

Explaining Curational Behaviour

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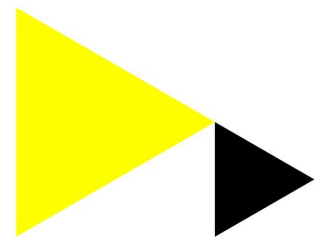
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EXPLAINING LECTURERS' CURATIONAL BEHAVIOUR

Rose Leighton, Didi Griffioen & Jan Elen

CONTEXT

- Use of **educational resources** is part of the course design process
- **Little is known** about how lecturers approach using resources
- However: increased appeal on lecturers to **professionally curate** resources
- **Curation** = searching, structuring, and sharing resources

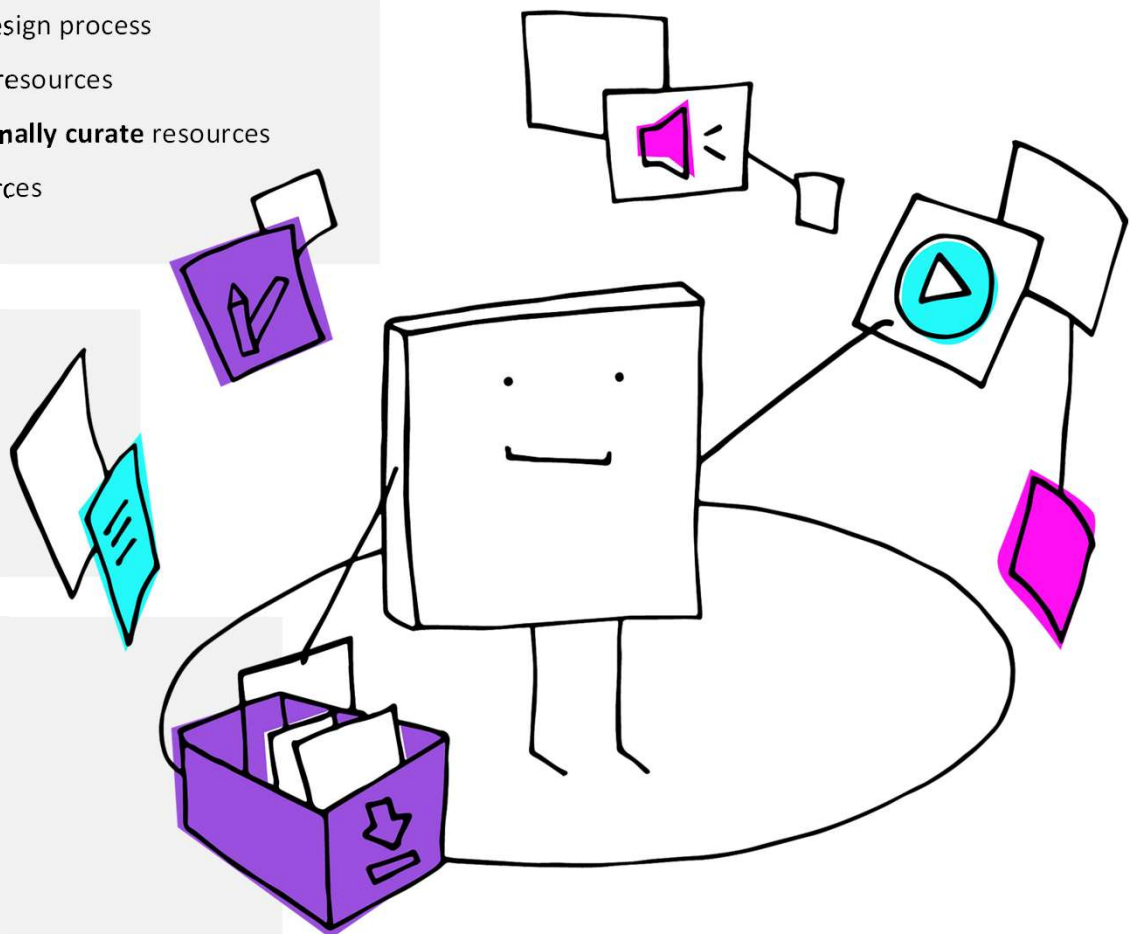
QUESTIONS

HOW DO LECTURERS CURATE RESOURCES?

