



# Farewell discovery – hello curation & engagement

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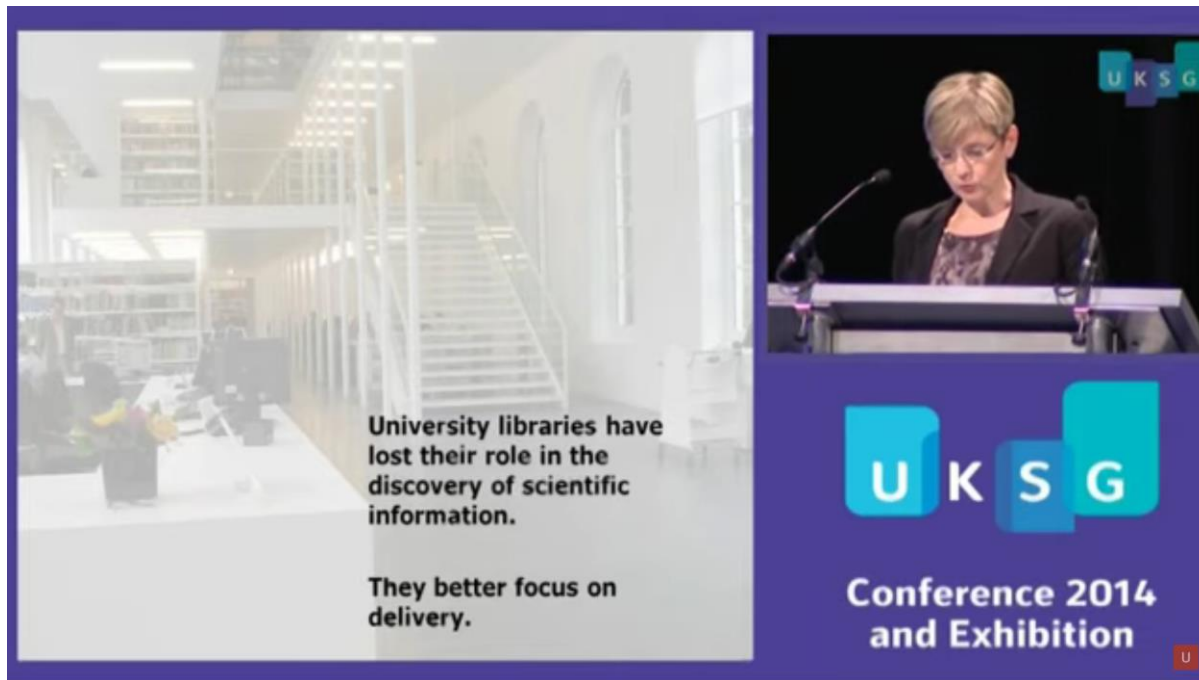
[www.kenchadconsulting.com](http://www.kenchadconsulting.com)

*My contribution today should be treated as “food-for-thought”*

*My bias is to the UK and Higher Education and teaching and learning rather than research*

**“Discovery has been core to library operations,** closely coupled with a local collection for most of its history....In a network world the relationship between discovery, collections and behaviors is changing in important ways.”  
Lorcan Dempsey. OCLC

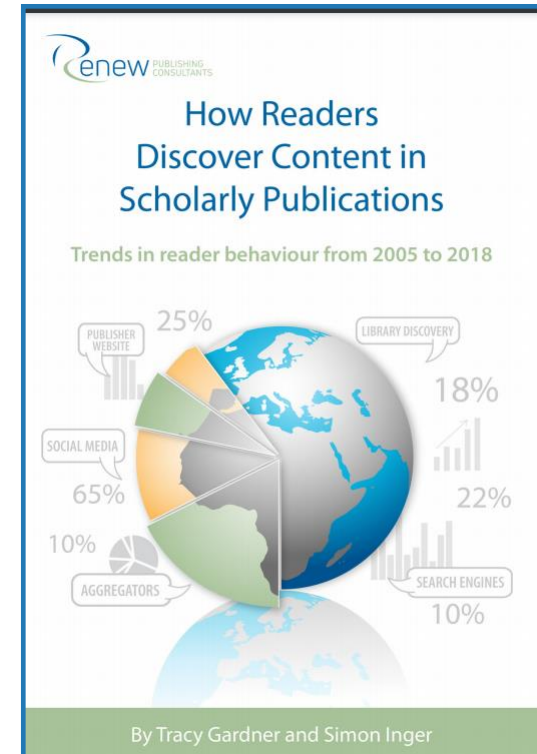
Dempsey, Lorcan 2020. Foreword to Resource Discovery for the Twenty-First Century Library: Case Studies and Perspectives on the Role of IT in User Engagement and Empowerment, xxi–xxxii. Edited by Simon McLeish. London: Facet Publishing. OCLC Research Foreword Preprint. <https://doi.org/10.25333/p8j4-1411>.



