

GOLD NETWORK

Goldsmiths
UNIVERSITY OF LONDON

*Teachers and
Advisers Magazine
Issue 9: October*

London calling
*How to make the most
of studying in the city*

**Opportunity on
your doorstep**
Get a work placement

Capital investment
*How living in London
boosts job prospects*

The London Issue



CONTENTS

4

London Calling
The benefits of studying in the capital

6

Opportunity on your doorstep
Work placements in

7

Extended Project Qualification
How students can set

8

Subject Spotlight:
Introducing our new BA in Economics

10

The latest from our Teachers' Centre

11

Teachers & Advisers Conference: a round-up

12

Capital Investment
London's benefits for its graduates

14

Research News

15

Campus News

WELCOME

WELCOME TO THE LATEST EDITION OF GOLDNETWORK, THE MAGAZINE SENT EACH TERM TO TEACHERS AND ADVISERS

We hope you and your students are enjoying a productive start to the new academic year. We are, of course, welcoming new faces here as well – our GoldStart transition programme has included a full schedule of academic and social events to help students settle in and for us to get to know the class of 2018 and beyond.

All of us in the Goldsmiths Student Recruitment and Outreach team have been out and about visiting schools and colleges, as well as hosting visits to our campus. Over the summer, we welcomed the opportunity to look ahead and enhance our programme of activities for 2015-16; please see enclosed for further details of what we are able to offer your school or college this year.

This term's 'London Issue' focuses on the opportunities and challenges that go along with studying here in the capital. We're excited to share details of our new Economics BA, as well as details of Goldsmiths' CPD opportunities for teachers and much more.

As always, please get in touch if you would like us to update our subject contacts for your school or college, and if you have any requests for future or suggestions for future GoldNetwork articles.

Thank you and we look forward to supporting you over the next academic cycle!

THE STUDENT RECRUITMENT AND OUTREACH TEAM



LONDON CALLING

THE BENEFITS OF THE STUDY IN THE CAPITAL

What makes a great student city? For those searching for world-class academic facilities, an unrivalled cultural hub and diverse professional and social opportunities, London may have what you are looking for. As well as the multiple benefits, life as a London student comes with its fair share of challenges to navigate. Here, GoldNetwork provides some practical tips for making the most of studying in the capital.

ACADEMIA

Described as a 'nerve-centre of global academia' (QS), students in the UK have a world-leading academic powerhouse on their doorstep. Universities in London have a combined annual research income of over £500 million, attracting renowned academics and pioneering students from across the world. Here at Goldsmiths, 20% of our students are from overseas!

TIP: As a University of London member, Goldsmiths students are eligible for free membership at the Senate House Library, a world-renowned collection of over 3,000,000 volumes in Bloomsbury.

ARTS AND CULTURE

With thousands of galleries, museums, theatres and carnivals – many of them world-famous – London offers an unparalleled cultural and artistic milieu, with many attractions free or heavily discounted for students.

TIP: The density of the city centre means many journeys are possible on foot. For daily journeys by underground or bus, make sure you get a student oyster card, offering a 30% discount on travel.

COMMUNITY

With a population of almost 9 million and many universities made up of multiple sites across the city, London can be as overwhelming for new students as it is exciting.

TIP: Choosing a university with a single-site campus can help undergraduates feel part of a community when they arrive.

COST OF LIVING

London has a reputation for being expensive. While this can be true, according to the 2015 NatWest Student Living Index, London is in the top 10 of the most cost-effective UK cities in which to study, due to the amount of student deals and part-time work. Furthermore, London students living independently are eligible for a greater maintenance loan; up to £2,669 more per annum.

TIP: London has a huge range of markets. Pick up fresh fruit, vegetables, fish and meat – often cheaper than in the supermarkets and a great day out!

EMPLOYERS

The QS Best Student Cities index combines data relating to universities, student community, affordability, quality of life and employer reputation, to highlight 50 of the world's best locations for students – with London placed third in the world and number one for Employer Activity.

Many employers in London provide opportunities such as networking events and interview training, which are often advertised through London universities themselves, while internships, work experience and graduate schemes are all available within the city.

TIP: Look out for degrees that include work placements as part of the course. See p6 for an account of what one student got out of her placement with a think tank.

The National Union of Students estimates the difference in living costs between London and out of the city as around £1,361. But thanks to the concentration of world-class universities and facilities, the professional and social opportunities, and a mind-boggling cultural confluence that mixes the corporate and the alternative, the historical and the cutting-edge, studying in London could be worth every penny.



