

# Ontario Extend mOOC Module 3 Notes

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## Defining Content Curation

I loathe definitions, and I wonder a bit if the term “content curation” is one created to sound more sophisticated. My first reaction hunch is it starts first with a means to organize information for your own uses first, to organize that flow of things from a curious “that might be interesting later” skim to notes/summaries of deeper reads. It’s making a filing cabinet where you don’t have to put in only papers and you are not limited to folders.

So the first part is developing a system to put things in as you come across them, not rely on your memory or I will do it later. It works best when it becomes a habit. It’s also not a single tool or maybe not a single collection; but I still use maybe the best concept in a social bookmarking tool- I used del.icio.us when it first came out for not only saving links, but using the tags for organizing, and clipping a description from the source, and sometimes adding my own notes. This was indispensable in previous work researching at the New Media Consortium working on the Horizon Project. The platform has withered and died, but because it had a format that was xportable, I moved it briefly to [diigo](#), but now am devout to [pinboard](#) - I have all my bookmarks back to 2004, and add daily. The platform itself matters less than the practice.

This is like a first order drawer of stuff. And because it’s sharable, you can see mine at <https://pinboard.in/u:cogdog>

I generally have a tag I use for teaching projects, like my ones currently marked for my [Networked Narratives](#) course, but I still use [ds106 for general digital media](#) although I have not taught that class for a long time. The beauty of del.icio.us and pin.board that not all other ones have is an ability to compound tag items; so within #netnarr I can add other tags for subtopics so I have sites bookmarked [netnarr and fakenews](#) or [netnarr and AI](#)

I also use [Evernote](#) and it’s clipping tool, maybe more when I am assembling a presentation or thinking about writing an article, since I can quickly save references to sites, and organize them in separate notebooks. It’s better for things I may want to add more extensive notes.

[One tool that I still feel is the only one that I can honestly say saves you time](#) is using an RSS Reader to monitor sources you select.

I liked the rationale for Ted Curran’s [Teacher As Curator](#) though I would have preferred to see more examples, it seemed a bit thin on why this is different from how teachers curate; and leaned more towards the tool spectrum (and is already a bit dated at 2014- storify is dead). I do agree

very much with the “tool not mattering” as much, but there we go, there is more in the post about tools than practice.

There was not much I got out of the [Centerline video on What is Content Curation](#) - it sure sounded like ad ad pitch and seemed aimed at people trying for “audience” / “reach”. It did not really inform me much.

I’d most recommend the [Content Curation primer by Beth Kanter](#) - I am a bit more trusting since I have known Beth online (and met in person) going back to the mid 1990s, but also that her emphasis is on the non-profit space. She is not selling. Her piece is more sensible as a practice, especially the reference to “Sense, Seek, Share” and the urge for:

*Putting content curation into practice is part art form, part science, but mostly about daily practice. You don’t need to do it for hours, but a little bit everyday will help you develop and hone the skills. It is best to do the seeking part in small bursts to avoid feeling overwhelmed. One way to be effective is to find the best curators your topic and follow them. It is like sipping fine wine. You have to be organized and know your sources. And you have to scan your sources regularly and thank them.*

A key part I did not see elsewhere is that developing a network of people who inform you, that’s been my reliable method online. Everything else makes it seem like a solitary affair. Someone I have relied on for a long time is [Robin Good](#) who has a [Content Curation](#) focus (his collection here in Scoop.It curating about curating!) but also a [guide](#) (published in medium). I also get value out of his email newsletter.

And the sharing part is important; I see it as something that can be extra valuable “exhaust” that can come from the organizing practice for your own purposes, if the sharing outward can happen without too much extra effort. It ends up circling back to you as you connect with others. The tools I use above are essential when it comes to writing my blog posts, where I end up (sometimes) synthesizing, and drawing from all these tools plus my browser search history as well as the ever useful [Internet Archive Wayback Machine](#).

I’ve also been using [hypothes.is](#) web annotation tools for projects; annotating resources or just using it’s highlight tool can be very effective because it keeps track of everything you annotate

So I have not come up with a neat definition, but it’s a practice I engage in daily. Most projects are focused on single readings, but you can build up a collection of sources you have annotated, and organize by tags - here is mine <https://hypothes.is/users/cogdog>

And a rather new one I am finding useful, if you are in twitter, is [Nuzzle](#) - it shows you links people in your network have most often shared.

I tend to think of content curation in a broad sense, not what appears to be the focus in this module of curation of course resources.

## Creative Commons & Copyright (not vs)

There is not a reason to talk about Creative Commons vs Copyright. By default, without even needing to declare it or put a © on it, everything we create is copyrighted, meaning All Right Reserved. Creative Commons licenses work within copyright laws, enabling you (copyright holder) to provide explicit conditions your work can be shared. You still retain copyright on your works shared under a Creative Commons license.

*Creative Commons is actually a license that is applied to a work that is protected by copyright. It's not separate from copyright, but instead is a way of easily sharing copyrighted work.*

[What's the Difference Between Creative Commons and Copyright?](#) (Work Made for Hire)

See also from Creative Commons:

*Copyright law gives creators certain kinds of control over their creative work. If people want to use copyrighted work, they often have to ask for permission from the creator. Creative Commons works within copyright law. It allows creators to grant permission to everyone in the world to use their work in certain ways.*

[Copyright and Creative Commons Are Friends](#) (Creative Commons)

Copyrighting your work is not a “bad” thing. If you truly want to protect your work from undesirable uses (a) do not put it online; and (b) if you do, make the copyright explicit as well as how people can ask permission for use. Copyrighting does not prevent your work from being shared; people just have to ask permission. And there are ways of sharing your work by writing about them, rather than sharing the raw material itself.

