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Manifesto for Teaching Online 2016

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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

