

A large, stylized letter 'C' composed of five thick, curved segments in blue, yellow, pink, green, and orange, arranged in a circular pattern.

CURRY STARTER KIT

A teal-colored ring with a white center, containing the text 'O1/A1'.

O1/A1

CURRY

Content Curation at school: tools
and methodologies for teachers

2019-1-IT02-KA201-062180

CURRY - Content Curation at school: tools and methodologies for teachers

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Document overview

The project **CURRY** provides teachers with tools, procedures, and methodological guidelines to carry out Content Curation activities at school, supporting them in the development of innovative approaches to make students acquire Information Literacy.

Content Curation is the process of gathering information relevant to a particular topic or area of interest; it allows us to find, give meaning and share the information we need. It is a fundamental activity that aims to filter the flows of information, by chaotic nature, that move on the net and perform them into an order according to a specific criterion. This process requires the development of digital competences that activate cognitive processes of organization and evaluation, and which are part of the set of competences defined as Information Literacy, essential for knowledge professionals of the 21st century.

Starter Kit is a study aiming at identifying methodologies, models and procedures of content curation, the competences acquired and developed by practicing content curation, the added value in carrying content curation activities out at school.

The Starter Kit drives the online repertoire, providing users with an overview upon both the theoretical bases and the paradigms implied in the content curation.



1. What is Content Curation?

Content curation is the process of gathering information relevant to a particular topic or area of interest, usually with the intention of adding value.

The expression is not new, and was born in the artistic and cultural field. The theme mainly develops within the professional digital librarians' community; museums and galleries have curators to select items for collection and display. There are also curators in specific archaeological contexts and in the world of media, for instance DJs of radio stations tasked with selecting songs to be played over the air.

In the sense of taking care of digital content, the concept was first used in 2009 by Rohit Bhargava. Content curation isn't just about using other people's content, as curation is often used to source topics, industry news, and ideas for creating unique content. In his blog entry *Manifesto for the Content Curator: The Next Big Social Media Job of the Future?* Bhargava claims that in a future where content on the web doubles every 72 hours, a new category of professionals is needed:

“

In the near future, experts predict that content on the web will double every 72 hours. The detached analysis of an algorithm will no longer be enough to find what we are looking for.

To satisfy the people's hunger for great content on any topic imaginable, there will need to be a new category of individual working online. Someone whose job it is not to create more content, but to make sense of all the content that others are creating. To find the best and most relevant content and bring it forward. The people who choose to take on this role will be known as Content Curators. The future of the social web will be driven by these Content Curators, who take it upon themselves to collect and share the best content online for others to consume and take on the role of citizen editors, publishing highly valuable compilations of content created by others. In time, these curators will bring more utility and order to the social web. In doing so, they will help to add a voice and point of view to organizations and companies that can connect them with customers – creating an entirely new dialogue based on valued content rather than just brand created marketing messages.

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QUICK GLOSSARY

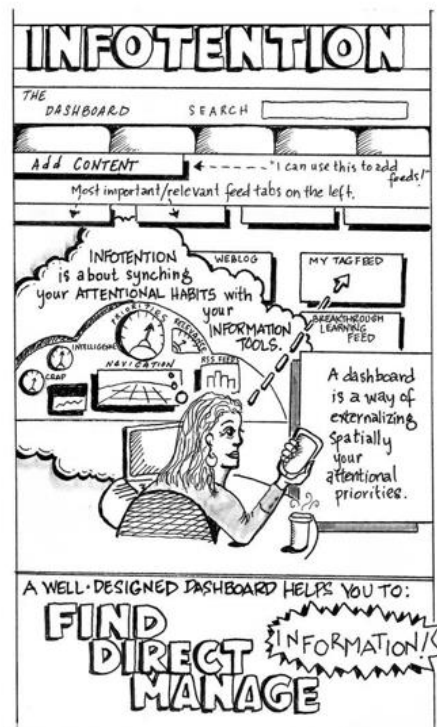
Curator: A curator (from Latin: cura, meaning "to take care") is a manager or overseer. Traditionally, a curator or keeper of a cultural heritage institution (e.g., gallery, museum, library or archive) is a content specialist charged with an institution's collections and involved with the interpretation of heritage material including historical artifacts.

Content curation: The process of gathering information relevant to a particular topic or area of interest, usually with the intention of adding value.

2. Information overload

Information overload disorients us and makes it increasingly difficult to find the information we need: we need to separate information from noise. In the abundance of online content, the ability to find, make sense and share the content we need becomes crucial. [Howard Rheingold calls *infotention*](#), or *information + attention*, a combination of attentional discipline and information-handling tools, a method for turning information overload into knowledge navigation.

