

Teaching born digital: the risks and pleasures of digital education

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Aarhus, 8.10.15

A photograph of Edinburgh, Scotland, at dusk. In the foreground, a large, classical-style monument with four columns and a pediment is visible. The background shows the city's skyline with various buildings, including a prominent church spire and a large, illuminated building. The sky is filled with dark, dramatic clouds, and the city lights are beginning to glow.

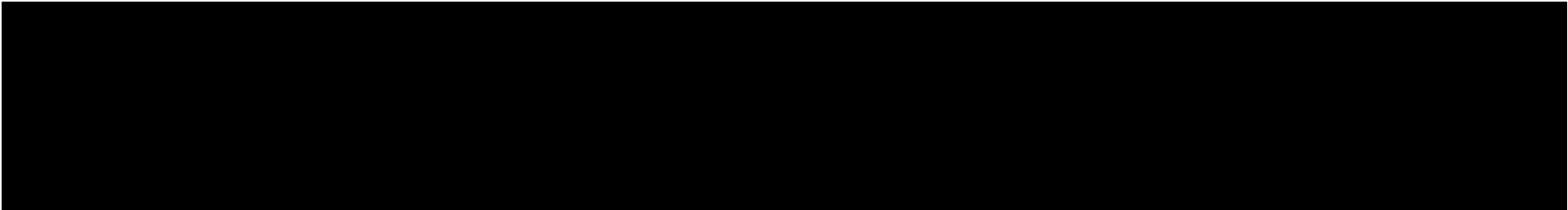
Online education at Edinburgh

60 postgraduate programmes online

2,500 distance postgraduate students

25 MOOCs (massive open online course)

1,700,000 MOOC learners



DE

**CULTURE &
EDUCATION**

DE

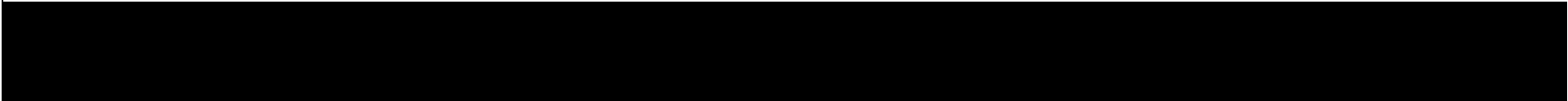
**CHILDREN &
TECHNOLOGY**

POLICY

DE

**LEARNING
ANALYTICS**

DE





THE UNIVERSITY *of* EDINBURGH

MSc in Digital Education



The University of Edinburgh
E-learning and Digital Cultures

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The Manifesto for Teaching Online

Manifesto for Teaching Online * Distance is a positive principle, not a deficit. Online can be the privileged mode. * The possibility of the 'online version' is overstated. The best online courses are born digital. * By redefining connection we find we can make eye contact online. * 'Best practice' is a totalising term blind to context – there are many ways to get it right. * Every course design is philosophy and belief in action. * The aesthetics of online course design are too readily neglected: courses that are fair of (inter)face are better places to teach and learn in. * Online courses are prone to cultures of surveillance: our visibility to each other is a pedagogical and ethical issue. * Text is being toppled as the only mode that matters in academic writing. * Visual and hypertextual representations allow arguments to emerge, rather than be stated. * New forms of writing make assessors work harder: they remind us that assessment is an act of interpretation. * Feedback can be digested, worked with, created from. In the absence of this, it is just 'response'. * Assessment strategies can be designed to allow for the possibility of resistance. * A routine of plagiarism detection structures-in a relation of distrust. * Assessment is a creative crisis as much as it is a statement of knowledge. * Place is differently, not less, important online. * Closed online spaces limit the educational power of the network. * Online spaces can be permeable and flexible, letting networks and flows replace boundaries. * Course processes are held in a tension between randomness and intentionality. * Online teaching should not be downgraded into 'facilitation'. * Community and contact drive good online learning. * **Written by teachers and researchers in online education. University of Edinburgh MSc in E-learning 2011**





Four lecturers at the University of Edinburgh are trying a different advocacy tack – one more suited to the viral culture of the modern Web.

Inside Higher Ed, Feb 24 2012

“Arguably the most exciting document for discussion to emerge thus far in 2012.”

ETC Journal, February 2012

“Is this pop culture approach really what online learning needs to gain widespread public acceptance?”

Marquis, March 2012

“I really like this form of probe, it is unoffensive yet provocative and I shall spend the next few ~~days~~ ~~months~~ ~~years~~ ~~decades~~ ~~millennia~~ answering each one individually.”

Design Futures Archaeology, February 2012

MSc in Digital Education



Research Team



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Hamish Macleod
Senior Lecturer



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Associate Lecturer



Clara O'Shea
Associate Lecturer



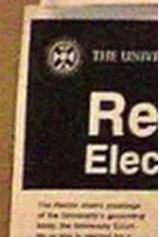
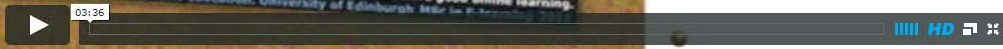
A MANIFESTO FOR TEACHING ONLINE



Student writing: innovative online strategies for assessment and feedback.

part of the
MSc in E-learning
The University of Edinburgh

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Re-thinking University space

Place is differently, not less, important online.

