

**LEARNING THROUGH SHARING :  
OPEN RESOURCES, OPEN PRACTICES, OPEN COMMUNICATION**

**Where Is “Intercultural” in the Open Educational Resource Movement?:  
Teachers’ Collaborative Wiki Ethnographies as an Intercultural Open  
Textbook**

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**Abstract**

Since UNESCO first coined the term “open educational resource [OER]” in 2002, a great number of OER initiatives by large universities have followed to foster a culture of collaboration and sharing materials in the language learning and teaching communities (Comas-Quinn et al., 2011). Despite the great number of large institutional OER projects in the last decade (Butcher, 2009), rarely has the promotion of intercultural awareness among language learners been considered in the creation of OER.

Recognizing Intercultural Competence (IC) (Byram, 1997) as an essential goal for foreign language education in multicultural globalized settings, this paper introduces a project undertaken to help English as a Second/Foreign Language (ESL/EFL) teachers simultaneously develop their intercultural competence and produce their own OERs, thereby linking English teachers and students in an open, global community of intercultural learners.

We present narrative accounts of our year-long experience of developing a two-tier online project, the Intercultural Collaborative Ethnography Project (ICEP). As language teachers representing different cultural and linguistic backgrounds, we created a wiki journal to promote our conversations about personally experienced and observed everyday intercultural (mis)communication, aiming for “third place” (Kramsch, 1993). This teachers’ wiki was repurposed, customized and incorporated as a multimedia open textbook into an ongoing university ESL curriculum in which student pairs created similar journals for their own student ICEP. Our teacher ethnographies served as models of the collaborative process and a springboard for classroom discussion. Our own self reports, wiki posts and student interviews suggest that collaborative ethnography promotes a deeper understanding of the relationships between language and culture, highlights the value of collaborative inquiry, and fosters learner communities where learner-teacher and NS-NNS roles are redefined. In addition to pedagogical benefits, the teachers’ collaborative ethnography gives teachers the opportunity to learn intercultural perspectives and create their own instructional materials by engaging in authentic and personal dialog with colleagues.

The ICEP project illustrated to us the importance of sharing the benefits of these processes with colleagues, with one’s students in the classroom, and with the rest of the world when published as an open resource. This paper will discuss the potential benefits of creating a digital repository of teachers’ wikis as open-source instructional materials that teachers can access to use in promoting intercultural learning that goes beyond the classroom context.