



Research Based Teaching and Blended Learning at the Chair of Visual and Media Anthropology

Exemplified by the undergraduate seminar
„Theory and Practice in Visual Anthropology“
(Summer term 2010)

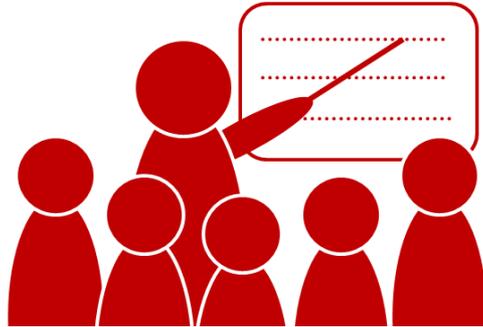
Alexander Ebinger

Basic information on the seminar



| | |
|--|---|
| Full title: | “Theory and Practice in Visual Anthropology - How do anthropologists work with images of art and popular culture?” |
| Lecturer | Cathrine Bublatzky, M.A.; (Chair of Visual and Media Anthropology) |
| eLearning & online tutoring | Alexander Ebinger, M.A.; (Chair of Visual and Media Anthropology) |
| Participants | 15 (mostly majoring in ethnology/art history) |
| Term | Summer 2010; April to July 2010 (14 Sessions) |
| Distinctive feature | Blended learning seminar comprising periodic online assignments, web-supported project work and the creation of webbased „Visual Essays“ on Moodle LMS. |

What is Blended Learning?



“**Blended Learning** “ = combination of classroom teaching and online elements.

- A timely completion of single- and group assignments on our eLearning platform **Moodle** is mandatory for all participants

What is the seminar about?



“The discipline of Anthropology faces a new urgency in approaching an extensive transcultural and transnational migration of visual items in recent times. This urgency results from an increasing flow of visualities across the globe caused by diverse forms of usage and exhibition practices as well as different kinds of new media and technologies. This seminar shall show how anthropologists engage with visual items from Indian contemporary art and popular culture in order to investigate the question how these visualities are used in transcultural and transnational negotiation processes of culture and identity in a global context. Not all images are as famous to the public as for example the Danish Mohammad cartoons but have still an important role within cultural exchange processes. What is exactly happening within these transformation processes? How and by whom are aesthetic images or popular products used or even exploited for identity creation and/or in engaging with other social groups?” (Seminar description by lecturer Cathrine Bublatzky)

A first impression of our Moodle course



RUPRECHT-KARLS-UNIVERSITÄT HEIDELBERG You are logged in as Alexander Ebinger (Logout)

Startseite ► KJC Theory and Practice in Visual Anthropology Switch role to... Turn editing on

Online Users (last 5 minutes)
Alexander Ebinger

People
Participants

Activities
Assignments
Choices
Databases
Forums
Glossaries
Resources
Wikis

Search Forums
Go
Advanced search

Administration
Turn editing on
Settings
Assign roles
Grades
Groups
Backup
Restore
Import
Reset
Questions
Files
Unenrol me from KJC Theory and Practice in Visual Anthropology
Profile

My courses

Weekly outline

Seminar: Theory and Practice in Visual Anthropology

Welcome to our online course!
Below please find some basic information on our seminar. If you have any questions on the seminar or our eLearning platform Moodle, please use the "Helpdesk Forum"

- Course requirements and grading guidelines
- Syllabus (Detailed version)
- Overview student presentations
- Glossary "Keywords in Visual Anthropology"
- General Discussion & Helpdesk Forum
- News Forum



14 April - 20 April

Session #1: Preparatory Meeting
Seminar: Theory and Practice in Visual Anthropology

General introduction, outline of the seminar, project work, eLearning & Moodle

- Assignment: Update your profile
- These are your fellow students

Cathrine Bublitzky M.A.
Chair of Visual and Media Anthropology



21 April - 27 April

Session #2: Visual Culture - An Introduction
Seminar: Theory and Practice in Visual Anthropology

Cathrine Bublitzky M.A.
Chair of Visual and Media Anthropology

Working Groups

- #1 | Facebook
- #2 | Dalai Lama
- #3 | Gender Orientation
- #4 | Street Art
- #5 | Reloading Images
- #6 | Pushpamala N.

