

Learning Content Curation



**CURATION IS REVOLUTIONISING
EDUCATION AND LEARNING
AS WE KNOW IT TODAY**

What is Learning Content Curation?

“A content curator is someone who continually finds, groups, organizes and shares the best and most relevant content on a specific issue online. The most important component of this job is the word continually.”

@robingood

Content Curation for learning means:

- ◆ Finding the best content from multiple sources, usually external content
- ◆ Filtering it so only the most relevant content makes it through
- ◆ Sharing it with the right internal audiences, at the right time, in the right places
- ◆ Adding value to that content with commentary, context or organisation

Why Content Curation Matters for Learning

1. **Our skills have a shelf-life** – there is an economic imperative for lifelong learning
2. To be ‘smart’ we need to look beyond traditional training (the 10%).
3. To stay ‘smart’, **we need continuous learning** - both as trainers and learners
4. **We learn better together:** openly and actively sharing knowledge: “Connective Intelligence”
5. To tackle “Content Overload” through effective filtering



24M

What skills do Content Curators need?

Curating content for learning means **finding, filtering, sharing and adding value to the most recent and relevant content for your target audiences.**

Five ways a content curator can support learners:

- ◆ **Aggregation:** seeking out and bringing content together.
- ◆ **Distillation:** identifying the most relevant and important content.
- ◆ **Elevation:** identifying and highlighting significant trends.
- ◆ **Mashups:** the bringing together of curated content to produce a new viewpoint or perspective.
- ◆ **Chronology:** providing content by date to show how a topic is evolving.



The **competence** can be defined as the ability:

“To transform teaching and learning through effective collection, categorisation, critiquing, conceptualisation, and circulation of resources deemed to have (curricular and) content value.”