I have some big issues from the explanation of this topic always starting and pretty much ended at the different flavors of licenses. If you think I loathe definitions, don't get me started in license bickering.

The problem with the two cute, peppy videos which are more Creative Commons promos is that it starts with this assumption that people want to share their work, where for the most part, people do not. It really did not explain at all the original idea of copyright, how the initial [US copyright Act of 1970](#) is actually titled “

An Act for the encouragement of learning,  
by securing the copies of maps, Charts,  
And books, to the authors and proprietors  
of such copies, during the times therein  
mentioned.

“An act for the encouragement of learning” is rather far from what we see know as a means of locking content down for long periods of time. Also not discussed is the principle of a [Commons](#). Or the idea that [Everything is a Remix](#).

Now I am a big fan of Creative Commons from its very start, have written about it, and even was part of the project that is now the [Creative Commons Certification](#) (which seems for now to be not quite freely available but hey, maybe one day). I publish all my content under a Creative Commons license, including over [60,000 flickr photos](#) shared under the most open license, a CC0 Public domain one. I'm very much about the [potential of sharing](#).

But these videos and license infographics really give people the impression they in someway protect their work. They do not. A license gives you the option to spend a lot of money and time in courts trying to get them enforced. The licenses are not interesting to me at all, but I am frustrated at how much they dominate the talk of openness, even in this module.

For a typical rant, see [The Road to Sharing is Not Paved With Licenses](#).

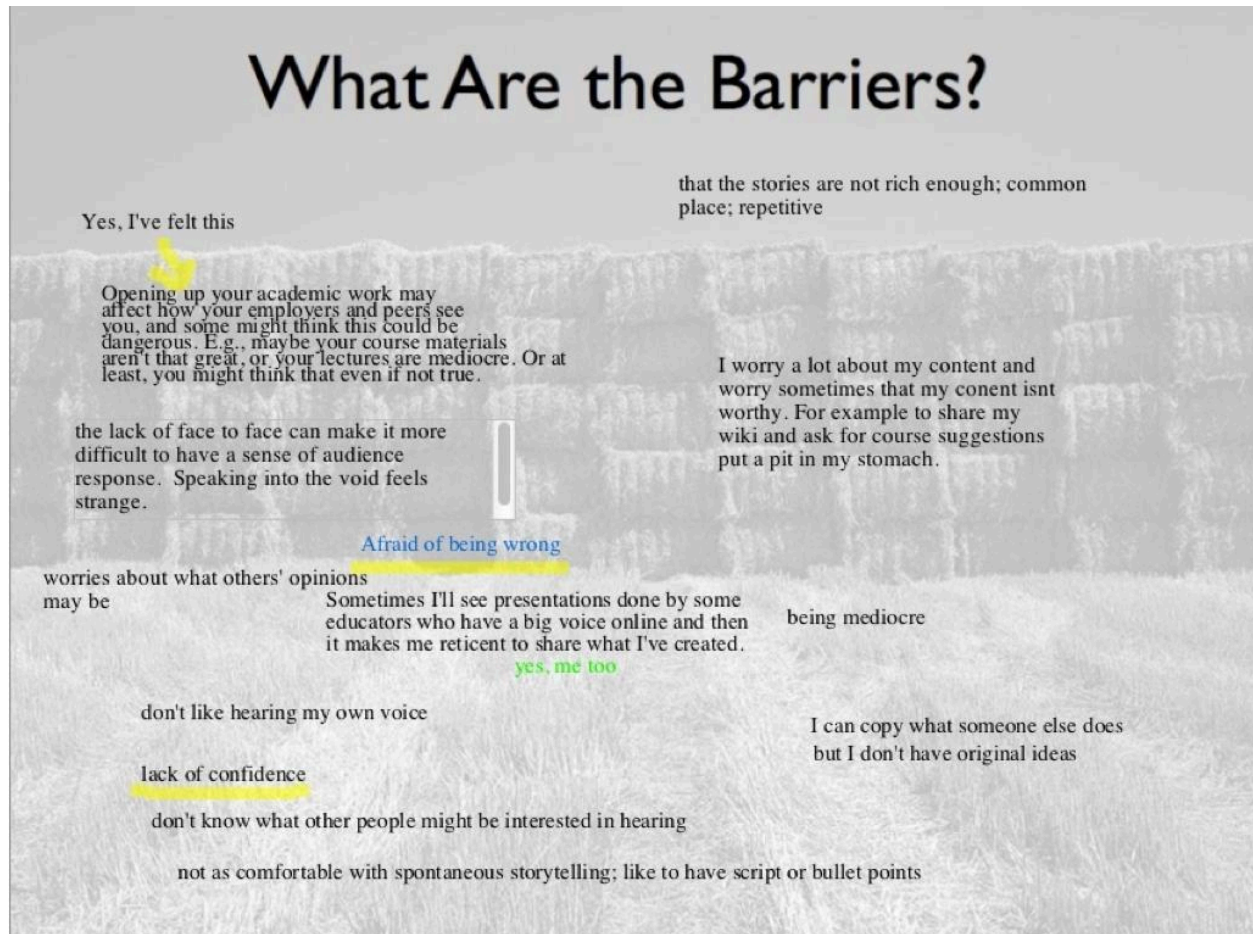
I found in my media classes that starting with students making a case about the virtues of sharing and licenses was not convincing at all. I was expecting them to find it important because I said it was.

