



**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](http://www.de.ed.ac.uk)