A Digital Curation Framework

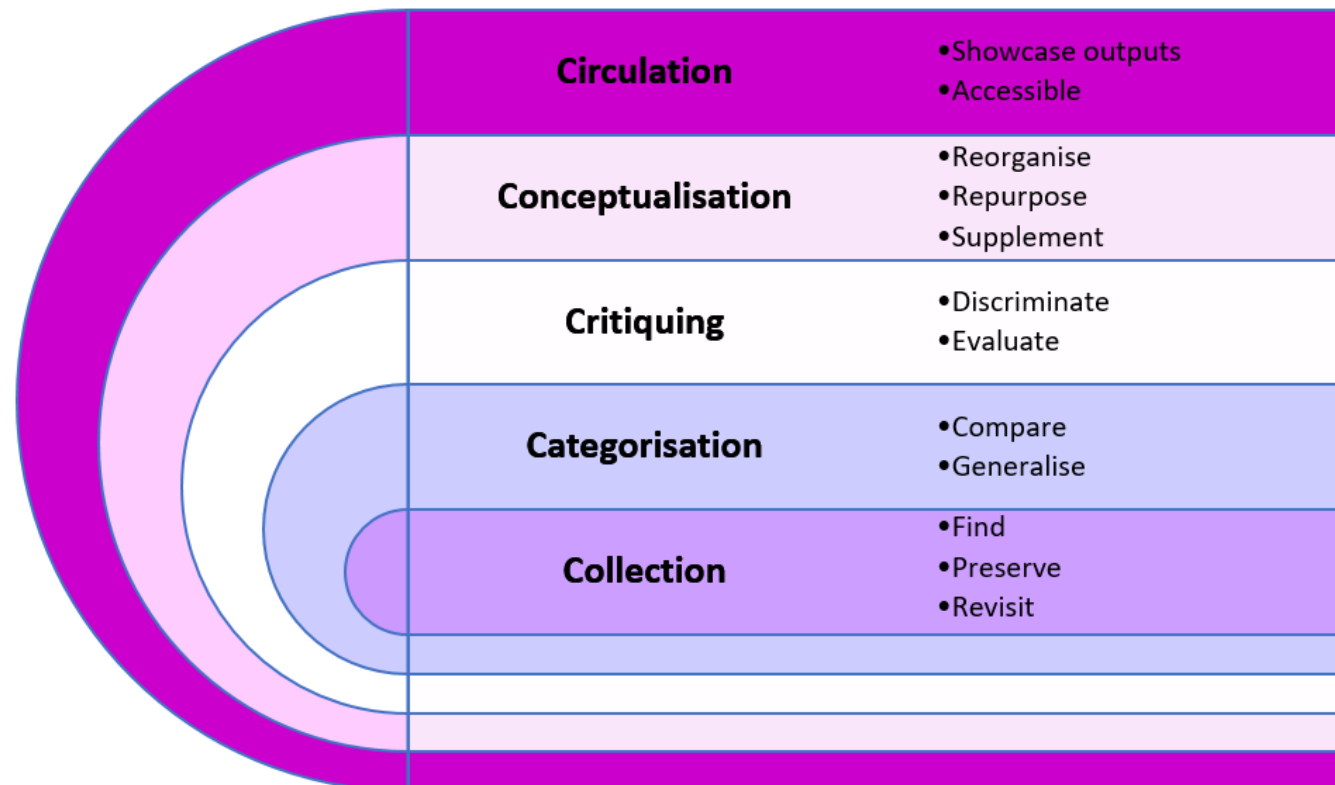


Figure adapted from [Deschaine/Sharma \(2015\)](#): The Five Cs of Digital Curation: Supporting Twenty-First-Century Teaching and Learning 6

Our definition goes beyond this:

*The process of selecting resources, **designing learning experiences** using those resources and then sharing the experiences.*

Content is 'out there' -
curation enables us to
focus on designing the
learning processes!

..supporting the self-directed learner

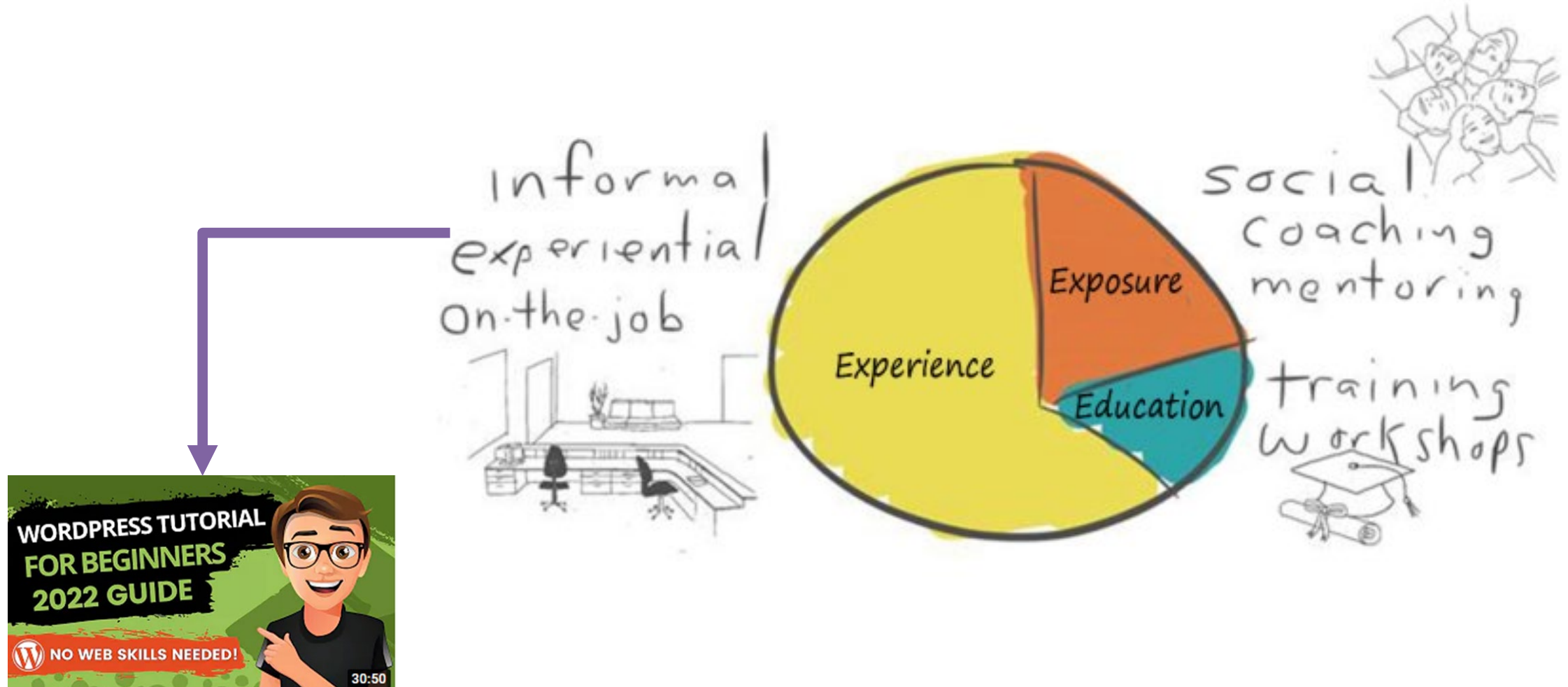
Content curation is powerful in an informal, on-the-job learning experience because you can:

- ◆ give someone a resource,
- ◆ build the rest of the learning experience around it, and
- ◆ help guide the next steps.

