

*Presentation pattern*    *February to January*  
    *October to October*

*Module description*

This module examines our understanding of inclusive practice within the context of the global goal of literacy-for-all. Through the lens of literacy this module explores how learner agency is viewed and can be enabled. By examining predominant approaches to issues of social justice and learning (individualist, social constructionist and socioculturalist), it offers access to a broad range of issues associated with literacy, reflecting back on students' understanding of wider issues relevant to a range of inclusive practices, learners and learning contexts. This module not only provides insight into the key debates associated with literacy and inclusive practice, it also explores the dominant functional and critical responses to literacy as well as to teaching and assessment more widely. It provides students with tools to examine and research their own practice and conceptualisations, so they are better able to understand what it is to be literate and how they can support the learners with whom they work.

*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
- knowledge of critical theory and critical theory approaches to investigation and enquiry; knowledge of education policy and practice in a range of settings; knowledge and understanding of research approaches to transforming practice; knowledge and understanding of different theoretical approaches to literacy learning in a range of settings
- experience of teaching masters level students online, ability to develop students' critical understanding and knowledge; ability to develop their understanding of the processes of research from both a critical theory and socialcultural 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, literacy 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, and practical experience, of insider and/or practitioner based research literature and methods

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:	3.5