Need Help?
If you need a quick answer please get in contact with Alex via Skype. Right now he is:

Online

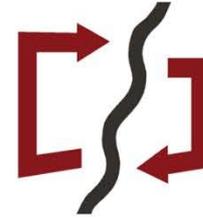
Jump To

- Session 1 (April 14th)
- Session 2 (April 21th)
- Session 3 (April 28th)
- Session 4 (May 5th)
- Session 5 (May 12th)
- Session 6 (May 19th)
- Project work (26th May)
- Session 7 (June 2nd)
- Session 8 (June 9th)
- Session 9 (June 16th)
- Session 10 (June 23th)
- Session 11 (June 30th)
- Projects Pt. I (July 7th)
- Projects Pt. II (July 14th)
- Projects Pt. III (July 21st)
- Course Library

Latest News

Fertig

Screenshot Moodle course „KJC Theory and Practice in Visual Anthropology“



Didactic features

Student assignments on Moodle LMS

Assignment: „Questions on required reading“



- **Goal:** To ensure that mandatory texts are actually *read*, students are supposed to hand in **three questions on required reading** (on a weekly basis).

Assignment

- Write down **three questions** that come to your mind while (or after) reading the obligatory texts.
- Upload your questions by **monday midnight (i.e. tuesday 0:00 am)** via the form below.

Please note:

- uploaded questions can be edited by tuesday 0:00 am.
- reviews will be based on your final version.



picture by marshi / aboutpixel.de

- **Procedure:** Questions can be uploaded via an upload-form on Moodle until a certain deadline (see picture above)

Edit my submission



Assignment: „Questions on required reading“



- **Outcome:** Findings are presented on Moodle at least one day before class (authors anonymized). In so doing students' questions can be followed up by referents and become a basis for plenary discussion.



Your questions on the text

Session #2: Visual Culture - An Introduction

April 21th

1. Aren't we instinctively able to be flexible, wouldn't it otherwise, be impossible to get born and accommodate into-inside a culture? Is it necessary to be flexible to anything, any kind, if we would be taking in account that people can develop an endless variety of cultures?
2. So, Do these cultures define us so much that we don't have any flexibility left to use on seeing differently once we are part of one culture?

3. Wenn Sehen kulturell konstruiert ist, sehen wir dann die gleichen Farben?
4. Was macht Kunst zu Kunst? Wie hat sich z.B. die Wahrnehmung der Werke Van Goghs über die Zeit geändert?
5. Ist Kunst das, was wir nicht gleich verstehen?

6. Sind die Begriffe "Visual Studies" und "Visual Culture" voneinander trennbar zu betrachten, oder handelt es sich doch um ein und das Selbe?
7. "Visual Studies" als Kunstgeschichte plus (sozialer, religiöser, kultureller, ...) Kontext? Was zeichnet die Visual Studies aus?
8. (Zu Mitchell) Worin liegt die Problematik der Komparatistik in der visuellen Ethnologie / den visual studies?

Assignment „Three associations...”



- **Goal:** To sensitize students for their own specific visual perception, they are asked to write down three associations that come to their mind while looking at a (for their eyes rather strange) picture. Results are contrasted with each other.

A screenshot of an assignment page. The page has a white background with a red header bar. On the left, there is a large grey rectangular area with the text "This picture cannot be displayed for copyright reasons". To the right of this area, the text "Assignment:" is followed by a list of instructions. Below that, "Please note:" is followed by another list of instructions. At the bottom, "Your Findings:" is followed by a single instruction. At the very bottom of the page, there is a small red link that says "Download in High Resolution | © B. Rutert".