Since we are living in a continuous flow of information, we must know which are the most accurate, reliable and important ones for us, preserving ourselves from an overload of useless or misleading information. Otherwise, we lose control over the flood of information that comes to us every day from technological tools of all kinds. In the uninterrupted cascade of information, **misinformation** and fake news, we need to find that tiny piece of useful information without being overwhelmed or lost in the vortex of uselessness and nonsense.



QUICK GLOSSARY

Infotention: *information + attention*, a combination of attentional discipline and information-handling tools, a method for turning information overload into knowledge net surfing.

Misinformation: false or inaccurate information. Examples of misinformation include false rumors, insults and pranks.

Fake news: untrue information presented as news. It often has the aim of damaging the reputation of a person or entity, or making money through advertising revenue.

3. Participatory culture

Through social media everyone can share any kind of information. People are involved in what [Henry Jenkins calls participatory culture:](#)

“ *A participatory culture is a culture with relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one's creations, and some type of informal mentorship whereby what is known by the most experienced is passed along to novices. A participatory culture is also one in which members believe their contributions matter, and feel some degree of social connection with one another.* ”

Among the new capabilities related to Information Literacy, Jenkins mentions **Appropriation**, the ability to meaningfully sample and remix media content; **Judgment**, the ability to evaluate the reliability and credibility of different information sources; **Networking**, the ability to search for, synthesize, and disseminate information.

Web 1.0 was based on the paper document model and the top-down transmission of knowledge, where an elite of people produces and disseminates information and is responsible for the data organization process, in a producer-consumer dynamic.

In the web 2.0, with the advent of social media the process is reversed and becomes bottom-up, it is the user who processes the information into categories: the *consumer* also becomes a content *producer*. In this new perspective, the user becomes a **prosumer**.

QUICK GLOSSARY

WEB 1.0: a retronym referring to the first stage of the World Wide Web's evolution, from roughly 1991 to 2004.

Web 2.0: refers to websites that emphasize user-generated content, ease of use, participatory culture and interoperability (i.e., compatible with other products, systems, and devices) for end users.

Prosumer: A person who consumes and produces a product.

4. DIKW Pyramid

One of the models that Content Curation refers to is the [DIKW pyramid](#), a hierarchy that represents the structural and functional relationships between data, information, knowledge and wisdom.



DATA are the symbols or signs, which cannot be used until they are transformed into a usable format. An example is unorganized and unprocessed facts and observations, which have no meaning because they lack context and interpretation.

INFORMATION consists of data that has been assigned a meaning and a structure, which makes them usable.

KNOWLEDGE is structured and processed information, that can be applied in action: a mixture of experience, values, contextual information, grounded intuition, which constitutes a background to incorporate new experiences and information.

WISDOM is integrated knowledge, which guides action and allows judgments to be made and decisions made, even on an ethical level.

It is not enough to know and store knowledge, we also need to share what we know with others. Capturing knowledge is just a first step; to take control of our learning process, we need a continuous process of seeking, sensing-making, and sharing.

QUICK GLOSSARY

DIKW Pyramid: A hierarchy that represents the structural and functional relationships between data, information, knowledge and wisdom.

5. Seek-Sense-Share and the 5 Cs

Harold Jarke's seek-sense-share **framework** is a standard that enables learners to capture, interpret and share their knowledge:

Seeking is finding things out and keeping up to date.

Sensing is how we personalize information and use it. Sensing includes reflection and putting into practice what we have learned. Often it requires experimentation, as we learn best by doing.

Sharing includes exchanging resources, ideas, and experiences with our networks as well as collaborating with our peers.



Adapted from Seek-Sense-Share model by Harold Jarke

Deschaine and Sharma propose a conceptual framework that defines 5 C's:

Collection: consists of collecting, comparing and cataloguing;

Categorization: this phase reflects on which elements must be included and which are excluded;

Criticism: the elements of the collection are evaluated;

Conceptualization: the contents are reorganized, with the creation of a connection between them; this creates new meanings;

Circulation: dissemination of edited content.

