

Presentation pattern: October to September

Module structure

This module is a 46-week module made up of 4 sections. Students are supported by their specialist tutor but will be part of a module-wide cohort of students studying a common (module-wide) study guide from the point of the first TMA. Section 1 (8 weeks), leading up to TMA01, is made up of specialist content. Sections 2 and 3 (18 weeks) prepares students for TMA02, with an additional 4 weeks of content (one unit) before Section 4 (20 weeks). After TMA02 students are signposted towards independent study with tutor support through 1:1 tutorials and feedback on draft chapters of the dissertation.

Module Description

Studying E822 completes the MA qualification through conducting a dissertation in one of two forms. The focus for the dissertation will be clarified through tutor support early in the module to ensure that it is relevant to the named qualification to be awarded. The enquiry can then be carried out either as a small-scale investigation, which will involve data collection in a relevant setting, or as an extended proposal, which will build a research design from an extended analysis of a relevant literature. Either form of dissertation has the potential to inform practice and/or further enquiry, including doctoral study.

Studying E822 is an opportunity for students to explore in some depth an issue/challenge or topic which interests them personally and/or professionally and which is relevant to their particular qualification and is meaningful and relevant to education and/or the lives of children and young people.

The first aim of E822 is to equip students with the knowledge, understanding and skills to operate effectively as researchers in educational contexts and services for children and young people. This module will support students in developing the capabilities to understand and contribute to research within their current or future professional contexts.

The second aim of the module is to support students in successfully producing a dissertation: It will provide support and opportunities to develop and demonstrate confidence in their independent research abilities. It is designed so that they will find this module will give them insights into their own implicit research position and understand how this shape the kind of research they undertake (the questions they ask, the design they create, the methods they use).

It is anticipated that most students are either involved or intend to be involved in working in some capacity in: educational contexts; and/or with children; and/or with young people. The module aims to enable them to progress professionally as well as academically, whilst helping those not currently working in these sectors to enter the workforce. They will be supported through personal development planning to make explicit how they are benefitting from studying the module, including developing personal skills and understandings, in particular asking them to chart their developing identity as a researcher.

E822 caters for those who have access to educational or other settings to carry out a small-scale investigation (option 1) and also those who do not and/or who prefer to carry out an extended proposal (option 2) for a study which might be continued beyond the MA qualification. Both forms of research represent current research approaches in the fields of education and childhood and youth. Students will learn how to ethically appraise an enquiry. For option 1 they will be guided in how they can secure ethical clearance from their chosen research setting before data collection. In option 2 they will include a proposal which would form the sound basis for ethics approval by the proposed research setting.

One of this module's unique aspects is the way students will be working with peers and tutors from different specialisms allowing discussion to be had across different disciplines and different professional perspectives. The content of the module is designed to be equally relevant to students whether they are from a background in, for example, early years, teaching, educational leadership in a range of settings, youth work, social work, nursing and

counselling, health professionals or the armed forces, as well as if they are or have worked with children and young people at different stages of development, from early childhood to young adulthood. All materials, online study guides and audio-visual resources will be accessible to students whatever their context. However, students will be supported by a tutor who has expertise and experience relevant to their named qualification and, at times, in groups of those working on an enquiry similar to their own.

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:

- A relevant higher degree at least at masters' level and preferably at doctoral level which provides knowledge of a range of research methodologies relevant to education and/or childhood and youth;
- experience of postgraduate supervision (preferably in online/distance learning environments), including an understanding of the needs of adult learners many of whom are in work or have a range of responsibilities;
- knowledge and understanding of insider and/or practitioner-based research literature and methods;
- knowledge and practical experience of learning and teaching or working with children and/or young people within settings covering the 3-19-year-old age range;
- experience of teaching masters level students online, which includes: an ability to develop students' critical understanding and knowledge, an ability to develop students' understanding of the research process;
- evidence of encouraging dialogue and student interaction with regard to collaborative approaches to tuition;
- evidence of a commitment to engage with other module colleagues in collaborative team teaching through online tutorials;
- a commitment to reading new articles on research in the field of education and/or childhood and youth and to sharing this knowledge with colleagues and students;
- ability to contribute to the development of a 'community of inquiry' and collaborative engagement, within the tutorial and module team.

It would be an advantage to have:

- experience of working with children and/or young people in the 3-19-year-old age range, across different settings

Additional information

This module provides an opportunity to tutor on a module which is multi-disciplinary. Tutor groups will be based around the specialist pathways and programmes on which students have enrolled from stage 2 (covering stages 2 and 3). Please see above for an overview of the structure of the module to see where students will be working with specialist content. After TMA01 student journeys will be dependent on the form of the dissertation they choose, supported by specialist tutors and a study guide which will include a range of illustrative material to cover all specialisms.

For 20J presentation this module will be recruiting for tutors and students in the Learning and Teaching F70 and Childhood and Youth F55 specialisms. We will then be recruiting for 21J for the Inclusive Practice and Leadership and Management specialisms. We welcome applications from tutors who have experience of more than one specialism as this will give us the flexibility to run mixed specialism tutor groups. As well as your own tutor group you will have a chance, in particular across Sections 2-4, to work with tutors from a range of specialisms in supporting module-wide learning events and tutorial support. We look forward to working with successful tutors on mapping your experience and expertise across the planned offer of module-wide tutorials.

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

Credits awarded to the student for the successful completion of a module:	60
Number of assignments submitted by the student:	2
Method of submission for assignments:	2
Level of ICT requirements:	3
Number of students likely to be in a standard group:	15
Salary band:	9
Estimated number of hours per teaching week:	5

The teaching and assessment strategy for this module has not yet been approved and therefore the information is subject to change.