Assignment

Assignment:

- Please send in **three associations** that come up when you look at the image.
- Please **avoid any additional research** in order to get your first impression/reaction towards the image.

Please note:

- uploaded texts can be edited by tuesday 0:00 am.
- reviews will be based on your final version.

Your Findings:

- Please have a look at your fellow students' findings [here](#).

Download in High Resolution | © B. Rutert

- **Procedure:** Students can upload their associations via an upload form.

Edit my submission

Assignment „Three associations...”



- **Outcome:** Collected results are presented on Moodle (authors anonymized). Thus they become a basis for plenary discussion and can be followed up by referents.

 Your findings Session # 3: Approaches and Methods in Visual Anthropology
April 28th

Liebe Seminarteilnehmer, anbei Eure gesammelten Gedanken zur Aufgabe der vergangenen Woche ("**Drei Assoziationen**"):

A

1. human obscenity
2. exotic tourist's restaurant
3. threatening sign

B

1. Ekelhaft
2. Dörrfleisch
3. gefülltes Fleisch

C

1. Mein erster Gedanke war Überraschung und Unvermögen, das Bild in irgendeine Kategorie einzuordnen, mit der ich weiter arbeiten könnte. Ich hatte doch eher etwas anderes erwartet habe.
2. Mit der Feststellung, dass das Objekt rechts ein aufgeschnittener Reptilienkadaver ist, wirkte das Objekt links sofort wie Gedärm und Innereien, das Bild macht aus dieser Sicht ziemlich "gewöhnungsbedürftig", gerade weil die (vermuteten) Innereien und Tierreste in der Sonne hinter einer metallenen (?) Röhre aufgehängt sind.
3. Gedanke: Handelt es sich eventuell um (ein) Nahrung(-smittel), vielleicht auf einem Marktplatz aufgenommen? Mit dieser Assoziation verliert das Bild ein wenig von seiner Kraft.

Assignment „Course Glossary“



Goal: Referents are supposed to define central concepts and key terms of their presentation (1 to 5) in the course glossary "Keywords in Visual Anthropology"



Glossary: Keywords in Visual Anthropology

Referents are supposed to define **central concepts** and **key terms** of their presentations in this course glossary.

Please note:

- Define at least one (but no more than five) key term(s)
- Max. 150 words per entry
- Submit your results by no later than Monday midnight in the following week of your presentation.

- **Procedure:** Students find the course glossary in the upper box on the Moodle Platform.
- Entries can be easily added.



Seminar: Theory and Practice in Visual Anthropology

Welcome to our online course!

Below please find some basic information on our seminar, please use the "Helpdesk Forum"

[Course requirements and grading guidelines](#)

[Syllabus \(Detailed version\)](#)

[Overview student presentations](#)

[Glossary "Keywords in Visual Anthropology"](#)

[Helpdesk Forum](#)

[News Forum](#)

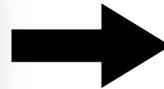
Assignment „Course Glossary“



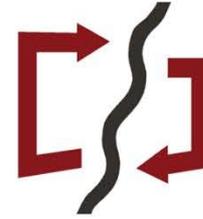
Outcome: Terms that have been defined in the course glossary are being automatically linked whenever they appear on the platform (e.g. in the **pic. 1**, the term “Moodle” has been defined). A click on the term opens definition from the glossary in a Pop-Up window (**pic. 2**)



pic. 1



pic. 2



Research Based Teaching

Facilitating Research Based Learning
with “Online Research Portfolios”