The Five Cs of Digital Curation



(Deschaine & Sharma, 2015; Sharma & Deschaine, 2016)

6. Content Curation models

Rohit Bhargava describes 5 models of Content Curation:

Aggregation – There is a flood of information online and Google can only give you a best guess at the most relevant, but there are millions and millions of pages returned for any search result. **Aggregation is the act of curating the most relevant information about a particular topic into a single location.** Often taking the form of catalog style blog posts which list “27 Great Resources For Small Business” (or similar aggregations), this is the most common form of content curation. Volume is not typically an issue when it comes to aggregation, so in this case you still may have hundreds of pieces of source material – but just the fact that it is in a single location and not millions of pieces of information has a high value for people interested in a particular topic.



Distillation – The idea behind distillation is that adding a layer of simplicity is one of the most valuable activities that someone can undertake. **Distillation is the act of curating information into a more simplistic format where only the most important or relevant ideas are shared.** As a result, there may be quite a bit of additional content that is lost for the sake of simplicity – however the value comes from the fact that anyone digesting this content no longer has to contend with a high volume of content and can instead consume a more focused view of information.

Elevation – The smaller ideas that are often shared online in 140 character bursts or pithy mobile phone images may point to a larger societal trend or shift. **Elevation refers to curation with a mission of identifying a larger trend or insight from smaller daily musings posted online.** Encompassing much of what many trend-focused websites do, this can be one of the hardest forms of content curation because it requires more expertise and analytical ability on the part of the person or organization during the curating. The benefit is that it can also be the most powerful in terms of sharing new ideas as well.



Mashup – A term often used in the context of music to describe the growing trend of taking two or more pieces of music and fusing them together – there is a wider implication for mashups in relation to information. **Mashups are unique curated juxtapositions where merging existing content is used to create a new point of view.** Taking multiple points of view on a particular issue and sharing it in a single location would be one example of this type of behaviour – and could be used to describe the sort of activity that takes place every day on Wikipedia. More broadly, mashups can offer a way of creating something new while still using content curation as a basis for it because you are building on existing content.

Chronology – One of the most interesting ways of looking at the evolution of information is over time – and how concepts or our understanding of topics has changed over time. Creating a **Chronology is a form of curation that brings together historical information organized based on time to show an evolving understanding of a particular topic.** Most useful when it comes to topics where understanding has shifted over time, this can be a powerful way of retelling history through informational artefacts that exist over time to prove how experiences and understandings have changed.



7. Find information on the web



To develop content curation the starting point is the **search for information**, and consequently the ability to use the tools to search, filter and verify information from reliable and credible sources.

Since the amount of easily accessible information rapidly grows both in volume and in complexity and many old concepts are replaced by new ideas at an ever-increasing rate, we need to learn how to find, identify, follow and update the most relevant "sources of information", the resources and editors.

Social media offer us the tools to find and filter information, but they do not tell us what is reliable and what is useful; **Content Curation provides us with a structure, a process, a system and a discipline to help us find and use the most relevant information, giving an added value to the contents.**

The web as a container of information is configured as a boundless set of resources, texts and documents. The problem is what to look for and how to search, learning to distinguish the relevance and quality of the content.

An apparently elementary task like typing a keyword in a field research to find information is actually an advanced skill; we need to become aware of the search criteria and strategies, performing tasks of increasing complexity.

To explore resources on the Internet it is necessary to acquire a critical sense, also in consideration of the complexity of the experience that is being carried out in terms of selection, collection and evaluation of the resources themselves.

8. Verify the reliability

The ability to find information online involves three orders of competences:

- *search for information* (knowing how to orientate yourself in the virtual space using the browser, using the main search engines and their features);
- *sort, classify, structure and summarize* the information obtained;
- *evaluate the resources* on the network according to their relevance, truthfulness, significance, possibility and opportunity of use, quality of the contents.



Howard Rheingold again comes to our aid, providing us with a series of suggestions to verify information and to detect disinformation and **hoaxes**.

- **There is** an answer to almost any question, if you know how to search.
- **When** doing a search, use words that may be on the page you are interested in: when asking the question, think about possible answers. Add terms like “how to ...”, “criticism ...” to find practical solutions or an alternative opinion.
- **Do not** stop at a single search if you are looking for a topic and you are not simply looking for the nearest pizzeria. Consider the research as a thorough investigation. Sometimes, instead of looking to find, you are looking to find out.
- **See also** the third, fourth and fifth page of search results. Make new requests based on the terms found in the short texts of previous searches.
- **Keep** in mind that you must determine whether the result of your research or the material you find online in any other way is true, inaccurate or deliberately misleading.
- **Start** skeptical and then, “thinking like a detective”, verify the information on your behalf.
- **Look for** an author. And then do further research starting with that name. Use **WHOIS** and other tools to go beyond the surface of a website.
- **If** a site makes claims, go find the sources. Try to see what others say about those sources.
- **Use** the search term “link: http: // ...” (with your **URL** in place of the dots) to see the links that connect to a specific page.
- **Learn** how to detect **urban legends** and charlatan medical sites.
- **When** you see important news in social media, triangulate: look for three sources that say the same thing before spreading the word.
- **Learn** to make quick micro-decisions on whether or not to pay attention to information, open a **browser tab** later, bookmark it or manage it through a content curation tool.

