# Lecturers' Curational Behaviour in Higher Education

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Submitted to: Teaching in Higher Education

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#### Abstract

The demands on lecturers in higher education to select, structure, and contextualize relevant and up-to-date resources for their students have increased; behaviour that is often referred to as curation. Currently, systematic insight into lecturers' curational behaviour is limited. This scoping literature review provides an overview of the existing body of knowledge regarding lecturers' curational behaviour. Twenty-four articles were selected and analysed, using the framework of the Theory of Planned Behaviour (TPB) (Ajzen 1991). Findings show that although studies can be linked to elements of the TPB, current research does not approach curational behaviour as an interconnected process of behaviour and its intentions. Additionally, current research mainly focusses on selection of resources; other elements of curation such as structuring resources and providing context are overlooked. More knowledge of lecturers' curational behaviour could lead to better understanding of how lecturers' curation could be supported, which could improve the quality of higher education.

Keywords: curation, educational resources, curriculum materials, higher education, lecturers

#### Introduction

In today's era of content abundance, the demands on lecturers to adopt relevant resources for their students have increased (Reichenberg & Andreassen 2017). Resources, in this context, are 'materials that hold content' (such as texts and videos), as opposed to 'technological tools' (such as software and learning management systems) (Gilje 2019). Some of these resources, for example textbooks or open educational resources, have been developed for use as learning materials (so called *didactic learning materials*). Others, such as YouTube videos or news articles, have been produced for other purposes and first need to be adapted (also known as *semantic learning materials*) (Hansen and Gissel 2017).

In higher education, it is expected that lecturers present their students with upto-date knowledge from a wide range of resources (Dutch Ministry of Education, Culture and Sciences 2015), that supersede the traditional textbook (Baron and Zablot 2015) and that, over the last few decades, have increasingly become available digitally. The wide range of available materials leads to an increased demand on lecturers to adopt (Reichenberg and Andreassen 2017) and modify (Baron and Zablot 2015) resources for their students.

When working with multiple resources, lecturers have to keep in mind that the resources they select should fit both their topic and their audience. Subsequently, they should structure the selected resources and present them in a coherent way to support students' learning (e.g. Littlejohn 2011; Tomlinson 2001). A concept that includes these tasks, and that has increasingly been referred to when it comes to handling the large amount of available resources in education, is the concept of curation (e.g. Anderson 2015; Siemens 2008). The word curation stems from the Latin *curare*, meaning 'to take care of', making a curator a 'caretaker' (Balzer 2015). Since the 18th century, the word has mainly been used in the context of museums, where curators are experts that take care of and preserve artefacts, select and arrange them for exhibitions and tell stories that explain and contextualize what a visitor sees (Bhaskar 2016). Today, the term is often used to describe a number of activities that revolve around dealing with large amounts of content, not just in museums and the art scene, but also in other fields, such as retail, media, and education. People who curate content, gather and disseminate information (Snyder 2015), but more importantly, they add value by selecting and arranging this information. As Bhaskar (2016, 6) says: 'curation is the best word available for this ensemble of activities that goes beyond selecting and arranging to blend with refining and displaying, explaining and simplifying, categorizing and

organising'. Therefore, it makes sense to use the lens of curation to look at the practice of working with multiple resources in education.

The notion of curation in education is not new. It has been introduced by Siemens (2007), who identifies 'curational educators' as expert learners with advanced knowledge of a domain, who do not dispense this knowledge, 'but create spaces in which knowledge can be created, explored and connected' (Siemens 2008, 17). Siemens does not, however, describe how 'curational educators' should perform this important task, or what behaviour or processes support it. Others since Siemens have recognized that educators can be seen as curators (e.g. Seitzinger 2014; Shepherd 2012; Ungerer 2016). Several authors emphasize that it is important that educators understand curation, and realise that curation has the potential to enhance the quality of education (e.g. Flintoff, Mellow, and Clark 2014; Snyder 2015). Some have tried to describe curational behaviour in education in a conceptual model: Wolff & Mulholland's (2013) Curational Inquiry Learning Cycle and Deschaine & Sharma's (2015) 5C Model. Both models approach the process of curation as a sequential multistep model, in which steps cannot be seen independently: meaning (and therefore, value) is added with every step of the process. Although the two models use different terminology, they both identify steps such as collecting, evaluating, selecting, organising, providing context, and presenting resources. However, both models are conceptual and systematic empirical insights into how lecturers curate (online) resources for educational purposes seem to be currently lacking (Ungerer 2016). Such insights are necessary in order to support and, if necessary, improve lecturers' behaviour when curating educational resources (Siemens 2008; Wolff and Mulholland 2013). Therefore, the aim of this study is to provide a systematic insight into the empirical body of knowledge regarding lecturers' curational behaviour in higher education.