Thinking the unthinkable - doing away with the library catalogue. By Simone Kortekaas. Utrecht University. Plenary presentation at the 2014 UKSG conference. <https://www.youtube.com/watch?v=a6BPclajLVI>

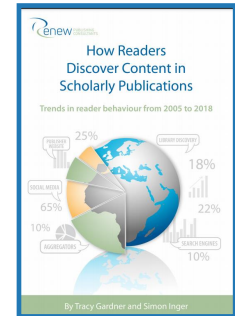
# How are resources discovered?

- In the academic sector as a whole, abstracting and indexing databases (A&Is) still appear to be the most important starting point in search.
- Academic search engines (such as Google Scholar) are more important than general search engines.
- **Library discovery seems to have peaked in its importance-rating** and is only holding a strong position in Humanities, Education and Social Sciences.
- Whilst searching as a discovery method dominates, it still only accounts for around 45% of people's behaviour. **Around 55% of the time people found the article they needed via other methods, e.g. following links on social media, emails and alerts, browsing other resources.**



How Readers Discover Content in Scholarly Publications. By Tracy Gardner and Simon Inger. Renew Publishing Consultants August 2018 <https://renewconsultants.com/wp-content/uploads/2018/08/How-Readers-Discover-Content-2018-Published-180903.pdf>

“Around 55% of the time people found the article they needed via other methods, e.g. following links on **social media, emails and alerts, browsing other resources.**”

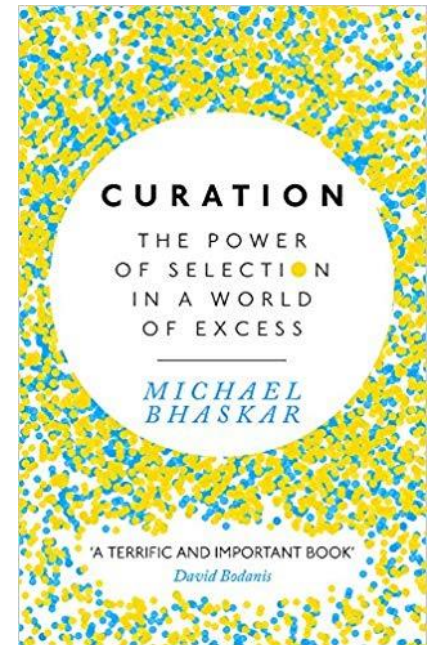


Farewell discovery  
hello curation

## What do I mean by “curation”

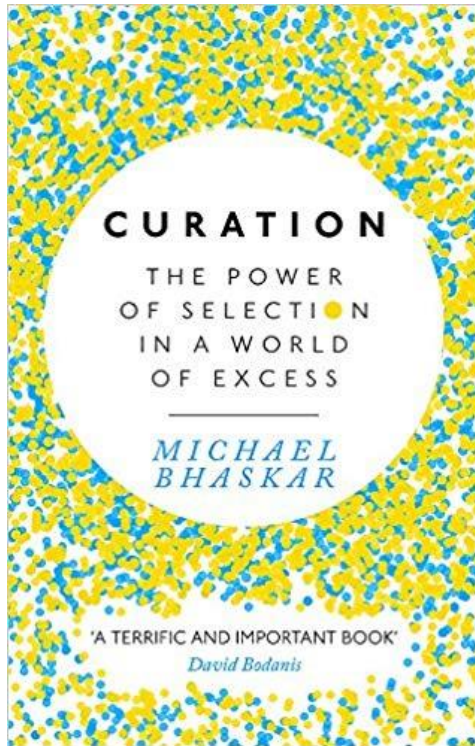
“[The] case goes something like this. We live among **unprecedented abundance**. The internet offers more writing than we could ever read, more music than we could ever listen to, and more news than we could ever keep up with”

“The result of all this abundance is that there are now **massive..opportunities in helping us filter**”



Reviewed by Asher Dresner (St Edmund Hall) <http://www.oxfordtoday.ox.ac.uk/culture/book-of-the-week/review-curation#>