QUICK GLOSSARY

URL: Uniform Resource Locator, colloquially termed a web address.

URBAN LEGEND: urban myth, urban tale, or contemporary legend is a genre of folklore comprising stories circulated as true.

BROWSER TAB: Window or panel for switching between sets of documents.

HOAX: a falsehood deliberately fabricated to masquerade as the truth.

WHOIS: A response protocol for querying databases that store the registered users or assignees of an Internet resource.

9. Tags and folksonomy

As Rheingold says,

“When millions of people tag, categories emerge, and entities can easily be stored and found via multiple categories – an organizational form that has come to be known as a ‘folksonomy’.”

”

A fundamental component is **tagging** (labelling), which expresses a new way of aggregating and organizing knowledge. **Folksonomy** consists in the creation of categorizations by users through the use of keywords (tags) freely chosen and based on their interests. They are, as the term says, taxonomies created by those who use them based on individual criteria. This phenomenon, in contrast with the methods of formal classification (in particular with the classical **taxonomy**), grows above all in non-hierarchical communities linked to web applications, through which textual and / or multimedia contents are disseminated.



In the Internet scenario the taxonomic categories and subcategories used previously are no longer sufficient. Without the tag system, says [Derrick De Kerckhove](#), the Internet would be a huge archive in which the search for information that interests us would become almost impossible:

“The tag is the nature of the Internet. Without the tag, without this possibility of sharing the messages that are being processed and sending them online in different pieces that follow different routes, the Internet would be a point-to-point system only and not distributed as it is. Distribution is the basic metaphor of current culture: it is redistributed, decentralized, reorganized, all points of connection with the web become ubiquitous.”

”

The attribution of a tag is only apparently trivial: in fact, it presupposes a reflection on the content and the identification of a classification criterion, a form of mental organization, an overview and the attribution of a value to information. The same also applies to descriptions, which add a critical value to what we are collecting and sharing, as well as a summary representation of information.

This brings into play the cognitive processes of organizing the information needed to attribute meaning to the information gathered. When we make the tagged content available through content curation, we are not only making information available, but we are transmitting to other people the meaning we have attributed to the information itself.

QUICK GLOSSARY

TAG: A keyword or term assigned to a piece of information (such as an Internet bookmark, digital image, database record, or computer file).

FOLKSONOMY: The system in which users apply public tags to online items, typically to make those items easier for themselves or others to find later.

TAXONOMY: The practice and science of classification of things or concepts.

10. The curator as information chemist

According to [Robert Scoble](#), a curator is an information chemist. He or she mixes atoms together in a way to build an info-molecule. Then adds value to that molecule. The seven needs of a real-time curators are:

Bundle: link information together and summarize it;

Reorder things: arrange the most important elements in an order that facilitates their use;

Distribute bundles: use online tools to distribute aggregated information, choosing the right audience;

Editorialize: express an opinion on the content that is spreading, and explain why they considers them so important;

Update their bundles: update the data, and distribute the updated information;

Add participation widgets: encourage participation, for example by allowing readers to comment;

Track their audience: keep track of how many times the content has been disseminated and redistributed.



11. Content Curation competences

A structured set of digital skills for content curation is proposed by [Stephen Dale](#):

Traditional literacy: reading, writing, speaking, listening;

Information literacy: ability to identify what information is needed and the ability to locate, evaluate and use information;

Visual literacy: ability to understand and produce visual messages;

Critical literacy: ability to question, challenge, and evaluate the meanings and purposes of texts;

Media literacy: ability to question, analyse, interpret, evaluate and create media messages;

Tool literacy: ability to use tools to manage, consume and create information;

Digital literacy: ability to use digital technology, communication tools and networks to locate, evaluate and create information.



As can be seen from the above, the competences for content curation include digital competences, critical skills and information literacy.

Among the various existing repertoires, we point out the most interesting ones from which a specific map of competences for content curation can be developed: [DigComp](#), a digital skills framework developed by the European Commission; the [Digital and Information Literacy Framework](#) by the Open University; the [Mozilla Web Literacy](#) framework for the 21st Century Skills.

