Presentation pattern: October - June

Module description

Why are markets so powerful in most economies today? And since when? What is the role of the government in different economies, and how does this role shape opportunities of different people and firms? What explains global inequalities? Why is economic growth such a key economic goal in most countries today? Are there other goals economies could pursue?

DD126 Economics in Context, our new level 1 module in Economics, being presented for the first time in October 2019, will unravel some of these questions, using insights from recent history, and from key economic thinkers, and drawing on a plurality of economic perspectives and examples. DD126 will allow you to engage with how economies work, what lies behind government choices, and with how these choices are a result of a particular ideology, and a particular school of thought. It is a building block towards the development of an informed critical perspective on the consequences of economics and economic choices for our daily lives.

Key areas of analysis other than markets will include labour institutions, innovation, industrialisation and growth strategies, and trade. The role of government will be looked at in detail, and we will also be comparing different economic systems, exploring varieties of capitalism and planned economy systems.

Students taking up this module are expected to be clustered around four main qualifications, namely the BA Single Honours in Economics (BA), the BSc Economics and Mathematical Sciences, the Social Sciences (with Economics specialisation), and the Open Degree. We are also exploring the possibility of it being delivered in two other qualifications. It is therefore important for the associate lecturer to have a feel for the content and progression needs of different students according to their qualification.

Person specification

The person specification for this module should be read in conjunction with the generic person specification for an associate lecturer at The Open University. As well as meeting all the requirements set out in the generic person specification, you should have:

- an academic background in economics or demonstrable experience of using or engaging with economics.
- The awareness of the challenges of teaching economics at level 1 (eg abstract modelling)
- an enthusiasm for teaching economics in an interdisciplinary and pluralistic way, inviting informed differences in opinion and being critical but positive about all perspectives
- a willingness to engage with individual students to support them throughout the module in relation to the specific module content, but also the development of study and employability skills
- experience of teaching students from diverse backgrounds and with different learning needs
- a good track record of and a commitment to teaching and supporting students via a Virtual Learning Environment (e.g. online forums, online tutorials)
• a good track record of teaching in a supported distance learning context, for example, in relation to the delivery of teaching through correspondence tuition or a willingness to do so
• experience of or willingness to do team teaching in face to face situations and via online learning platforms and systems

It would be an advantage to have:

• a degree in economics
• a teaching qualification (such as a PGCE, HEA Fellowship, or comparable)

Module related details - a full explanation can be found on the website

| Credits awarded to the student for the successful completion of a module: | 30 |
| Number of assignments submitted by the student: | 3 |
| Method of submission for assignments: | 2 |
| Level of ICT requirements: | 2 |
| Number of students likely to be in a standard group: | 15 |
| Salary band: | 4 |
| Estimated number of hours per teaching week: | 4 |

The teaching and assessment strategy for this module is undergoing approval and therefore the information is subject to change.