# What do I mean by “curation”



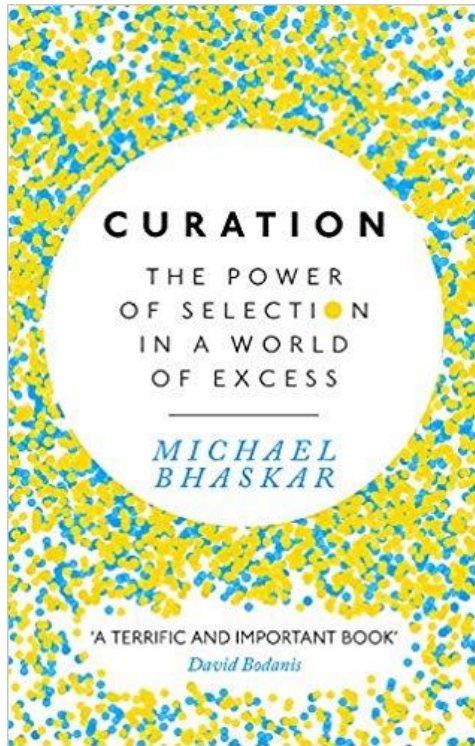
**“This isn’t about searching; we don’t always know what we’re looking for. It’s about curation: ‘selecting, refining and arranging to add value’**

**Someone using their hard-won expertise to put in front of us only the good stuff”**

Reviewed by Asher Dresner (St Edmund Hall) <http://www.oxfordtoday.ox.ac.uk/culture/book-of-the-week/review-curation#>



# The trend to curation



“This tendency to move towards more curated experiences ..is one of the long-term trends of the Internet”



# Curation isn't new



Curation tools  
include SDI services,  
LibGuides,  
recommender  
services, etc

[https://upload.wikimedia.org/wikipedia/commons/7/77/HK\\_Wan\\_Chai\\_Library\\_Inside\\_Bookcase\\_a.jpg](https://upload.wikimedia.org/wikipedia/commons/7/77/HK_Wan_Chai_Library_Inside_Bookcase_a.jpg)

# Reading/resource lists are a key curation tool for academic institutions

I want to focus on **reading/resource lists** as a key curation tool in helping to deliver improved learning outcomes

## Higher Education Library Technology

### Reading List/Resource List solutions

These are essentially 'curation' tools. Academics (with the help of librarians) create online resource lists - by module/course even week of study. Resource may be further categorized as 'essential' or 'background' reading. In this way they make 'discovery' largely redundant- least for many undergraduates

In the UK and other countries such as Australia and New Zealand older 'course reserve' modules have almost entirely replaced by more comprehensive *Reading List* solutions such as Talis *Aspire*, Ex Libris *Leganto* or Kortext *Keylinks*. Reading list solutions are increasingly adopted in the US and worldwide. Marshall Breeding's 2020 [Library Systems Report](#) notes that "Leganto ...has been purchased by 166 institutions".

[Edit](#)

Reading Lists Market share in UK HE May 2020

Product	Market Share (%)
Talis Aspire	79
Leganto	11
Keylinks	1
Ex Libris	1

Reading List Market Shares (Change 2017 to 2020)

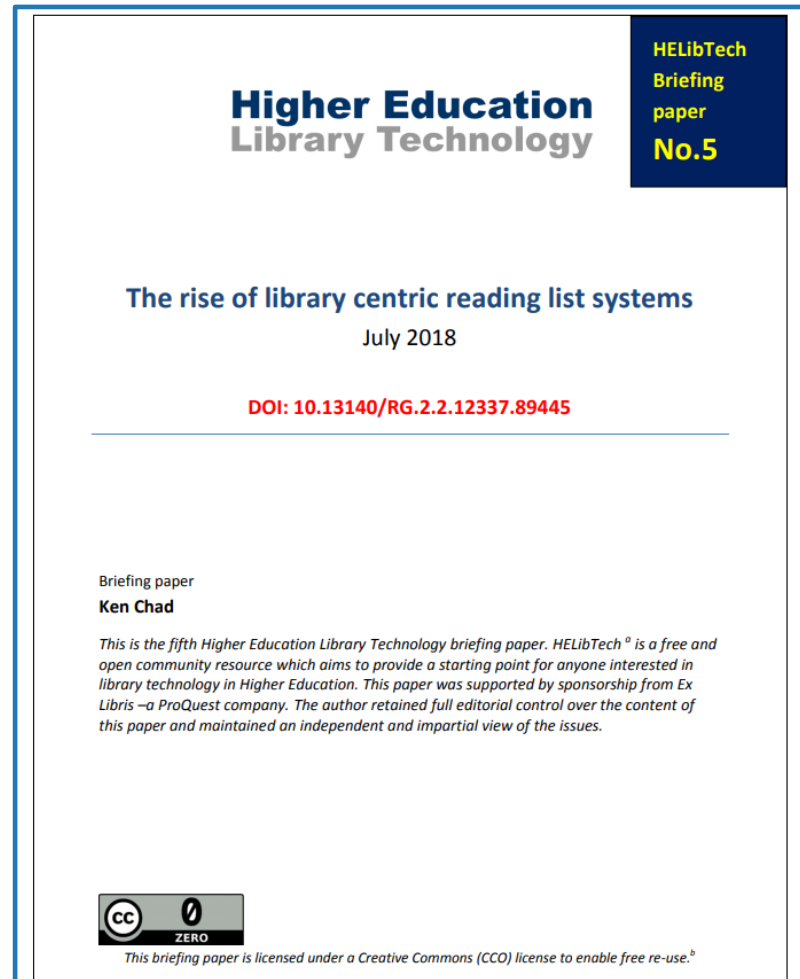
“Academics (with the help of librarians) create online resource lists - by module/course even week of study. Resource may be further categorized as 'essential' or 'background' reading.”

