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Making the most of difference

When I started the Master Education in Arts, I had two strong convictions. The first was that Study Career Coaching (SCC) is a form of education and teaching. The second is that, generally speaking, education is a positive force for society and for the individual. The process of the Master's Degree has been a prolonged period of critical reflection on my own practice. It made me realize that, as with everything else in life, not all that glitters is gold when it comes to SCC or education in general. But I discovered inspiring writers like Bell Hooks, Gert Biesta and Jacques Rancière, who have helped me to hold on to my conviction that SCC *does* and *can* make a real and positive difference.

The goal of my thesis is to seek out elements of critical education theories that can be introduced in SCC in such a way as to further the positive aspects of the SCC programme while tuning down the negative ones. A pivotal point in my reasoning has been the fact that SCC is defined as a student driven course and therefore provokes the emergence of various kinds of student-educator relationships.

In my educational project with twelve 4th year graphic design students, six elements were singled out to be introduced: critical awareness, intellectual equality, subjectification, engaged teaching, hierarchies of knowledge and the physicality of education. The education project was an interesting experiment for all involved, and an important first step towards a new approach to SCC. My research has strengthened me to think that SCC is and can be much more than just Study Career Coaching. SCC *is* teaching just as much as coaching, and it is uniquely placed to address subjectification. It can do this by making the most out of the differences the students bring with them, the difference their art education makes to all of them in different ways and the different lives and careers to which they aspire.

External critic: Valerie van Leersum is an artist based in Amsterdam, who, amongst other projects, has been working on "The Archive of the Inbetween" since 2012.

For the Graduation Presentation Bien has invited the students who participated in her research to produce a series of posters based on their collective findings. Ranging from the importance of talking and eating together, to the effect of context on a learning process, the posters reflect the dynamics of a student-led approach to education.

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<div class="imagecreditvoorden2">Rianne Kosterman</div>

<div class="imagecreditvoorden4">Eveline Schram</div>
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