

Expanding Open Anthropology: A Classroom-to-OER Approach

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Motivation

1. Addressing Adaptability

- **OERs are inherently designed for adaptation**, but their lack of contextual fit remains a challenge for instructors who might otherwise adopt them (Belikov & Bodily 2016).
- **Increasing the availability of OERs enhances flexibility**, making it easier for instructors to find materials that suit their needs. However, until a critical mass of diverse, high-quality OERs exists, this remains a challenge.
- **A parallel, practical solution is to turn existing classroom materials into OERs**, since these materials have already been tested and refined through actual teaching experiences.
- **Providing supplementary resources** to help instructors adapt these OERs to their specific needs further mitigates the fitness barrier.
- This approach **ensures that OERs are both student- and instructor-friendly** while also expanding the pool of available resources.

2. Practicing Accessibility

- **OERs are designed to improve accessibility**, not just in terms of content availability but also by promoting awareness of accessibility principles.
- **Students learn about accessibility through exposure to OERs**, even if this learning is implicit.
- **This learning can be deepened through active participation**, where students contribute to OERs by creating materials with accessibility in mind (DeRosa & Robison 2017).

- **Students can engage in OER production**, through assigning the creation of OER-friendly materials or showcasing student work on OER platforms as examples or objects of analysis (Wiley & Hilton 2018).
- **This approach benefits both students and the broader educational community**, reinforcing accessibility as both a practice and a value while expanding open resources.

Two Anthropology OERs: Built from Classroom

1. Multimodal Ethnography

This resource introduces students and researchers to multimodal ethnography, an approach that integrates various media forms into ethnographic research and representation. It fills a gap in available educational resources by providing theoretical foundations, methodological guidance, and practical examples to help users engage with multimodal techniques in their own ethnographic work.

<https://blogs.ubc.ca/multimodaethnography/>

2. Anthro Chronical

This OER was developed to address a gap in available traditional and open educational resources. Anthropology theory is often taught through the history of the discipline. However, no interactive, multimedia, dynamic, visually rich, and collaborative timeline of the discipline previously existed. Anthro Chronicle fills this gap by providing an engaging and accessible resource tracing key developments in anthropological thought. Designed for both students and instructors, the timeline serves as a dynamic teaching and learning tool that can be adapted to different course needs.

