



Content Curation Method

TOPIC 1: CONTENT CURATION METHOD

As it was mentioned in the introduction, the content curation method derives from the world of art and was put into education through the world of media. The idea is simple and lies upon the way of acting of the art curators: the person who is responsible for the exhibition have the right (and obligation) of choosing the content of the exhibition amidst the immensity of material. This way of acting was taken by the journalists, who in the world of information have to deal with the ocean of information, from which they have to pick the right ones. So it can be easily notice, that this method is also applicable in education, where the teachers have to decide which content is the best for the class as well as for the individual pupils.

The processing according to this method (five steps) were already described, but we can remind it here:

1. The learning outcomes must be done (as every teacher always does), but we must also determine the methods (e.g. PBL), then pick up the problem to be solved (e.g. What is worth to be visited in our town?), and the las one: we should think about individualization of the work according to capabilities of our pupils. To do so, we can divide pupils into working groups and decide who is responsible for which part of the project.
2. The data must be collected. It is good to give some propositions and let the pupils find the material themselves or give some sources at first and then ask kids to develop the database for the project.
3. The tools must be chosen, according to the form of the project (presentation, video, audio, etc.)
4. The evaluation must be done. The evaluation is the most effective when it is done from three sides: the teacher, the pupils that have done the project (individually and as a group), and the group that saw the project (e.g rest of our class or parents).

For the first step, the following solutions can be proposed:

Scribble

www.scribble.com

Scribble is an application that can be easily use if your web browser's is Chrome. This is basically a plug-in for saving, commenting, and annotating articles that we can find on the web. Both: teachers and students can use Scribble to take notes on online articles right from the webpage, create citations, save bibliographies, and integrate their work to Google Docs on Google Drive. Teachers also can organize students by groups, curate a classroom library of student annotations. Scribble offers a free basic version and a paid premium version.

Advantages:

Easy to use, have the free version that can be sufficient for the purpose of searching materials.

Disadvantages:

English version only

See:

<https://youtu.be/flsOwUr27t4>

Scoop it!

www.scoop.it

Scoop it! Is very similar to scribble, but is more complex. It allows to search, group and share materials through social media or prepared web site. It is a quite powerful tool, but even with the free of charge plan that is limited to basic features, it can be useful to choose the material for pupils.

Advantages:

It allows to publish the results of searching.

Free plan is enough to search and publish materials.

Disadvantages:

It is rather too complicated to use by pupils.

English version only.

See:

<https://youtu.be/L5uTI5irFNc>



Fig 1 – scoop.it website

Getpocket

www.getpocket.com

Getpocket is a tiny browser tool that allows to collect interesting web pages, documents in one place and save it to use off-line. They can be then group in one place, e.g. web page, or just send by an e-mail. With this tool, collecting information needed is simple and can prepare a quite big set of materials for selected topic.

Advantages:

It is simple, easy to use.

It is in national languages.

It can be use in smartphones.

Disadvantages:

Some useful tools are only in premium version – payable.

See

<https://youtu.be/IRXyg-WgcCk>

Voki

www.voki.com

Voki is a full equipped environment to create, process and develop virtual class. It can be use in all of topics described in this module. But for the need of this topic it has one useful tool that can help in

organizing the project groups. It has been mentioned before, that in order to give proper tasks to children with proper capabilities, the teacher need to know their pupils. It is good to let them introduce themselves in a way that can be fun, but most of all encourage children to speak about themselves. To do so, let them create their own avatars. By a tool present in Voki, children can create their own avatar, with specific appearance, features, and roles. By this we can get to know them and let them be creative. While other features of the website is limited on free version to one class and five students, the creator of avatars is free of charge.

Advantages:

It develops pupils' creativity

Teacher can learn a lot about his/her pupils.

It can make every lesson more attractive.

Disadvantages:

More features are payable.

It is in English only

See:

<https://youtu.be/g8vpl7pCjto>



Fig 2 – voki.com website