

## Curator



## Scenario

I know that some of my resources need refreshing, but I am not sure what resources are available to help and how I can use them once I find them.

### Objectives

- Discuss key aspects of Creative Commons.
- Develop or adopt a system for evaluating and sharing learning resources.
- Explore curation tools that align to specific preferences and needs.

## Curation for Learning

Content curators provide a customized, vetted selection of the best and most relevant resources on a very specific topic.

Beth Kanter, a social media author and blogger, provides this definition of curation in her blog [Content Curation Primer](#):

“Content curation is the process of sorting through the vast amounts of content on the web and presenting it in a meaningful and organized way around a specific theme. The work involves sifting, sorting, arranging, and publishing information. A content curator cherry picks the best content that is important and relevant to share with their community. This is similar to what a museum curator does to produce an exhibition: They identify the theme, they provide the context, they decide which paintings to hang on the wall, how they should be annotated, and how they should be displayed for the public”.

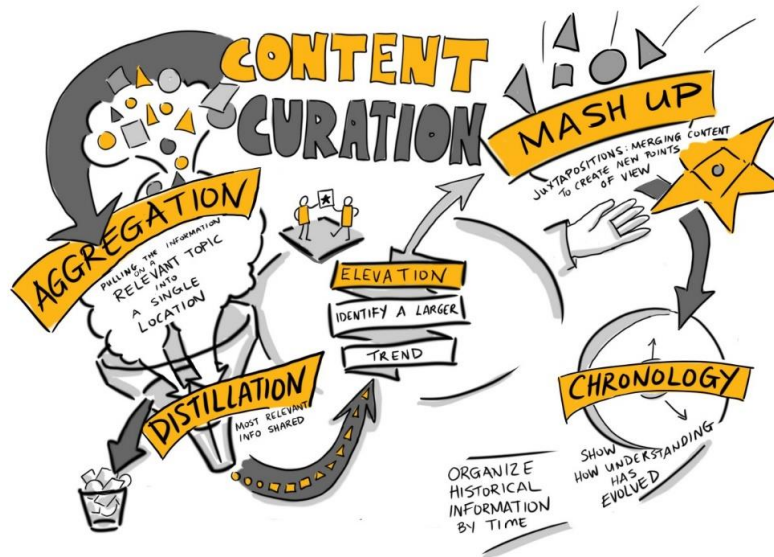
If the notion of content curation is new to you, or if you want to brush up on your understanding of the concept, review the following references to learn more:

Two blogs about curating content, [Teacher As Curator](#) by Ted Curran and [The Complete Guide to Content Curation: Tools, Tips, Ideas](#) by Todd Clarke .

A resource from Columbia University on the importance of [selecting course content that recognizes diversity and acknowledges barriers to inclusion](#).

A video that answers the question [What is Content Curation?](#) (Centerline Digital, 2015):

A graphic view of content curation:



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Examples of content curation tools include [Pocket](#), [Scoop.it](#) and [diigo](#) and see [more Curation tools in the Extend Toolkit](#) to learn more about these tools and others.

Each of these resources reveals that content curation likely aligns well to what you already do when you design and develop your courses to facilitate learning. Here, we simply reframe the process and identify tools and strategies to assist you along the way.

## Extend Community



Visit the Extend Community Space [Your Definition is This discussion area](#) (in the #curator channel) to identify your definition of content curation and why you think it might be important/useful.

## Comparing Creative Commons with Copyright

Copyright protects the exclusive right of the originator of a work to copy or license the work. However, not all creators want their work restricted. Creative Commons licenses provide a way for creators of copyrighted works to grant some rights to use or adapt their work to the public, while still retaining the copyright to their works. Works released under a Creative Commons license often have no cost which provides learners with a more cost-effective option to access materials.

Creative Commons (CC) licenses give creators a choice in how they allow others to use their creations, whether text, pictures, songs, or other forms.

