

Presentation pattern October to June

Module description

Taking a critical theory approach, the module scrutinises education policy and practice, at both national and institutional levels, with regard to the way in which they inhibit or facilitate equality in society and the community. Students will be introduced to core concepts pertaining to equality and social justice within the area of 'education', before focusing on the key elements of a critical theory approach to investigating issues of equality, and the research tools you can employ. The module requires you to challenge your own, and others', assumptions with a view to engaging in the process of transforming education policy and practice to effect greater equality and/or social justice.

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 higher degree at least at masters' level and preferably at doctoral level
- experience of teaching at masters' level, online
- knowledge of critical theory and critical theory approaches to investigation enquiry
- knowledge of education policy and practice in a range of settings
- knowledge and understanding of research approaches to transforming practice
- ability to teach masters' students and develop their critical understanding and knowledge
- ability to develop their understanding of the processes of research from a critical theory perspective.
- evidence of encouraging dialogue, student interaction and innovative practice with regard to interactive online tuition
- evidence of a commitment to engage with other module colleagues in collaborative team teaching within online tutorials
- ability to contribute to the development of a 'community of practice' and collaborative engagement, within the tutorial and module team.

It would be an advantage to have:

- commitment to reading new articles in the field of critical theory and inclusive practice and to sharing this knowledge with colleagues and students
- commitment to participating in peer discussion about teaching and learning
- commitment to facilitating peer support amongst students
- a knowledge of insider and/or practitioner based research literature and methods.

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:	3
Method of submission for assignments:	2
Level of ICT requirements:	3
Number of students likely to be in a standard group:	15
Salary band:	5
Estimated number of hours per teaching week:	4.30