#### A Lens for Curational Behaviour

In this study, curation is defined as selecting and structuring resources for educational purposes, while providing context and a coherent presentation for a particular audience. This can be regarded as a teaching practice, which, like any teaching practice, is shaped by a lecturer's knowledge and beliefs (Boschman et al. 2015). To understand lecturers' curational behaviour, it is necessary to look beyond the activities they perform when they curate resources, such as collecting and selecting (Deschaine and Sharma 2015; Wolff and Mulholland 2013), and take their knowledge and beliefs into account as well. Beliefs that shape lecturers' behaviour, are their approaches to teaching and learning (e.g. Korthagen 2010; Trigwell, Prosser, and Ginns 2005), their notions of self-efficacy (e.g. Bailey 1999; Griffioen, Jong, and Jak 2013), and their large variety of educational goals, such as content coverage, lesson flow, and fostering student learning (e.g. Kennedy 2002; Wieringa, Janssen, and Driel 2013). A model that considers those influences on behaviour is Ajzen's Theory of Planned Behaviour (1991) (see figure 1), which has been applied to multiple settings (Armitage and Conner 2001), such as healthcare (e.g. McEachan et al. 2011), marketing (e.g. Taylor and Todd 1995), and education (e.g. Underwood 2012).

[figure] insert Figure 1 here [/Figure]

Figure 1. Simplified schematic representation of the Theory of Planned Behavior (adapted from Ajzen, 2005, 126)

The TPB explains behaviour as being shaped by behavioural intentions, which in turn are influenced by three conceptually independent determinants or antecedents. Each of those determinants is shaped by underlying beliefs. Behavioural beliefs, such as beliefs about teaching, influence a person's positive or negative attitude towards performing a behaviour, in this case, selecting and structuring resources. Normative beliefs have implications for a person's subjective norms. These beliefs include the extent to which a person feels that others, for example colleagues, think the behaviour should be performed, or how they judge the behaviour. Finally, control beliefs, or a person's perception of how easy or difficult it would be to perform the behaviour, shape that person's perceptions of control, also known as perceived behavioural control, which is strongly related to self-efficacy.

In education, the TPB has been used to guide a number of empirical investigations across a variety of school subjects (Underwood 2012) such as science education (Haney, Czerniak, and Lumpe 1996), physical education (Martin and Kulinna 2004), and English language (Underwood 2012). Research done with the TPB is mainly quantitative, and one of its limitations is that it mainly uses correlational designs, which critics consider to be of limited predictive validity (Sniehotta, Presseau, and Araújo-Soares 2014). Another concern is that the TPB focuses exclusively on rational reasoning, excluding unconscious influences on behaviour (Sheeran, Gollwitzer, and Bargh 2013). However, most critics accept the basic reasoned action assumptions that make up the TPB (Ajzen 2011) and several meta-analyses (e.g. Armitage and Conner 2001) show that the TPB is indeed a robust model for explaining human behaviour. Following the TPB, the current study regards curational behaviour as consisting of actual curational activities, or actual behaviour, and the intentions and determinants that shape this behaviour – only when all those elements are taken into account, can lecturers' curational behaviour be fully understood.

This literature review will provide an overview of the current knowledge on lecturers' curational behaviour, answering the following research question: What

*insights does the current body of knowledge offer about curational behaviour that lecturers in higher education demonstrate when using educational resources?* 

#### Method

To answer the research question, a scoping literature review was conducted, to explore the nature and extent of the research area and to identify gaps in the literature (Arksey and O'Malley 2005; Snelson 2018).

#### Search and Selection of Articles

The identification and selection of articles consisted of three stages: identification, screening, and assessment for eligibility (Moher et al. 2009) leading to a final selection (see also figure 2).