So I stopped leading with that. Instead, I created activities that had them leverage open licensed media for their own projects. Or collaborative ones where media was shared and they saw what happens when someone else uses their content. I want to really instill that what is more important than licenses is providing gratitude via attribution for someone else's media that you use.

I don't see any of that when you start with licenses, and am not seeing that the quiz matching game really does anything to advance an understanding of them.

The module will get this place when we start looking at OERs and maybe kindle some thoughts about what we might do when we find someone else's module or gizmo or reference that we can craft into our own materials.

The other thing I have found on talking to many groups about open sharing is that no one argues with it. Everyone thinks it's wonderful and can flashback to primary school play where sharing was natural. But as adults, we seem to have been schooled out about this. I have used this image many times, it was from an online presentation about sharing, and we used an anonymous whiteboard for people to list their barriers.



Can you find the common theme? Does F-E-A-R and self judgment stop most people from sharing? I want them to watch Obvious to You, Amazing to Others

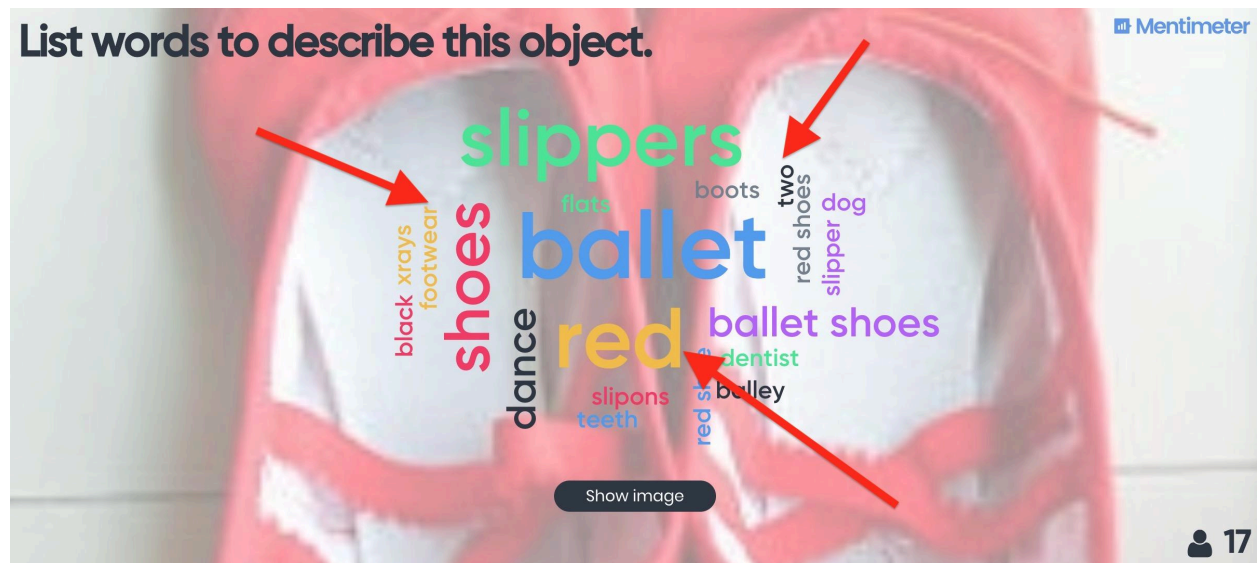
<https://www.youtube.com/watch?v=xcml5SSQLmE>

I do not find this quick dance through the various flavors of licenses accomplishes anything.

# Savvy Search System

I question this idea that the internet can be some neatly organized completely searchable system is a leaky grail; with an understanding of how it was designed as a distributed system made NOT to be controlled, why wish for it? Look it up in Encyclopedia Britannica or Wikipedia?

It's a good idea to practice keyword brainstorming (I think it's a mistake to use "shoes" as a descriptor for the Mentimeter quiz, that is not a descriptor). I used "red", "two", "footwear". (I did not submit "dog"!)



<https://www.mentimeter.com/s/7ed956a900d0f54e62bff1592182c24a/bfee314d66ba>

Search is much more than keywords!

## Limiters

This is critical, I wish it had more relevant examples to share the examples in action. And some more relevant practice. It can be abstract until one does it. And make it clear how different sites have different conventions for limiters.

The Chocolate / Nuts quiz is a good idea, but you have to scroll back every time to see the diagram. Plus, it carries a HUGE assumption that I know what the different brands of candy mean (not to mention its less relevant or helpful for diabetics OR people with nut allergies)



## Activity- Consider This

As someone who has been doing and teaching image search for years, this was not going to be a challenge. I thought the prompt could have been a bit more structured- why are we looking for images? What's the use case? And there was not much support given for how to attribute, it just said "cite your source".

Also, the original module provided only 2 sources, flickr and Unsplash, leaving out a much vaster collection of image sites, like Wikimedia Commons and The Creative Commons search (I added them to the lesson).

That said, this was my forum response:

I generally try for good keywords, not as much booleans.

I'm thinking of writing a blog post about using the software collaboration site [GitHub](#) how an issue I submitted worked its way through and was eventually added as a feature. The thing about Github is that it seems mysterious/confusing even to technical people who use it. It's like a Big Complex Machine.