USEFUL WEBSITES

Go to the NUS website for useful advice on living cheaply in the city: www.nus.org.uk

For money-saving tips for travel and entertainment: www.moneysavingexpert.com/students/student-guide

For students looking at renting privately in London: www.housing.london.ac.uk

The Shelter website has useful tools on deposits, template letters and legal rights: england.shelter.org.uk

For ensuring London students are receiving all discounts: www.savethestudent.org/city/london-student-city-guide.html

Goldsmiths Students' Union can also be useful, with tips about the local area: www.goldsmithssu.org



OPPORTUNITY ON YOUR DOORSTEP

THE ADVANTAGES OF A WORK PLACEMENT IN LONDON

Many courses at Goldsmiths offer the option to study a work placement module. They usually take the form of a project relating directly to the student's studies, or are

a way of gaining professional experience in a relevant field. They are a great way of gaining skills, contextualising academic studies and can give the edge when applying for jobs after graduation.

A list of the departments that run placement modules can be found at: www.gold.ac.uk/placements/departments



Goldsmiths student Pooja Ahluwalia undertook a work placement at CoVi, a Westminster organisation that describes itself as the 'first visual think tank'. The placement was part of her final year studying for a BA in Politics.

WHAT I DID

I undertook a whole range of tasks throughout my placement. These varied from compiling weekly news round ups and finding speakers for events, to working on projects and transcribing interviews.

WHAT I LEARNT

A really important thing I learnt from my placement was what I should expect after I graduate. I think sometimes university can put you in a bit of a bubble, but this placement has really helped me prepare for the transition from uni to work. I've learnt you need to be adaptable, proactive and prepared to step outside of your comfort zone.

WHAT I GAINED

My placement gave me a practical way of envisaging what I would like to do in the future, and what I need to do to get there. Having stepped outside of my comfort zone, it also gave me a real sense of self-development, while also making me more resilient. I also found the self-reliance you need to be really empowering.



EXTENDED PROJECT QUALIFICATION

HOW OPTING FOR THE EXTRA QUALIFICATION CAN SET YOUR PUPILS APART

The Extended Project Qualification (EPQ) is a free-standing qualification, equivalent to half an A-level. More and more sixth-formers are taking the qualification, with around 35,000 awarded an EPQ in 2014.



The qualification allows students to develop their interests on a topic they feel genuinely passionate about. Many universities, including Goldsmiths, value the EPQ as evidence that students can research and produce a long piece of academic writing (5,000 words) and present their findings articulately.

An interesting part of the EPQ is the reflective log that encourages independent learning and self-reflection. It seems that students who complete this in an interesting and creative way can often upgrade from a B grade to an A.

SCHOOL SUPPORT

Goldsmiths' Student Recruitment and Outreach team and the Goldsmiths Library have been involved with supporting local schools running the EPQ for the past five years. We offer workshops identifying a research title, an academic library induction for local schools, and presentation skills and feedback on research to support the reflective log.

Schools and colleges we work with tend mainly to offer the EPQ in Year 13, starting during the summer holidays as part of the transition between Year 12 and Year 13. However, there is one local school that runs its EPQ very successfully in

Year 12. We've found the key to successful completion of the EPQ is one designated member of staff running and co-ordinating the qualification.

The reintroduction of the linear two-year A-level means the EPQ may well become a more important indicator of academic writing and research skills. It is also useful to mention in a personal statement and a reference as evidence of research and writing skills, and in an interview the student can talk about their choice of subject and the research they carried out.

For further information on EPQ support, please contact outreach@gold.ac.uk.

GOLDSMITHS' NEW BA (HONS) IN ECONOMICS



September 2016 will see the launch of our BA (Hons) in Economics, taught by the Institute of Management Studies (IMS). GoldNetwork caught up with Dr Ivano Cardinale from the IMS to find out what will set this apart from other economics degrees.

There is a lot of excitement at Goldsmiths about the launch of the BA in Economics. What makes the degree so different?

The idea behind this degree is to understand modern economies and find a niche in today's competitive labour market. It is not enough for graduates to know standard economics techniques. Our graduates will, of course, master those important methods alongside points of view from other schools of thought, but then also place economics as a whole within

a broader social, historical and political context. Students will choose a key area of the modern economy and study it in depth, combining economics tools and those of other social sciences. I think that this is what makes the Goldsmiths BA in Economics unique, within the University of London but also globally – the ability to combine technical analysis with an understanding of the broader context and interdisciplinary links.

What for you is 'the Goldsmiths approach'?