Creative Commons and other commitments to openness are gaining momentum in many environments: open access, open data, open source, open pedagogy, etc. In this module we concentrate on how Creative Commons licensing supports open educational resources, more commonly known as OER. We explore how OER, with their ability to be reused and often remixed, can replace high-cost commercial resources in your courses when adopted. Beyond saving your learners money, these OER can boost learning in your courses and increase student retention. With careful curation, you can design and develop courses that include content tailored to your specific learners' need, modelling your preferred pedagogical approaches and strategies.

The [Wanna Work Together?](#) (Creative Commons, 2009) video explains some of the differences between Copyright and Creative Commons.

To find out more about Creative Commons Licenses take a look at the [What are Creative Commons Licenses?](#) (University of Guelph Library, 2018) video.

Licensing under Creative Commons covers:



Attribution: You may use this work as long as you provide credit to the original creator



Commercial use: You may use this work as long as your primary purpose is not for commercial gains.



Modifications or Derivatives: You may use this work as long as you do not adapt and distribute a new version.



Sharing: If you adapt this work and share it publicly, you must release the new work under the same open license.

Creative Commons also provides a public domain dedication tool: CC0. While this is not a license, this tool can be used by creators to relinquish all copyrights to their work and allow others to use the work without conditions.

Here is some information about [how to attribute](#) Creative Commons.



Play [this matching game](#) if you want to see if you remember what the different CC licenses mean.

## Adopting a Savvy Search System

The Internet can be a confusing place when you are looking for current, high-quality information. Despite recent efforts by some to impose an order to the Web, for the most part it remains without a relatable structure or any real rules for classification, which librarians have been concerned about since the earliest days of the Internet.

This cartoon illustrates the conundrum:

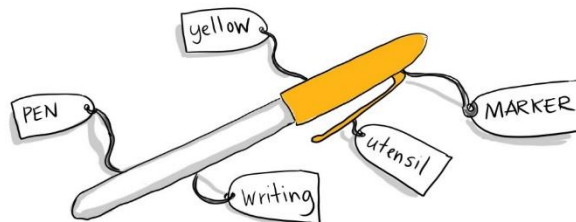


Fortunately for educator-curators, Creative Commons licensed resources are finding their own spaces for content and integrating with popular search sites, making it easier to discover and use material (many of which are listed below under Spotlight on Repositories). But before you begin to explore the various sites, it is worth reviewing some basic search strategies. (Note: There are more specific strategies if you are searching more organized resources such as library databases.)

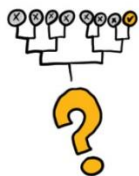
## Choose keywords carefully

Most searches begin with a straightforward keyword search. It pays to take a few moments to consider the best keywords to use. For example, suppose you are searching for information on a game you can use to teach a concept in a chemistry class. If you type in chemistry game, you would expect the search engine to return anything with chemistry or game in the searchable information. But what if game is not the best word to use? Perhaps what you are really after is a simulation? Would your search generate the results you are seeking?

Think of different words that other people may use to describe something. You may reveal hidden gems, especially when searching a resource that lacks a defined organizational structure (i.e., the Web)!



For example, even for something as common as a writing utensil, consider all the ways different people may choose to describe the object and how that might impact either finding what they describe or understanding what the object is.



Let us look at an example of using different search words to find or describe an object. [Enter your descriptions of the image you see in this Mentimeter quiz activity](#) for the object shown:

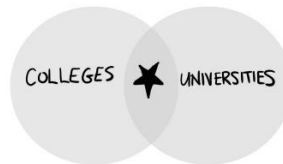
Once you have entered your words, see the voting results and compare your answers to your colleagues, [check out the ever-changing word cloud](#). What does this say about keywords?

## A review of limiters

Here is a quick review of how to use limiters or Boolean Operators. Learning how to use limiters—or Boolean operators—can save you a lot of search time. Boolean operators are the words “AND,” “OR,” and “NOT.” They are small words with a lot of search power!

For example, suppose you are attempting a basic search to find information on learner motivation at postsecondary institutions. You identify “colleges” and “universities” as your basic search terms.

If you search “colleges AND universities,” your results must include both terms. The starred (overlapping) area in the graphic below depicts the results.



If you search “colleges OR universities,” your results change, with the stars now in both overlapping and separate areas.