WHAT SHAPES LECTURERS' CURATIONAL BEHAVIOUR?

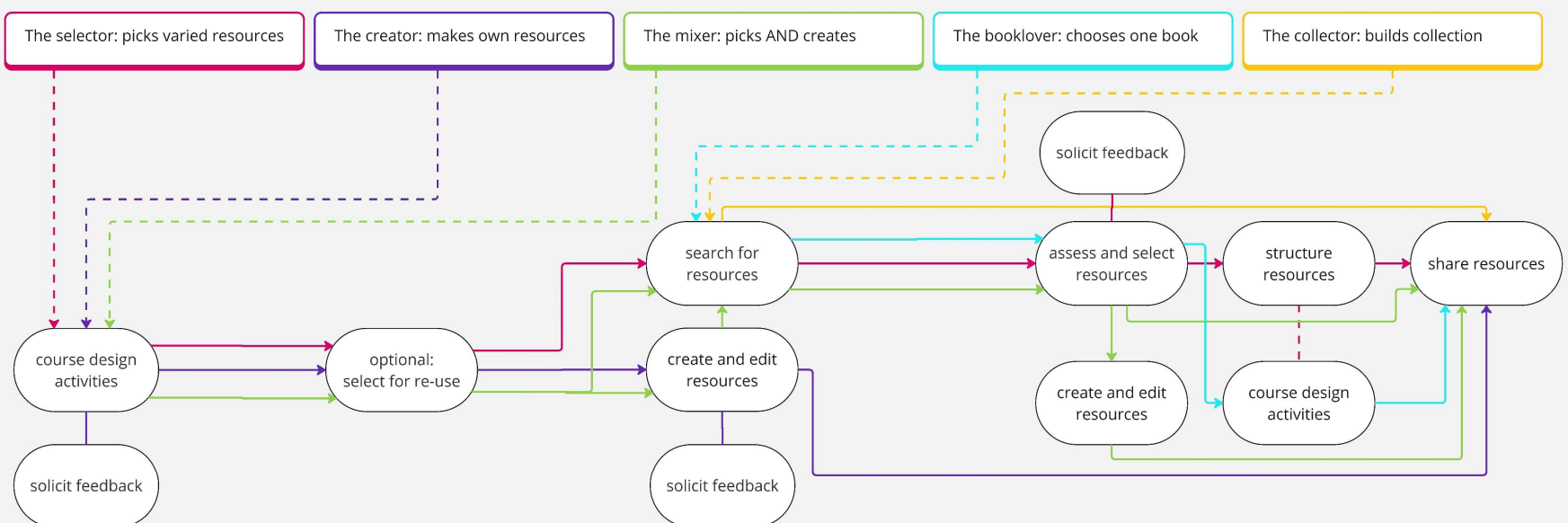
DESIGN

- Semi-structured interviews
- 23 lecturers at a Dutch University of Applied Sciences
- Varied disciplinary backgrounds
- Course design as stimulus/starting point
- Thematic analysis



FINDINGS

5 approaches of curational behaviour



3 types of beliefs that drive curational behaviour

Behavioural

Affective: liking task, getting energy from task
Instrumental: teaching beliefs, course aim and content, criteria

Normative

Injunctive: students, colleagues, management, 'the literature'
Descriptive: colleagues, publishers

Control

Internal: experience, specific knowledge or skills, character traits
External: time available, copyright issues, student characteristics

DISCUSSION

- Lecturers **underemphasize the construction of a narrative** and are providing **little didactical support** when sharing resources
- Current conceptual models for educational curation do not fully align with these findings. A **new model** should be developed.
- **Follow up:** are there differences in approach and/or motivation between different disciplines and/or experience levels?
- **Follow up:** do different approaches have different motivators?
- With more insight in lecturers' curational behaviour, we can help them **develop and improve** their curational skills.