Distance is temporal, affective, political: not simply spatial.

Don't succumb to campus envy: we are the campus.

The background features a vibrant, abstract pattern of irregular squares in shades of red, green, and brown, set against a solid black border. The squares are scattered across the page, creating a dynamic and textured visual effect.

The changing form of the essay

more-than-text: what exceeds rather than what comes after 'the essay'

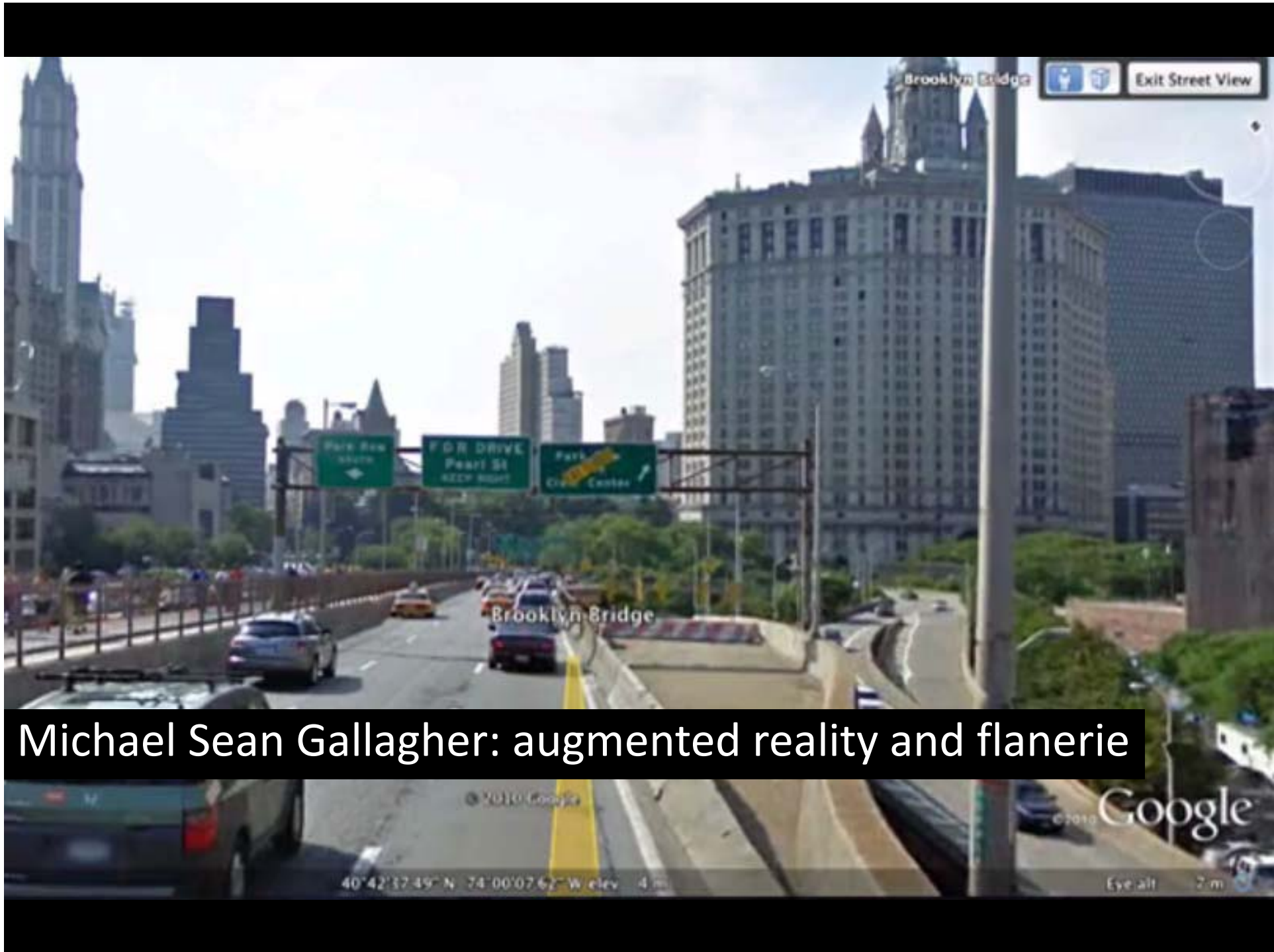


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Tim Dalton: authorship and originality





Michael Sean Gallagher: augmented reality and flanerier

connection is a fundamental paradigm for the digitally networked world. Connection is considered advantageous to education and learning as a means of communication in pursuit of a unified concept of life.

The notion of connection has perhaps reached its zenith as a concept. Progresses equate to increased knowledge. Siemens states 'nurture'.

The emphasis on accumulation is reflected in the 'Cyborg pedagogy' to be made: between heres and theres, between humans, involved in staggering acts of comprehension and production',

Jeremy Knox: deferral and difference

connectivism (Siemens 2003a, 2003b), 'Cyborg Pedagogy' (Knox 2003) formulates an ever increasing body of knowledge in the pursuit of predictability and the capacity to master or mandate.

