

*Presentation pattern*    October to September

*Module description*

The dissertation builds on students' previous learning from Stages 1 and 2 by extending their repertoire of skills in empirical research design as it applies to inclusive practice. The module not only provides insight into the nature of educational research, methodological approaches, ethics, and researcher – participant relationship, it also provides students the tools to reflect and examine their own practice and conceptualisations about research and a research topic of their interest.

The module provides the opportunity to students to carry out a small scale empirical study in their workplace (or approved setting) that contributes to their understanding and ways to support inclusive practice. The topic for the students' research study is chosen in consultation with their tutor, and must be within the practical scope of the M.Ed degree programme.

On completion, students will be in a position to progress with their post-graduate studies (Ed.D/ Ph.D programmes).

*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 research methodology/ approaches to investigation and enquiry; knowledge of education policy and practice in a range of settings;
- knowledge of and expertise in the field of inclusive practice
- knowledge and practical experience of insider and/or practitioner based research literature and methods
- experience of teaching masters level students online, ability to develop students' critical understanding and knowledge, ability to develop students' understanding of the research process
- experience of postgraduate supervision (preferably in online/ distance learning environments)
- 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 organise and take part in webinars on specific research topics (eg. ethics/ data collection/ data analysis)
- 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 educational research 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
- knowledge and practical experience 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:	2
Method of submission for assignments:	2
Level of ICT requirements:	3
Number of students likely to be in a standard group:	12
Salary band:	7
Estimated number of hours per teaching week:	4