Job Related Information

This document includes information about the role for which you are applying and the information you will need to provide with your application.

1. Role Details

<table>
<thead>
<tr>
<th>Vacancy reference</th>
<th>13693</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job title:</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Reports to:</td>
<td>Associate Director (Research &amp; Innovation)</td>
</tr>
<tr>
<td>Salary:</td>
<td>£32,004 to £38,183</td>
</tr>
<tr>
<td>Terms and conditions:</td>
<td>Academic</td>
</tr>
<tr>
<td>Grade</td>
<td>AC2</td>
</tr>
<tr>
<td>Duration of post:</td>
<td>Fixed term from 1 October 2017 for 12 months</td>
</tr>
<tr>
<td>Working hours:</td>
<td>Full Time</td>
</tr>
<tr>
<td>Location:</td>
<td>Walton Hall</td>
</tr>
<tr>
<td>Closing date:</td>
<td>25 July 2017 by 12 noon</td>
</tr>
<tr>
<td>Type of application form accepted:</td>
<td>A short application form, CV, covering letter and a piece of academic writing</td>
</tr>
<tr>
<td>Number of referees required:</td>
<td>3</td>
</tr>
<tr>
<td>Unit recruitment contact:</td>
<td>Tracey Hawker</td>
</tr>
</tbody>
</table>
2. Summary of duties

Main Purpose of Post

This is a 12 month full time lectureship position for contribution to teaching and research in IET. The research component of the role is for undertaking research with young children at schools, analysing data and reporting. The teaching role includes producing evidence based reports that support Faculties in their decision making and gather knowledge that can support the university in its mission to widen access and success for all student groups. The post has two key priorities: to work on teaching initiatives to support students' performance and attainment across the university and for research to engage with young children and practitioners for implementing and evaluating technology-enhanced interventions in formal education.

Main Duties include:

- Identify and work closely with a group of early years practitioners to organise and implement technology-enhanced interventions in their classrooms, monitor progress and evaluate outcomes.

- Organise and contribute to meetings with university staff to support initiatives that aim to enhance students' performance and attainment across the university (e.g., use of learning analytics to inform teaching practices).

- Collect and analyse qualitative and quantitative data for supporting teaching-related initiatives such as interviews with members of the staff and statistical analysis of data about academic attainment.

- Produce evidence based reports that support Faculties in their decision making and gather knowledge that can support the university in its mission to widen access and success for all student groups.

- Make observations and conduct interviews with young children, device instruments to assess learning and analyse qualitative and quantitative data.

- Contribute to departmental reports, funding bids, publications, and other dissemination activities as requested.

- Travel to schools in England for data collection as requested.

- Use social media systematically for sharing teaching and research related updates and progress.

- Liaise systematically with managers for the coordination of research and teaching activities.

- Undertake other relevant tasks as required.
3. Person specification

<table>
<thead>
<tr>
<th>Requirements</th>
<th>(E = Essential/ D = Desirable)</th>
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<tbody>
<tr>
<td><strong>Education, qualifications and training</strong></td>
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</table>
| **Essential:** | • A first degree in education e.g., primary education, early years education.  
• A master’s degree in an education related discipline.  
• Solid understanding of how children learn.  
• Research experience of at least 1 year. |
| **Desirable:** | • A doctorate qualification in a relevant discipline e.g. education, educational technology. |
| **Knowledge, work and other relevant experience** | |
| **Essential:** | • Experience of working with young children (e.g., 2-7 years old) and teaching practitioners  
• Experience of conducting research with children.  
• Competence in the use of mixed-methods for research purposes.  
• Competence in the use of qualitative methods of data collection and analysis (e.g., thematic analysis, observation analysis).  
• Competence in the use of statistical methods for analysing data and reporting. |
| **Desirable:** | • Experience of conference presentation.  
• Experience of writing reports, papers, and funding bids.  
• Experience in designing and validating instruments for data collection (e.g., learning tasks, interviews). |
| **Personal abilities and qualities** | |
| **Essential:** | • Ability to work within a team of practitioners (e.g., university staff).  
• Ability to respond to deadlines.  
• Excellent communication skills.  
• Willingness to travel and work with practitioners in formal education (early years and primary education).  
• A commitment to equal opportunities policies and practices. |
| **Desirable:** | N/A |

4. Role specific requirements e.g. Shift working

Willingness to travel and work with practitioners in formal education (early years and primary education).
5. About the unit/department

IET's vision places it at the hub of the OU, connecting together a network of innovation and expertise in learning and teaching and using this collective power to change the face of education. We have around 90 staff who collaborate with teams across the OU and externally.