[https://www.helibtech.com/reading\\_resource\\_lists](https://www.helibtech.com/reading_resource_lists)

# Reading lists are a key curation tool for academic institutions

“The last five years have seen a sizable increase in the number of universities in the UK, Australia and New Zealand deploying library centric reading lists solutions. Indeed, the UK market has almost come to a point of market saturation. Around 70 per cent of the libraries in higher education have installed such solutions.

**A notable change is that library resource list solutions are beginning to be adopted in the US”.**



[https://www.kenchadconsulting.com/wp-content/uploads/2018/07/Rise\\_of\\_library\\_centric-readinglists\\_July2018.pdf](https://www.kenchadconsulting.com/wp-content/uploads/2018/07/Rise_of_library_centric-readinglists_July2018.pdf)



# Curation in practice –the reading/resource list solution



“Someone using their hard-won expertise to put in front of us only the good stuff”


Table of Contents ▾ Type: All ▾ Filter: All ▾ Citation Style: None ▾  🔍

**Week 1**



**Essential Reading**


 **The Student's Guide to Cognitive Neuroscience**  
Chapter - by Jamie Ward - 2015 - **Essential**  
 Chapter 4: The imaged brain VIEW ONLINE ○ ⋮

 **The Student's Guide to Cognitive Neuroscience**  
Chapter - by Jamie Ward - 2015 - **Essential**  
 Chapter 5: The lesioned brain VIEW ONLINE ○ ⋮

 **Roskies, A.L. (2010) Neuroimaging and Inferential Distance: The Perils of Pictures.**  
Chapter - **Essential** VIEW ONLINE ○ ⋮


**Recommended Reading**

 **The new mind readers: what neuroimaging can and cannot reveal about our thoughts**  
Book - by Russell A. Poldrack - 2016 - **Recommended**  
 Chapter 2: The Visible Mind is an accessible introduction to neuroimaging techniques VIEW ONLINE ○ ⋮

 **The Student's Guide to Cognitive Neuroscience**  
Chapter - by Jamie Ward - 2015 - **Optional** VIEW ONLINE ○ ⋮

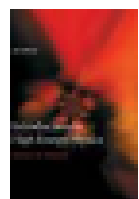
**Week 2**

**Essential Reading**

 **Forward inference using functional neuroimaging: dissociations versus associations** in Trends in Cognitive Sciences  
Article - by R HENSON - 02/2006 - **Essential** VIEW ONLINE ○ ⋮

<https://rl.talis.com/3/sussex/lists/F1CD23F1-8B09-9B38-F5ED-A34575E9752E.html>

## Manual curation - by academics/faculty



### Introduction to high energy physics

Book - by Donald H. Perkins - 2000 - **Background**

⌘- Relatively historical treatment by an outstanding physicist



### Introduction to high energy physics

Book - by Donald H. Perkins - 2000



### Detectors for particle radiation

Book - by K. Kleinknecht - 1998 - **Recommended**

⌘- A great book, one of the standard detector texts; does not contain the most recent advances in solid state