<https://blogs.ubc.ca/anthropologytimeline/>

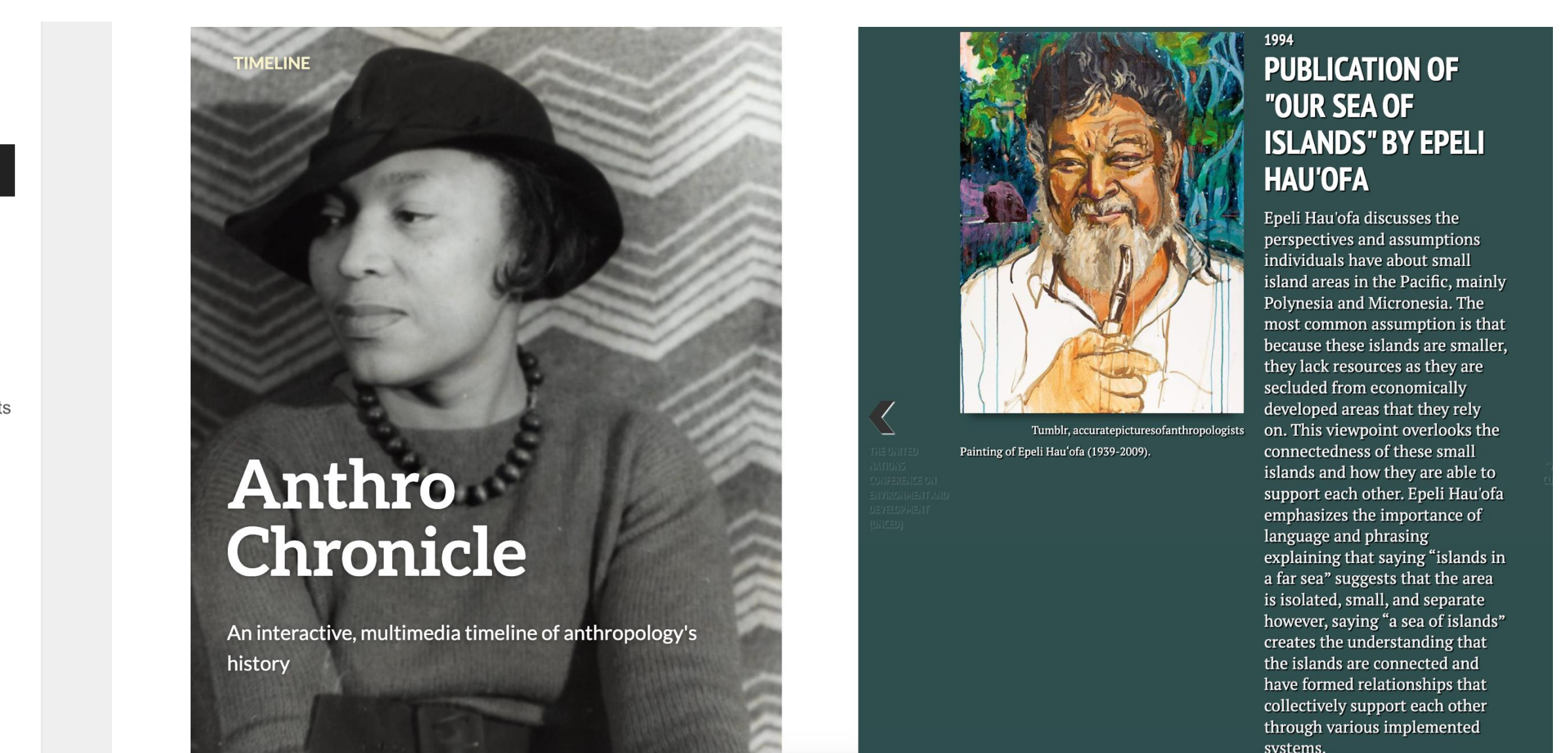
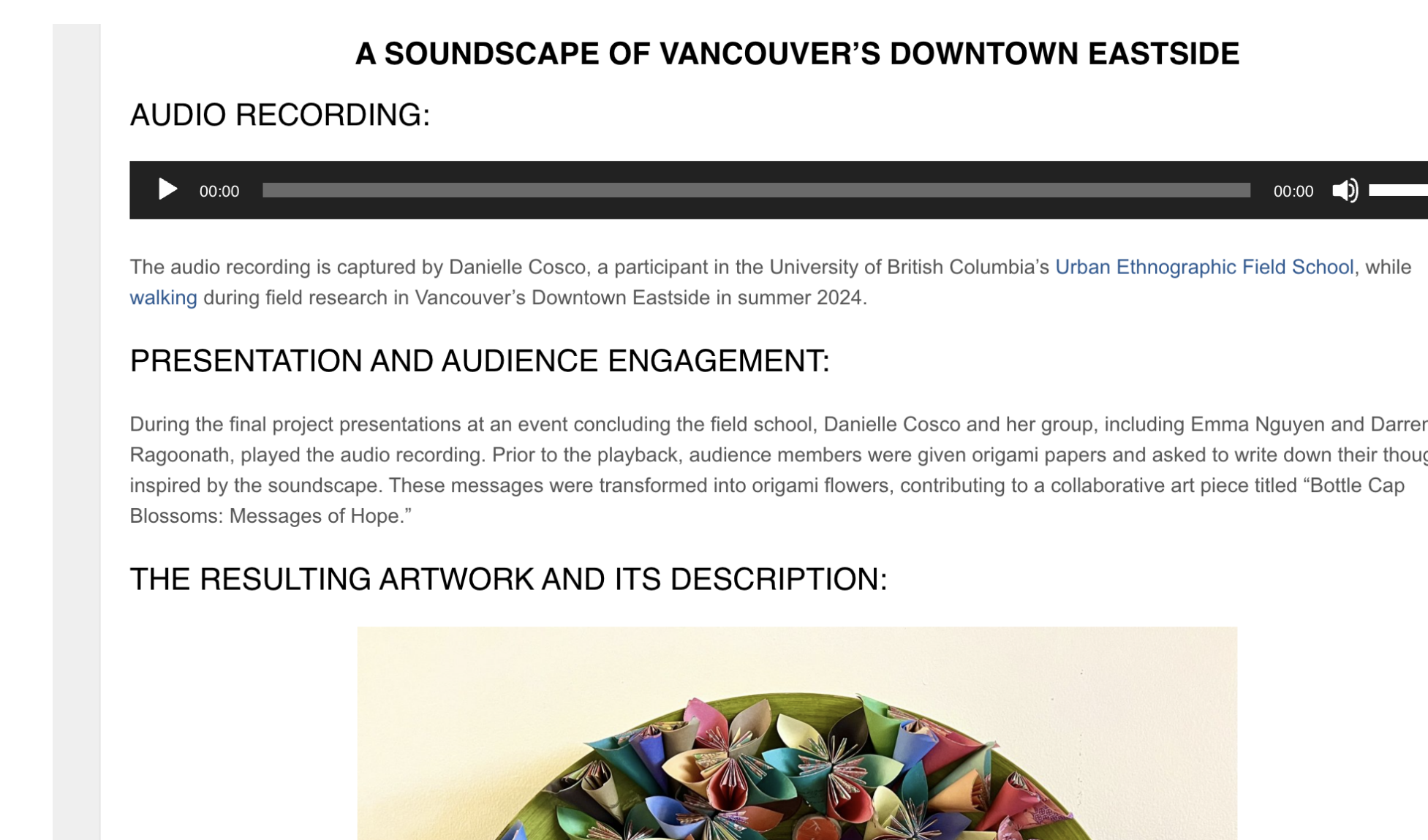
Application in the Two Anthropology OER Projects