For our department, the Goldsmiths approach is about combining rigorous academic training, interdisciplinary research and intellectual challenge; but in order to do that you need to have close interaction between students and lecturers. To achieve this, we will be running group tutorials in parallel with lectures and will keep the programme small – no more than 50 students per year. We believe that this kind of interaction is crucial for the students' educational and intellectual journey. And, as lecturers who delivered the programme in the collegiate systems at Oxford and Cambridge, we have a lot of experience in it.

I think the Goldsmiths combination of academic rigour and an open-minded and progressive approach makes it an ideal place for developing an approach to economics that is relevant today. We need to rely on the work of the great minds that founded the discipline, and to stand on their shoulders in order to respond to shifts in society as the world changes and becomes more interconnected.

So it's fair to say that the course offers a more holistic approach to economics than other degrees in this area?

Absolutely – that's a good way to describe it. It's a degree that includes the basic tools that all economists need, while providing a broader perspective through the specialist areas on offer.

How will the degree help students practically when they are starting out on their career?

Students can apply for internship placements at the end of the second year, which will be supported through a work placement module.

More generally, our degree responds comprehensively to the call – made by top employers of economics graduates – to broaden the scope of economics education. Employers have found that graduates have too narrow a training, and we are the first institution to respond in full to that through the development of this degree. We are working to establish even closer contact with employers to further inform the unique teaching that our students will receive.

What are the entry requirements for the degree and, more broadly, what type of students do you think will excel on the course?

Our requirement is ABB, with no need for A-level Mathematics or Economics. However, we do expect at least a B in GCSE maths, statistics or economics. We will help all of our students become fully competent in maths as a vital component of modern economics, but maths is not our main focus – it is part of a bigger picture.

The students who will thrive in this degree will be willing to put the effort into developing the skills of rigorous economic analysis, but also keen to understand the economy as part of society more broadly in its political, social, and historical contexts. They will be interested in reading outside economics, in related disciplines, in order to help them ultimately find a niche in the labour market.

To find out more about the degree visit:

www.gold.ac.uk/ug/ba-economics

Recently joining Goldsmiths from the University of Cambridge – where he remains a Research Associate at the Centre for Financial History – Dr Cardinale conducts research in and teaches economics, political economy, and social and organisational theory.



"I think the Goldsmiths combination of academic rigour and an open-minded and progressive approach makes it an ideal place for developing an approach to economics that is relevant today."

GOLDSMITHS TEACHERS' CENTRE

Our dedicated Teachers' Centre offers Continuing Professional Development (CPD), Certificates, MAs, Diplomas and research provision focused on the needs of schools

Through the Teachers' Centre, we aim to provide a dynamic environment for CPD. Effective CPD can challenge teachers and other adults working with children to reflect on and analyse their practice, and it helps individuals to develop their knowledge and understanding to deliver exciting and interesting learning activities for children.

Our staff are drawn from a wide range of professional and educational backgrounds. They contribute to a diverse and exciting programme of CPD, from short taught courses through to PhD study. Bespoke packages with a particular focus can also be created.

Our CPD for schools and colleges include:

- Teaching and Learning CPD in Creative Teaching
- Languages CPD courses in Chinese and Arabic
- Numeracy Test Support
- Primary and Secondary mentor training

We also create bespoke INSET that is tailored to meet the specific needs of individuals or clusters of schools. Bespoke professional learning is delivered at a time and place to suit your school. It enables you to involve groups of teachers, promote collaborative learning and make CPD cost effective.

For more information, visit www.gold.ac.uk/teachers-centre or call Laurence Connor on 020 7919 7326 or email teacherscentre@gold.ac.uk



CASE STUDY: SCHOOL-TO-SCHOOL SUPPORT AND CPD

Establishing the SE London Science Learning Partnership

Emma Snowden (pictured above), head of the Goldsmiths Teachers' Centre, is working with Newstead Wood School in Bromley and the University of Hertfordshire to set up a school-led Science Learning Partnership (SLP). This initiative covers the boroughs of Lambeth, Southwark, Lewisham, Greenwich, Bexley, Bromley and parts of Croydon.

We have held our first 'train the trainer' event and are now in the process of establishing a regional network to provide science training for teachers, with teachers, and promote CPD. Working with a number of local schools, the partnership will support raising standards in the delivery of science education through a high quality CPD programme.



TEACHERS & ADVISERS CONFERENCE 2015 ROUNDUP

We were delighted to welcome almost 70 education professionals to our third annual Teachers and Advisers Conference on 10 July 2015.