And if you choose to narrow your search to “colleges NOT universities,” the results are different again.



- Using “AND” narrows your results as both terms must be present; there is more precision in your search.
- Using “OR” expands your results as only one term must be present; you have less precision, but you are also less likely to miss an important resource.
- Using “NOT” excludes a term completely; you will want to use this with care as you might miss an important resource.

The three-minute video “[Boolean Operators - Science](#)” (B. D. Owen Library, July 2015) provides examples of conducting searches.

If, like the majority of the world, you use Google as your primary search engine and want to dig deeper into building your search skills, consider the self-paced courses offered through “[Power Searching with Google](#)”



[Take this short quiz](#) to review how Boolean operators work.

Take Google out for a test drive using your new skills. See how your results change when you apply the following variables:

- Put quotes around a term ("") to force a phrase search (i.e., return results only where the words in the phrase are together)
- Use "OR" to expand your search to include synonyms (term 1 OR term 2 OR term 3)
- Use "AND" to narrow your search (term 1 AND term 2 AND term 3, which gives results that include all three terms)

## Extend Community



Visit the Extend Community Space [Boolean Operators discussion area](#) (in the #curator channel) to identify why you think it might be important/useful to use Boolean operators/limiters when curating content.

Now you are ready to explore the various curation tools and repositories using your refreshed search skills. Remember, pay close attention to your search terms. Do not assume a repository does not contain information about your subject if the results are minimal. Try searching again using another term or word to describe your subject area. And remember to use your Boolean operators!

## Spotlight on Repositories



This section provides just a small sample of the repositories available. These resources here have been assessed and included based the criteria of:

- Findability
- Ease of use
- Comprehensiveness of coverage (inter- and intra-discipline)

It is worth taking the time to explore all those that interest you. It may take a while to identify a few favourites, but doing so will save you much time in the future.

## Visual Interest: Slides, Graphics and Photos

### Images

Most images that you can search for with the standard search engines like Google or Bing are copyrighted; their use is locked down and therefore you cannot legally use them. However, the big engines now include a filter that allows users to search for images based on license. With an additional click or two from the default “image search,” you can source openly licensed images to spruce up your course content.



When searching for images, be sure to look for inclusive and diverse representations. You have an opportunity to show your audience what inclusive workplaces look like. Try options such as [The Gender Spectrum Collection](#).

The [Creative Commons Search](#) is a great place to start when looking for images and other media.

[Flickr.com](#) supports Creative Commons. A filter on its site facilitates search results from creators who want to share their work.

[Unsplash.com](#) embraces the open world with its clear statement: “All photos published on Unsplash can be used for free. You can use them for commercial and noncommercial purposes. You do not need to ask permission from or provide credit to the photographer or Unsplash, although it is appreciated when possible.”



## Slides

While there are many types of content, most instructors rely on slides to anchor their weekly lessons. The Canadian National Institute for the Blind (CNIB) has recommended [guidelines](#) to make visual communications accessible. The guidelines make recommendations with regards to font size and contrast which are useful in developing slides and other documents that are posted on an LMS. More information can be found on making accessible slides [here](#).

### Extend Activity



Consider an element of your course for which you might want an accompanying image. Search for an **openly licensed image** using different search strategies and sites. Which one did you find easiest to use or best suited the kind of image you were looking for? Does this image incorporate diversity and inclusion?

Please share your image and search explanation in your response to the [Consider This activity](#).

As evidence of completion, please plan to enter the web address for your response in the Curator badge submission form.

## Learning Objects: Simulations, Games, Texts, Modules

Repositories abound with learning objects, from the smallest (e.g., graph, article) to the largest (e.g., captured lectures, entire courses) shared by colleagues from around the globe. Some offer objects for all disciplines, and others are discipline-specific, often having grown from one department at one institution with a commitment to sharing its knowledge and then allowing it to grow beyond its borders.

When selecting additional resources, keep diversity in mind. Look for resources that show diverse groups in the profession or case studies that use non-Anglophone names. Choose podcasts that showcase diverse voices. Select TED Talks from diverse speakers.