It helps create a culture of learning by working, continuous learning where learning is not separated from work.



It maps to the 70:20:10 model



The Learning Curator in CVET



<https://youtu.be/TaeB6rxSEsQ>





Activity

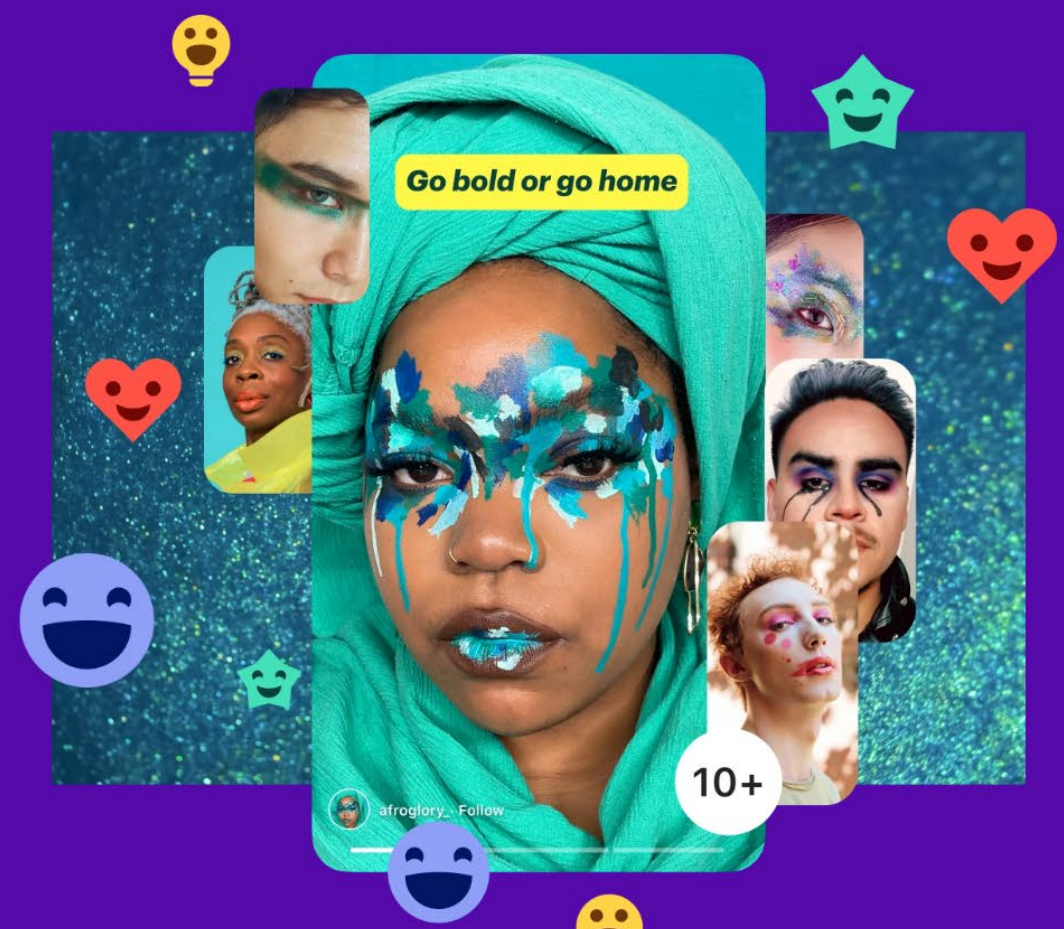
1. Pick a subject that you know learners have a need for. What resource would you create or link to, so that they would get a quick answer?
2. How would you build on that resource? Are you providing simple answers or building skills?
3. Where would you pull your resources from?
4. How would you involve other learners?
5. How and where would you save the resource – so that you could find it again in the future?