The Institute is:

- A centre of expertise in educational technology, promoting and embedding good practice and driving professional development of staff
- At the heart of the OU, directly influencing the OU’s strategy
- Outward looking and responsive to our clients: Central Academic Units and Vice-Chancellor’s Executive
- Respected within the OU as providing strategic advice and support
- Delivering a significant volume of high impact, internationally renowned research

The Institute also plays an important role in institutional research, course development and evaluation. It works to inform, promote and support institutional learning by helping the University increase its understanding of the needs of adult learners and of its own development as a teaching institution. It seeks to achieve this through its research and evaluation work which also contributes to the University’s Quality Assurance systems and plays an important part in the external QA procedures required by the Quality Assurance Agency. The University’s external ratings rank it in the top ten teaching institutions in the UK.

The Institute provides advice on the use of modern technologies to support effective learning, particularly distance learning and e-learning, in higher education. It is committed to developing expertise in teaching and learning and to applying it, particularly to the benefit of the Open University.

In addition to studying, evaluating and influencing OU practices, we carry out basic research into learning and e-learning, and applied research into the use of new technologies. We also work in the field of professional development in Higher Education and have a strong and successful record of postgraduate teaching.

Implicit in our work is the idea that IET is a knowledge translator. It seeks out knowledge and understanding, whether from outside the OU and UK, or from within, works on it and then shares it with course teams, teachers, designers and policy-makers so that they can act on the basis of research evidence. It is outward-facing and OU-serving.

There is a thriving research higher degree programme of full time students who benefit from an onsite programme of events run by the CALRG (Computers and Learning Research Group) that include seminars with external speakers, reading groups, an annual conference and supervision by international experts in their field. We have research activity in a number of areas including, but not limited to the following:

- Computer supported collaborative learning (CSCL)
- Understanding learners’ interactions and experiences
- Mobile learning
- Informal and incidental learning
- Effective designing for learning and learner experiences
- Citizen science and public engagement
- Learning analytics
Part-time and distance research students are also catered for, through an EdD programme combining taught modules with dissertation. In addition, a taught Masters course is also available, the MA in Open and Distance Education (MAODE) which is delivered entirely online.

Members of IET work within a portfolio structure which is divided into three main themes, Academic Professional Development, Quality Enhancement and Research & Innovation. IET’s portfolio structure is flexible to be responsive to changes in the environment and in the OU’s strategic direction. Staff work collaboratively with each other across portfolios on a variety of projects and activities.

**Academic Professional Development:**

IET’s expertise in professional development is co-ordinated by the Associate Director (Academic Professional Development) who has overall responsibility for the Academic Professional Development portfolio in IET.

IET delivers educational and professional development activities to enable OU staff to support the University’s e-learning and e-teaching strategy. This includes providing educational and professional development activities for staff members in a way that is engaging and effective, which has resulted in the highly successful and award winning, staff-orientated ‘Learn About’ Guides, ‘Learn About’ Fairs, the development of Cloudworks as an online ‘place to share, find and discuss learning and teaching ideas and experiences’ and the mainstreaming of the OU Learning Design Initiative across the University.

IET’s role in this area has expanded to encompass a broader field of Academic Development, including Scholarship and Research Career Development.

Additionally, IET offers a qualification for higher education staff who teach or directly support student learning, through its Masters in Online and Distance Education, and has introduced a new route to Higher Education Academy accreditation for OU staff.

**Research & Innovation:**

IET’s portfolio of Research & Innovation is co-ordinated by the Associate Director (Research & Innovation). All IET research is aligned to one or more of the University’s strategic objectives and is geared to targeting a portfolio of high value, high impact bids. IET fosters collaborative research networks with Faculties and service units across the OU and externally.

Projects in the programme include research into learning in an open world, learning analytics, digital scholarship, e-assessment, researching how the net generation learns, social networking in education, learning design and mobile technologies such as the use of mobile devices in teaching and learning.