Explore the repositories to find course content or information that interests you. When searching for resources look for more than one type of media. It is a good idea to provide information in different ways – text, audio and video/images – as learners differ in the ways in which they perceive and comprehend information that is presented to them. Check that the resources you have chosen are accessible. For example, videos should have closed captioning and podcasts should have accompanying transcriptions.

Try out the search strategies you have practiced. Rather than just using your normal vocabulary, consider synonyms and terms other educators and experts may have used. Feel free to jot down your search strategies. HINT: A mind map is a great tool to plot your search and ensure you cover all the bases.

If a repository has advanced search capabilities, explore how you might optimize those capabilities.

Once you have spent some time exploring the repositories, curate three (or more) OER to support learners' understanding of an element or concept for a course.

If you want to challenge yourself and better suit your learners, choose more than one type of media. For major concepts, it is a good idea to source resources from print, audio, and visual information. These provide learners with choice and help solidify challenging concepts by providing multiple points of access.

Add a response to this the [Find Your Fit activity](#) by listing the OERs that you found, including their web address, and how each one would support learners' understanding of an element or concept for a course (use the link for the best one in the example entry field for the response).

As evidence of completion, please plan to enter the web address for your response in the Curator badge submission form.

### Referatories and Repositories

There are many ways to search for Open Educational Resources. A great place to start your search might be by using a referatory. A referatory is a search that simply links out to content hosted elsewhere while repositories host file(s). Referatories may have broader reach, and you may find the same OER in a referatory and a repository. There are two main referatories for finding OER:



**OASIS (Openly Available Sources Integrated Search):** <https://oasis.geneseo.edu/>

OASIS – developed by the State University of New York Geneseo Library, searches open content from over 100 different sources that collect Open Educational Resources including the eCampusOntario Open Library. You can filter by subject, type, license, source, and if a resource is peer reviewed.

**Mason OER Metafinder (MOM):**

<https://oer.deepwebaccess.com/oer/desktop/en/search.html>

Developed by the George Mason University Libraries, The Mason OER Metafinder searches through about 15 sources dedicated specifically to collecting and indexing open educational resources, as well as other sources on the web that include free or public domain resources, such as the Library of Congress.

## General Repositories

**eCampusOntario Open Library:** <https://openlibrary.ecampusontario.ca>

The eCampusOntario Open Library is Ontario’s home for open educational resources. The library has over 500 resources spanning from textbooks to syllabi. All the resources in the Open Library have an Open License. If you do find an appropriate resource, [please let us know](#). Consider adding your expertise and submitting a [review of the text](#).

**eCampusOntario H5P Studio:** <https://h5pstudio.ecampusontario.ca>

The eCampusOntario H5P Studio is a place for Ontario educators to create, share, and discover over 45 different types of interactive activities which can be embedded in your LMS. Many of the resources carry an open license, and the platform allows you to adapt these resources to better suit your teaching and learning needs

**MERLOT** – <https://www.merlot.org/>

One of the first (20 years and counting) and still one of the largest, MERLOT or **M**ultimedia **E**ducational **R**esources for **L**earning and **O**nline **T**eaching, aggregates 19 different types or categories of resources. There is initial vetting by MERLOT volunteers combined with the ability of peers to assess each resource.

**CORE** – <https://core.ac.uk>

Based in the United Kingdom, CORE is committed to aggregating open access research from across the globe. With full text access to over 6 million articles and metadata for an additional 70 million, you can peek into the latest work from colleagues and leaders in your discipline from around the world.



**MIT Open Courseware – <https://ocw.mit.edu/educator/>**

Beginning in 2000, MIT has been committed to contributing its courses and accompanying resources online, for free (**CC BY NC SA**). Now with 2,400 courses, educators can browse and borrow material relevant to their own courses. “Instructor insights” by MIT lecturers and professors provide a wonderful value add. The newly implemented filter or search by “instructional approach” is intriguing. Limit your search to activities and courses that promote active learning, model design process, or support reflective practice.