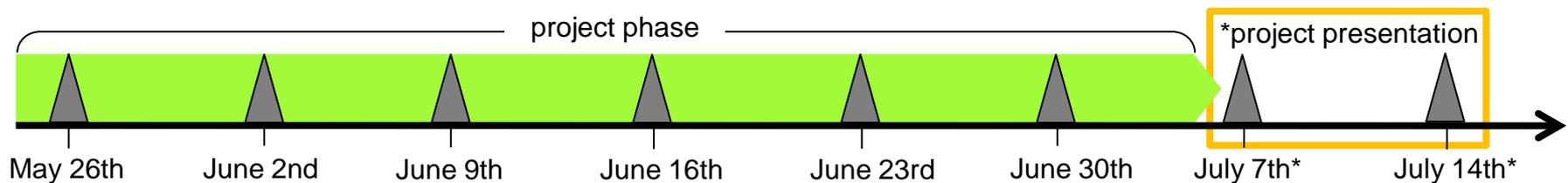
Research Based Teaching



Research Based Teaching (RBT) is a paedagogic approach that is strongly student-centered and focused on inquiry based learning and undergraduate research



Our classes therefore comprise extensive **project phases** in which participants get the chance to grow into a fully fledged "**community of researchers**".



Online Research Portfolios



To help students mapping and modeling their projects we invented the so called **Online Research Portfolios**.

Working Group Forum

This is the working group forum for the project "**Identities on Facebook**"

-  Proposal
"Facebook"
-  Field Diary
"Facebook"
-  Research Database
"Facebook"
-  Bibliography
"Facebook"
-  Visual Essay
"Facebook"

From the first idea up to the presentation and publication of research outcomes, **all stages of the research project** find their **digital counterpart on the Moodle platform** and can be collaboratively worked on.



Our Students...

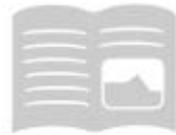
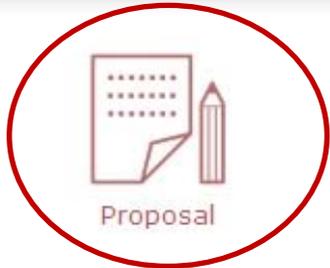
- are guided through **all necessary steps** of a full scale (anthropological) research project
- continuously **reflect** about their scientific work
- **document** their research process and **increase transparency** towards lecturers and fellow students
- receive suggestions and **feedback**
- are able to **interchange, communicate** and **collaborate**
- are provided with a technical platform for an **innovative form of publication** („Visual Essays“)



“Online Research Portfolios”

Features in detail

Proposal



Field Diary



Research Database



Bibliography



Visual Essay

Procedure:

- Students work collaboratively on their **research proposal**
- realized by using a **Wiki-Site**

Research Proposal - Identities on Facebook

1. Material, Informanten, Quellen

Thema: Selbstdarstellung und Identitätskonstruktion auf der Social-Networking

Die Informanten wurden von der Projektgruppe aus Freundeslisten auf Facebook

- Menge und Inhalt des Bildmaterials im Profil
- mögliche ethnologische Fragestellung, die sich aus dem Bildmaterial ergibt
- Vergleichbarkeit von Profilen untereinander
- unterschiedliche Themen in den Profilen und Hintergrundinformationen über die Informanten
- die Bereitschaft, Fragen zu beantworten

Im Folgenden wurden die Informanten kontaktiert und gefragt, ob sie einverständ

Das Material besteht aus den Bildern in den Facebook-Profilen, wie Profilbilder bereits vorhanden und leicht verfügbar ist. Es kann ohne zeitliche und räumliche Datenbank geladen werden, um sie dort innerhalb der Gruppe zu analysieren. Informanten bereit, sich unseren Fragen zu stellen. So mussten einige Informanten zusätzliche Informationen über die Informanten und deren Bildern auf Facebook. Trotzdem ist die Erschließung des Kontexts nicht immer auf Anhieb möglich, so

2. Fragestellung

Im alltäglichen Leben verhalten wir uns entsprechend gewisser Rollen. Je nach auch Garderobe an. Das eigene Verhalten steht in Wechselwirkung mit der Welt. Auf der Social-Networking-Seite Facebook hat man die Möglichkeit durch das Handeln präziser zu steuern als im 'nicht-virtuellen' Alltag. Nun stellt sich die Frage, wie

Folgende Fragestellungen sollen exemplarisch untersucht werden:



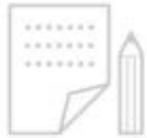
Questions that need to be addressed:

- What is the precise research question?
- Who are the informants, what is the actual research material?
- Which theories can be used to describe or analyze the material?
- Who are relevant authors to the topic?
- Which research methods are suitable in relation to the overall question, material, informants?

