

## **Pathways through the MAODE modules**

The MA in Online and Distance Education has been designed to allow students to enter and leave the programme via any route that they choose. Some students only wish to study an individual module, but most go on to study several modules and many to complete the MAODE. For these students, we would like to offer guidance on some of the possible routes through the MAODE.

Students vary in their choice of starting-point, and the modules can be studied in any order. However, you may find that some modules are best studied after you have completed other modules.

If you are aiming to achieve the MAODE, you will at some point have to pass ***Technology-enhanced learning: practices and debates (H800)***. H800 is a good place to start because it gives you an overview of many of the key elearning issues. The module starts in February each year and finishes in September, averaging about 15 hours a week of study time and providing 60 study credits. ***Openness and innovation in elearning (H817)*** provides the same number of credits and requires about the same number of study hours, and is a natural follow-on from H800.

Our three 30-credit modules require a broadly similar amount of study time each week but are shorter in duration at around twenty weeks of study. If this is more convenient for you, you could start with ***Accessible online learning: supporting disabled students (H810)***. If you're thinking of taking H810, note that you'll need to be currently employed in a broadly 'educational' context of some kind – a school, college or university – though not necessarily working as a teacher or lecturer (you could be working in learner support, learning design, technical delivery, management or other role).

Alternatively you could study one of our other 30-credit modules. For example, ***The networked practitioner (H818)*** is a project-based module, and is therefore best studied when you already have some experience on the MAODE or in Master's study elsewhere.

Similarly ***The critical researcher: educational technology in practice (H819)*** (also 30 credits) is best studied after you have completed at least one of the other modules: the nature of the material and the teaching approach make it less suitable as a first master's-level module.

Bearing the above considerations in mind, and recognising that some choices may mean that the end of one module overlaps with the beginning of your next one and thus adds to the workload, you are free to take the modules in any order. You will find that your study of one module complements and supports your study of the others. For some students, choice of module may reflect work priorities. For example, if your role involves introducing workplace learning using online or elearning approaches, you should find that H800 gives you a good foundation on which to build other modules and specialisms.

We look forward to seeing you on the MAODE programme.

*The IET Qualification Director*