I draw a lot of images from flickr, but often I like using the [Compfight tool](#) for searching within flickr, it seems a bit more efficient. So I start general, and first enter "machine". Then, from experience, I know to click on the left side to limit search results to creative commons licensed ones, and also to search by tags (which can be more specific). [These first results are a bit general](#). -- I get airplanes, trains, shiny auto engines. I also know to ignore the results above the bar, those are stock photos you have to pay for.

Now I think I want something more retro, so I add "old" to the mix. [These results are a wee bit better](#), I get pop machines, bicycles, rusty parts.

So I see now something with tubes, so my words are "old machine tubes" and [I am down to only two images](#) but one looks ideal.



And I have my attribution ready -- one reason I like flickr is [I built my own tool that creates attribution text with one click](#)

*"machinery" flickr photo by David Kutschke*

[https://flickr.com/photos/david\\_kutschke/27406355650](https://flickr.com/photos/david_kutschke/27406355650) shared under a Creative Commons (BY-ND) license

## Extend Activity - Find Your Fit

Because I am organizing a talk next week where a part will address digital citizenship, I decided to see what I could find amongst the resources on possible things I could use.

I find knowing my intent for OERs matters. In some cases, just a scouting mission might mean finding possible resources to direct share, but I am also keeping in mind I may be looking for things I can remix into my materials.



I first tried [Open Culture](#) because it is a site I draw from for interesting materials and resources related to digital culture (it's a feed in my RSS Reader, so I browse from time to time, and also things I see re-shared by [BoingBoing in twitter](#)). My [quick search on "digital citizenship"](#) I could see from the snippets was matching occurrences of both words, but not together. I could tell it was using Google Search, and quoting the two words in phrase is a way to narrow, [but it came up with no results](#). So I went back to browse.

Since I want to draw on the basic idea of citizenship, I thought [the snippet shown for this result](#) might work:

*Apr 2, 2014 ... "Good Citizenship: The Purpose of Education"  
(Pictorial Review, 1930): ..... be viewed through the New York  
Public Library's Digital Collections ...*

But it was not in the first few pages of results (I paged back to April 2, 2014) but never found the item. As it sometimes happens, just browsing around a missed result sometimes finds an interesting resource- I liked the retro aspect of [an entry describing an illustrated guide for Apple Computer done by Matt Groening](#) before he got famous for the Simpsons. It's not completely "open" as [the images are from flickr](#), but are marked All Rights Reserved. But it can be linked to.

I next went to Merlot, and it's rewarding to see how vibrant this resource is; I remember it when it first launched in the 1990s. I found [49 results for a search on digital citizenship in MERLOT](#) a good mix of papers, web sites that themselves are meta resources. The first one I looked at were some materials for K-12 program materials (my audience) but they are no longer available because they were originally on WikiSpaces (a free site that went away last year, and materials are not available). I do like that MERLOT has a feature to report a broken link.Revie

The next one I am saving for now is a [History and Future of Digital Citizenship](#) a 3 part course by Jason Ohler (I've used his work in digital storytelling before so it adds to some trust here). There is a good mix of resources and activities I think I can use.

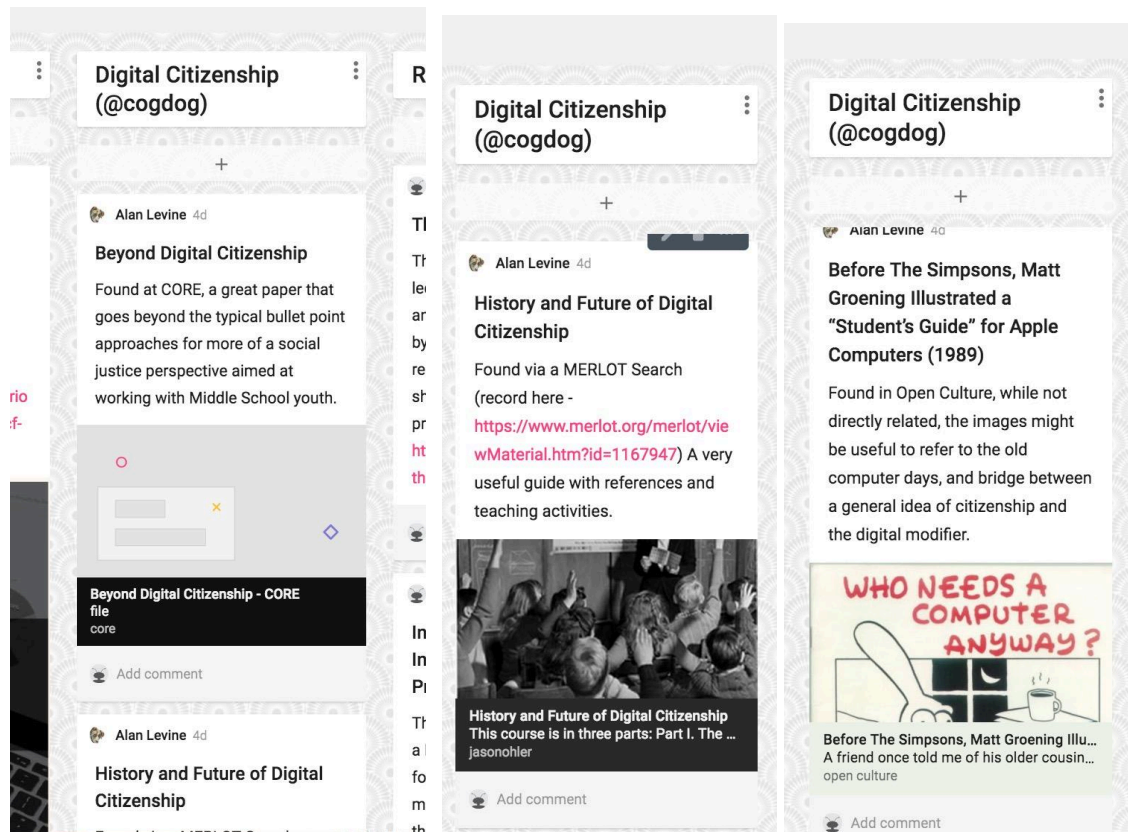
My third repository searched was CORE, where [a search on digital citizenship](#) returned like 2,700,000 results (likely anything that had "digital" in it! I was drawn to the first result, a paper by Lynn Mitchell on [Beyond Digital Citizenship](#) - I liked how the opening framed out ideas that go beyond the "standard" approach:

