



Curating Content

Competency

Educator uses a variety of curation tools to collect meaningful content for other educators.

Key Method

Educator creates a curated system using both a variety of curation tools and a digital medium such as a website or blog for sharing meaningful diverse content with other educators.

Method Components

The Power of Curation

Information overload is defined as a situation in which an individual receives too much information at one time and cannot think about it in a clear way. It is estimated that, in today's digital world, 90% of all the data in the world has been generated over the last two years. In other words, between the dawn of civilization through 2003, about 5 exabytes of information was created. Now, that much information is generated every two days.

Therefore, curation of diverse content in a way that labels, organizes, judges, analyzes, and synthesizes is critical for any individual to make sense of all available information.

For the person (or persons) doing the curating, the act of organizing, analyzing and explaining allows growth in all levels of Bloom's taxonomy. For the users of the curated content, the curation allows an opportunity to absorb information in a way that ameliorates the effects of information overload.



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Says Scoop.it Co-Founder Marc Rougier: "Students of all ages must be trained to search, select, qualify (and therefore disqualify), then enrich with their own thought, and then use and share information."

In this micro-credential, you will be asked to curate content for other educators, present the information in ways that can help those educators better understand the content, and share with educators at least five tools that they could use for their own content curation.

Website/Blog Creation Principles

When creating a website or blog for the purpose of sharing content, a few principles should be followed:

- The purpose of the website should be clear from the home page. Users of the website scan the page quickly to understand the purpose of the site and how to navigate it.
- The identity of the website should remain clear throughout - users should never have to guess whether they have left your site . Links to other sites/content should always open in a new tab so that visitors to your site do not have to use the "back" button to return to your site.
- The standard rule-of-thumb for website navigation is that the navigation process is consistent; all content should be accessible in three clicks or less from the home page.

Supporting Rationale and Research

The Power of Virtual Coaching

<http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/The-Power-of-Virtual-Coaching.aspx>

Mackey, Julie. "Blending real work experiences and virtual professional development." (2008).

https://ir.canterbury.ac.nz/bitstream/handle/10092/1966/12611007_mackey.pdf%3Bjsessionid%3DEAF47473986D9A185AF2D2CD761A84EF?sequence%3D1



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King, Kathleen P. "Professional learning in unlikely spaces: Social media and virtual communities as professional development." International Journal of Emerging Technologies in Learning (iJET) 6.4 (2011): 40-46.

https://drive.google.com/file/d/1dEjyJukVBz_aVd5sNybK3lejYaMsLWq_/view?usp=sharing

Cohen, James N, and Mihailidis, Paul. "Exploring Curation as a core competency in digital and media literacy education." The Journal of Interactive Media in Education Vol 1, 2013

https://drive.google.com/file/d/1LK80hl1Qn7K60ID_OURF9KLiWwX_JwE9/view?usp=sharing

Knight, Jim. "What Good Coaches Do." Educational Leadership, vol. 69, no. 2, Oct. 2011,

<https://drive.google.com/file/d/1J5vl5fKsja-TbKpMtlyuev4qmA0N1JWh/view?usp=sharing>

West, Lucy, and Antonia Cameron. Challenging Assumptions About Coaching. Challenging Assumptions About Coaching.

<https://drive.google.com/file/d/1vBA9LXPN1o6VX9MZ-9Hn68nqirpA2T0I/view?usp=sharing>

Resources

Curation Tools

[Teaching Content Curation and 20 Resources to Help You Do It](#)

[Top 10 Free Content Curation Tools for Teachers](#)

[16 Curation Tools for Teachers and Students](#)

[Seven of the Best Content Curation Tools for Teachers](#)

[Curation Tools](#)



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Curation Strategies

[How to curate quality resources for any classroom or subject](#)

[Getting Started with Content Curation in the Classroom](#)

[The Complete Guide to Content Curation: Tools, Tips, Ideas](#)

[Content Curation Strategies for Digital Learning](#)

[Curate and Share Content Quickly](#)

[Why Curation Revolutionizes Education & Learning](#)

[Creating and Using YouTube Playlists for Learning and Teaching](#)

[Curating Content](#)

Resources for Building a Website or Blog

[Getting Started with Google Sites](#)

[How to Build a Website](#)

[Build a WordPress Blog](#)

[Start Your Teaching Blog: Resources, Advice, and Examples](#)

[Designing an Educational Website](#)

[How to Make an Effective Teacher Website](#)

[How Can Teachers Use Google Sites? Let Me Count the Ways](#)



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Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must answer the questions with a passing score in Parts 1 and 3, and receive a proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(175 - 250 words)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

1. Why did you choose this particular micro-credential? What are the specific needs you are addressing?
2. What is the school (or district) environment in which you work? How will students in your district benefit from a well-curated and equitable content system that is relevant and meets the diverse needs of all students?
3. What was your strategy - or strategies - for developing your curation system? What various factors about the users did you take into account when deciding how you would curate content? What factors did you consider about the audience you would be presenting to (i.e. learning background, level of accessibility to the curation system)? Based on what you know of your audience, how would you present this information to be inclusive to all members.