12. Using web applications

In the last few years various social media for content curation have been fostered. They are located halfway between the browser and the information aggregator and allow you to find, select and collect in an orderly way the best resources and links on the web.

The logic is that it the users themselves, as experts in their own sphere of interests, propose information, resources, content, links with a bottom-up approach.

The communicative interaction of users is enhanced by providing a tool that can transform their wandering around the net in a form of **collective intelligence**.



[Franco Torcellan](#) identifies two groups of web applications that can help us:

Web application for annotating, highlighting, cutting out, creating links and quoting: they act on the web pages, both on the text and, in part, on the multimedia elements. They make it possible to annotate the web like books, facilitating thereading and encouraging a greater depth of interpretation, with a consequent increase in understanding;

Web application to aggregate content in the form of a “tree”, georeferencing, magazine-type web page, research blog, bulletin board, poster, brochure or event file. They allow the creation of knowledge starting from the existing one, contrasting the phenomenon of “digital inaccuracy” and the “wild copy / paste” (not very thoughtful and uncritical) often practiced by students (but not only).

QUICK GLOSSARY

Social media: interactive computer-mediated technologies that facilitate the creation or sharing of information, ideas, career interests and other forms of expression via virtual communities and networks.

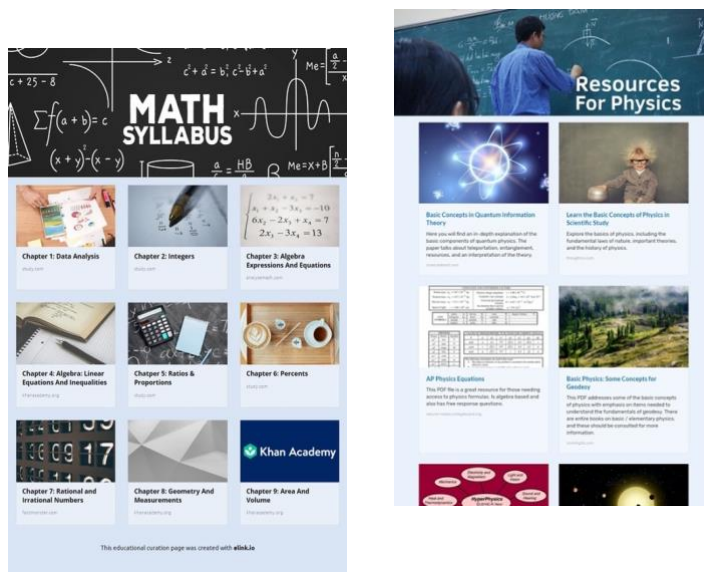
Collective intelligence: shared or group intelligence that emerges from the collaboration, collective efforts, and competition of many individuals and appears in consensus decision making.

13. Popular tools

Here are some links to the most popular online content curation tools:

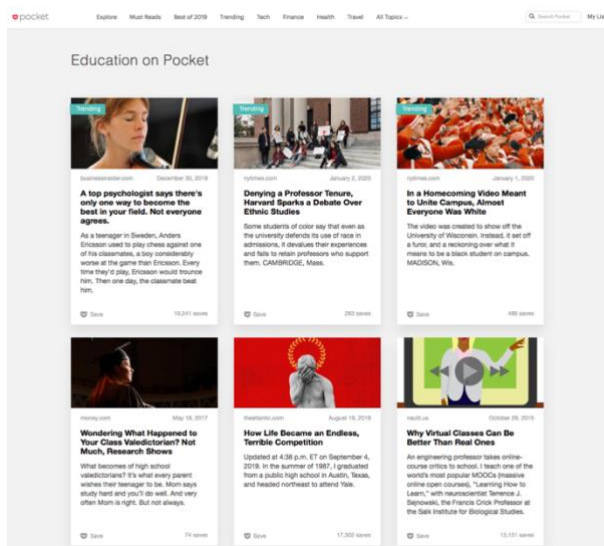
ELINK

elink is a tool that helps you create a web link library, email newsletters, single web pages or embed your collections on your website or blog. It allows to create content by just adding weblinks, that will be converted into a visual card that you can edit, add your own voice and share with your audience.