Outcome:

- Project groups formulate a precise research question
- reflect about the theoretical and methodological background and
- create a first roadmap for their project
- receive suggestions and feedback from lecture and fellow students

Research Diary



Proposal



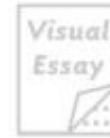
Field Diary



Research Database



Bibliography



Visual Essay

Procedure:

- Students work collaboratively on a **field diary** documenting their research process
- realized by using a **forum**

Re: Iconographic
by [redacted] - Saturday, 4 September 2010, 07:12 PM

Hallo an alle,
leider hat mein Scanner die Ränder etwas abgeschnitten. Aber man kann noch alles lesen, sieht nur nicht perfekt aus.
Ich habe das "Publikum" noch etwas näher gezogen, da ja im realen Leben das Publikum eher auf der Bühne agiert. Daher auch die Begriffe.
Wenn noch Fragen sind, schreibt einfach. Ansonsten viel Erfolg beim Schreiben der Texte und bis nächsten Donnerstag!
LG,

Backstage
private

Offline
personality

Frontstage
public

• team
• social capital / cyberspace economy
↳ "netiquette"

Performance
panoptic gaze / norms

strong / weak ties

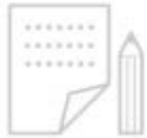
Online
self-presentation / identity construction
• narcissim & self-esteem
• rich-get-richer / poor-get-richer



Outcome: Students are able to..

- document their research process (e.g. on a weekly basis)
- continuously reflect about their project work
- are able to give lecturers and fellow students an insight into their work
- receive suggestions and feedback
- are able to interchange, communicate and collaborate

Research Database



Proposal



Field Diary



Research Database



Bibliography



Visual Essay

Procedure:

- Students can upload and annotate pictures for research purposes
- realized by using a moodle database

The screenshot shows a Moodle database interface for a group named "Identities on Facebook". The page title is "Research Data Base". Below the title, there is a red folder icon and the text "Research Data Base". The main content area contains the following text:

This is a data base for the working group "Identities on Facebook"

- To **upload** images and add or edit **metadata** click on "add entry"
- To post a **comment**, open an item from the list, scroll down and click on "add comment"
- To **sort items** by different categories use the "Sort by" drop down bar underneath this overview
- To learn more about the project and to read the **field diary** click **here**.

Below the text, there are navigation buttons: "View list", "View single", "Search", "Add entry", and "Export". The main content area displays a list of items, each with a thumbnail image and a title. The items are:

- ht 2
- Übersicht 3
- Fotoalbum 1
- Fotoalbum 2

Each item has a date and time stamp, a comment count, and a set of icons for search, comment, and delete. The dates are all "Wednesday, 2 June 2010".



Outcome:

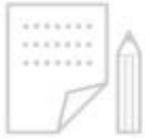
- Students are able to collect and sort and search their visual research material
- Can provide metadata to each single picture
- Can comment their own as well as other people's uploads

| | |
|--------------------|---|
| Description | Fotoalbum 1 Kinderbilder (Tochter), beim spielen, mit Freunden, auf einigen Bilder ist auch der Vater mit der Tochter zu sehen. |
| Keywords | Fotoalbum, , Kinderbild, Familienbild |
| Edit |   |

[Add comment](#)

Page: (Previous) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Bibliography



Proposal



Field Diary



Research Database



Bibliography



Visual Essay

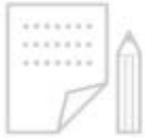
Procedure:

