

# Content Curators as the Actors in Educational Events

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**Who can help us  
in this situation?**



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## Introduction

2

## Objectives and Methodology

3.1

*Content Curators vs Experts*

3.2

*Content Curators in Virtual Conferences*

3.3

*Educator as a Content Curator*

3.4

*Students as Content Curators*

## Conclusion

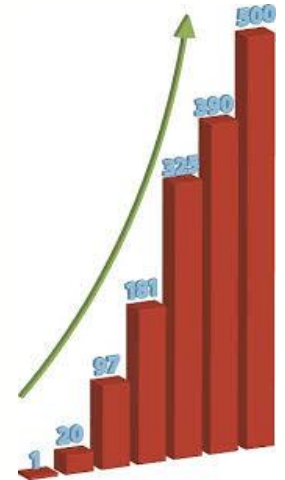


# 1. Introduction

cMOOC – widespread occurrence!

Time is required for mutual evaluation:

number of participants	time, hours
100	825
500	more 2 000
1000	more 83 000



“To be or not to be?..”



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## 2. Objectives and Methodology

### GOAL

define and discuss the role and importance of the content curator not only in cMOOCs context, but for social and/or educational mutual cooperation

### Who is CC

in educational events (formal and informal learning)  
in virtual conferences with many participants

comparative analysis of the published studies and the authors' own experience



\*Global network was the major source for our analysis



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## 3.1. Content Curators vs Experts

- “Content curation is the process of collecting, organizing and displaying information relevant to a particular topic or area of interest“

*(Wikipedia)*





## 3.1. Content Curators vs Experts

- "Content curation is not about spewing out links on Twitter or Facebook as you find them. It is about discovering great stuff amid the noise, annotating it, organizing it, and adding your wisdom or perspective and sharing a collection of curated links in a context or time that adds value"

*(Beth Kanter)*



## 3.1. Content Curators vs Experts

- CC working as the sequence of processes

**"Seeking–Sensing–Sharing"**

*(Harold Jarche)*


### Harold Jarche



Follow

17 SlideShares  
542 Followers

 Sackville, NB, Canada

 Working at [jarche.com](#)

 [www.jarche.com](#)



## 3.1. Content Curators vs Experts

### **The goal of the CC**

to order and structure information

to give author's interpretation and commentary of "scattered" information in specific areas of social and educational activities

**The basic activity** - Personal Knowledge Management

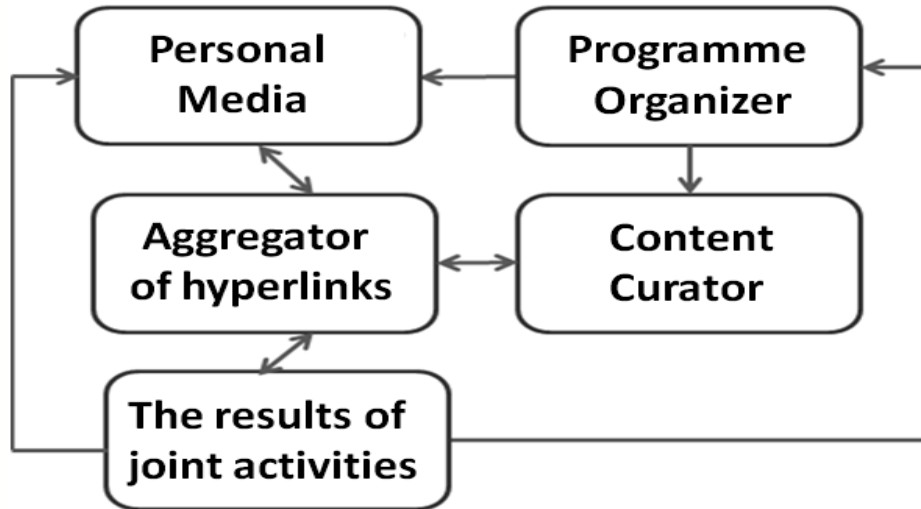
**Technological base for CC mission**

**Scoop.it, Paper.li, List.li, Pearltrees.com, Curata.com** and others



## 3.1. Content Curators vs Experts

Organizational and communication model  
of Network training course:



The screenshot shows a corporate portal for Tomsk Polytechnic University. The header includes the university's logo and name in Russian: "КОРПОРАТИВНЫЙ ПОРТАЛ Национальный исследовательский Томский Политехнический Университет". The main content area features a profile for **Стародубцев Вячеслав Алексеевич**, a doctor of pedagogical sciences and professor at the Department of Engineering Pedagogy. The profile includes a photo, contact information (Tel.: 8 (3822) 56-41-93, E-mail: starodubtsev\_v\_a@tpu.ru), and a list of activities: "Первая УМК К С Е", "Мои блоги и сообщества", "ФПК и аспирантура", "МКМ ФЭ (4 курс)", "КСЕ для студентов ИДО", "Публикации", and "Гостевая книга". Below the profile, there are sections for "Первая" (First), "Новости ТПУ" (TPU News), and "Вебинары России" (Russia Webinars). A medal is displayed, along with a globe icon and the text "Награда Европейского консорциума 2015" (Award of the European Consortium 2015).