*Conversations in middle school about digital citizenship tend to focus on the responsibilities of citizenship and the issues of surveillance, safety, cyberbullying, and internet etiquette. While these are important and essential conversations, digital citizenship education needs to consider youth political identity and democratic participation in digital spaces if educators wish to take full advantage of the empowering potential of participatory technology. The potential for youth to shape diverse identities*

*through digital technologies has significant implications for youth empowerment and agency and helps dismantle reductive narratives that have tended to define middle school youth. The role of digital citizenship education must be expanded to include critical social justice education.*

It's published under Open Access, so definitely can be used as a reading/reference.

Added to the [Content Curation padlet](#)



## Holy CRAAP

(best named activity yet)

Whether or not it passed the test, the [Hot on Your Trail video](#) was kind of "meh" on my scale and would be short on the applicability because of how simplistic it was. My responses to the form:

It does ok to indicate the ways information is tracked, but would not likely use (small quibble- "cookies" are not small computer programs). There are much better videos e.g. the DoNotTrack documentary that use more realistic examples than a cartoon character. Also, quite a bit has changed (for the worse) since 2013.

I also would question this being called an OER- it can be linked too, and embedded, but would fail the 5Rs test (plus it is not even CC licensed, it is YouTube standard)

## OER Reviews

[an illustrated guide for Apple Computer done by Matt Groening](#) PASS

- **Currency** (April 10 2014 publication date) as more of a historic reference, the currency may not be relevant. Most of the links are still good (6 bad links out of 553, none in the content), and the links to related content are useful. This site aggregates/ summarizes from other sources, so it gives credit to Retronaut (link failed) and [Dangerous Minds](#). But the Open Culture site does a completely new summary, and adds information, so its more than reposting content. While my topic is current, this intended use was to reference the past, so Currency check is OK
- **Relevance** The content I would use would be the cartoons, which are simple to understand to any level; an older audience (mine will be mixed) likely will get the reference to the time period mentioned and old Apple computers. Fans of the simpsons might recognize the art style. Relevance check is OK
- **Authority** - the author is described as a writer of culture and style, and provides enough links to verify his record as being a published writer. Authority check is OK
- **Accuracy** - the content aligns with other publications, and cross checks in Wikipedia. Accuracy Check is OK
- **Purpose**- it aims to document a past publication, and give some credence to early computer culture, and fans of the artist. There is no bias in the writing. Purpose check is OK.

[History and Future of Digital Citizenship](#)

- **Currency** This is part of an open course at the University of Alaska that seems to be dated back to 2015, but that been run as recently as Spring 2018 and updated for several iterations in between. Being current is very important for this topic given how fast it changes. There was only one bad link out of 67 on the first page, that was a secure link to a bookstore purchase. Currency check is OK
- **Relevance** The audience is education students at a university, the exact audience I am preparing for, so its perfect. Language is clear, direct, appropriate Relevance check is OK
- **Authority** The author, [Dr Jason Ohler](#) is an expert on the topic, having published a book on it was well, and is well known as a teacher. The materials are part of an open course

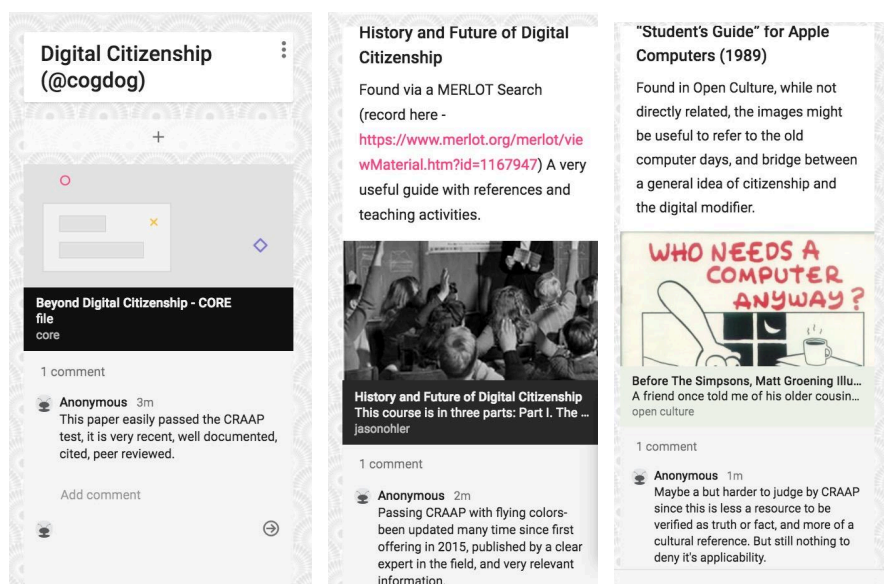
at the University of Alaska Learning Technology and Design Masters program. Authority check is OK

- **Accuracy** As a series of course pages, it has not been officially reviewed, although one could make a case that is what students do. Seeing it has been offered multiple times is encouraging, and there are links to blogs from former participants. Accuracy Check is OK
- **Purpose-** The content is factual, tying to educational standards organizations (ISTE) and contains no bias. Purpose check is OK.