<https://rl.talis.com/3/bham/lists/DF40AAC3-9E75-A0EF-4EAB-263D34B092C8.html>

“A reading list solution brings librarians and academics together into a system where they must cooperate to be effective. An academic reported this cooperation to be ‘massively’ valuable and went on, ‘We also include our subject librarian in teaching and curriculum development’”

How students and lecturers are using educational resources today. By Linda Bennett and Annika Bennet. Sage Publishing and Gold Leaf. 2018. [Page 52]

# Curation is popular with students

ResourceLists@Bham

ResourceLists  Bham

## What do students think of ResourceLists?

Undergraduate  
Geography, Earth  
and  
Environmental  
Sciences

*"It's easier to view readings on a lecture by lecture basis. I found it very useful – I like how it enables you to select the reading status of each material. I wish every lecturer would use it."*



“Students would spend **a lot of time searching through the library catalogue**, whereas now they are directed straight away to the content they require”

“It provides a **straightforward discovery route**.

The feedback is that **students find it is quicker and easier to find the resources they need**. We have seen evidence of this coming through comments on the NSS [National Student Survey]. Students also advocate to academics to get reading lists into the system”.



# Integration with the learning management system/VLE

“Reading lists are **embedded in the learning management system** - i.e. in student workflow—that is the biggest impact.”

The screenshot shows a web interface for a learning management system. On the left is a sidebar menu with items like Home, Announcements, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Outcomes, Quizzes, Modules, Conferences, Collaborations, Course Materials, Resource List, and Settings. The main content area has a header 'Welcome to your course materials' and a sub-header 'Create a new course'. Below this, it says 'This course does not yet exist in this application. Create it!'. There is a 'skip' link. A form is displayed with the following fields: 'Course Name\*' (pre-filled with '83608'), 'from' and 'To' dates (both '30-April-2020'), 'Number of Participants', and 'Academic department'. There are 'CREATE' and 'CANCEL' buttons.

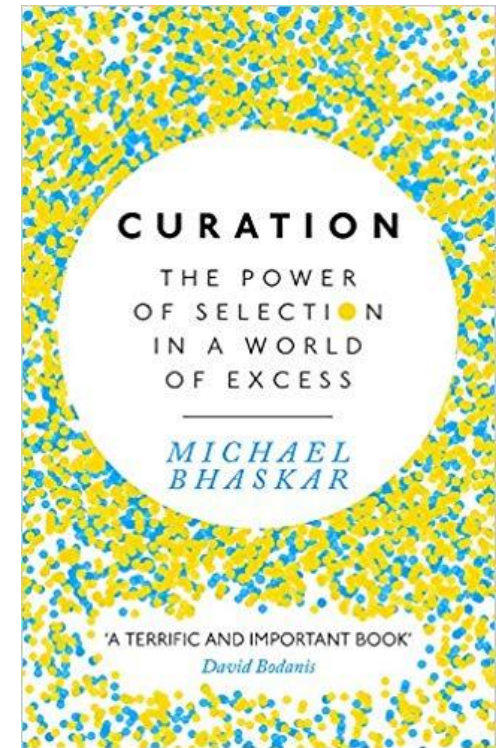
Resource lists challenge the long standing division between ‘library’ resources that are managed through the library catalogue and discovery system and ‘learning’ resources that are managed through the learning management system.

[https://knowledge.exlibrisgroup.com/Leganto/Best\\_Practices\\_and\\_HowTos/Integrating\\_with\\_the\\_Learning\\_Management\\_System/Best\\_Practice\\_Toolkit%3A\\_Integrating\\_with\\_the\\_LMS](https://knowledge.exlibrisgroup.com/Leganto/Best_Practices_and_HowTos/Integrating_with_the_Learning_Management_System/Best_Practice_Toolkit%3A_Integrating_with_the_LMS)

# ‘Thick’ and ‘thin’ curation

“**Thick curation:** by and large this is what marketers talk about when they discuss curation. It’s about humans...

“**Thin curation:** a lighter, often machine-driven form of curation – the network of cataloguing and filtration mechanisms, recommendation and discovery algorithms that we find throughout the internet”



“There isn’t a hard divide between the two –it’s.. a spectrum”

‘Thick’ (human) curation is not without its problems.....