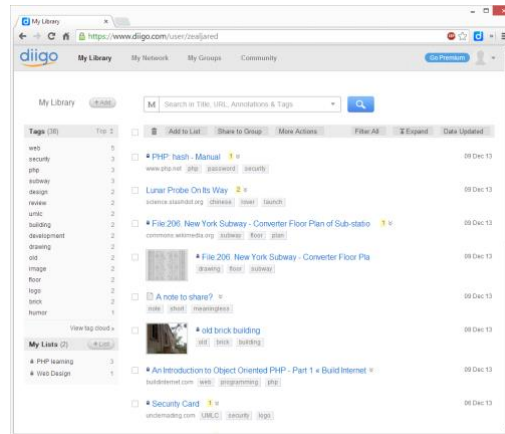
POCKET

Pocket saves and organizes content wherever you are, from desktop browser or mobile app. It allows you to filter content and manage it with tags. Can be installed on a device or a button can be added to your favorite browser.



DIIGO

Diigo is a social bookmarking service, which also allows you to highlight any part of a Web page and attach sticky notes to highlights or to an entire page. You can organize content with tags and share it on social media. Can be used as an app or a web service.



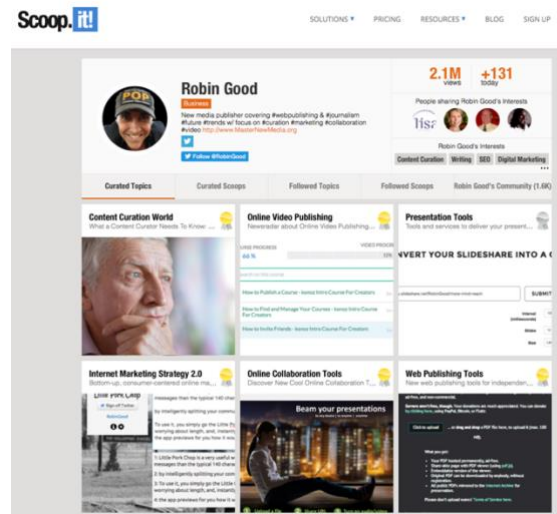
PEARLTREES

Pearltrees is a tool for social bookmarking. Allows you to collect, organize and share any URL, upload images and personal notes. Apps for IOS and Android are also available. The novelty of this social network is the use of the metaphor of the tree and pearls: the branches become categories under which we can pick the pearls that we have grown, that is the content that we have uploaded or linked to. Pearltrees Education is a collaborative educational network for schools. It's specially designed for students and teachers and integrates with their digital workspaces, providing easy access to comprehensive technical and scholastic support.



SCOOP.IT

Scoop.it is a content curation platform that allows you to find and edit content, and then publish it on your personal page. The curated content can be shared on social media. This tool is one of the most used solutions to create a page of curated content.



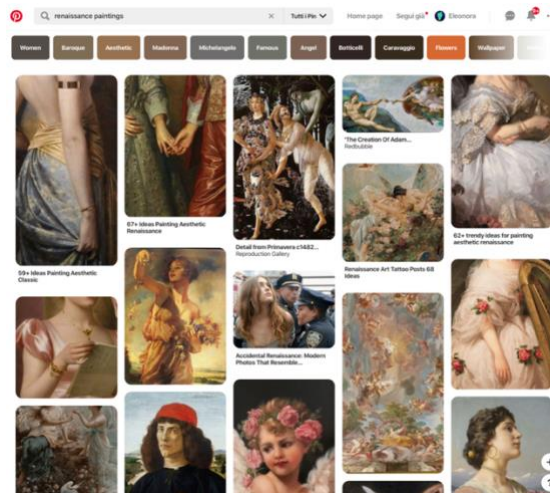
PAPER.LI

Paper.li is a content curation service. It enables people to publish newspapers based on topics they like and treat their readers to fresh news, daily.



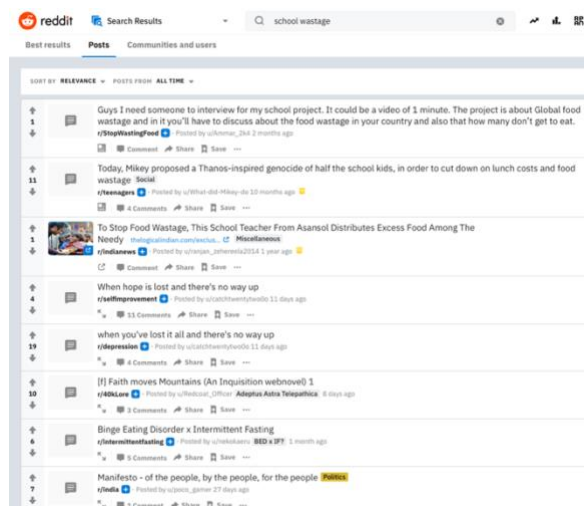
PINTEREST

Pinterest enables saving and discovery of information on the web using images. Users can upload, save, sort, and manage images—known as pins—and other media content through collections known as pinboards. Content can also be found outside Pinterest and similarly uploaded to a board via the "Pin It" button, which can be downloaded to the bookmark bar on a web browser, or be implemented by a webmaster directly on the website.