- Students can compile their own bibliography and attach PDF or other files/ web links
- realized using a **Wiki Site**

Research Wiki "Dalai Lama"

- Eeling, W. T. 2004. "Ecclestial Rule - Relinquishment in Exile?" Tibet Journal 29(4): 43 - 72.
- Gurawa, A. (2009). Tibetan Diaspora. Buddhism and Politics. New Delhi, National Book Organisation.
- Gyatso, G. 2003. "No Man's Land: Real and Imaginary Tibet The Experience of an Exiled Tibetan Artist." Tibet Journal 28(1/2): 147 - 160.
- Harris, C. 1999. "Imagining Home: The reconstruction of Tibet in exile." Culture in Exile 6(12): 13 - 15.
- Pathak, N. 2004. "Revitalisation Movement Gripping the Exile Tibetan Diaspora: A Model of Non-violent Struggle for Peace." Tibet Journal 29(1): 85 - 90.

Visual Essay



Proposal



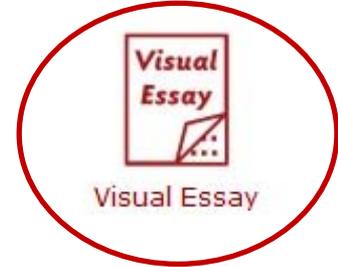
Field Diary



Research Database



Bibliography



Visual Essay

Introduction

After the project presentation students are encouraged to work more intensively on their material within their “Online Research Portfolios” and create a **Visual Essay** as a final paper.

Schwule Nonnen, Drag Nuns, Sacred Clowns

A Visual Investigation of the Sisters of Perpetual Indulgence

1. Introduction ()

Formed by a small group of outgoing gay men dressed in nuns habits on a quiet Easter Weekend on the streets of San Francisco in 1979, the Sisters of Perpetual Indulgence Inc. (SOP), has grown into a non-profit fundraising sisterhood that provides financial support for diverse projects in their local communities with a focus on issues affecting the LGBT community including AIDS prevention and safe-sex awareness. Since their spontaneous beginning the SOP have expanded their mission to various US States and international locations including cities in Australia, Colombia, France, Germany, Scotland, Switzerland, the United Kingdom, and Uruguay. The birth of the SOP is emblematic of the techniques of organization typical of the legacy and movement of the LGBT Rights movement. The Sisters incorporate grassroots volunteerism, with a gender challenging, campy, carnivalesque appearance, and a strong history of subtext to their community. Their appearance reflects the community they work with, "In many ways it strikes me that camp is the voice of survival and continuity in a community that needs to be reminded that it possesses both." (107; Bergman). It serves to be humorous, powerful, and to make them approachable. According to Sister Titania Humperspickel, the Mistress of Habits in San Francisco, each house is autonomous, in many ways following the guidance of the "mother house" in San Francisco, but the services they offer, what types of events they attend, directly down to how they dress and what symbols are prominent in their habit reflects the individual sisters calling and the culture of the community they serve.