Pinterest is a form of Curated Content

It's different here

People on Pinterest show up looking for your ideas. Not just to like them—to try them.



The three types of content Curation for Learning

Repositories	Streaming of content	Learning Experiences
Static links to documents and websites and often organised around tags.	Regularly updates via email, RSS or on a social network (eg. LinkedIn)	Can take in the other two approaches e.g. can be a focused learning campaign
Topic based portals. Some platforms have automatic aggregators to collect information from the internet.	Includes commentary about why the resource is important for organisations and employees. Made more effective by being developed collaboratively and shared	Includes learning tasks and support – the ‘curator-concierge’ approach Tasks can be collaborative/project based
<i>Low impact on behaviour change</i>	<i>Some impact - continuous streams of content. Helps to foster a culture of Learning While Working</i>	<i>High impact on learner. Lowers the cost of course production</i>

Content Curation: Example Learning Experiences



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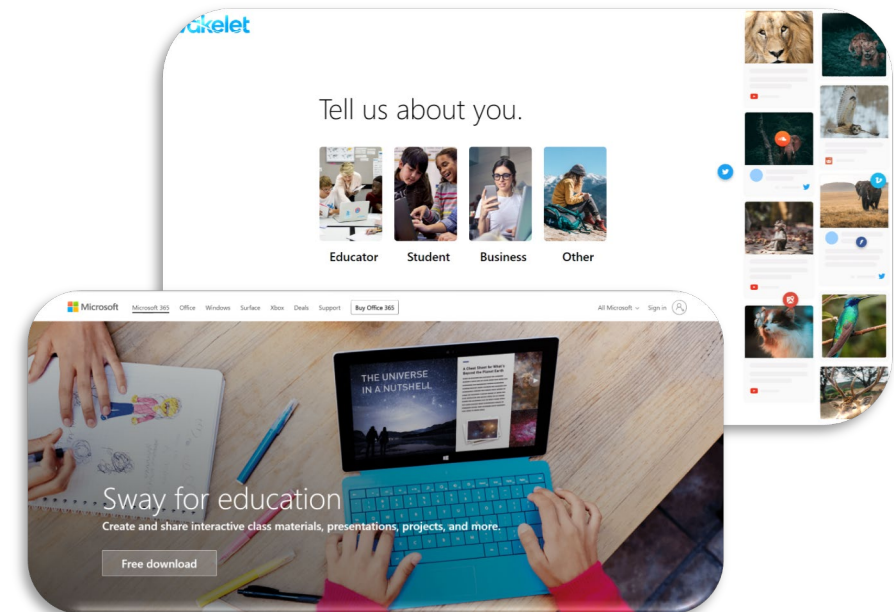
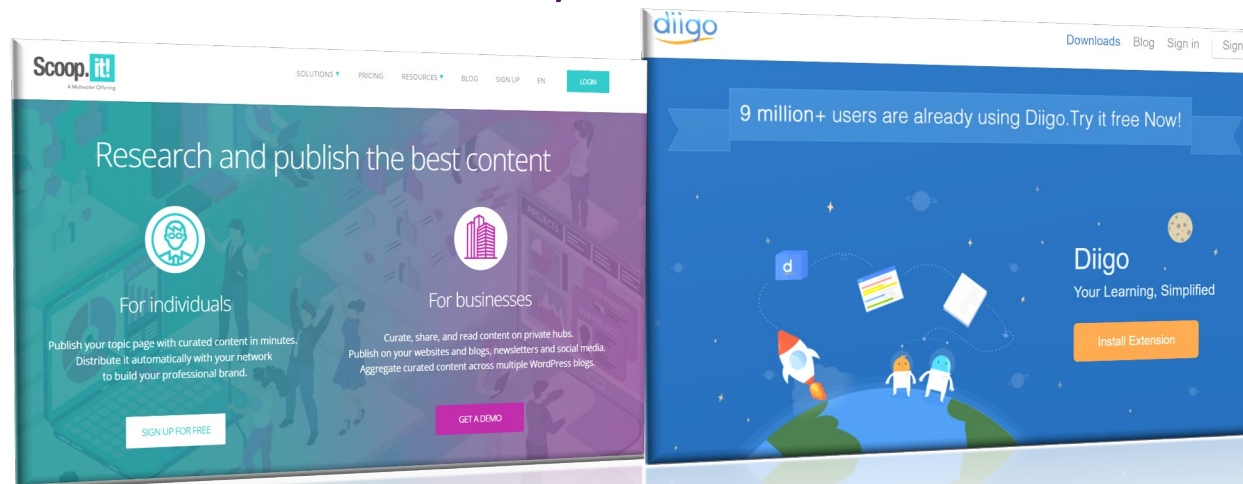


