A Sample Curation Activity:
Step-by-step Instructions for Teachers

The following offers an example of how the curation process can be taught to students.

1. DEFINE THE CURATION PROCESS AND EXPLAIN ITS VALUE: an essential 21st century tool for dealing with the information overload.

2. PROVIDE TOOLS TO HELP STUDENTS CURATE WELL (click links to see samples):

   - Clear instructions that outline each step (see below).

   - Marking rubrics for curation (descriptive, basic, or hybrid)

     Tip: Ask students to brainstorm marking criteria as a class to establish buy-in and deepen their understanding of the criteria's value.)

   - A sample curated site.

     Tip: Modelling how to curate well can clarify for students new to the process what is expected from them. You can view a sample curated site here.

   - Guidance on how to evaluate sources (see Point 3 below).

   - A marking rubric for commenting on peer's curated sites

3. SUPPORT STUDENTS IN LEARNING TO CHOOSE APPROPRIATE SOURCES. The following may be helpful:

   - Resources on evaluating sources

   - Fact checkers

   - Lesson plans on confirmation bias and how to avoid it.

   - Criteria for choosing sources. (For projects requiring academic sources, see A Guide to Evaluating Information Sources, although you can also ask students to brainstorm criteria.)

4. Divide students into groups. Especially when students are curating for the first time, allowing them to work in groups eases them into the process.

   Tip: If possible, try pairing groups—two groups work separately but focus on a similar topic. Doing so allows peers to evaluate the curation of sources on a topic with which they are familiar.

5. Each group chooses, or is assigned, a topic.

6. Group members search for and post (e.g. on a Netboard, Padlet, or Milanote, etc.) sources that could be relevant to the topic.

7. Once the content is collected, students evaluate the sources based on established criteria provided by you or established as a class.

8. Students choose the most relevant or interesting sources that they wish to include in the collection.

9. Students annotate the sources, synthesizing the content of each piece and explaining why it has been selected for the collection).

10. Students organize the content in a logical manner.

11. Students share the curation site. (The teacher and/or class can decide whether they wish to share with the teacher and paired group only, with the whole class, or publically).

12. Provide students with [tips on offering constructive feedback](#).

13. Provide students with a [marking rubric for peer reviews of curation sites](#).

14. Students peer review a partner group's curation site, using the marking rubric and tips on offering constructive feedback to guide them.

15. Students are assessed on their curation sites and their comments on the sites of another group.