



THE UNIVERSITY *of* EDINBURGH

Edinburgh Research Explorer

Manifesto for Teaching Online 2016

Citation for published version:

Bayne, S, Evans, P, Ewins, A, Knox, J, Lamb, J, Macleod, H, O'Shea, C, Ross, J, Sheail, P & Sinclair, C
Manifesto for Teaching Online 2016.

Link:

[Link to publication record in Edinburgh Research Explorer](#)

Document Version:

Publisher's PDF, also known as Version of record

Publisher Rights Statement:

Licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

General rights

Copyright for the publications made accessible via the Edinburgh Research Explorer is retained by the author(s) and / or other copyright owners and it is a condition of accessing these publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy

The University of Edinburgh has made every reasonable effort to ensure that Edinburgh Research Explorer content complies with UK legislation. If you believe that the public display of this file breaches copyright please contact openaccess@ed.ac.uk providing details, and we will remove access to the work immediately and investigate your claim.



We are the campus



* More about the manifesto for teaching online: <http://onlineteachingmanifesto.wordpress.com/>

Manifesto for teaching online 2016 * Online can be the privileged mode. Distance is a positive principle, not a deficit. * Place is differently, not less, important online. * Text has been troubled: many modes matter in representing academic knowledge. * We should attend to the materialities of digital education. The social isn't the whole story. * Openness is neither neutral nor natural: it creates and depends on closures. * Can we stop talking about digital natives? * Digital education reshapes its subjects. The possibility of the 'online version' is overstated. * There are many ways to get it right online. 'Best practice' neglects context. * Distance is temporal, affective, political: not simply spatial. * Aesthetics matter: interface design shapes learning. * Massiveness is more than learning at scale: it also brings complexity and diversity. * Online teaching need not be complicit with the instrumentalisation of education. * A digital assignment can live on. It can be iterative, public, risky, and multi-voiced. * Remixing digital content redefines authorship. * Contact works in multiple ways. Face-time is over-valued. * Online teaching should not be downgraded into 'facilitation'. * Assessment is an act of interpretation, not just measurement. * Algorithms and analytics re-code education: pay attention! * A routine of plagiarism detection structures-in distrust. * Online courses are prone to cultures of surveillance. Visibility is a pedagogical and ethical issue. * Automation need not impoverish education: we welcome our new robot colleagues. * Don't succumb to campus envy: we are the campus.

* Written by teachers and researchers in Digital Education. University of Edinburgh - www.de.ed.ac.uk