A recommended approach for online curation

1. Define what you want to achieve and why
2. Select an appropriate curation platform
3. Select appropriate, high quality, resources
4. Design the learning experience (or provide a commentary)
5. Organise your resources
6. Collaborate where possible
7. Develop an online Personal Learning Network
8. Develop a curation workflow (an advanced application)
9. Back up your curated topics
10. Summary

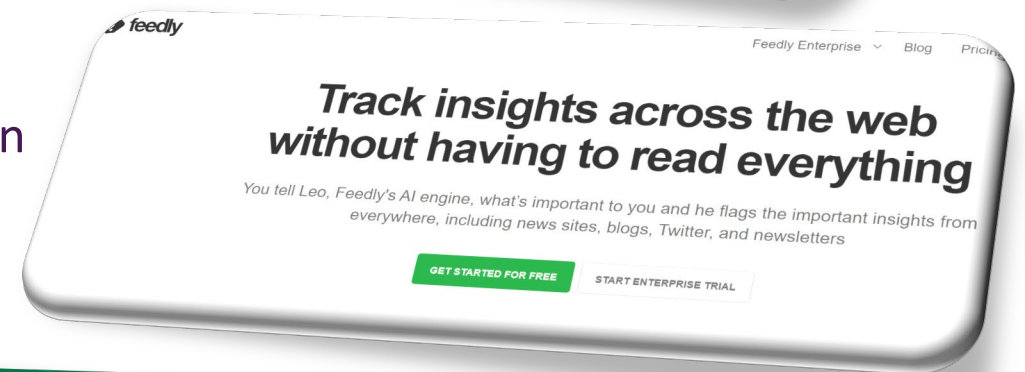
1. Define what you want to achieve and why

- ◆ **Know your audience** and their needs: workplace learners, course participants, yourself!
- ◆ Determine the **purpose** of your curation – to support a module, specific skill development, knowledge development. For example, a specific session may require a small group of resources linked together e.g. in [Wakelet](#) or [Sway](#), whereas a collection supporting a module would need to be larger and searchable, e.g. using [Scoop.it](#) or [Diigo](#).
- ◆ **Collaboration** – do you want others to co-curate with you?
- ◆ Will the collection be public, private or restricted?
- ◆ Where from and how will you collect resources of interest?



Readers for Streaming information from the Internet: RSS (really simple syndication) examples

- ◆ [Inforeader](#): for search and discovery including YouTube
- ◆ [Feedly](#): Best for beginners + Evernote integration
- ◆ [Newsblur](#): For reading RSS news feeds



Annotating the Web

Using annotation can help you add context to content on the Web for yourself or your learners.

For example, there are three *Chrome* web extensions that let you add another layer of information to a web page:

- ◆ [GENIUS](#): lets you add line-by-line annotations to any page on the Internet. It was a tool originally created to help people understand the full content and context of rap lyrics!
- ◆ [Hypothes.is](#) provides both public and private annotation. You can make an annotation just for yourself, share it with a private group, or make your annotation public for the world to see. Annotations may include Markdown formatted text and mathematical notation. You can add tags to annotations, too.
- ◆ [DocentEDU](#) - their goal is: “Make the Internet your lesson.” In addition to highlights or notes, a trainer may insert questions or discussions into any web page, and DocentEDU saves learners responses. The system works with a Chrome extension, as well as with an Android and iOS mobile app.