Comparing his own rhizomatic approach to connection with Siemens' 'imagined and invented maps of connections that experientially



Text is being toppled as the only mode that matters in academic writing.

A digital assignment can live on and be iterative, public, dynamic, risky, and multi-voiced.

Remixing digital content redefines authorship.

Assessment is an act of interpretation, not just measurement.



Re-thinking university space

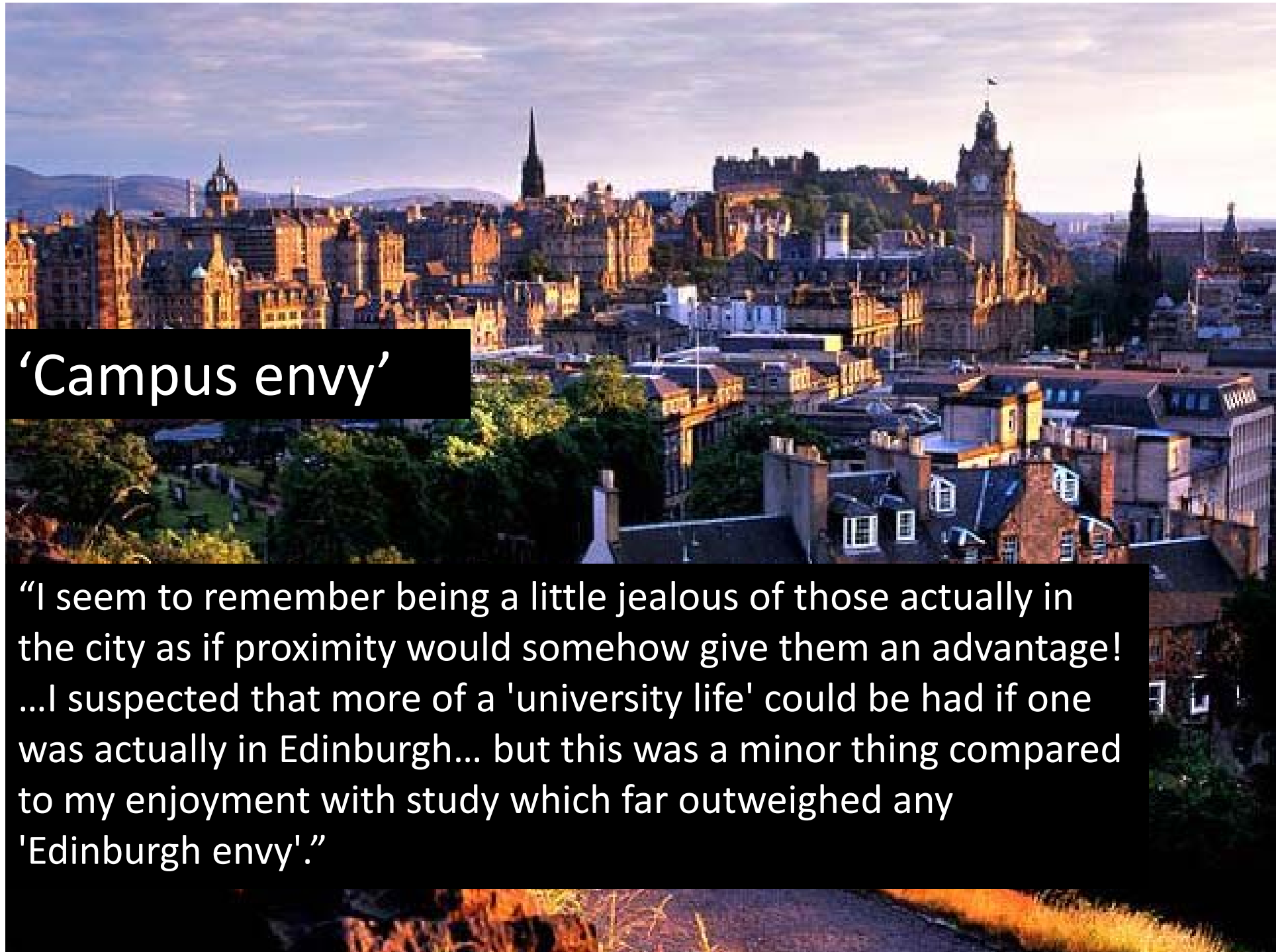
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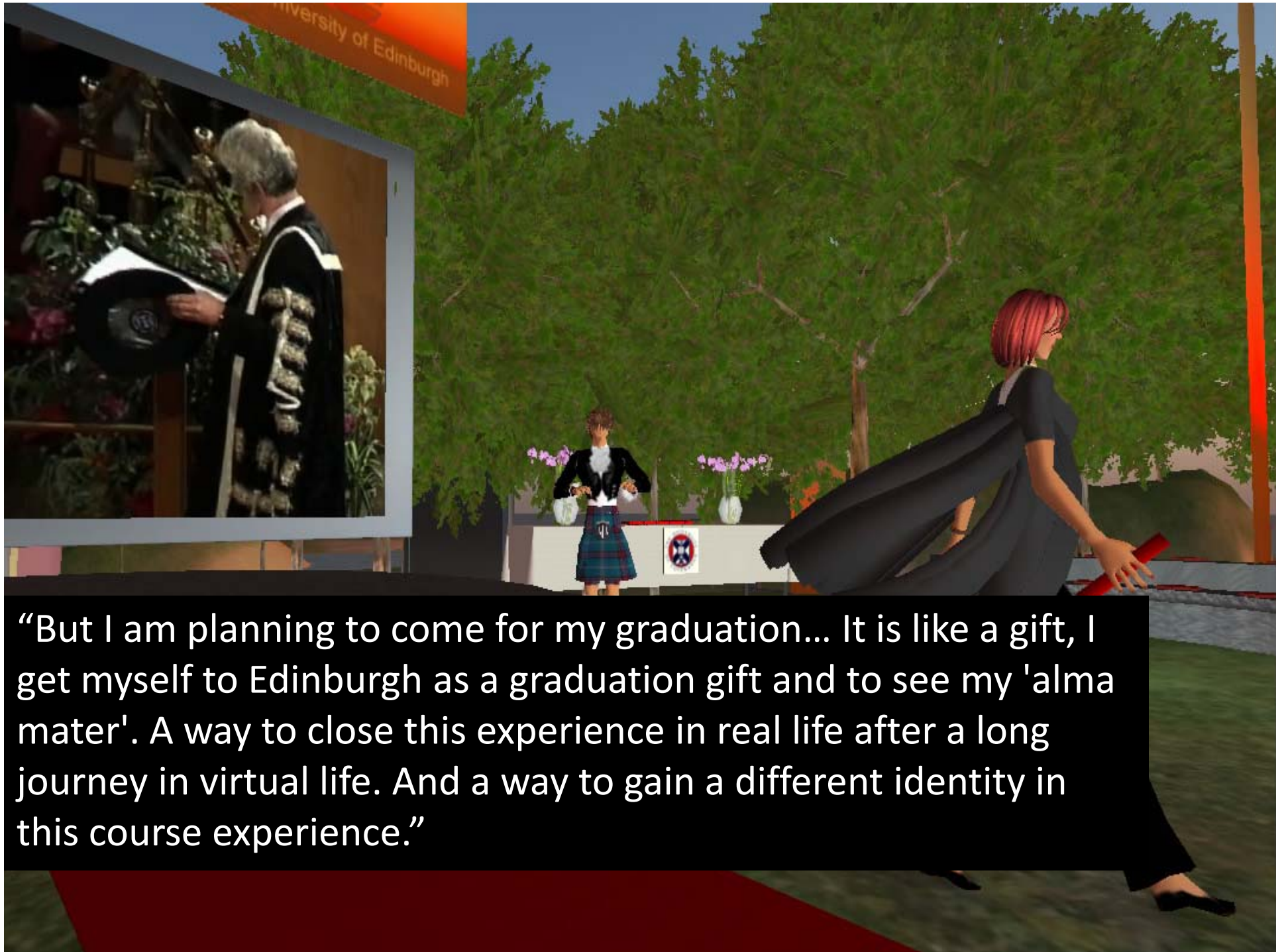
“Ha, for the last five weeks, I've engaged with the course from five different cities in three different countries... York, Glasgow, Dusseldorf, Poznan and now Kalisz.”