## Liberate our Library

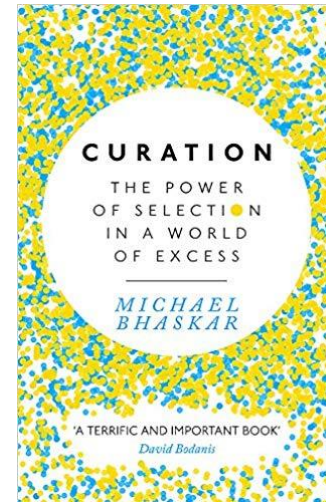


### Diversifying Reading Lists

Collaborating with teaching staff to **create decolonised and inclusive Reading Lists** to better represent the identities and experiences of our student body

<https://www.gold.ac.uk/library/about/liberate-our-library/>

“On the Internet, machine driven curation, based on sophisticated algorithms and data mining, has increasingly replaced human curation”



How do learning designers find the right content and deliver it to learners in a personalized and prioritized way at the moment of need?

Up until now, this has been primarily a manual process. **With the assistance of emerging AI technology, the world of content curation has become a lot more manageable, scalable, and impactful.**



AI in Learning: Curation. David James Clarke IV. 29 July 29, 2019  
<https://www.linkedin.com/pulse/ai-learning-curation-david-james-clarke-iv/>

## The five steps of AI-powered content curation:



Step 1: Activate AI on Learning Paths

Step 2: **Scan a Library of Trusted Sources**

Step 3: Deliver Personalized (and Prioritized) Content to Learners

Step 4: Collect and Analyze Crowd-Sourced Usage Data

Step 5: **Prioritize Content via Machine Learning**

AI in Learning: Curation. David James Clarke IV. 29 July 29, 2019

<https://www.linkedin.com/pulse/ai-learning-curation-david-james-clarke-iv/>



The real magic in this new system happens when it delivers **personalized and prioritized content to each and every learner**