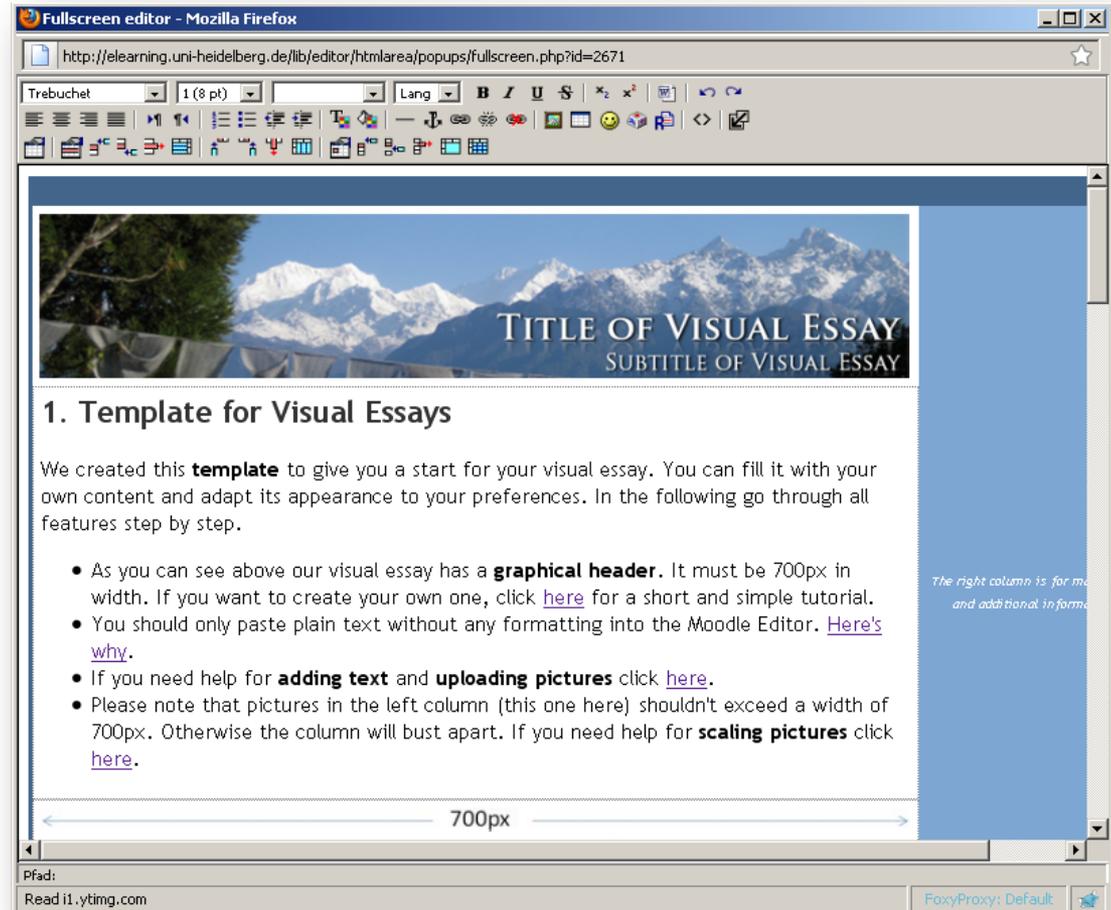
Sister Daphne puts her face on and talks about the goals of the order.

Feature: Visual Essay



Procedure:

- To give students a start we created a **template** for **Visual Essays** on Moodle.
- Students can fill it with their own content and adapt its appearance to their preferences.
- Realized by using a **Wiki site**