‘Campus envy’

“I seem to remember being a little jealous of those actually in the city as if proximity would somehow give them an advantage! ...I suspected that more of a 'university life' could be had if one was actually in Edinburgh... but this was a minor thing compared to my enjoyment with study which far outweighed any 'Edinburgh envy'.”



“But I am planning to come for my graduation... It is like a gift, I get myself to Edinburgh as a graduation gift and to see my 'alma mater'. A way to close this experience in real life after a long journey in virtual life. And a way to gain a different identity in this course experience.”



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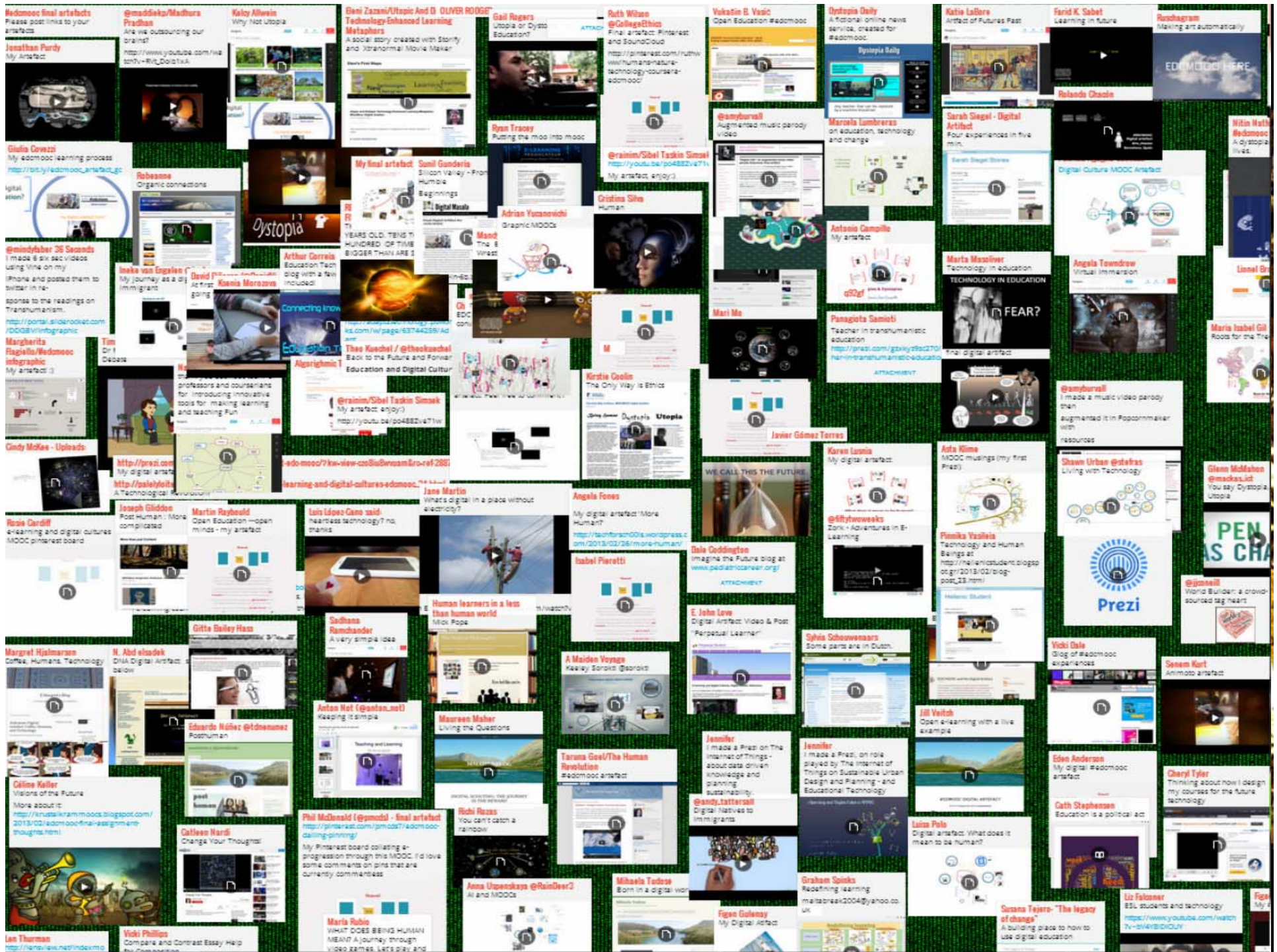
[Go to class](#)