### Beyond Digital Citizenship

- **Currency** Paper clearly states it was published in the Middle Years Review Journal in February 2016, updates not relevant. It references very current organizations and issues. The links in the bibliography are all working (from running a link checker). Currency check is OK
- **Relevance** The paper is written for an audience of middle school educators, staff, and educators in general. It's very appropriate for the audience I am preparing materials for (students in teacher education program). Relevance check is OK
- **Authority** The author lists an affiliation with Queen's University, no title. A web search shows author is/was a graduate student there and has done work as a teacher. Authority check is probably OK
- **Accuracy** The article appears in [a journal published by the University of Vermont](#), and states that all papers are peer reviewed. The language is very neutral and heavily cited for references. Accuracy Check is OK
- **Purpose-** The writing here is very factual and well documented/cited. There is no bias or view being promoted. Purpose check is OK.

Added comments to the entries in [Content Curation padlet](#) indicating passing the CRAAP test.

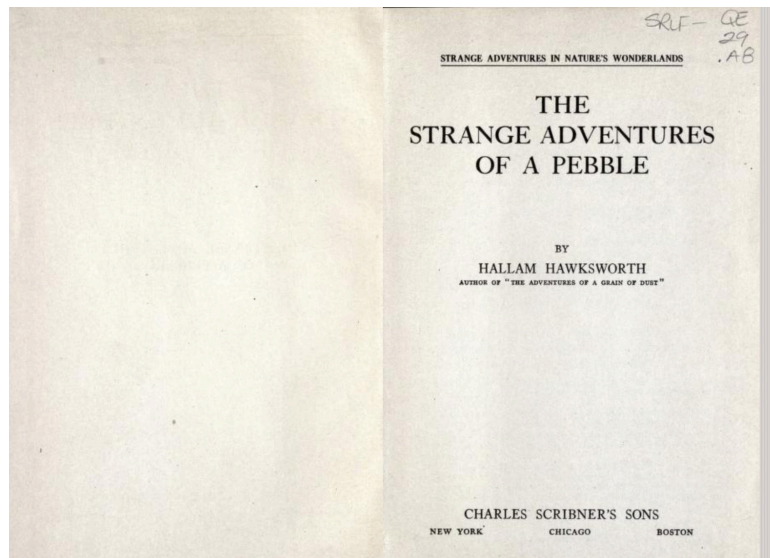


## Small Stretches / Extends

*Some of my “doing” of these comes in the writing them up and creating Examples; it is a practice I aim for in teaching, to do the assignments I ask of students.*

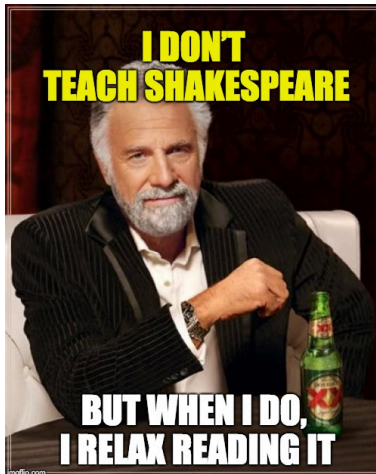
### **Small Stretch #16 / Daily Extend 316: Curate an Oddity from the Public Domain Review**

I have used this activity before because the Public Domain Review is a rather eclectic collection and has great ways to find items by more than pure search. For the example in this stretch, I went into the tag cloud and picked a subject, [Geography](#), to locate the [The Strange Adventure of a Pebble](#). It's an interesting narrative approach to get readers (mainly kids) interested in the natural world.





[Small Stretch #17](#) / [Daily Extend 317](#) - Share a Quote All Fancy-Like

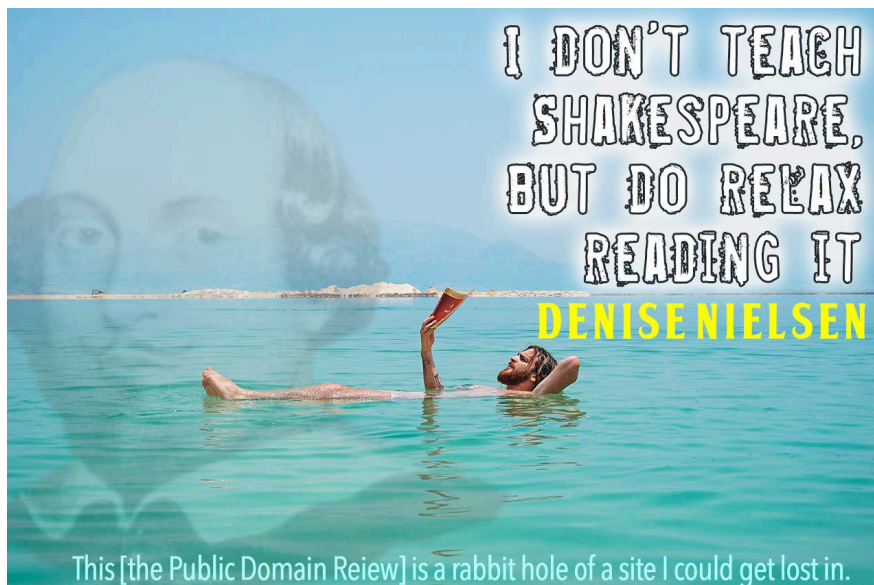


I took a quote from [Denise Neilsen's response](#) to Stretch #16 (Finding an Oddity in the Public Domain Review) where she found some wonderful Shakespeare references. Her opening line "I don't teach Shakespeare, but do relax reading it" had me thinking of the [Most Interesting Man in the World Meme](#)