First, articles were identified by doing an initial search in three databases: ERIC, Web of Science (WoS) and the university's Catalogue Plus library catalogue. The main search term used was 'curation', which was combined with filters for searching within higher education as provided by the databases, narrowing down the results to the field of higher education.

[figure] insert Figure 2 here [/Figure]

Figure 2. Flow diagram for article selection

Only articles were selected that were published in English, in peer-reviewed journals, institutional research reports, and conference proceedings, prior to February 2019, when this literature search was performed. All articles that included the term 'curation' in the title or in the abstract, and met the aforementioned criteria, were included in this stage. This yielded an initial list of 125 articles (43 in ERIC, 40 in WoS, 42 in CP).

Since curation is a complex concept, combining several activities, an information professional who was briefed by the researcher did a more extensive search in addition to the initial search. They used multiple synonyms for curation and added the keywords 'lecturers' and 'educational materials' to the search, using the following query in ERIC and SCOPUS:

TITLE-ABS-KEY ( lecturer OR teacher OR docent OR instructor OR professor ) AND (TITLE-ABS-KEY (curat\* OR keeper OR steward OR select\* OR collect\* OR structur\* ) ) AND (TITLE-ABS-KEY ('higher education' OR university OR college OR 'tertiary education' OR 'tertiary school' ) ) AND (TITLE-ABS-KEY ('educational resource\*' OR 'digital resource\*' OR 'educational material\*' OR 'digital material\*' ) AND (LIMIT-TO (LANGUAGE , 'English'))

This search yielded 417 articles (196 in ERIC and 221 in SCOPUS), which were added to the 125 found in the first search. When all duplicates were identified and removed, 503 articles remained.

Then, articles were screened based on title and abstract and subsequently assessed for eligibility, based on the abstract and/or full article. Reasons to exclude articles were:

- no focus on higher education
- no focus on resources in the sense of study materials that hold content (but technological tools, finances, classroom setup, etc.)
- no empirical research

- a focus on appreciation or acceptance level of specific types of educational resources
- a focus on student performance or student motivation
- a focus on training students as curators
- curation was not done by a lecturer (but by students, researchers, librarians, etc)
- although title and/or abstract were in English, the article itself was in another language (mainly Spanish)

In total, 24 studies were identified as eligible for analysis.

#### Analysis

The analysis consisted of three steps. First, a descriptive inventory was made of the year of publication, the country in which the study was performed, and the methods applied in each study. Then, the main conclusion of each study was summarized. Subsequently, the articles were analysed using the lens of Ajzen's Theory of Planned Behaviour (1991). In this final step, the elements of the TPB were regarded as categories. For analytical purposes, the three determinants were each grouped into a category with the underlying beliefs influencing this determinant (indicated in bold type in figure 1). This lead to a total of five categories: (a) attitude towards behaviour, which includes articles in which the findings focus on the benefits of curation, (b) subjective norms, with outcomes that say something about the influence of different stakeholders on lecturers curation, (c) perceived behaviour, (d) intention to perform behaviour, in which articles were grouped that explicitly identify lecturers' curational intentions, and (e) the actual behaviour, which includes articles in which the findings describe lecturers' (self-

reported) curational behaviour. Based on the main conclusion of the study, each of the articles was sorted into the category that provided the best fit.

## Sample Description

Details of the included articles are provided in appendix 1, where each article is listed with an identification number. The 24 articles were published between 2006 and the end of 2018, showing an increase in frequency from 2014 onwards. No articles were identified that were published before 2006 (see also figure 3).

[figure] insert Figure 3 here [/Figure]

Figure 3. Frequency of articles per publication year

The articles showed a spread of studies across various countries (see figure 4), with the majority of the studies (54%) conducted in a western context and a number of studies (17%) carried out in multiple countries at once.

[figure] insert Figure 4 here [/Figure]

### Figure 4. Percentage of studies per region

Concerning research methods, most of the studies included in this review were surveybased (54%), sometimes in combination with other methods, and many were case studies (38%). One study was a review of peer review processes for educational resources, and one case was a network analysis.