REDDIT

Reddit is a Social news platform that highlights the content most liked by users. It requires registration to express your liking or share your content.



14. Educational aspects



Knowing how to search is a competence, and like all competences it needs to be acquired and developed. Through suitable exercises, students are allowed to increase their level of awareness and use criteria to recognize information reliability and usefulness.

Content curation can turn into a pedagogical tool to encourage critical investigation in the digital age. The acquisition of competences in this sense allows to create a bridge between informal learning that takes place outside the school context and the formal one, in the direction of the development of critical investigations, dialogue and involvement through new forms of creation, care and dissemination of contents.

For [Nancy White](#), content curation allows students to learn more deeply and passionately:

“*Students who are given choice in selecting a topic for curating are far more likely to engage in deeper learning, in my experience. Providing some parameters to keep the project aligned with content and standards is still possible, provided you offer a broad range of topics and give students the flexibility to take the curation project in a direction that they can personally connect with. This begins to resemble passion-based learning and genius hour.*”

[The National Library of New Zealand encourages the practice of content curation in schools](#), as a strategy for developing digital literacy, by making a range of guidelines and resources available to teachers and students. On the library web page, we find listed the benefits of content curation at school:

“Teachers have deep subject knowledge essential to evaluating digital resources for learning. Expertise in curating content provides a reliable starting point for students' initial research. Guiding them to quality online resources right from the start helps students' learning.

By becoming a content curator, you can:

- help** prevent students becoming overwhelmed by digital information,
- guide** the development of students' digital literacy skills in the process,
- scaffold** learning how to navigate online information successfully.

Through using curated collections, students learn to:

- recognize** a quality resource,
- choose** the best source of information for their needs, be it print, digital or a person,
- widen** their personal learning networks by using a variety of resources.

Teachers can use curated content to encourage parents to become involved in school life by:

- gathering** resources to support reading at home,
- explaining** new technologies,
- educating** parents about topics such as digital literacy and digital citizenship.”

15. Curation revolutionizes education and learning



According to Robin Good, in the future content curation will play an important role in transforming teaching and learning methods. He lists the [10 key reasons why curation revolutionizes education and learning](#):

- 1) **Curation is the new learning flag** waived by those promoting student-centered education and tired by the traditional rote-memorization approach used by most of academia. Curation is in fact a practical, immediately useful approach to study any subject in a way that allows much deeper understanding and comprehension of it than the classical mere rote-memorization of facts. Curation succeeds by allowing the student/researcher to dive into the subject and to analyze and explore it from multiple viewpoints. The objective in fact is not one of memorizing someone else interpretation of a fact or an issue, but to make sense of it, altogether, anew.
- 2) **Curation is the new search approach** when what you are looking for it's not just a person, a product, a place, location or image of someone. When you search to learn, to know more, to create a mental map of something you are not familiar with, curation provides infinitely better answers than Google can. As a matter of fact Google relies on such curated work to provide best answers to such questions and Pinterest has publicly proven how popular and useful, a curated repository of curated collections, can be.
- 3) **Curation is the new Google** when it comes to find in an ocean of offerings, top quality, new, relevant free courses from top universities. Curation is indeed the new method to identify, create and offer quality and sound learning paths by picking and bringing together the best from the huge array of online educational offerings.
- 4) **Curation is the best way to identify**, surface and make it easy to find new tools and resources on a specific subject, liberating the searcher from having to wade through tens of possible alternatives selected by a secret algorithm and giving him again the power to choose and rely on human, trusted guides.
- 5) **Curation is the new approach** in building custom textbooks that bring together the best content for any specific subject matter.
- 6) **Curation helps create trusted trail-guides** inside vast OER resources. Curation is the means by which valuable OER can be found, evaluated, organized and publicly shared for the benefit of many without getting forever lost.
- 7) **Curation is the freeway** that effectively empowers collective intelligence at a planetary level outside and beyond scientific research and academic circles. Grassroots curation will in fact completely disrupt these two areas. As we collaboratively research, vet, evaluate, assess, question, remix, add new perspectives and resources to what we know now, in an open fashion, we also extend our opportunities to learn, discover and expand our understanding of the world surrounding us, much faster and better than if we live it to an interested elite of expert knowledge guardians.
- 8) **Curation is the spark** that liberates humans from thinking that any and all information is and must be found through Google. Yes, Google is incredibly good when it comes to find a product, a person, an address, a specific item. But when you need to understand a subject you are not familiar with, Google itself can't be of much help. In fact the search giant itself heavily relies on the work of specialists and curators who have already vetted and selected key resources into thematic collections when it finds itself in such situations.
- 9) **Curation is the re-energized road** to serendipitous finding. By bringing together information items and artifacts that are not normally associated but which are relevant, or which do share common traits and patterns to the theme being sought, the curator allows the collection explorer with great built-in opportunities for discovery and exploration inside and outside of the main theme.
- 10) **Curation redresses truth** as a relative factor. Curation heralds the gradual acceptance of a subjective, dynamic, interchangeable reality vs. the dogma of one reality and one only truth. When curating a topic, issue and resource there is not one unique and only reality to report. The subjective curator viewpoint, or a crowdsourced filtering and vetting process determine what is of value and what not. There is no ultimate truth.