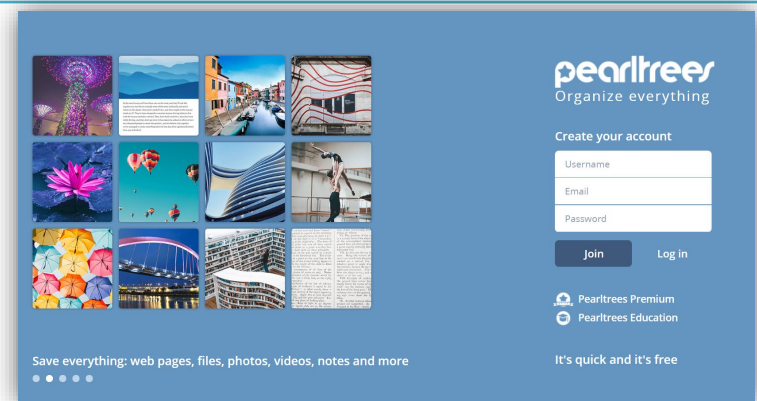
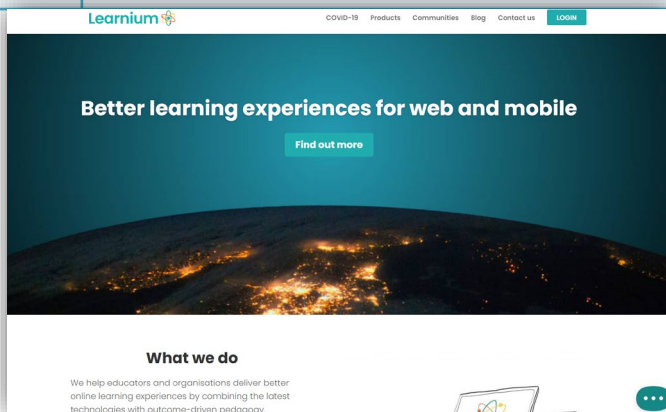
For more information see: <https://www.techrepublic.com/article/how-to-annotate-the-web-for-the-world-your-group-or-your-students/>



2. Select an appropriate curation platform

Job required	Examples
Presenting pre-reading / curated online tutorials (linear structure)	<p>Blogs – allow you to arrange resources in a linear fashion with linking text. Public.</p> <p>Sway – free from Microsoft. Various layouts, and can restrict viewing, so not all public.</p> <p>Wakelet – linear design, with linking commentaries between resources.</p>
Personal web organisation (including social bookmarking) and notes	<p>Diigo – free tool, with paid options (including for educators). Allows “sticky notes” to be added to web pages; social bookmarking; organisation via tagging; grouping resources via “Outliners”. Public or private.</p> <p>Pearltrees – free tool with paid options, including for educators. Online resources or “pearls” can be linked together in collections. Public only with free version; private collections available with Premium version.</p>
Presenting collections of images, e.g. photos, infographics, diagrams	<p>Pinterest – free tool; presents attractive “Boards” onto which you “pin” resources. Great for visual resources. Boards can be public or private.</p>
Browsable collections of multiple types of online materials	<p>Scoop.it – free tool with paid options (including for educators). Magazine-style, with commentary easily visible; organisation via tagging.</p> <p>Flipboard – free tool. Organised into “magazines” of curated resources, large number possible per user.</p> <p>Pinterest – as above; best for image collections</p> <p>Pearltrees – as above; hosts all types of resource, and allows easy organisation into groups</p>

Job	Examples
Collaborative curation and resource collection building	<p>Scoop.it – education licences (paid, but inexpensive) allow multiple topics with multiple curators per topic.</p> <p>Pinterest – free for multiple contributors per Board</p> <p>Flipboard – free for multiple contributors per magazine</p> <p>Pearltrees – free for multiple contributors to topics</p>
Collaborative document creation, curation and sharing	<p>Learnium – available through licences. Has online spaces for curation, discussion (social media posts) and collaborative document production. Groups can be set up.</p> <p>Yammer – part of Microsoft Office 365. Not viewable publicly but can be set so all the organisation or only invited members can see a group. Curation is possible, and collaborative document editing is available.</p>
Developing a personal learning network	<p>You will likely need multiple platforms to achieve this, linked up to other social media accounts.</p> <p>Recommended curation platforms to support this are: Scoop.it, Flipboard, Pearltrees and Pinterest; in addition, Diigo can be helpful to organise materials and keep notes.</p>



3. Select appropriate, high quality resources

- ◆ **Trust:** Do you trust the author? Is this stated anywhere; are there any issues with bias? Has the resource been peer reviewed?
- ◆ **Accuracy:** Is the content accurate? Is it up-to-date?
- ◆ **Understandable:** Is the content easy to understand and appropriate to the level of the audience of your collection?
- ◆ **Accessible:** is the resource freely available, or are there any restrictions on access, e.g. do you have to be a member of an organisation to view it?
- ◆ **Legal:** Are there any copyright issues? Check if the resource has a [Creative Commons](#) licence, and how this allows you to use it.