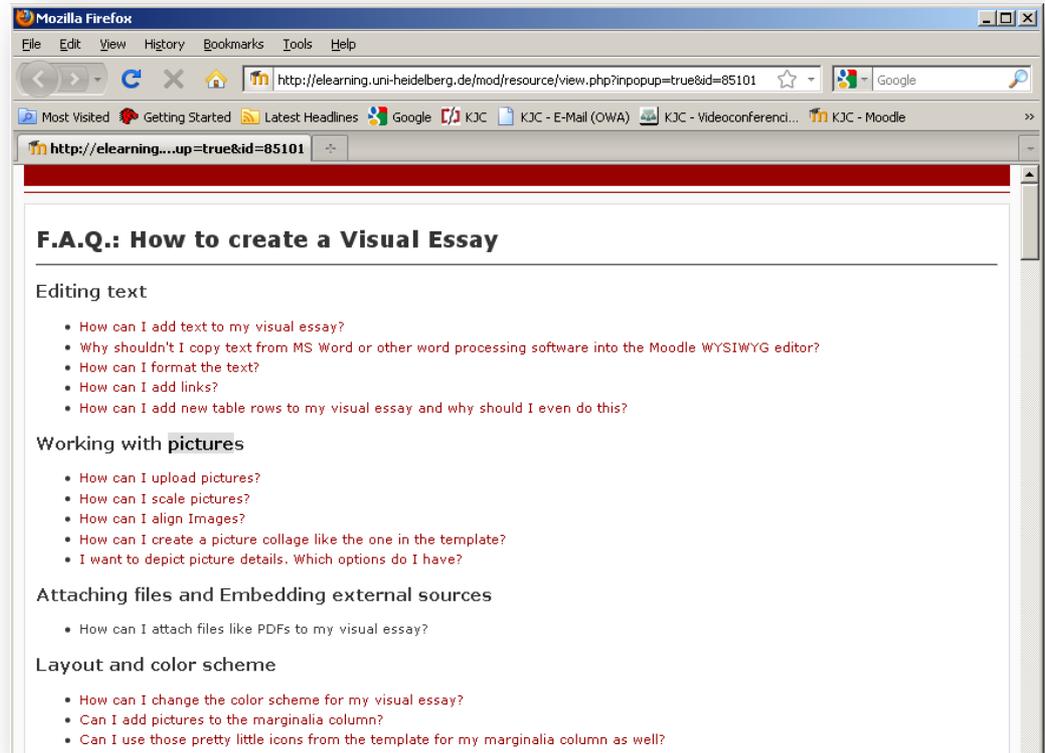
Feature: Visual Essay



Procedure:

- We also created a List of **FAQs** for the Moodle Editor. If any additional questions occur, students are encouraged to get in contact with

online tutor Alex Ebinger via the “Helpdeskforum”, email or Skype.



Feature: Visual Essay



Outcome:

- Finished “Visual Essays” can be optionally published in the “student project” section on the website of the chair of Visual and Media Anthropology (password protected)

ASIA AND EUROPE
IN A GLOBAL CONTEXT

RUPRECHT-KARLS-
UNIVERSITÄT
HEIDELBERG

HOME ABOUT US NEWS & EVENTS RESEARCH STUDENTS PEOPLE

Research > Cluster Professorships > Visual and Media Anthropology > Teaching

Print this Page Send this Page

Welcome | Team | Teaching | Research | Cooperation | Contact

Teaching at the Chair of Visual and Media Anthropology

Courses Summer 2011 Research Based Teaching

Past Courses Blended Learning

Student projects

Visual Essays

“Schwule Nonnen, Drag Nuns, Sacred Clowns - A Visual Investigation of the Sisters of Perpetual Indulgence”
Jeanne Johnson, Inina Adrian (2010)
[Weblink - password required]

“Die visuelle Repräsentation des 14. Dalai Lama als zentrales Bezugsobjekt einer und Außendimension visueller Handlungsfähigkeiten”
Aline Braun, Sebastian Eckert, Gerhard Jakobus Schönhofer (2010)
[Weblink - password required]

“Identities on Facebook - Selbstdarstellung und Identitätskonstruktion auf der Social-...“

<http://visual-media-anthropology.uni-hd.de>



Conclusion

RBT supported by Online Research
Portfolios

Conclusion



- “Online Research Portfolios” are **easy to use**
- Students appreciate new ways of collaboration and communication
- Blended Learning can **bridge the gap between face-to-face sessions and facilitate Research Based Teaching**
- As there is **continuous guidance by lecturers and peer review by fellow students**, student projects are better structured in comparison to a “conventional” seminar
- Students develop their own research skills and techniques by undertaking their own research and inquiry
- Project work is much more intensive, hence the **workload is higher** than in conventional seminar
- Concept requires a **constant support by an academic trained online tutor**



Contact:

Alexander Ebinger | eLearning & Didactic Media | Visual and Media Anthropology

Cluster of Excellence 'Asia and Europe in a Global Context'

Karl Jaspers Centre | Heidelberg, Germany

ebinger@asia-europe.uni-heidelberg.de | www.asia-europe.uni-heidelberg.de