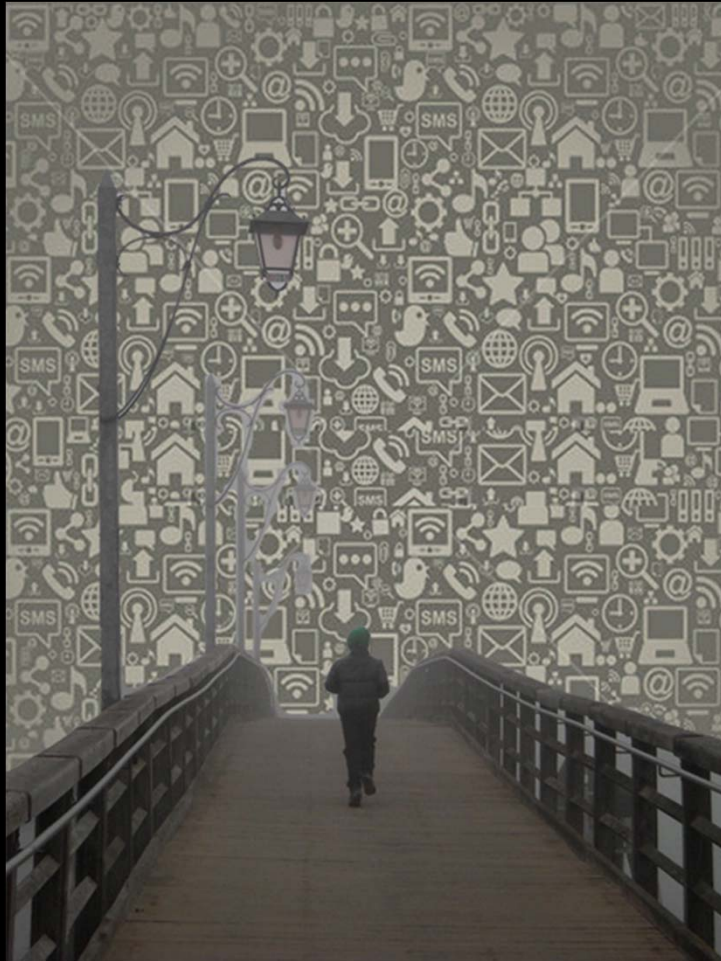
coursera

70,000+ enrolments

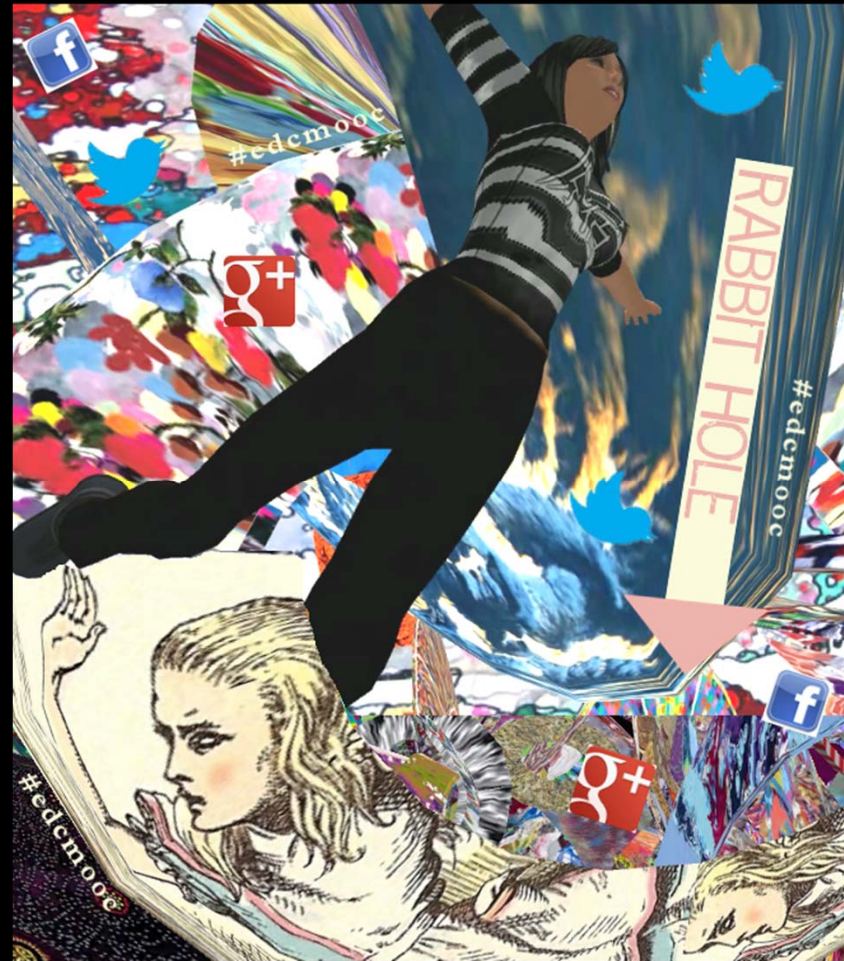
high levels of social media activity

peer assessed 'digital artefact' final assignment





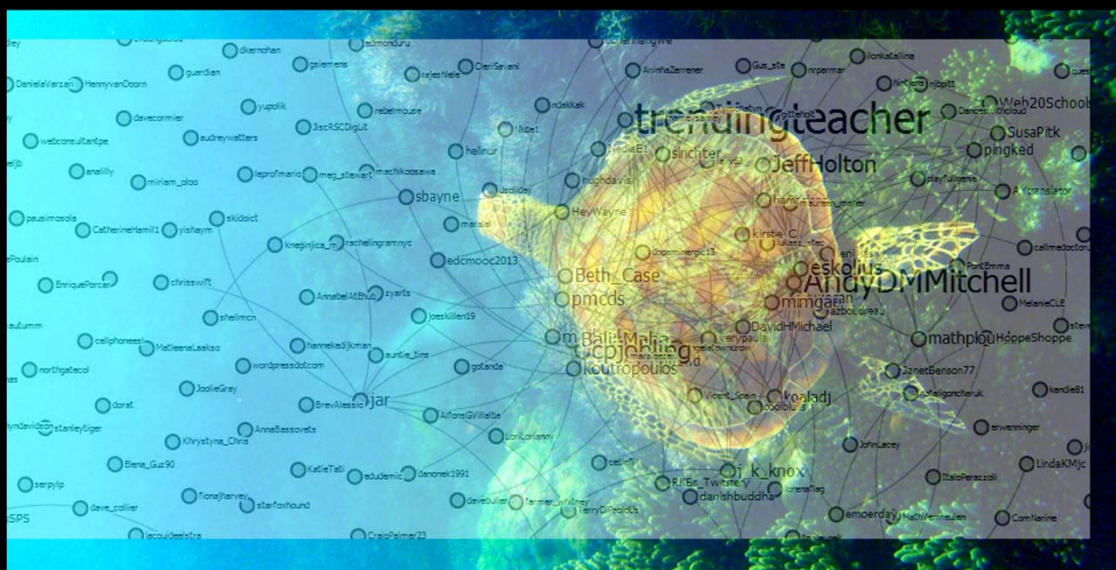
Lisa Pieraccini



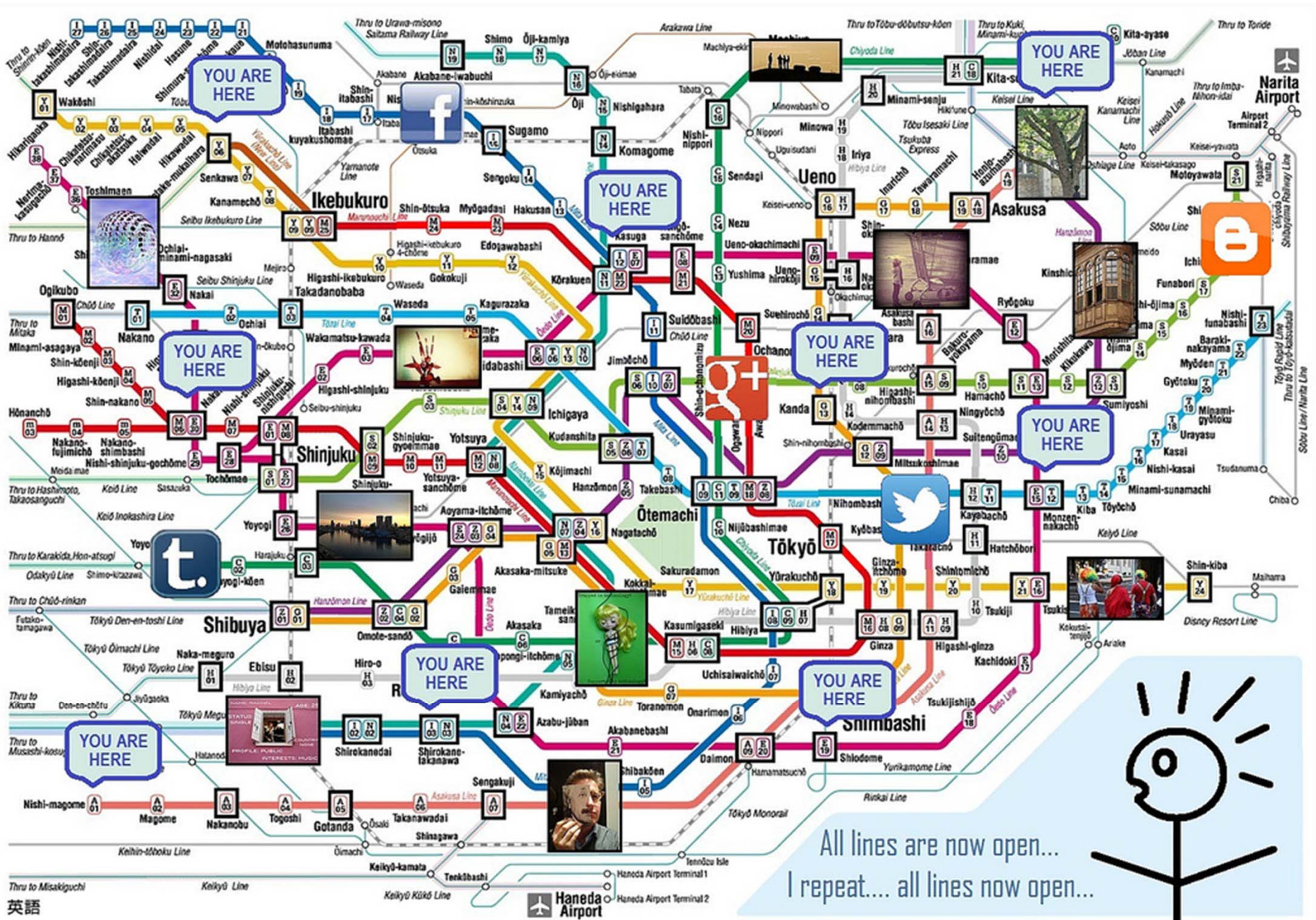
June B



Philip Finlay Bryan



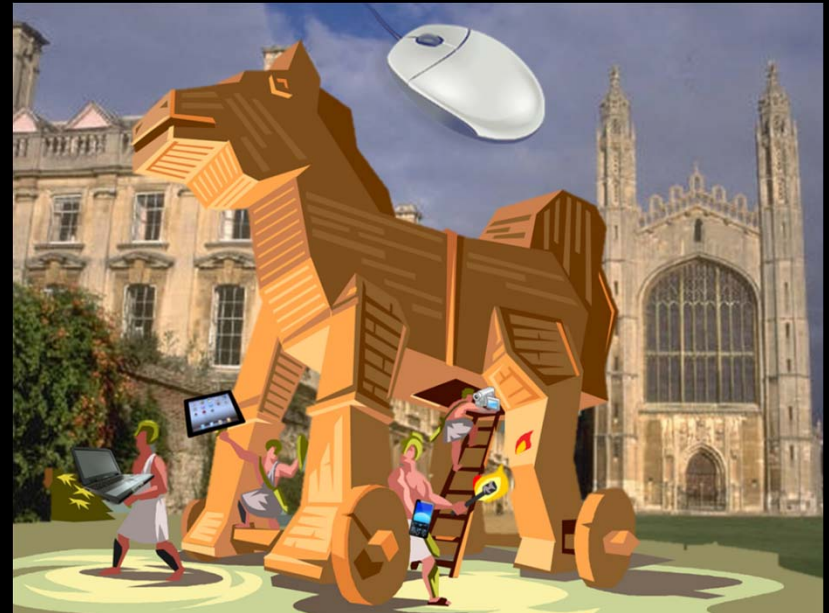
Pinked



Mullu Lumberras



clickclarke



Darlesa Cahoon



“I want to know about the possibilities of the spaces in-between, the liminal, the spaces outside, the way we can move between them. I want to let the metaphor crumble and be disrupted so we can pick it apart, brick by brick. I want the euphoria of dystopian visions. I want to play in the ruins until we make a new place.”