4. Design the Learning Experience

- ◆ This is your opportunity to **add value** to the resources you have collected.
- ◆ Design a learning experience that meets the need of your learners: Mashup/digital stories/ podcast/videos/presentations etc.
- ◆ For learners, consider commenting on why you selected the resource, and who in particular you think might benefit from seeing it.
- ◆ With most audiences, it is helpful to say what you thought of the resource, what does well, and what is less good.
- ◆ In some cases, you may want to initiate a discussion e.g. on a news article, or new finding in your field, in which case posing some questions at the end is helpful.
- ◆ N.B. With some platforms, commentaries are less prominent, and so you may simply wish to use these to collect resources in one place rather than present them as a set.



5. Organise your resources

- ◆ **This is important:** collections can quickly get very large, making it difficult for your audience (and you) to find the resource needed
- ◆ Use tagging and bookmarks
- ◆ Anticipate search criteria, e.g. according to module, session, or topic,
- ◆ Some platforms will allow you multiple collections (which may be called topics, magazines, boards, etc), allowing collections with different titles.
- ◆ Some platforms, for example [Diigo](#) and [Pearltrees](#), have additional means of organisation.
 - *[Diigo](#) uses “Outliners”, which essentially provides an outline structure for topic and resource organisation, and allows subsections within this.*
 - *[Pearltrees](#) allows organisation into groups, which have a relational branch-like structure, which allows you to explore similar resources in an easy-to-visualise way.*



6. Collaborate where possible

- ◆ Collaboration with others is a powerful way of diversifying the content and encouraging multiple perspectives.
- ◆ It makes the work of maintaining the collection easier as it spreads the workload.
- ◆ Many platforms allow you to do this e.g. [Pinterest](#), [Flipboard](#), [Diigo](#), [SlideShare](#);
- ◆ Or for restricted sharing, examples include Dropbox, Sync, Google Drive etc.
- ◆ Choose carefully who to collaborate with!



7. Develop an Online Personal Learning Network (PLN)

- ◆ Learning through a PLN is something we can do throughout our lives – it becomes a tool for **Lifelong Learning**.
- ◆ “A Personal Learning Network is a way of describing the group of people that you connect with to learn their ideas, their questions, their reflections, and their references.” (Marc-André Lalande)
- ◆ Whilst a PLN is not limited to online interactions, but it is the online, global interactive network of contacts that can provide you with an enhanced opportunity for learning.
- ◆ It is personal because you choose who is part of your learning network and whether or not you want to just view or share; and when and how to do so.
- ◆ Become a networked learner with a large percentage of your learning coming via a dedicated group of chosen and trusted resources.