When the selected studies were sorted into categories based on Ajzen's Theory of Planned Behaviour (1991), it turned out that most studies (38%) focused on lecturers' (self-reported) curational behaviour. Almost as many studies (33%) reported on issues that were grouped under perceived behavioural control. Fewer studies looked into subjective norm (21%) and lecturers' attitude towards behaviour (8%), and no studies focussed on the intention to perform behaviour. Table 1 shows the categories, and the research methods reported on in each category.

[table] Table 1 near here [/table]

Table 1. Number of articles related to each category of the TPB and research methods used

## Findings

This section discusses the content of each of the categories, in order to provide insights into the current body of knowledge regarding curational behaviour that lecturers in higher education demonstrate when using educational resources.

#### Attitude towards Behaviour

The articles sorted into the category of 'attitude towards behaviour' describe studies that look at how lecturers regard curational behaviour or the outcome of this behaviour. The two articles in this category (16, 19) report on case studies in which lecturers curated resources for a blended (16) and a digital (19) environment respectively. In both articles the outcome of curational behaviour is described as potentially beneficial for students. They state that using multiple forms of digital resources can help lecturers to activate engagement and provide customisation for students in a blended learning environment (16). It can also can help students to stay focused and learn independently (19). In both studies, researchers conclude that mere selection and presentation of resources is not sufficient when working with digital resources. In order to be beneficial for students, resources should be scaffolded (16, 19) - a notion that holds connections to the curational elements of structuring and providing context and coherence. In one article

(19), the notion of curation, although not empirically studied here, is explicitly mentioned as the conceptual underpinning for the case study, and is regarded as a concept that teachers can substantially benefit from when scaffolding resources.

#### Subjective Norm

The five articles in this section show that lecturers take into account requirements for content and didactics when selecting resources, but are also influenced by three types of stakeholders: government, subject experts, and students.

Two of the articles point out how stakeholders on a national level, such as the government, influence lecturers' selection of resources. They show this happens both indirectly, for example when notions of democratic access to resources play a role in selection of open educational resources in the field of Animal and Food Sciences (1), and directly, for example when national or state standards play an important role in textbook selection in Social Sciences (20). The second group of stakeholders that is identified, are subject experts. One survey (1) reports that lecturers see working with experts in the field as a way to reach beyond the borders of the academy and draw on collective expertise. A case study (14) in the field of Design shows how social media such as Twitter and Storify were used to reach out to experts in the field who helped with identifying resources. Finally, students are identified as stakeholder in two case studies (2, 23). One of these case studies (23) describes how lecturers in a Business course are guided by (assumed) student preferences and interests when selecting materials for a flipped classroom setting. The other study (2) reports on a co-design setting in the field of Tourism, in which students take part in designing a module. When it comes to curating resources, lecturers in this case study take on the role of first agent of change, proposing new activities and resources. The authors conclude that students could be more involved in this process.

Over all, the articles analysed in this section show that lecturers identify three types of stakeholders that play a part in the subjective norm that shapes the selection part of their curational behaviour: the government, experts, and students.

#### Perceived Behavioural Control

The articles that are sorted into the category of 'perceived behavioural control', give insight into the extent to which lecturers say they feel they are able to perform curational behaviour, or their self-efficacy. Additionally, and as defined in the TPB, these studies identify obstacles in lecturers' curational behaviour.

Eight articles fall within this category: two survey studies (3, 17), three survey studies supported by interviews or focus groups (8, 21, 24) and three case studies (10, 12, 15).

Most articles investigate settings in which lecturers identify and select resources. In two (8, 12), a setting was studied in which lecturers designed a course, either in a codesign setting in which students contributed to the course design (8) or in a setting where the lecturer worked with student-assistants (12). Both studies conclude that lecturers are the ones who are best able to assess the quality of resources, since lecturers have more content knowledge than students (8) and student-assistants are not familiar with pedagogical quality (12). Their findings show that students and student-assistants can assist in the selection of resources, by providing meta-data and clearing copy-right (12), and by providing technologies that can act as learning tools (8).

Even though all the studies in this category appear to conclude that lecturers are the content specialist and are best equipped to select resources, they do also identify several barriers that influence lecturers' ability to perform curational behaviour. Main barriers identified by lecturers in these studies include: limited knowledge of copyright issues (15, 21, 24), limited knowledge of (technological) tools and resources (10, 15, 24), and lack of time to spend on curating resources (17, 24).