But that's not quite artsy. So I went to Unsplash, and [the first image for the search on relax was perfect](#), a man floating in the dead sea reading a book ([Photo](#) by Toa Heftiba on Unsplash). How lucky is that!

I also wanted the Bard himself in the background, so I found a great un-copyrighted work in the Internet Archive, "[Shakespeare the player, and other papers illustrative of Shakespeare's individuality](#)" by Alexander Cargill (1916), specifically the [Stratford Portrait image](#). I assembled this in PhotoShop where I could mask Shakespeare and make him transparent, then used some fancy fonts and layer effects on the text.

Hope you like it, Denise!

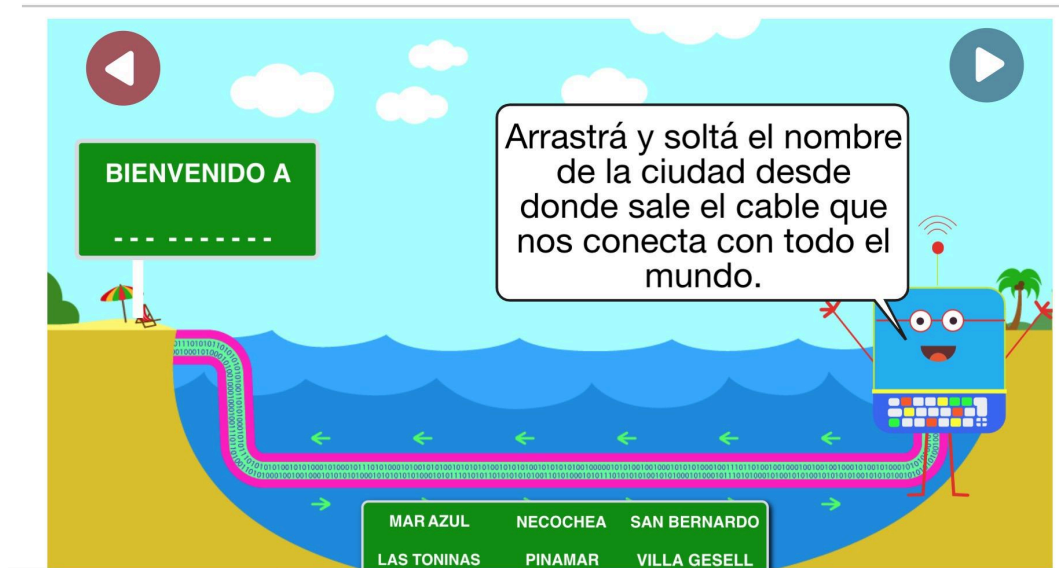


Also here <https://twitter.com/cogdog/status/1101347157595095041> (where ironically I forgot to include the @ontarioextend such a rookie)



### [Small Stretch #18](#) / [Daily Extend 318](#) - Explore the World Map of OERs

This was another one where I will claim I did the activity when posting it! I picked South America, then explored countries before picking Argentina (a place I have never been). I found a major resource site at [Educar](#), the portal for Argentina's Ministry of Education, and wandered in the activities to find [a remix game with Digi Aventuras](#), to teach kids about how the internet really works (seemed simple, but one of a ton of other resources).



*Drag the name of the city from where the cable that connects us to the whole world comes out of. (Muy bien it is indeed Las Tonisas)*

### [Small Stretch #19](#) / [Daily Extend 319](#) - Curate Something We Should All Read

I was able to find something relatively easy because I curate things like this in pinboard ([tagged teaching](#))

I'm tossing in this EdSurge column by Bonni Stachowiak [How Can Online Instructors Get Students to Talk to Each Other](#) - it's not just apps and tools, but practical ideas with linked examples. And there is irony in the section of "Rethink Discussion Boards" as we have run into some of the challenges right here in the edX forums.

Also, if you have not come across Bonni before, she runs the fabulous Teaching in Higher Ed podcast <https://teachinginhighered.com/episodes/>

Also tweeted <https://twitter.com/cogdog/status/1103340445357228034>

# Curating Extras

I've been a big fan of twitter moments since Storify died; they are a feature few seem to know about. See [Archiving Tweets: Are You Missing the Twitter Moment?](#)

I generally make ones when I teach a class where we do a twitter chat; [an example here from one I did for Networked Narratives in 2018 when we ran a twitter chat on selfies](#).