In this light, the potential role of curation as a cultural device gradually empowering inquiring minds, questioning and the acceptance of multiple viewpoints, realities and truths could well shake deeply the ideas of education and learning as we know them today.

16. Tips for starting

[John Spencer in his blog](#) considers content curation as a means of making student critical consumers:

“ *Chefs enjoy great meals. Musicians listen to great music. Engineers make sense out of what other people have designed. The better they are at consuming, the more likely they are to be inspired to create something new. So, if we want students to be makers, we need students to be critical consumers.* ”

Below, he gives teachers a list of 5 tips for starting content curation in the classroom:

Model content curation. Notice that few students walk into class with curation skills. We live in a consumer culture that values speed and amusement over slower, deliberate thought that is needed in curation. It's not surprising then, that teachers often need to model the curation process.

Let students geek out. Curators are natural geeks. They get excited about ideas and topics within their domain. They engage in research in a way that feels like an adventure. If we want students to engage in content curation, we need to let them geek out. Tap into their prior knowledge and let them run with it.

Spend more time on it. Content curation takes time. Take a look at any master curator and you'll see this commitment to time. There's no way around it. If you want to see students curate, you have to carve out specific time for it.

Begin earlier. Traditionally, teachers wait until the end of the year to have students do research. It's usually part of a multi-week project. If you begin at the beginning of the year, they will slowly learn the art of curation as the year progresses.

Let students own the process. They should choose the topics, the questions, and the sources they find interesting. This could connect to research, silent reading, blogging, or Genius Hour. It's also important to let students choose the platform. Curation can happen in a journal or a notebook if they want to keep it private. Or it could happen in a blog, in a podcast, or in a video series. In some cases, visual curation sites like Pinterest can work for students who want to organize things in a spatial manner.



QUICK GLOSSARY

Algorithm: a finite sequence of well-defined instructions, to solve a class of problems or to perform a computation.

OER: Open educational resources, freely accessible, openly licensed text, media, and other digital assets for teaching, learning, and research

17. Develop critical thinking

Content Curation can give students the ability to search, evaluate, compare, analyse, compare sources, classify, organize, ask questions, assign meaning to resources and content; this also means becoming aware of the different ways of searching and finding information, applying strategies, and mastering the tools.

From copy-and-paste we move on to a practice of research and use of content based on an exploratory and critical methodology.



According to Key Oddone,

“Digital content curation is a meta-skill, and it is evident that it includes an array of information and digital literacy skills. The process of digital content curation offers many learning opportunities that are ideally taught by the teacher librarian or teacher within the context of a larger research project. Spread over a term or semester, students could curate and publish resources relevant to their chosen topic. This in itself could be an assessment task. The curated collections could be used as a basis for a research project or, even better, could be shared and used to inform future students’ study.”

Finally, Antonio Fini explains the usefulness of content curation in the classroom:

“The use of content curation in teaching can be decidedly interesting: first of all a "passive" use, as users of content already selected by others is a first step, also useful for teachers same who could "follow" topics of specific interest by finding daily new and always significant contents. The next step is of course the active use that can be also in this case by the teacher but also directly by the students. [...] The boy who carries out a search on Wikipedia (provided that it is aimed at a reworking and not the trivial copy-paste!) certainly activates a series of good level competences, but if the same student is called to update or to create a new voice, the commitment and skills that it can develop they are certainly of a higher order.”



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