#### Intention to Perform Behaviour

Within the Theory of Planned Behaviour, the first three elements (attitude towards behaviour, subjective norm, and perceived behavioural control) are regarded as determinants of people's intentions to undertake behaviour, which in turn influences actual behaviour. When looking for studies that focussed on lecturers' intentions to perform curational behaviour, no articles were identified. More specifically, no study has directly asked about intentions lecturers have with resources they use. There is one article (17) that does mention intentions in its title, but when looking at the main conclusion, the authors actually consider the underlying determinants of these intentions, with a focus on perceived behavioural control.

#### Behaviour

The final category concerns the actual curational behaviour performed by lecturers. Nine articles fall into this category: six studies conducted surveys (4, 6, 9, 13, 18, 22), one a network analysis (11), one a case study (5), and in one article a review of selection tools (7) was provided. All studies in this category focus on the selection of resources, which is an element of curation. The main topics emerging in the studies within this category are the criteria lecturers consider when selecting resources, the types of resources they select, and their preferences for selecting their own resources.

Three articles show lecturers to report (6, 9, 22) that when they are selecting educational resources, they consider:

- - the reliability of the resource, which they base on peer reviews of the resource and on how recent the material has been published,
- - the pedagogical quality of the resource,
- the visual contribution a resource makes, meaning the quality of the design of the resource,
- - and whether or not the resource fits with the course objectives.

Articles that consider the types of resources lecturers select (4, 11), focus either on the media type (videos, readings, forums) (4), or on the type of tasks supported by the resources selected, which seem to be tasks that have lower cognitive demands (focussing on remembering and understanding instead of evaluating and creating) (11).

Also, some articles (13, 18, 22) report that lecturers often work with their own materials. A study that surveyed lecturers in three countries (22), concluded that most educators say they both create and reuse resources. Two other studies (13, 18) concluded that lecturers state to have preference for using their own slides and hand-outs, but are open to sharing those with others (13).

All studies in the category of behaviour focus on the selection of resources. Other elements of curation, such as structuring and providing context (Bhaskar 2016; Deschaine and Sharma 2015; Wolff and Mulholland 2013), are not mentioned in these studies. Also, most studies focus on what lecturers say they select and why they claim to select these resources, while none of the studies observe or otherwise consider lecturers' actual curational behaviour.

#### **Conclusion & Discussion**

This literature review provides insight into the current body of knowledge regarding the behaviour of lecturers in higher education when they are curating educational resources - that is: selecting and structuring such resources while providing students with context and a coherent presentation.

Twenty-four articles were sorted into five categories, which were based on Ajzen's (1991) Theory of Planned Behaviour (again, see figure 1). The TPB describes how behaviour (such as curating resources) is an interconnected whole of someone's actual behaviour, their intention to perform the behaviour, and the three determinants that shape this intention: their attitudes towards the behaviour, the subjective norm they feel applies to the behaviour, and their perceived behavioural control. The outcomes of this literature review show that curational behaviour itself and the three determinants of this behaviour have, to some extent, been subject of study in previous research. No articles were found that explicitly focus on intentions for curational behaviour.

Three aspects of the findings require more attention. Firstly, the attitude of lecturers regarding the curation of resources. Articles that report on attitude towards curational behaviour show that lecturers feel selecting and scaffolding multiple forms of digital resources is important and that they scaffold those resources in order to be beneficial for student learning. This is in line with previous observations by Reichenberg & Andreassen (2017) and Baron & Zablot (2015). However, this review shows that the current body of knowledge does not take into account if and how underlying attitude and beliefs shape lecturers' curational behaviour, even though it is known that lecturers' behaviour in general is shaped by such beliefs (e.g. Korthagen 2010; Tondeur et al. 2017; Trigwell, Prosser, and Ginns 2005). To provide more comprehensive insights into the curational behaviour of lecturers, future empirical research should consider lecturers' curational behaviour as a coherent whole of actual behaviour, behavioural intentions and the determinants of those intentions. Also, as the existing research mainly makes use of surveys and case studies; adding holistic and

longitudinal approaches to the study of lecturers' curational behaviour could provide deeper insights into the full extent of lecturers' curational behaviour. Such insights would be helpful when supporting and improving lecturers' curational behaviour.

