

Lecturers' curational abilities

selecting & structuring educational resources in higher professional education

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Publication date

2018

Document Version

Other version

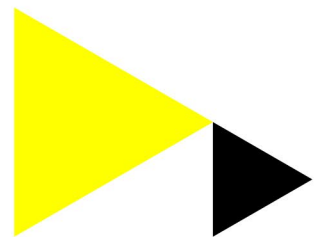
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Citation for published version (APA):

Leighton, R., Griffioen, D., & Oostdam, R. (2018). *Lecturers' curational abilities: selecting & structuring educational resources in higher professional education*. Poster session presented at International Society for the Scholarship of Teaching and Learning, Bergen, Norway.

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LECTURERS' CURATIONAL ABILITIES: SELECTING & STRUCTURING EDUCATIONAL RESOURCES IN HIGHER PROFESSIONAL EDUCATION

INTRODUCTION

In today's era of **content abundance**, education has to deal with changed practices for the dissemination of knowledge. Many **digital resources** are available, such as articles, YouTube-videos and websites.

It is important that **lecturers** know how to **utilize and reuse** a wide range of online educational resources (Ministerie van OC&W, 2015).

AIM

The aim of this study is to investigate lecturers' intentions and processes when they select and structure resources, in order to develop an empirical model for educational curation that can be used to support training of lecturers.

PROBLEM

To make the most of (digital) materials that lecturers select, they must be **organized well** (Deschaine & Sharma, 2015), which is **not an easy task**.

To **support learning**, resources for educational purposes should:

- 1) be **correct and complete**,
- 2) be selected to **match** both the **audience and content** in other parts of the **curriculum**,
- 3) be **structured well**, providing **coherence and context**,
- 4) have a **didactic design** and **presentation** (lay-out and images) that is **appropriate** for the intended audience. (Elen et al. 1993; Reints & Wilkens, 2012).

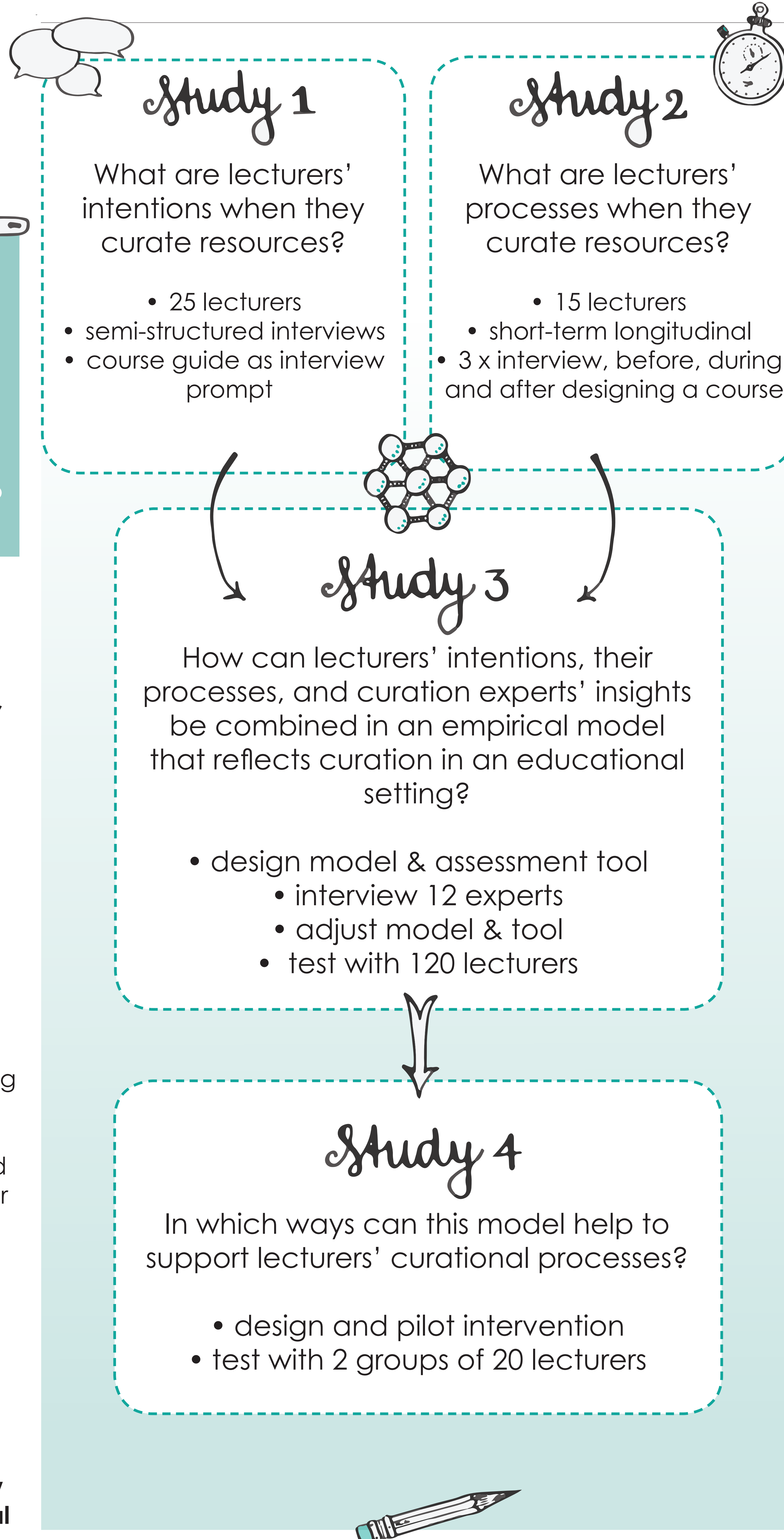
When resources are not adequately structured, **students' learning is at risk** (Kallenberg et al., 2009).

Very little is known about how lecturers in higher professional education conduct the task of selecting and structuring resources.

Rose Leighton, Didi Griffioen & Ron Oostdam

RESEARCH QUESTION

How do lecturers in Dutch higher professional education curate resources for educational purposes?



DISCUSSION

This study is still in its early stages. Questions, feedback on the research design, and discussions are very welcome.

CURATION

In this study, **curation** is regarded as **selecting and structuring** resources for educational purposes, as well as providing students with **context and coherence**.

We know the word 'curation' from the context of the museum, where a curator selects artefacts, structures them into an exhibition and puts up the signs that explain and contextualize what the museum visitor sees (Balzer, 2015).

The notion of **lecturers as curators** has been introduced by Siemens (2008), and others since have agreed that the **task of providing resources is remarkably similar to the task of curators** in musea (e.g. Deschaine & Sharma, 2015).

Conceptual models for a curational approach in an educational context **have been proposed** by Deschaine & Sharma (2015) and Wolf & Mulholland (2013). However, there is **no empirical research** to support these models.



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