



A Guide to Integrating Curation into the Classroom

1. **Get to know the Curation Process.** If you are new to digital curation, you may find the following resources helpful:

- [A PowerPoint presentation \(in PDF\) on digital curation](#)
- [A sample curation activity](#) (a step-by-step process written for teachers)
- [Curation resources](#) and related topics (evaluating sources, metaliteracy, online collaboration, technopedagogy).
- [A sample curated site on Confirmation Bias](#). (See also the Lesson Plans tab)

2. **Plan, Design, Review**

- a. **DESIGN A CURATION ACTIVITY WITH A CLEAR OBJECTIVE.** The backward design model is a useful way to plan a course or set of learning activities. According to this model, you plan your course or activity around a clear learning outcome and the assessment of students' attainment of it. (Some teachers find it helpful to also develop the marking criteria before fleshing out the details of the activity). This model helps ensure that the course or activity is well aligned with the assessment and the learning outcome.

The [Technoped Activity Design Template](#) is a tool that can help you with this process. You may also find it useful to review your course or activity design with a pedagogical counsellor or colleague who has implemented a similar technology into a course.

- b. **CHOOSE (A) PLATFORM(S) OR APP(S) APPROPRIATE FOR CURATION.** In deciding if a platform is appropriate, you will want to consider the following:
- **Environment:** Do you want students to work synchronously (at the same time) or asynchronously (at any time), in-class or at-home? Do you require a platform that provides some classroom management functionalities?
 - **Interaction:** How would you like students (and teacher) to interact on the platform, student–content, student–student, and/or student–teacher?
 - **Support:** Consider how much you will need to run the activity with the chosen platform. (Feel free to contact the PSI office and members of the OCSA team who can provide technopedagogical support.)
 - **Privacy and Intellectual Properties:** Consider the user rights and privacy policies of the platform. Does the platform allow you to control whether student work will be visible to you, to the class, or to the public? What rights does the platform claim (or disclaim) to the user content posted on its site?



Tip: A few different platforms can be useful for curation. Several are reviewed and their pedagogical value discussed here: <http://collab.vanierpsi.profweb.ca/>.

- Practice, practice, practice!** Get to know the technology before you introduce it to the students. This gives you the opportunity to familiarize yourself with its functionalities, discover its potential as a learning tool, trouble-shoot potential challenges, and find useful short-cuts. This step will simplify introducing the platform to students.

Tip: For more suggestions on how to incorporate a new technology in a course, see [A Guide to Integrating Online Collaboration into a Course](#), especially Points 3–6.

- **Scaffold the process and equip the students for each step.** In order to help students develop the skills needed for the five steps involved in curation, it is helpful to take them through them progressively and provide tools that support their skill development at each step.

It can also be helpful to allow students to work in groups as they take these steps for the first time to allow them to collaboratively learn the process.



Figure 1: The five steps of curation

Tips: Here are a few suggestions for fostering collaboration, engagement, and buy-in as students learn to curate:

- *When possible, try pairing groups (i.e., two groups work separately but focus on a similar topic). This allows peers to evaluate the curation of sources on a topic with which they are familiar.*
 - *Rather than handing out netiquette rules, marking criteria, and guidelines for choosing valid sources, at different stages of the process, ask the class to generate them collaboratively.*
 - *Let them look at each other's work. While it is valuable for the teacher to model curation, it can be even more effective to let groups have a sneak peek at the work of others before they submit. This helps establish a high-water mark for achievement and fosters healthy competition between groups. It also gives students a more global vision of the work produced by the class.*
-



The following resources may also help students at each step.

- Clear instructions for the different steps of the process. (For inspiration, see the [sample curation activity](#) and this [hybrid](#) marking rubric which contains instructions and criteria.)
 - Marking rubrics so students know what target they are aiming for. (There are different types. Here are samples of [descriptive](#) and [basic](#).)
 - [A Guide to Evaluating Information Sources](#)
 - [7 Netiquette Rules](#)
 - [Advice on Offering Constructive Feedback](#)
4. **Promote reflection and peer review.** Among other tasks, curators must reflect on why they have chosen certain sources, identify any bias not just in the sources but in their selection of them. To help students develop the skill of self-reflection, provide them with opportunities to practice it. For instance, ask them not only to summarize a source, but to explain why, according to the assigned criteria, it is valid, appropriate, and/or relevant. Peer review also provides opportunity for active reflection. Students can be asked to identify ways in which their peers have met the marking criteria and offer suggestions for improvement when they have not.
5. **Keep it legal.** If you plan to share online sources with your students, be sure to report this to Copybec. Even recommended readings need to be reported. Also, always ensure the material you share is password protected, accessible by your students only.