Another example was when there are great responses to a tweet, and the thread just swirls away. This happened earlier this year with [Robin Derosa out out a call for people to suggest community college people who should be considered for keynotes](#). I decided to curate them into a Moment -- <https://twitter.com/i/moments/1055999585687138304>

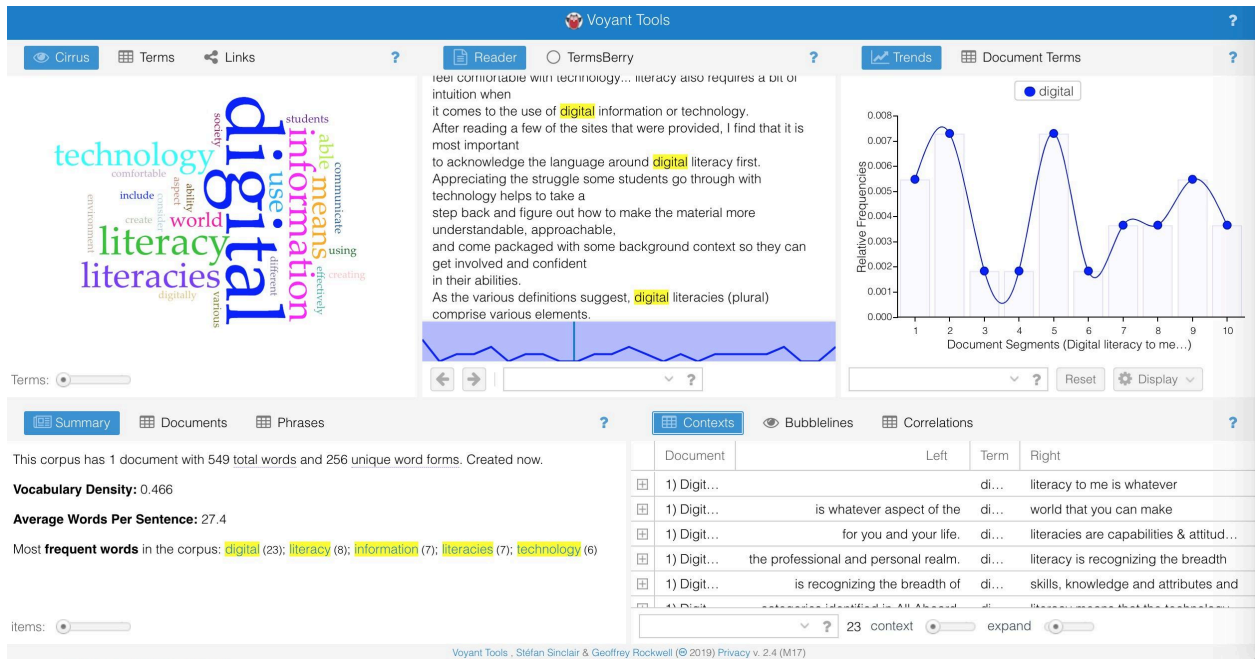
I also took on some mOOC curation by looking at the definitions of digital literacy from Module 2:

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I'm thinking a lot of people are thinking of curating as going in to a big haystack and finding a decent needle to share; it can also mean doing som synthesizing so it's easier for someone who was not in a discussion or activity to benefit from it.

I looked at the list of responses for the [Module 2 activity of defining digital literacy](#) and tried to pull out the sentences that were a person's definition (listed below). I thought about trying to do something fancy beyond a simple word cloud, and I tossed the text into a favorite text analysis tool, [Voyant](#)

Not sure yet what this means, but [you should be able to access the data screen](#)



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Digital literacy to me is whatever aspect of the digital world that you can make work for you and your life.

digital literacies are capabilities & attitudes, some technical but not all, along a spectrum that allow an individual to understand & use technology and information (in many formats or media) in order to meaningfully participate in modern society, both in the professional and personal realm.

Digital literacy is recognizing the breadth of digital skills, knowledge and attributes and having some experience in each of the categories identified in All Aboard.

digital literacy means that the technology does not interfere with the learning

Digital literacy likely means different things for different people. I think we all fall on some sort of invisible spectrum with being able to use, interact with, and feel comfortable with technology... literacy also requires a bit of intuition when it comes to the use of digital information or technology.

After reading a few of the sites that were provided, I find that it is most important to acknowledge the language around digital literacy first.

Appreciating the struggle some students go through with technology helps to take a step back and figure out how to make the material more understandable, approachable, and

come packaged with some background context so they can get involved and confident in their abilities.

As the various definitions suggest, digital literacies (plural) comprise various elements. These include (but are not limited to) the ability to communicate, collaborate, teach, learn, and search for and create resources - all in a digital environment. It also includes the ability to create and maintain a digital identity.

Digital literacy to me means being comfortable exploring the various technologies and not being afraid at times of going down the rabbit hole.

Digital literacies can include multi-modal multiple literacies if any of those so involved have a technological aspect to them. From turning on a computer, to using a keyboard, using a mouse, being able to attach documents, share with others, simply surf the internet, to making and applying apps, digital literacies are multi-faceted and range from what some consider simplistic to what others consider complex. Navigating and being digitally literate means you have technological skills levels that ensure you have access and participation in this world if you so choose.

Digital literacies for teaching is an instructor's fluency/comfort with select technologies and practices for engaging effectively in and outside the classroom with students, in a way that promotes their own capacity to thrive in a digital society.

Being digitally literate then would mean being educated in the digital world. It means being able to use technology to consume information and communicate effectively. It would encompass the ability to navigate digital environments (work with mobile devices, navigate hyperlinks, etc.) to find and productively use meaningful resources, as well as being able to communicate effectively and safely through in a digital environment.

Digital literacy goes beyond finding new tools and creating information using the tools. It involves thinking differently about the information, creating the information in different light, and sharing and discussing with the world. It is a transition from being an information consumer, to creator, and owner.

Teaching digital literacies is the attempt to help students become better and more critical navigators of life in a digital society.