

Poster Abstract Book (All Poster)

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Lecturers' curational behaviour: selecting, structuring, and presenting resources

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Abstract: In this era of content abundance, lecturers in higher education are expected to make use of a wide range of available resources when designing courses. Students' learning can be supported by selecting, structuring, and presenting those resources in a suitable way. This process of selecting, structuring, and presenting resources can be referred to as curation, a term increasingly used to describe the handling of large amounts of resources. Although it is important that resources are curated carefully, little is known about how lecturers in higher education approach this task. This study looks into how lecturers curate educational resources, and what shapes this curational behaviour. The proposed poster will showcase preliminary results and conclusions of semi-structured interviews with lecturers in higher education. These conclusions can serve as starting point for supporting lecturers in curating resources.

Poster Outline: Key ideas & Research question

The amount of resources available for education has grown explosively over the last decades (Scott, 2015) and demands on lecturers to make use of this wide range of resources when designing courses have increased (Dutch Ministry of OC&W, 2015). A concept increasingly used to describe handling large amounts of resources in education, is curation (e.g. Anderson, 2015).

We know curation from the field of museums, where curators select, arrange, and contextualize objects (Bhaskar, 2016). Today, the term is often used to describe a complex set of activities that revolve around dealing with large amounts of content (Snyder, 2015), for example in education (e.g. Deschaine & Sharma, 2015) when referring to dealing with educational resources. To support students' learning, it is important that resources are selected, structured and presented, in other words curated, in a fitting way (Littlejohn, 2011).

Little is known about how lecturers in higher education approach this task (Wolff & Mulholland, 2013). A literature review shows that previous research has mainly focussed on selection, studying the criteria lecturers use when selecting educational resources and the barriers they experience in doing so (Leighton & Griffioen, 2021). Elements such as structuring and presenting, which are considered a crucial part of curation (Bhaskar, 2016), received little to no attention, nor do elements that influence lecturers' behaviour when curating resources.

Therefore, the study presented aims to answer the following research question: *how do lecturers in higher education curate educational resources and what shapes this curational behaviour?*

Methodology/techniques

Semi-structured interviews will be conducted with 25 lecturers at a Dutch university of applied sciences, teaching in a variety of disciplines. Lecturers interviewed are module coordinators. In this role, they are responsible for (or take part in) curating educational resources. A course the lecturer has designed serves as a starting point for the interview, making the curational behaviour related to this course the unit of analysis. Open coding will be carried out, followed by axial coding, looking at both lecturers' processes and the elements that shape these.

Preliminary results/conclusions

With the proposed poster, first results of this study will be presented based on the analysis of the first interviews, offering preliminary conclusions on how lecturers curate resources and what shapes this behaviour. These first conclusions can offer initial insights into how and why lecturers curate resources, which might serve as starting point for supporting lecturers when carrying out this task.

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