Delegates enjoyed a day of interactive panel sessions, key note speeches, subject showcases and, of course, invaluable networking opportunities.

David MacKay, Head of Awarding Body Stakeholder Engagement at Pearson Edexcel delivered an informative keynote address updating delegates on scheduled and proposed 14-19 curriculum reform, before delegates selected optional subject showcases in areas including Design, Psychology, Computing, Media and Management.

After lunch, a student panel answered questions on topics including career development opportunities at university, facing academic transition challenges and the guidance students found most useful in choosing and applying.

Ross McGill of Teacher Toolkit (pictured) delivered an energetic final keynote session, exploring ways of engaging students through social media, and offering practical tips for the classroom.

A product of Goldsmiths himself, award-winning teacher Ross reflected on his time at the university: "Looking back, the stand out for me at Goldsmiths during my teacher training was the preparation for the world of work, coupled with a detailed education in pedagogical theory and the pragmatic application of all the aspects required to become a good teacher."

Finally, we enjoyed the evening sunshine with drinks and canapés on the terrace of the Professor Stuart Hall building, looking out over the city.

We are pleased to confirm that the 2016 conference will be held on Friday 1 July. Speaker and session details will be announced closer to the time.

To register your interest for next year's event, please email schoolsliasion@gold.ac.uk



CAPITAL INVESTMENT

Helen Kempster, consultant at Goldsmiths Careers Service, sets out how choosing to take a degree at a London university brings benefits after students graduate.

Being a student in London has many plus points in terms of access to culture, nightlife and opportunities. But how can studying in the capital help students when it comes to thinking about their future?

Living in the capital gives access to many opportunities that will help, both in deciding on a path after graduation, and gaining the skills and experiences necessary to be successful in the graduate labour market. London's status as a global city means that many employers across a huge range of sectors, including finance, media, law and publishing, choose to locate their headquarters there. This also attracts small- and medium-sized businesses that compete with or service the larger employers. This gives students that are located in London easier access to any opportunities on offer, be it networking or information events, or work experience and internships.

London dominates the graduate labour market, with around one in three graduates from across the UK moving to the capital after graduating. Those who have been studying in London have the huge advantage of already being familiar with the city and its businesses and employers, and this is reflected in the fact that many choose to stay in the capital to work. In 2012-13, 70.4% of those who studied in London had remained in London and got a job, when surveyed six months after graduation. This destinations data also reveals that eight of the 10 universities with the highest graduate starting salaries are based in London.



Many students work part-time during their studies, to help with living costs or to gain relevant experience in the fields they are interested in working in. There are over 7,000 bars and pubs and over 5,000 restaurants in London, which provide many opportunities for employment as well as socialising! There are also many opportunities to volunteer with charitable and not-for-profit organisations, with almost 6,000 registered charities based in the city.

University careers services help and support students with developing the skills and experiences they need to manage their career and achieve success. For example, Goldsmiths Careers Service works closely with employers from across London and beyond. We organise events such as employer panels and networking opportunities, as well as skills sessions run by employers. In addition, many of our programmes offer the opportunity to carry out a work placement as part of the course. We also work closely with employers to set up three-month paid internships for students and graduates.

You can find out more information about all of this and more at www.gold.ac.uk/careers

RESEARCH NEWS

GIRLS BEAT BULLYING BY BEING NICE NOT COOL

Deliberately being 'nice' instead of aspiring to be 'cool' is the best way for girls to avoid bullying and get through their school days peacefully, research suggests.

Through observation and interviews with Year 5 school pupils as they moved into Year 6, researchers at Goldsmiths found that, contrary to the views of 'cool girls' who think everyone wants to be like them, many girls have no desire to join the in-crowd. Instead, they protect themselves from vicious playground power relations by deliberately positioning themselves as opposite to the cool kids.

While the 'cool girls' – popularly referred to as 'Mean Girls' after the Lindsay Lohan film of the same name – regularly engage in malicious gossip and constant vying for power and positioning in a hierarchy, other girls deliberately make themselves as nice as possible, while an intermediate group are just trying to be 'normal'.

STUDY INVESTIGATES HOW TO REDUCE PREJUDICE AMONG CHILDREN

Research by psychologists at Goldsmiths has found that, while 'behaviour charters' at schools work well in encouraging pupils to act without prejudice, a child's peers can often have a more powerful influence over whether children will act kindly towards others.

In a study carried out on 229 children aged 7-11, Luke McGuire (Department of Psychology) and colleagues found that when children were told by a teacher to be more inclusive toward their peers, it had a positive effect on their attitudes toward 'rivals' in a fictional art competition.