**Public Domain Review – <https://publicdomainreview.org>**

Founded in 2011, it is an online journal and not-for-profit project dedicated to the exploration of curious and compelling works from the history of art, literature, and ideas. The focus is on works which have now fallen into the public domain, that vast commons of out-of-copyright material that everyone is free to enjoy, share, and build upon without restriction.

**LibreTexts – <https://libretexts.org/>**

Started in 2008 at the University of California Davis, LibreTexts is an online educational resource that has since expanded to 400 texts in 154 courses (as of 2018), making it one of the largest and most visited online educational resources. LibreTexts currently has 13 library disciplines ranging from chemistry to work-force to humanities.

## **Discipline-Specific Repositories**

**Mathematics and Sciences – <https://phet.colorado.edu/en/simulations/>**

University of Colorado at Boulder creates open source, research-based, interactive simulations for mathematics and the sciences. They cover the full spectrum from kindergarten to university. The filters allow you to zero in on material appropriate for post-secondary learners.

**Psychology – <https://nobaproject.com/>**

NOBA is an open and free online platform that provides a high-quality, flexibly structured psychology resource for instructors and students. Noba has also curated the various modules into a number of “Ready-Made” textbooks that instructors can use as-is or edit to suit their needs.

**Nursing – <http://cms.montgomerycollege.edu/edu/department.aspx?id=8522>**

Montgomery College offers 10 video scenarios depicting difficult, real-world issues in nursing. Accompanying each scenario are documents to support learning and reflection.

**Business – <https://mitsloan.mit.edu/LearningEdge/simulations/>**

Simulations from the Sloan School of Business at MIT are complicated at first glance, but highly engaging and rewarding. Here the simulation would likely be a fair chunk of your actual course



content and not a smaller, value-added component. Consider how you might run the simulation as an entire class or in smaller groups using different variables.

### **English as a Foreign**

**Language – [http://oedb.org/ilibrarian/50\\_essential\\_resources\\_for\\_esl\\_students/](http://oedb.org/ilibrarian/50_essential_resources_for_esl_students/)**

This offering is a meta-OER. It aggregates comprehensive resources on EFL and divides its list into the specific topics of concern for learners.

**Humanities – <http://justiceharvard.org>**

Although many institutions now share their courses, or portions of them, online Harvard's Justice course with Michael Sandel has grown beyond the regular offerings. His Socratic method coupled with the venue make you feel as if you are experiencing the class alongside Harvard learners. Each lecture has accompanying material that targets either a novice or advanced learner in the area. This is also an example of how you might use a complete course in another context to supplement an area of your course content.

**Open Culture – <http://www.openculture.com>**

Open Culture brings together high-quality cultural and educational media for the worldwide lifelong learning community. Its mission is to centralize this content, curate it, and provide access to this high-quality content whenever and wherever users want it.

***Do you know of any other repositories that we should add here? Email us at [extend@ecampusontario.ca](mailto:extend@ecampusontario.ca)***

### **Extend Activity**



We have a collaborative Padlet and you are all invited to the population party. Padlet is a great tool for curating your own course resources, personal interests, and more ([learn more about Padlet in the Extend Toolkit](#)) You can make it as private or public as you like and include any mode of material.

[Our Curation as Creation | Creation as Curation padlet](#) is geared to show off your newly minted curation skills.



Scroll to the far right and look for the **Add new column** button. Title the column with your name and element or concept. Below it click the plus button (+) to add the OER that you chose as you explored the repositories. Save a screenshot showing your column within the padlet, this is the evidence you can upload in your response to the [Curation Creation activity](#).

As evidence of completion, please plan to enter the web address for your response in the Curator badge submission form.

## Assessing Online and Open Educational Resources

Just as you may need to evaluate your choice of textbook to ensure that it meets your teaching and learning needs, you will need to assess Open Educational Resources

There are several rubrics and checklists to assist your assessment of OER. While some criteria on these checklists are unique to OER (i.e. What license is the resource released under?) others are more general, like “Does this resource meet my course learning objectives?” Try browsing one or more of the following OER assessment Rubrics. Consider what questions you might need to answer before including an OER in your teaching, and which rubric you would be most likely to use in evaluating OER.