The second aspect that requires attention is that the current body of knowledge describes lecturers' behaviour focused primarily on the selection of resources. The studies included in this review report on the criteria lecturers apply when selecting resources, the type of resources they select, and their preferences for selecting their own materials. This main focus on the *selection* of resources is found throughout all categories, while other aspects of curational behaviour such as structuring, providing context, and coherent presentation (Deschaine and Sharma 2015; Wolff and Mulholland 2013), have not been studied in depth sufficiently. Some studies mention scaffolding as being important when providing students with multiple resources; this suggests recognition of the role that structure plays in working with resources. Other than this, there is no mention of other aspects of curation in the articles reviewed. Multiple sources make clear that curation entails more than mere selection and that through curation, value and meaning is added to resources by actions such as arranging, refining, and explaining (e.g. Bhaskar 2016; Deschaine and Sharma 2015; Wolff and Mulholland 2013). Therefore, future research should consider lecturers' curational behaviour as an iterative and multistep process that stretches beyond selection of resources.

A final point to consider is the role of students as stakeholders in curation. The outcomes of the literature review show that students influence the selection of resources. One way in which this happens, is because lecturers are guided by (assumed) student preferences. Also, in co-design settings students can play a role in designing a course and therefore in selecting resources. The latter can be regarded as a form of a

'Students as Partners'-approach (Marquis et al. 2019). This would be an interesting avenue for future research, in order to explicitly explore the role students can play in the process of educational curation.

Over all, it can be concluded that there is little research that focusses on the full extent of lecturers' curational behaviour in the context of higher education, and that lecturers' curational behaviour has not been studied as an interconnected behavioural process. Therefore, empirical underpinnings for supporting and improving lecturers' curational behaviour are currently insufficient. Since practices of working with multiple educational resources are increasing (Dutch Ministry of Education, Culture and Sciences 2015; Reichenberg & Andreassen 2017), further research is needed. With this, lecturers can be supported in curating resources in structured ways that provide context and coherence. Only then can they be certain to provide their students with high quality education.

#### Acknowledgments

Thanks to Prof. Dr. Ron Oostdam, of the Centre for Applied Research in Education at the Amsterdam University of Applied Sciences, for his advice during the initial research design.

Thanks to Jaroen Kuijper, information specialist at the Amsterdam University of Applied Sciences, for his help with the database search.

## **Declaration of interest statement**

This research is funded by the Amsterdam University of Applied Sciences, through means of an individual PhD funding scheme provided by the Faculty of Digital Media and Creative Industries.

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| Appendix 1 – included studies |
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|-------------------------------|

| ID | Author(s)       | Title                            | Year | Method         | Location  | Main findings   | Category |
|----|-----------------|----------------------------------|------|----------------|-----------|---|----------|
| 1  | Algers & Silva- | Teachers' perceived value,       | 2015 | survey (n=101) | Multiple  | The adoption of OER is part of a culture of sharing. Dimensions             | В        |
|    | Fletcher        | motivations for and adoption of  |      |                | countries | underlying teachers motivations to adopt OER can be identified at three     |          |
|    |                 | open educational resources in    |      |                |           | levels: individual (eg. altruism), institutional (eg. collaboration with    |          |
|    |                 | animal and food sciences         |      |                |           | peers), and societal (eg. reaching beyond the academy)                      |          |
| 2  | Barbera et al   | A Co-Design Process              | 2017 | case study     | Spain     | In a co-design process, teachers take on the role of first agent of change, | В        |
|    |                 | Microanalysis: Stages and        |      |                |           | which includes proposing new activities and resources. Students could be    |          |
|    |                 | Facilitators of an Inquiry-Based |      |                |           | more involved in this.  |          |
|    |                 | and Technology-Enhanced          |      |                |           |   |          |
|    |                 | Learning Scenario                |      |                |           |   |          |
| 3  | Bel & Bradburn  | Reframing teachers' conceptions  | 2008 | small scale    | England   | HE teachers need support on re-conceptualising accessibility as a           | С        |
|    |                 | of accessible e-learning designs |      | survey (n =?)  |           | pedagogical challenge (inclusion) rather than a technical one (special      |          |
|    |                 |                                  |      |                |           | needs)  |          |
| 4  | Bonk et al      | Pushing toward a More            | 2018 | mixed:         | Multiple  | Chief resources used in moocs are forums, video, lecturs, reading,          | Е        |
|    |                 | Personalized MOOC: Exploring     |      | interviews +   | countries | quizzes. Not much effort is put into personalizing the experience for       |          |
|    |                 | Instructor Selected Activities,  |      | survey (n=152) |           | learners. Offering more varied examples and resources would help in         |          |
|    |                 | Resources, and Technologies for  |      |                |           | personalizing.  |          |

