources for art historical, critical and contextual study; museum and gallery education; artists in schools and artefact-based learning.

Ms Julia Hope, Lecturer

Bilingualism, ethnic minority achievement, refugee education, children's literature about refugees, and family learning.

Dr John Jessel, Lecturer

Psychology of education, in particular the mental processes underlying perception, learning and cognitive development; children's use of information and communications technology for writing, early mark-making and drawing; insights on learning and curricular issues that can be gained from different cultures and intergenerational encounters.

John Johnston, Lecturer

Utilisation of Art as a tool for learning, interfacing with key areas of society to foster attitude change, and greater understanding of the world we live in. The main themes of his work are: identity, politics, conflict transformation and social cohesion.

Ken Jones, Professor of Education and Head of Department

The study of education policy as 'contested ground' in Britain and Europe; cultural perspectives on education.

Dr Clare Kelly, Lecturer

Language and literacy development in young children; interpretations of literacy in families across cultures and communities; links between home and school; the teaching of reading; children's literature.

Dr Charmian Kenner, Lecturer

Bilingualism – creating multilingual literacy environments in primary school classrooms and young children learning to write in more than one language. Family learning – setting up and evaluating family learning programmes in inner-city settings.

Dr Claudine Kirsch, Lecturer

Modern foreign language learning; language learning strategies; teaching foreign languages in primary schools; bilingualism; teacher education and personal and social development.

Betty Liebovich, Lecturer

Contemporary issues affecting teaching early years education, including parent and family involvement; investigating current social and political issues affecting early years education; early years education, feminisation and social valuation.

Dr Heather Mendick, Lecturer

Gender studies; mathematics education; applying feminist post-structuralist and psychoanalytic ideas to analysing ways in which people form mathematical identities and ways other aspects of identity (such as gender, class, race/ethnicity, sexuality and dis/ability, along with the growing influence of popular culture) impact on this.

Dr Vicky Obied, Lecturer

Language, literacy and applied linguistics.

Professor Carrie Paechter,**Professor of Educational Research**

Social construction of gender, especially issues of gender identity, gender role and embodiment; gender, space and time; gender and schooling; collaboration between teachers; school curriculum; tomboys; intersex issues.

Tara Page, Lecturer

Cultural context and art/education; conceptions of education and special needs education.

Colton Paul, Lecturer

Literacy; children with learning difficulties.

Dr Sarah Pearce, Lecturer

Multiculturalism and anti-racism in education; theories of whiteness as a social construction, and their application to the experiences of white teachers; teacher education, particularly in relation to the social and political dimensions of teaching and learning.

Maggie Pitfield, Lecturer

Political and educational issues surrounding the original Shakespeare SAT papers at Key Stage 3 and analysis of this model of testing; effects of the Key Stage 3 National Literacy Strategy: framework for English on curriculum content and classroom practice.

Veronica Poku, Lecturer

Lectures on the PGCE Primary Mathematics programme. As part of her doctoral studies, her current research interests focus on the experiences of African and African-Caribbean students on ITE courses.

Tiffany Prince, Lecturer

Science education and religion; teacher development – including aspects of peer coaching; developing new curriculum materials.

Emma Snowden, Lecturer

Pedagogy outside of the classroom and its impact on the student learning experience.

Dr Anna Traianou, Senior Lecturer

Science education; sociocultural construction of teacher expertise, especially the ways in which knowledge and learning are implicated in educational practice; aspects of qualitative research methodology, in particular, research ethics and the relationship between research and policy-making and practice, 'race' and globalisation.

John Wadsworth, Senior Lecturer

Early years education; development of early years policy and practice, with particular reference to integrated provision for young children and families; European perspectives of early childhood provision; gender constructions in the early years classroom; men in early years and primary education.

Current research students and their topics**Venus Adeli**

The use of English words and phrases in German and its impact on cultural and social identity (behaviour).

Patricia Alexander

Story of initial teacher training from the margins.

Asma Khan Al-Faradhi

Exploring factors that engage primary school children learning a foreign or heritage language at school.

Reem Al-Foudri

Gender representations in contemporary feminist picture-book fairytales.

Damon Beck

Commenced doctoral study 2010/11

Cristobal Bianchi

Arts practices and the ethics on the discourse: the creation of poetic and fake environments and their relation to speech and identity of the artists.

Anna Carlile

The causes and effects of permanent exclusion from school: Policy and practice in an urban children's services department.