- [Achieve Rubric for Evaluating OER](#)
- [BC OER Faculty Guide for Evaluating Open Education Resources](#)
- [Open Education Network Open Textbook Review Criteria](#)

### Spotlight on CRAAP

One widely used way to assess online resources is the [CRAAP test](#). First developed by librarians at California State University—Chico, institutions across the globe have adopted it as a framework for evaluating sources. CRAAP refers to Currency, Relevance, Authority, Accuracy and Purpose

#### **Currency: the timeliness of the information**

- When was the resource published or posted?
- Has the resource been revised or updated?
- Does your topic require current information?
- Are the links functional?

#### **Relevance: the importance of the information for your needs**

- Does the resource relate to your needs?
- Who is the intended audience?
- Is the information in the resource at an appropriate level for your learners?

### **Authority: the source of the information**

- Who is the creator?
- What are the creator's credentials or organizational affiliations?
- Are the creators/collaborators contributors qualified to write on the topic?

### **Accuracy: the reliability and truthfulness of the information**

- Is the information supported by evidence?
- Has the resource been reviewed or refereed?
- Are there spelling, grammar, or typographical errors?

### **Purpose: the reason the information exists**

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Is the information fact, opinion, or propaganda?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

Take a look at this two minute video about [Evaluating Sources](#) (Western University, 2012) which provides an overview of the CRAAP test.

### **Extend Activity**



Apply the [Assessing Online Resources Using CRAAP](#) assessment to one resource that you chose for your contribution to the shared [Curation as Creation | Creation as Curation Padlet](#) used in the [Curation Creation activity](#). Save your assessment. Click "Create document" to download a copy.

As you complete the assessment consider what other questions or rubrics you might use to supplement your evaluation? Is there key information missing from the CRAAP test? Do you prefer a different evaluation rubric? If, after completing the CRAAP test, you would not recommend your resource, try to find another one to replace it

Once you have deemed your resource worthy, annotate it using "Add Comment" in the [collaborative padlet](#) to include an explanation of how you would use this resource in your course. Review some of the other contributions in the [collaborative padlet](#) and add comments to those curated creations.



Then comment on the resource that you have chosen for your contribution, share it with your colleagues, and reflect more deeply on the ways that you will use the resource in your course or context and what you might curate. Include a summary reflection in your response to this activity.

As evidence of your work, upload a screenshot of your completed column from the [collaborative padlet](#) and attach your completed CRAAP assessment in your response to the [Holy CRAAP! activity](#) Note: It may not be possible to fit your entire column in one screenshot; you can combine multiple screenshots into a single image or insert into a document.

As evidence of completion, please plan to enter the web address for your response in the Curator badge submission form.

The goal of this module is to extend your awareness and appreciation of content curation. We hope that you also recognize it as a viable and vital option for finding resources as you design, develop and revise courses. Armed with knowledge to source and assess open education resources, you now have the tools to take more control over customizing your courses while saving your learners money by using OER.



## Module Checklist



I have satisfied the following criteria and will submit evidence in the requested fields when applying for the Curator badge. Your profile page in the [Activity Bank](#) provides links to all the responses you have submitted.

<b>Criteria and Evidence Required for Badge Assessment – I have:</b>
Located and shared an openly licensed image and provided an explanation for how it was discovered. <b>Evidence:</b> Enter the web address for your response to the <a href="#">Consider This</a> activity.
Explored repositories to curate content and curated three (or more) OER to support learners' understanding of an element or concept for a course. <b>Evidence:</b> Enter the web address for your response to the <a href="#">Find Your Fit</a> activity.
Demonstrated my newly minted OER curation skills. <b>Evidence:</b> Enter the web address for your response to the <a href="#">Curation Creation</a> activity.
Used the CRAAP test to evaluate curated OER and reflected on how to use OER in discipline specific ways. <b>Evidence:</b> Enter the web address for your response to the <a href="#">Holy CRAAP!</a> activity.
Reflected on the module experience. <b>Evidence:</b> Enter your reflection statement into the space provided on the badge submission page.

[Apply now for your Curator Badge](#)

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