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs, barriers or inequities of both the teacher and the student that may exist. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following artifacts as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Reflective Essay (350 - 500 words)

Essay or Table in which the educator compares three different curation tools as to their efficacy in curating content, the ease of sharing the curated content with others regardless of skill level or knowledge, and the pros and cons of each tool.

Artifact 2: Website or Blog



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Create a website that contains curated content of your choice and also discusses the tools used for the curation in a form of communication that is clear to all users. The website you create for this micro-credential should meet the requirements of the rubric. Useful websites grow and change as time passes. Therefore, the website required for this micro-credential should be considered a start, not a finished product. Website design is an ongoing process and should have clearly organized, curated content by category so that visitors to the website or blog can easily find the content they are looking for.

For the purposes of this micro-credential, the website submitted as a work product should follow the guiding principles found in the Method Components section of this micro-credential. Support for creation of the website can be found in the resources section of this micro-credential under the headings "Curation Strategies" and "Resources for Building a Website or Blog."

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Reflective Essay	<p>Essay or Table fully compares three different online curation tools.</p> <p>The essay discusses:</p> <ul style="list-style-type: none">1) how effective each tool is at curating content2) the ease of using the tool to share content with others3) the pros and cons of each tool <p>The essay is free of both grammatical and spelling errors.</p> <p>The essay is between 350 - 500 words.</p>	<p>Essay or Table compares three different online curation tools.</p> <p>The essay is missing a full discussion on one of the following topics:</p> <ul style="list-style-type: none">1) how effective each tool is at curating content2) the ease of using the tool to share content with others3) the pros and cons of each tool <p>The essay has a few grammatical and/or spelling errors, but the errors do not interfere with the reader's understanding of the content.</p>	<p>Essay or Table is missing a full comparison of the three tools or compares fewer than three tools.</p> <p>Several grammatical and/or spelling errors are present.</p>



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		The essay is not between 350 - 500 words.	
Artifact 2: Website or Blog	<p>Website or blog is easy to navigate, with content clearly marked and accessible with three or fewer clicks.</p> <p>Website or blog can serve multiple purposes, a wide variety of users can identify the navigation from the home page AND all interior pages.</p> <p>Identity and purpose of the website or blog is clear throughout; links to resources outside of the site open in new tabs.</p> <p>The curation tools used to create the content of the website or blog are clearly labeled and discussed. There are links to the tools used that open a new tab in the browser.</p> <p>Text on the website describes the content presented, and how that content might be used.</p>	<p>Website or blog is somewhat easy to navigate. The categories of curation tools are marked and accessible with more than 3 clicks.</p> <p>Users may be able to identify the navigation from the front (home) page OR the interior pages, but navigation throughout is not consistent.</p> <p>Identity of website or blog is clear throughout the site, but links to outside resources do not open in new tabs in the browser.</p> <p>The curation tools used to create the content of the website or blog are clearly labeled and discussed. There are links to the tools used that open a new tab in the browser.</p> <p>Text on the website describes the content presented,</p>	<p>Website or blog is difficult to navigate. The categories of curation tools are not clearly marked. Tools are accessible with more than 5 clicks.</p> <p>Identity of the website is not immediately identifiable to users from all pages. Links on pages to outside resources do not open in new tabs.</p> <p>Text on the website does not describe all of the content presented.</p> <p>Website contains fewer than five tools for curation.</p>



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	<p>Website contains at least one page with five or more tools for curation. Tools can be located on different webpages on the website, depending on how the author organizes them, but all tools should be reachable from the home page in three or fewer clicks.</p>	<p>and how that content might be used.</p> <p>Website contains at least five tools for curation. Not all tools are reachable from the home page in three or fewer clicks.</p>	
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Part 3 Reflection

(350 - 500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please answer the following reflective questions. *Please do not include any information that will make you identifiable to your reviewers.*

1. How did developing your understanding of tools for curation affect your practice? How do you plan to use the skills developed in this micro-credential - both for curation and website/blog building in your professional capacity?
2. In what ways will the skills and work products created in this micro-credential impact the diverse learning needs of both students and educators in your school/district?
3. How will curating content and learning about content curation tools impact your work in the future?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. There are specific examples of how curating content and website building to share the curation will be used in the educator's practice moving forward. The reflection also includes an explanation of the ways that content curation can contribute to teacher and student success.



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