1. Adaptability and Fit

- Addressing gaps where traditional or open educational materials are lacking.
- Developing materials from courses to ensure relevance in real teaching contexts.
- Providing supplementary guides to support adaptation by other instructors.

2. Accessibility through Student Engagement

- Designing assignments where students create OER-friendly content for broader use.
- Encouraging student contributions in content creation, technical production, and showcasing their work.



Left: Multimodal Ethnography: Students not only use this resource to learn about multimodal techniques but also contribute their work as examples of their application, showcasing the possibilities, challenges, and impact of multimodal research and representation in ethnography. The resource also includes assignments, readings, and other materials, making it easy for instructors to adapt and modify according to their needs.

Right: Anthro Chronicle: The majority of its content is based on an assignment from the undergraduate History of Anthropology course, where students contributed their work to the timeline while actively engaging with the ethos of accessibility in open education by practicing it in their own contributions.

Works Cited

- Belikov, O. M., & Bodily, R. (2016). Incentives and Barriers to OER Adoption: A Qualitative Analysis of Faculty Perceptions. *Open Praxis*, 8(3), 240–242.
- DeRosa, R., & Robison, S. (2017). From OER to Open Pedagogy: Harnessing the Power of Open. In R. S. Jhangiani & R. Biswas-Diener (Eds.), *Open: The Philosophy and Practices that are Revolutionizing Education and Science* (pp. 115–124). Ubiquity Press.
- Wiley, D., & Hilton, J. L. (2018). Defining OER-Enabled Pedagogy. *International Review of Research in Open and Distributed Learning*, 19(4), 133–147.

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