8. Develop a Curated Workflow (an advanced application)

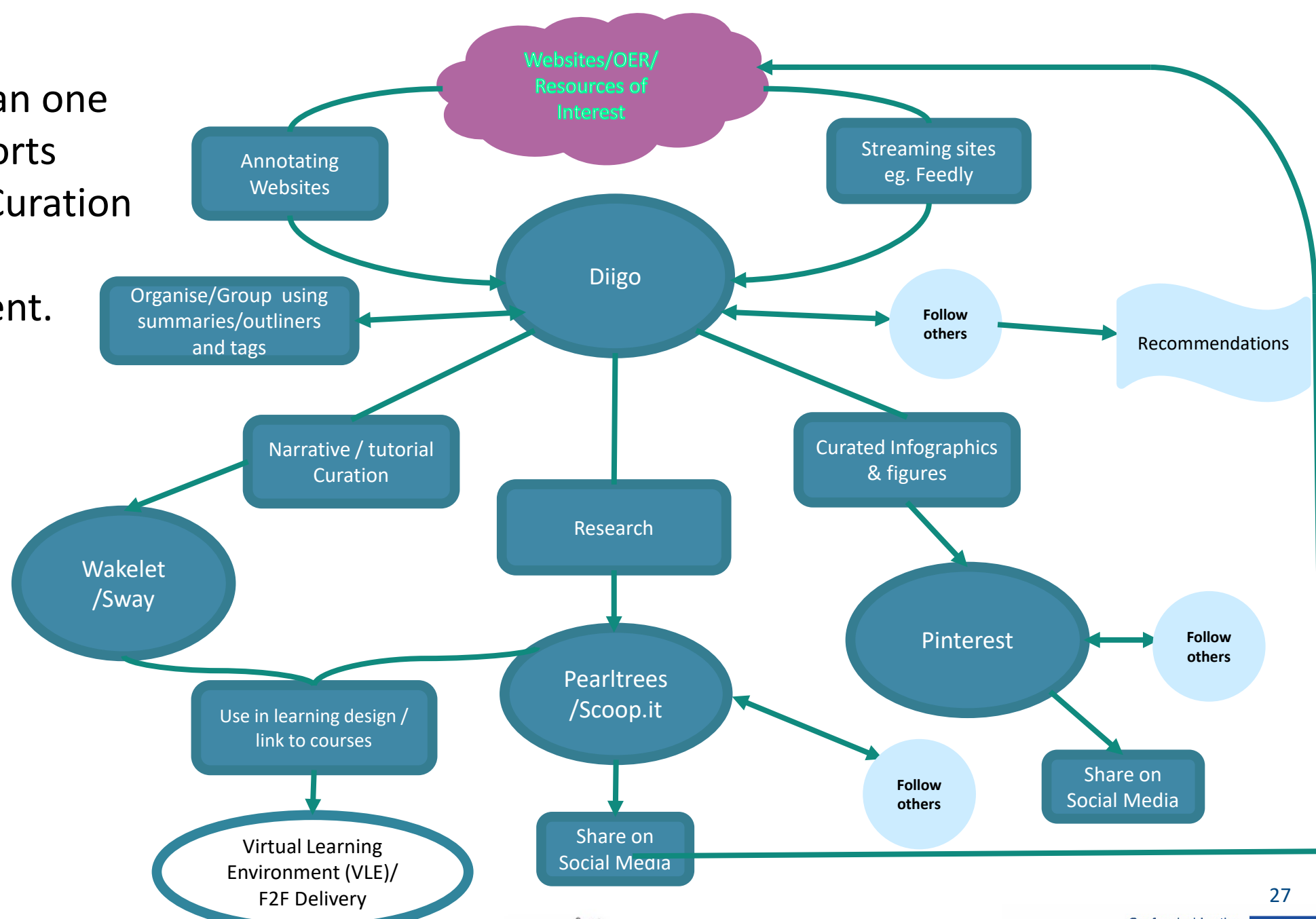
- ◆ Curation is not a single activity, but a collection of activities depending on what you set out to achieve (e.g. for personal development; with learners as part of their learning process, with colleagues to develop new resources)
- ◆ Personal curation workflows may involve one or more curation platforms, depending on how you like to work.

See Example on the next slide

- ◆ In this example Diigo is used to capture, annotate and organise topics of interest and share them with specific groups.
- ◆ Wakelet and Sway are used for short tutorials (the VLE for longer courses)
- ◆ Pearltrees, Scoop.it and Pinterest are used for developing a PLN by browsing resources curated by trusted others
- ◆ Recommendations from any source as part the process are reviewed and added to Diigo as required



Using more than one platform supports Collaborative Curation for developing Learning Content.



9. Back-up your curated topics

- ◆ Curation Platforms are usually commercial offerings and technology moves on! Things change! (eg. Storify stopped being a free service when taken-over by Adobe)
- ◆ RECOMMENDATION: back-up your work on a regular basis.
- ◆ Curation Platforms increasingly offer download and export functionality



10. In summary

- ◆ Learning Content Curation has substantial potential to enhance online learning and digital resource management for both learners and Learning and Development (L&D) Professionals.
- ◆ It is a valuable way of enhancing learning and development in Continuing Vocational Education and Training.
- ◆ It is important for ensuring that the learning resources provided for upskilling and reskilling are current and appropriate in today's labour markets.
- ◆ It is a technique that can be applied by L&D Professionals for:
 - *Keeping up-to-date*
 - *Sourcing, creating and providing engaging and relevant learning experiences and resources*
 - *Collaborating with other professionals, learning and creating content together*
 - *Supporting self-directed learners*
 - *Supporting their own professional development*
- ◆ Curation can be fun! When working with interested others it can help expand your horizons in your field of interest and promotes a team ethos to learning. If you find a way of using it to your best advantage and you will have a way of discussing ideas, sharing interests, and engaging and learning from others.
- ◆ Although it may initially look daunting, by having a go and using this guide as a starting point, you will soon discover the benefits of your own curated collections.



This learning module has been developed as part of an Erasmus+ KA2 project
Critical Curation and Collaboration in Learning (Cur8)
and is funded with support from the European Commission.



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