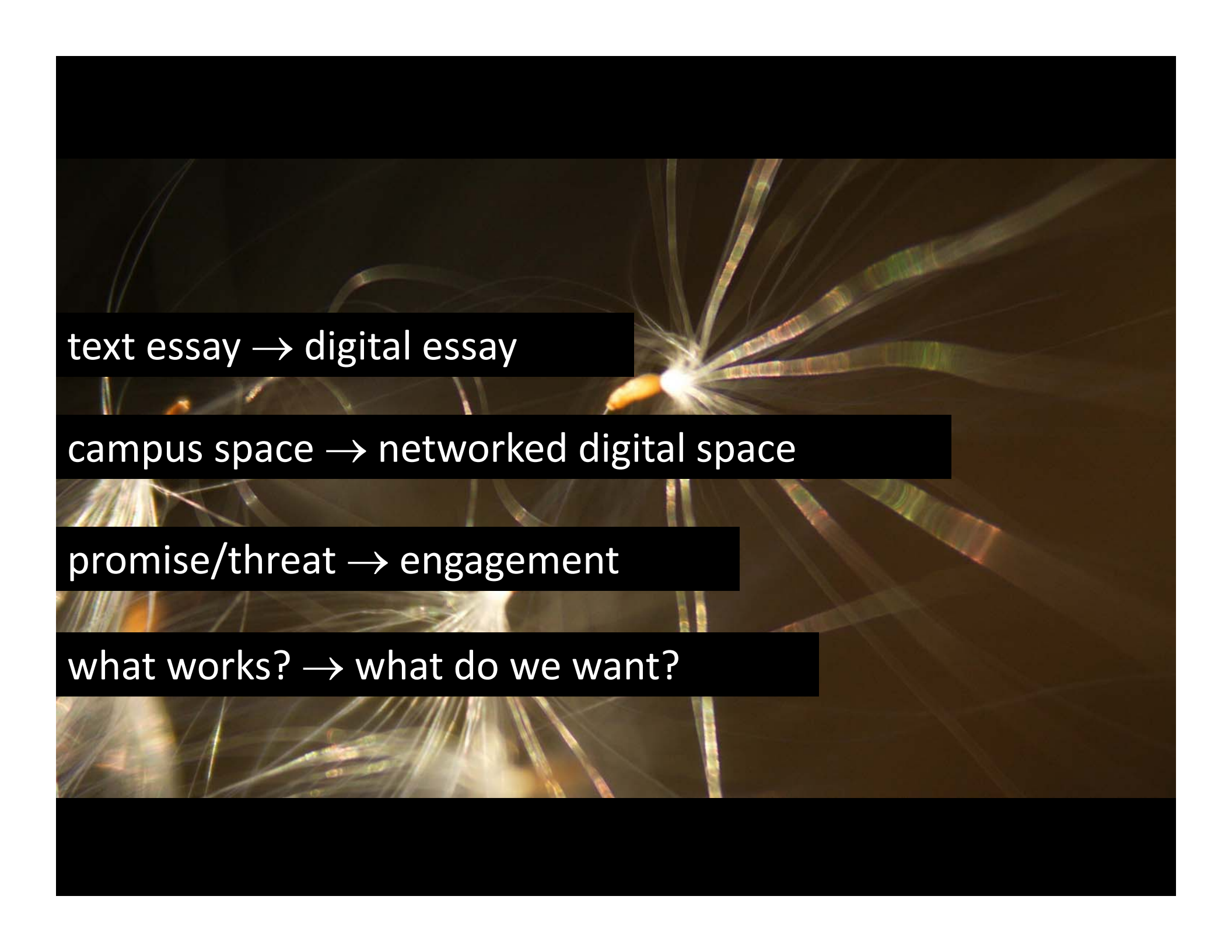
<http://reticulatrix.wordpress.com/2013/02/12/edcmooc-schools-out/>



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The background of the slide is a dark, abstract composition of glowing fiber optic lines. A central point of light, possibly a laser or a fiber optic connector, emits numerous thin, translucent lines that fan out across the frame. These lines have a rainbow-like iridescence, with colors ranging from bright yellow and orange to deep blues and purples. The overall effect is one of dynamic energy and digital connectivity.

text essay → digital essay

campus space → networked digital space

promise/threat → engagement

what works? → what do we want?



Thank you

Manifesto for teaching online: <https://onlineteachingmanifesto.wordpress.com/>

Bayne, S. (2014) What's the matter with 'Technology Enhanced Learning'?. *Learning, Media and Technology*, 40(1), 5-20

Bayne, S., Gallagher, M. and Lamb, J. (2013) Being 'at' University: the social topologies of distance students. *Higher Education*. 67(5), 569-583.

Bayne, S. and Ross, J. (2013) Posthuman literacy in heterotopic space: a pedagogic proposal, *Literacy in the Digital University*. Robin Goodfellow and Mary Lea (eds). London: Routledge