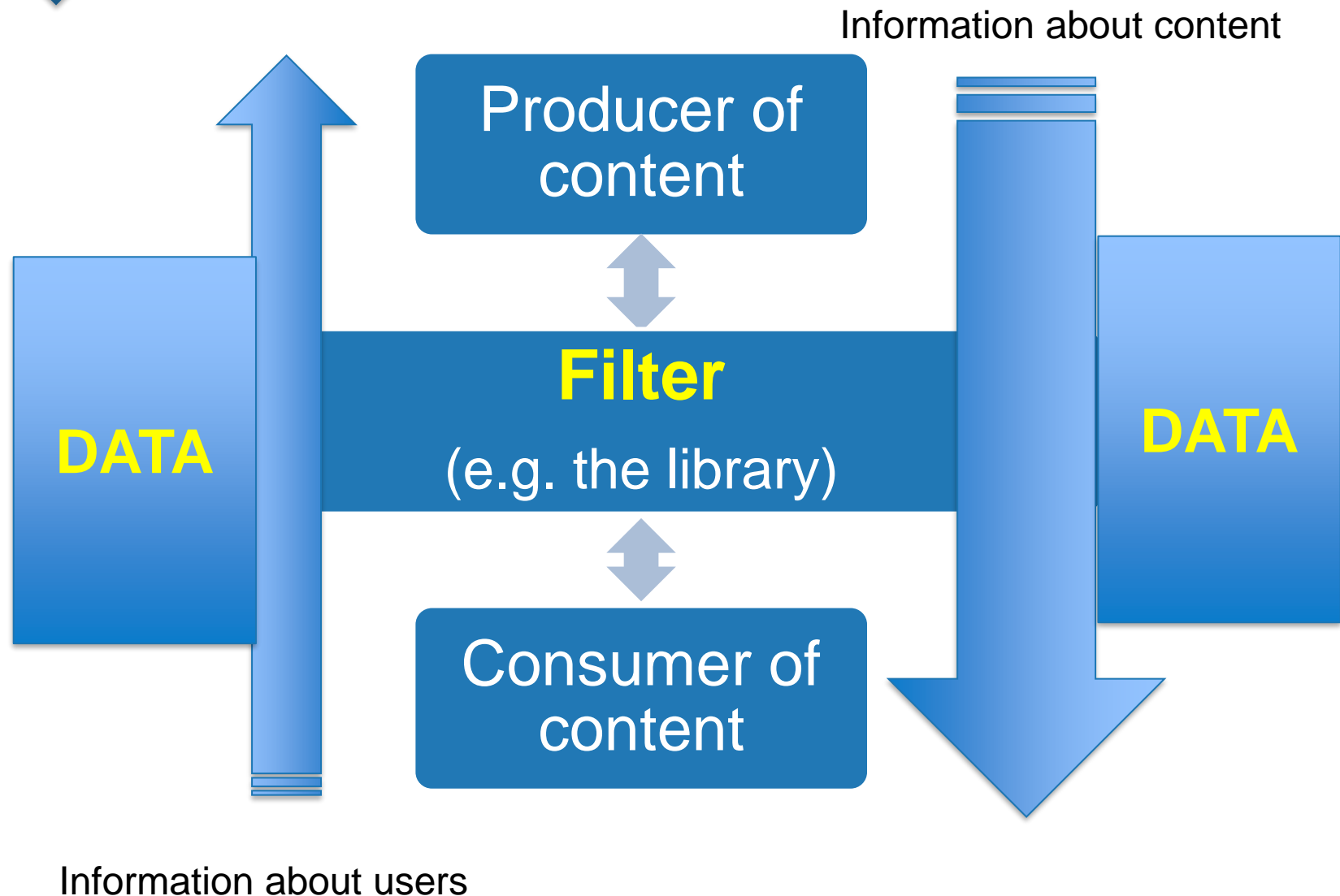


In Step 3, the system automatically curates specific resources for each learner according to the skills in their Learning Path. In real-time, curator bots personalize the resources using pre-assessment and profile data to find and deliver the videos, activities, articles, and blogs that fill each learner's skills gaps. **How do AI-powered curation systems determine the “best” content? As with most things, the answer is a four-letter word: Data.**

AI in Learning: Curation. David James Clarke IV. 29 July 29, 2019

<https://www.linkedin.com/pulse/ai-learning-curation-david-james-clarke-iv/>

# Data is key –the library is a ‘filter’



“Pedagogy, most commonly understood as the approach to teaching, is the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners”.

<https://en.wikipedia.org/wiki/Pedagogy>

# The reading/resource list and pedagogy

While some academics still disdain what they consider ‘spoon feeding’, evidence is emerging that reading lists can provide an important element of **pedagogical ‘scaffolding’**. An academic at Manchester Metropolitan University remarked:

“I refer to the reading list in sessions and model its use. When students ask me for resources I point them in the direction of the list....I would say - anecdotally that they have taken notice and that **they are using more resources. They are discussing the texts.**”

Reinvigorating Reading Lists at Manchester Metropolitan University. Rachel Fell and Nicola Ward. Talis Insights conference presentation. May 2018 <https://www.slideshare.net/secret/sciSpQVYmrSyg>

# The reading/resource list and pedagogy

Signposts within an annotated reading list, to different resources at various levels, can help to **teach information skills and to build the confidence of students** as they read and learn about the topic

**Reading lists can help to bridge the gap between staff and students to support them to develop information skills.** A well-structured reading list demonstrates how to evaluate and present information and acts as a communication of staff expectations

The important thing is the idea of the reading list as a *learning* tool. We are **moving past the idea of just a list of resources. We want to make things as easy to find and access ...to improve *engagement*.**



At the most general level, **learning occurs through the cognitive engagement of the learner with the appropriate subject matter knowledge.**

The most important elements of instruction, then, are **those that influence the cognitive engagement of learner** and subject matter knowledge.

Student Content Engagement as a Construct for the Measurement of Effective Classroom Instruction and Teacher Knowledge, Mary McLaughlin, Daniel J. McGrath, Marisa A Burian-Fitzgerald, Lawrence Lanahan, Marion Scotchmer, Christine Enyeart, Laura Salganik  
American Institutes of Research. 2005 [https://www.air.org/sites/default/files/downloads/report/AERA2005Student\\_Content\\_Engagement11\\_0.pdf](https://www.air.org/sites/default/files/downloads/report/AERA2005Student_Content_Engagement11_0.pdf)

“Therefore, more student content engagement should be associated with more learning”

Student Content Engagement as a Construct for the Measurement of Effective Classroom Instruction and Teacher Knowledge, Mary McLaughlin, Daniel J. McGrath, Marisa A Burian-Fitzgerald, Lawrence Lanahan, Marion Scotchmer, Christine Enyeart, Laura Salganik  
American Institutes of Research.2005 [https://www.air.org/sites/default/files/downloads/report/AERA2005Student\\_Content\\_Engagement11\\_0.pdf](https://www.air.org/sites/default/files/downloads/report/AERA2005Student_Content_Engagement11_0.pdf)



“How do we get students to engage more actively with the material they are learning?”

The **use of digital tools** to aid deeper levels of understanding proved largely successful.”