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## 3.2. Content Curators in Virtual Conferences

TPU - three stages of the full-time conferences:

- "before-conference" as poster publishing conference on website
- full-time session with the session broadcasting as the webinar
- "after-conference", where participants discuss the final decision of the conference



## 3.2. Content Curators in Virtual Conferences

Webcast conference at the TPU:

- simultaneously the full-time participants can discuss the reports of geographically remote (including foreign) participants
- the coming proposals for the conference decision are summarized by the section heads, who continue to be the conference CC till the end
- the conference archive for some years is available at the TPU portal in the form of webinars



**The most active members  
can serve as the conference content curator**



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### 3.3. Educator as a Content Curator

Algorithm of the educator activity as the CC (*C. Weisberger and Sh. Butler*):

- **SELECT** content in accordance with principles of quality–relevance–originality
- **EDITORIALIZE** prepare the content, write an introduction, summarize, and reflect own point of view
- **ARRANGE** sort, organize, compare and distribute the contents in the modules
- **CREATE** select the format of the publication in the network, make decision on the images, graphics, choose the form of communication
- **SHARE** put on video, audio resources, blogs, invite for interaction



### 3.3. *Educator as a Content Curator*

- the important elements of CC activity change fundamentally the format of the educational activity

**educator as knowledge translator**



**co-author and an expert**

**Engineering pedagogy integrates  
Educational and Project activities**



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## 3.4. Students as Content Curators

Procedure to organize the supervision of online discussion by students:

- *offering up ideas or resources and inviting for critique*
- *calling for asking challenging questions*
- *articulating, explaining and supporting positions on issues*
- *exploring and supporting issues by adding explanations and examples*



## 3.4. Students as Content Curators

Procedure to organize the supervision of online discussion by students:

- *reflecting and re-evaluating personal positions*
- *criticizing, challenging, discussing, and expanding other ideas*
- *negotiating interpretation, definitions and meanings*
- *summarizing and modeling previous contributions*
- *proposing actions based on the developed ideas*



## 3.4. Students as Content Curators

Навигация **40 приёмов\_примеры**

В начало

- Моя домашняя страница
- Страницы сайта
- Мой профиль
- Текущий курс
  - 7\_TAMP\_TRIZ
    - Участники
    - Значи
    - ТЕОРИЯ РЕШЕНИЯ ИЗОБРЕТАТЕЛЬСКИХ ЗАДАЧ (ТРИЗ\_МНТТ)
    - ВВЕДЕНИЕ. ПОГОВОРИМ ОБ ИННОВАЦИЯХ
    - ПРЕОДОЛЕВАЕМ ПСИХОЛОГИЧЕСКУЮ ИНЕРЦИЮ
    - СИНЕКТИКА
    - МОРФОЛОГИЧЕСКИЙ АНАЛИЗ
    - ТЕОРИЯ РЕШЕНИЯ ИЗОБРЕТАТЕЛЬСКИХ ЗАДАЧ
    - Основные принципы ТРИЗ
    - Эволюция технических систем
    - Вепольный анализ
    - 40 основных приёмов
      - Рейтинг\_40 основных приёмов
      - 40 приёмов\_примеры
        - Просмотр списка
        - Просмотр по одной записи
        - Поиск

Собираем информацию об изобретениях по вашей специальности. Работа выполняется индивидуально. Необходимо подготовить презентации с описанием изобретений, иллюстрирующую презентацию преобразовать в формат itape и выслать по адресу [shob@tpu.ru](mailto:shob@tpu.ru)

**Требования к выполнению задания:**  
описание 2-х приёмов с примерами (2 примера на каждый приём)

**Критерии оценивания:**

- 4 балла - приведены примеры по специальности, соответствуют приёмам
- 3 балла - примеры по специальности, соответствуют приёмам, есть замечания по оформлению
- 2 балла - примеры не по специальности, но соответствуют приёмам
- 1 балл - общераспространённые примеры с сайтов ТРИЗ



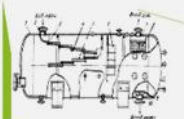
Просмотр списка   **Просмотр по одной записи**   Поиск   Добавить запись   Экспортировать   Шаблоны   Поля   Предусловия

Страница: (Назад) 1 ... 10 11 12 13 14 15 16 17 18 19 20 21 22 (Далее)

### 22\_Обратить вред в пользу

Принцип «обратить вред в пользу»

- Попутный газ является вредным фактором в нефтяной эмульсии, газосепараторы отделяют попутный газ.
- Данный газ используется как материал для отопления нефтяного месторождения и выработки энергии, для работы этих же сепараторов.



## INVENTIVE PROBLEM SOL

This blog contains basic materials which can help you not only me tasks, to get "help of hall", evaluate the merits and drawbacks of it GOOD LUCK!

MAIN PAGE

Tutorial

Presentations

Additional



Authors

- Digital Art
- S.V.A.
- Olga Shamina

Total Pageviews

588

Additionally

[Introduction to TRIZ](#)



CiaoTech about TRIZ

[Problem for independent decision](#)



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# Conclusion

Common conclusion for all of the situations described above:

**the CC activities are largely subjective and personalized**

- **Content curators fulfill the important didactic, analytic and research, compensatory functions, reducing overhead and forces of other users to find relevant information**
- **The basis of the content curation - Personal knowledge management (PKM)**
- **A teacher or a student, including in the massive open online courses can act as a content curator**



**In general, content curation increases the subjectivity and personality of education space**





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**РОССИЙСКИЙ ГУМАНИТАРНЫЙ  
НАУЧНЫЙ ФОНД**



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## THANK YOU FOR ATTENTION!



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