The Open University’s success in creating, developing and evaluating innovative curriculum for over 40 years, to become one of the largest distance teaching universities in the world serving some 200,000 students across the globe, has been driven in part by high quality research and development from the Institute of Educational Technology into teaching, learning and the use of technology in education. Distinctive features of this vision to ensure that the Open University remains a world leader in educational technology research are:

- Open approaches to research
- International collaboration with world class researchers
- Linking research and practice

IET has recently led the production of the first in a new series of OU Innovation Reports which explore new forms of teaching, learning and assessment for an interactive world. The third report, called Innovating Pedagogy 2014 proposed ten innovations that are already current but haven’t yet had a profound influence on education.
Quality Enhancement:

Quality Enhancement is a key strategic area of work for the Institute led by the Associate Director (Quality Enhancement). This portfolio of work supports the design of a world class learning experience for students that enables them to achieve their learning goals in a timely way, and enables the OU to be responsive to shifting markets and adaptive to students’ changing needs.

A major aim of the portfolio is to deliver a process of quality enhancement across the OU that ensures that the student voice is fully represented in, and guides the design of, our research-informed, world class teaching materials.

This involves activity across a range of areas, including:

- **Learning Analytics:** Providing a package of reports and analytics to support the quality assurance and quality enhancement of the student learning experience.

- **Learning Design:** Introducing a consistent, structured design, specification and review process to support the new approvals process including qualifications.

- **Accessibility:** IET has extensive expertise in evaluating the Accessibility and Usability of materials in various online formats, with staff providing expert advice, consultancy and support both within the University and to other organisations, such as Future Learn.

- **Data wrangling:** The system in IET for gathering, reviewing and synthesising all sources of data about OU students, collaborating with Academic Units and other groups to understand and enhance the student learning experience.

Planning, Strategy & Governance:

IET’s portfolios of work are supported the Associate Director (Planning, Strategy & Governance) and the Head of Operations & Business Improvement, enabling the effective running of the portfolios through provision of financial, staffing, research, curriculum and project support.

Planning, Strategy & Governance is the equivalent of the Deanery in other Academic units. Several teams are involved:

- **Planning, Strategy & Governance team** provides support for management of the Institute including project and portfolio support, staffing support, as well as specialist IT support and running the Jennie Lee Building Research labs.

- **Curriculum Management team** supports the Institute’s taught course provision, including curriculum and policy development and the management of each of the Institute’s taught postgraduate modules.

- **Research Management team** provides support to the Research & Innovation portfolio, working to enhance the Institute’s research profile.

- **Learning & Teaching Development (LTD) team** provides expertise to assist with learning and teaching development activities in IET. The LTD team have a list of publications in the Open Research Online database at LTD team’s publications in ORO.

- **Learning & Teaching Technologies team** provides programming and web based services for the full range of IET Learning, Teaching and Research activities and also leads the technology strategy and policy for IET.
6. How to obtain more information about the role or application process

If you would like to discuss the particulars of this role before making an application please contact:

Prof Eileen Scanlon, Associate Director (Research & Innovation) email: eileen.scanlon@open.ac.uk, or
Dr Christothea Herodotou (Lecturer in Innovating Pedagogy) email christothea.herodotou@open.ac.uk

If you have any questions regarding the application process please contact IET-recruitment@open.ac.uk

7. The application process and where to send completed applications

<table>
<thead>
<tr>
<th>Please ensure that your application reaches the University by:</th>
<th>25 July 2017 by 12 noon</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail your application to:</td>
<td><a href="mailto:IET-Recruitment@open.ac.uk">IET-Recruitment@open.ac.uk</a></td>
</tr>
</tbody>
</table>

8. Selection process and date of interview

<table>
<thead>
<tr>
<th>The interview panel will be chaired by:</th>
<th>Prof Eileen Scanlon, Associate Director (Research &amp; Innovation)</th>
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<tbody>
<tr>
<td>The other members of the interview panel will be:</td>
<td>Dr Christothea Herodotou (Lecturer in Innovating Pedagogy) and one other panel member, to be advised</td>
</tr>
<tr>
<td>The interviews will take place:</td>
<td>August / September 2017</td>
</tr>
<tr>
<td>The selection process for this post will include:</td>
<td>Further details on the selection process will be sent to shortlisted candidates</td>
</tr>
</tbody>
</table>

![Important Information]

We will let you know as soon as possible after the closing date whether you have been shortlisted for interview. Further details on the selection process will also be sent to shortlisted candidates.

Applications received after the closing date will not be accepted.