The Padlet Project: Transforming student engagement in Foundation Year seminars. Wendy A Garnham, Tabban Betts  
University of Sussex. Compass: Journal of Learning and Teaching, Vol 11, No 2, 2018



“

*Talis Elevate is transforming my student interaction in and out of the seminars. The students are using it to ask questions and clarify their understanding but they are also demonstrating an ability to think outside of the box in relation to the topics and controversies covered.*

Dr Wendy Garnham

Director Of Student Experience, University of Sussex

“Students can find resource engagement an isolating experience. They don’t have any insight into what their peers are thinking about the resources and no idea what others have done with these resources. In addition to this, a number of students don’t feel confident speaking out and asking questions, either in or out of the classroom. Talis Elevate brings **collaboration back into the resource**, meaning students can build their discussion directly into the content to create knowledge together, help each other out, and pose questions within the subject matter.”

<https://talis.com/talis-elevate/>

# Engaging with a resource - collaboration and co-creation

Parliamentary Report on Environmental Impact of Microplastics  
House of Commons Environmental Audit Committee. Fourth Report of Session 2016-17

means their influence in that process will be significantly reduced. Nonetheless, we recommend that the Government bring forward its own legislative ban, and align it as closely as possible with international measures.

Despite the commitment by a section of the cosmetics industry to phase out microbeads we found a reluctance to talk publicly about the issue from large cosmetics manufacturers, and we found a lack of consistency in their approach. Therefore, we call on the Government to ban microbeads in the cosmetics industry, we believe this will level the playing field, and urge the Government to move swiftly towards implementation.

Microbeads are part of the wider issue of microplastic pollution. The small size of microplastics means that they can be ingested by marine life and have the potential to transfer chemicals to and from the marine environment. There is evidence of ecological damage resulting from this. If someone eats six oysters, it is likely they will have eaten 50 particles of microplastics. This is still a relatively new research area and subject to uncertainties. Relatively little research has been done so far either on potential impacts to human health or the marine economy. We recommend that the Government draw up a research strategy to assessing and mitigating microplastic pollution for the next round of research funding. Human health impacts should be a priority subject for research, along with examining ways to reduce microplastic pollution from consumer goods, such as synthetic fibres and tyres, and industrial processes, such as sandblasting.

<https://talis.com/talis-elevate/>

Page 12/42

Class comments Personal notes

↑ 3 COMMENTS

**Paul White**  
New 3 days ago  
I think this is so relevant. Before i began my BSc, i was quite unaware of the impact that many of the products i used has on the environment. I would always opt for companies that were against animal...  
[Show more](#)

**Merle Anderson**  
New 3 days ago  
This is the important part, as it is only voluntary at the time this was written, the cosmetics companies are not guaranteed to actually follow through, legislation banning their use is the only way to...  
[Show more](#)

**Ana Corral**  
New 3 days ago  
I agree. I truly believe that policies should be our aim. Even though individual consumer behaviour counts, policies just work on a way bigger scale and also, it focuses the attention on the big pictu...  
[Show more](#)

**Ana Corral**  
New 3 days ago  
Not everyone cares about biodiversity, but we do tend to care about our own health. I believe that besides exposing the consequences for biodiversity, linking the problem to human health gives a good ...  
[Show more](#)

Vygotsky described **learning in terms of social interaction**. One of his discoveries was that there exists a difference between what a person can do on his or her own and what he person can do **with the help of a more knowledgeable other**

Student Content Engagement as a Construct for the Measurement of Effective Classroom Instruction and Teacher Knowledge, Mary McLaughlin, Daniel J. McGrath, Marisa A Burian-Fitzgerald, Lawrence Lanahan, Marion Scotchmer, Christine Enyeart, Laura Salganik  
American Institutes of Research 2005 [https://www.air.org/sites/default/files/downloads/report/AERA2005Student\\_Content\\_Engagement11\\_0.pdf](https://www.air.org/sites/default/files/downloads/report/AERA2005Student_Content_Engagement11_0.pdf)

# Conclusion: Teaching and learning outcomes

**Curation** tools are key and a next step is improved **engagement** solutions for an increasingly online teaching and learning environment. Does the *library* have a role here?






[https://www.kenchadconsulting.com/wp-content/uploads/2018/09/Library\\_and\\_teaching\\_learning\\_outcomes\\_June2017\\_2a-1.pdf](https://www.kenchadconsulting.com/wp-content/uploads/2018/09/Library_and_teaching_learning_outcomes_June2017_2a-1.pdf)

Thank you for your attention – don't hesitate to get in touch

# Farewell discovery – hello curation & engagement




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