Pupils who had heard a recorded message from a teacher instructing them to be kind scored higher in a survey designed to find out if they were likely to trust and like their opponents. This was still the case even when the child's teammates had asked them to exclude the competitors.

But when children thought their teammates within the competition would be able to read their survey answers, they reverted to saying they wouldn't trust or like members of the opposing team.

Luke McGuire, lead-author, said: "One of the most powerful influences on the development of children's attitudes are children themselves. Our research shows for the first time that the positive effects of an inclusion school norm is dependent on

Once the nice girls accept that their social status (as defined by the cool set) is low, they're generally ignored by the cool girls and left to their own devices, unmolested by the latest gossip and fighting: bullying them is not considered worthwhile.

Professor Carrie Paechter and Dr Sheryl Clark (Department of Educational Studies) immersed themselves in the lives of the girls at a south of England school for two days a week over two terms.

'Being 'nice' or being 'normal': girls resisting discourses of 'coolness' (2015) by Carrie Paechter and Sheryl Clark is published in the September issue of 'Discourse: Studies in the Cultural Politics of Education'.

both the peer in-group norm and accountability to either peers or teachers."

'Peer Group Norms and Accountability Moderate the Effect of School Norms on Children's Intergroup Attitudes' is in the July/August edition of the journal 'Child Development'.



CAMPUS NEWS

GOLDSMITHS HONOURS OSCAR-WINNING ACTOR

A taste of Hollywood came to New Cross this September as Sir Daniel Day-Lewis was among the distinguished honorary graduates at Goldsmiths' graduation ceremonies.

The actor was conferred with an Honorary Doctorate in Literature, alongside Goldsmiths students graduating from the departments of Educational Studies, History, Politics and Theatre and Performance.

The only artist to win three Academy Awards for Best Actor, Sir Daniel is hailed as one of his generation's finest actors, known for the intensity of his performances and breadth of his roles.

The occasion was a return to old stomping grounds for the actor, who grew up in Greenwich and spent his teenage years around Lewisham, New Cross and Deptford.

Throughout the graduation week, honorees artist Fiona Rae, psychologist Elizabeth Loftus, novelist Ali Smith and Professor 'Howie' Becker attended ceremonies and delivered inspiring speeches to graduates embarking on an exciting new chapter of their lives.



NEW APP MEASURES YOUR BRAIN'S BEST TIME OF DAY

Psychologists at Goldsmiths have launched an iPhone app that measures your mood, memory and processing speed, and then works out the best time of day for your brain.

moo-Q is a scientific app that records mood and brainpower over time, allowing people to monitor their personal relationship between the two. It asks users how positive or negative they're feeling – whether they're awake, nervous, or happy, for example

– and then records how well they perform in cognitive tests that measure processing speed, short-term memory and working memory.

Once downloaded, participants spend a couple of minutes answering the app's questions and brain tests. It's advised to complete the app two to four times a day.

Users can then unlock a personalised moo-Q chart that displays their mood and brainpower across hours, days and weeks.

The app is available to download now from iTunes

RAFT OF SHORT COURSES LAUNCHES AT GOLDSMITHS

This autumn, Goldsmiths will unveil a brand new portfolio of short courses to be offered alongside its established arts, design, humanities, and social sciences degrees.

These evening and weekend courses in a range of subjects – including Creative Writing, London Literature, Music, Dance and Mandarin – are a chance for members of the public to come and learn something at Goldsmiths alongside work and daily commitments.

When Goldsmiths opened in 1891, it provided short courses that focused on 'the promotion of technical skill, knowledge, health and general well-being among men and women of the industrial, working and artisan classes'. As a modern institution, Goldsmiths is still devoted to nurturing creative talent and developing cultural industries.

These courses, offered by prestigious departments such as Design, English, Anthropology and Psychology, are taught by the same experts that teach our degrees. So those wanting to learn a new career skill, develop their networks, enhance job prospects or just explore a new hobby, can come and do it at a world-class university.

To see what's on offer, go to www.gold.ac.uk/short-courses

National Art and Design Saturday Club at Goldsmiths for 14-16 year olds

For more information
and to apply contact:
Lucy Grace Trotman,
l.trotman@gold.ac.uk
or outreach@gold.ac.uk
020 7717 3143

Free classes where you can:

- + Create with new materials and techniques in a studio set-up
- + Visit designers, artists, masterclasses and museums
- + Use Goldsmiths studio space and teachers, and have fun
- + Be part of an exciting exhibition next summer
- + Find out how creative you are

www.saturday-club.org