Yu-chiao Chung

An investigation into the relevance of emotional and family factors on learning Mandarin as a second and foreign language.

Jane Courtney

What does a designer of an in-service education programme in a developing country need to know and understand in order to create an effective in-service training model?

Kyara Cunningham-Rojas

Assessing language development: a Children's Centre approach to young children in a multicultural area of south London.

Marlene Ellis

The performance of black students at further education colleges: an exploration of the racial, gender and class constructions of black students in post-compulsory education.

Dennis Fabrizi

'This nigger's going nowhere'; An examination of identity, linkage and the relationships between black learners and white teachers in secondary education.

Nikoula Floka

Identity construction across three generations in families of Greek Cypriot origin in London.

Naomi Folb

Becoming other: representation, identity and dyslexia.

Francis Gilbert

The value of autobiographical discourse in the classroom.

Gerard Gretsck

The role and function of an oral text editor in language leaning in a multilingual context.

Sadia Habib

Being or becoming British: exploring identity in a London school

Julia Hope

"A well-founded fear": using children's literature about refugees to validate and educate.

Aminul Hoque

Identity in question – third generation Bangladeshis from east London.

Wendy Hyde

Artist-teacher identities: An autobiographical exploration of gendered identity construction.

Arani Ilankuberan

Commenced doctoral study, 2010/11

Jérôme Jaminet

Dealing with a linguistic chameleon effect.

Ok-Hee Jeong

A critical analysis of Korean art educators' perceptions of the purpose and meaning of teaching art in the socio-cultural context.

Amoafi Kwapong

How might the Twi Language act as mediator of learning in primary schools in Ghana?

Isobel Macdougall

Tuning-In – a study of the relationship between the key-person and the young bilingual child starting nursery, and its impact on the child's identity as a learner.

Arundathi Mahendran

The role of the unwritten narrative in the learning practices of surgeons.

Ahmad Makhdoom

An investigation into the problems involved in the implementation of a suggested strategic planning model for schools in Saudi Arabia.

Andolie Marguerite

Who do they think they are? What do they think they are doing?: Children who do not gender conform.

Miranda Matthews

Can the applied philosophy of Sartrean free-will and Foucauldian personal autonomy assist in creating proactive learning experiences in Art Education?

Fiona O'Rourke

'Race', visibility and white teachers: constructing minoritised learner identities in multi-ethnic classrooms.

Tara Page

The mapping of place, pedagogy and self in the Australian bush.

Soile Pietikainen

Critical social circumstances for maintenance or loss of Finnish as a minority language after entry to primary education in England.

Tiffany Prince

Science teachers' attitudes, worldviews and the teaching of evolution in London's multicultural schools.

Frances Prokofiev

Study of meaning in children's drawings.

Bina Radia-Bond

Mixed relationships and the negotiation of cultural dissonance: getting the best of both or falling between two cultural stools?

Mahera Ruby

Family Jigsaws. Intergenerational learning between grandmothers, mothers and children in Bangladeshi families in East London.

Sachie Saito

An investigation into intercultural misunderstandings among Japanese and non-Japanese people in university settings in London and Tokyo.

Deborah Sangster

What factors support success amongst African Caribbean girls in transition from primary to secondary school?

Esther Sayers

Making 'Culture Vultures': an investigation into which socio-cultural factors determine what and how young people learn at the gallery.

Ambreen Shahriar

Reasons behind educational success and failures of learners from similar socio-cultural backgrounds.

Aspasia Simpsi

The maintenance and development of the heritage language and culture in Greek community schools in London. The place and role of Drama within this context.

Raymond Stark

Commenced doctoral study 2010/11

Ranjana Thapalyal Hyland

The curriculum of consciousness: an African and Asian interface for new philosophy of art education.

Yvonne Worrell

Why do Black and minority ethnic students participate on CIPD professional courses?

Marilyn Wyers

Exploring the impact of movement within a Dalcrozean approach to music education with particular reference to performance.

Contact us

Please visit www.gold.ac.uk/pg/education for more information about our programmes.

If you have specific questions about the content of our programmes, please contact the Department of Education as follows:

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

Admissions Office

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fax 020 7919 7509
e-mail admissions@gold.ac.uk
Prospectus hotline: telephone +44
(0)20 7919 7537 (24 hours)

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telephone +44 20 7919 7700

We can supply information in alternative formats for people with a visual impairment. Please contact the Communications and Publicity on 020 7919 7971 or e-mail ext-comms@gold.ac.uk.

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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.

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