|   |                         | MOOC Design and<br>Implementation   |      |   |        |  |   |
|---|-------------------------|---|------|---|--------|--|---|
| 5 | Cafolla                 | Project MERLOT: Bringing Peer<br>Review to Web-Based<br>Educational Resources   | 2006 | case study                                      | USA    | In an environment where resources are increasingly published digitally,<br>peer review by teachers helps in establishing accuracy of resources and<br>ensure quality of the educational resource.  | Е |
| 6 | Feldman-Maggor<br>et al | Integration of open educational<br>resources in undergraduate<br>chemistry teaching-a mapping<br>tool and lecturers' considerations                       | 2016 | mixed: survey<br>(n=66) +<br>interviews         | Israel | Most of the interviewed chemistry lecturers integreate innovative learning<br>materials found online, but do not use tools for sharing ald collaborative<br>learning. Selection is done intuitively, considering reliability, pedagogical<br>issues and visual contribution.             | E |
| 7 | Gold et al              | Peer-review of digital<br>educational resources-a rigorous<br>review process developed by the<br>Climate Literacy and Energy<br>Awareness Network (CLEAN) | 2012 | review  | USA    | Peer review of resources is important to ensure authorative high quality<br>digital teaching materials. Reviewed collections of digital educational<br>materials build trust in educators and minimize the time they have to<br>spend searching for high-quality and relevant materials. | E |
| 8 | Gros & López            | Students as co-creators of<br>technology-rich learning<br>activities in higher education  | 2016 | mixed:<br>interviews,<br>observation,<br>survey | Spain  | Teachers know more than learners about the content of the course, but it<br>may be that students know more about technologies that could act as<br>learning tools. Students can help in contributing resources but teachers<br>should assess pedagogical use.                            | С |
| 9 | Hanley & Bonilla        | Atolls, Islands, and<br>Archipelagos: The California  | 2016 | survey (n=1230)                                 | USA    | Only 13,5% of teachers had used open textbooks (or parts of one).<br>Important factors for adoption are quality, fit with course objectives, and   | E |

|    |                   | OER Council and the New           |      |                  |           | currency of information. However, amount of effort needed to find,         |   |
|----|-------------------|-----------------------------------|------|------------------|-----------|--|---|
|    |                   | Landscape for Open Education      |      |                  |           | review and select open textbooks was also considered important.            |   |
|    |                   | in California                     |      |                  |           |  |   |
| 10 | Horn, Anderson, & | Open educational resources        | 2018 | case study       | USA       | There are challenges associated with OERs, especially for faculty with     | С |
|    | Pierick           | (OERs) in self-directed           |      |                  |           | limited experience using them. Suggestions for locating, evaluating, and   |   |
|    |                   | competency-based education        |      |                  |           | curating OER are made, since lecturers seem to lack those tools.           |   |
| 11 | Hu et al          | What do teachers share within     | 2018 | network analysis | Multiple  | On pinterest, teachers of mathematics curated relatively consistent, and   | Е |
|    |                   | Socialized Knowledge              |      |                  | countries | mainly curate resources that have lower cognitive demands                  |   |
|    |                   | Communities: a case of Pinterest  |      |                  | (online)  |  |   |
| 12 | King              | Postgraduate Students as OER      | 2017 | case study       | South     | Post-grad students can assist in selecting resources, providing meta-data, | С |
|    |                   | Capacitators                      |      |                  | Africa    | and clearing copyright for OER, but cannot adapt them for online           |   |
|    |                   |                                   |      |                  |           | environment, since they are not familiair with pedagogical quality.        |   |
| 13 | Kolling da Rocha  | Mapping teaching authorship       | 2018 | survey (n=243)   | Brazil    | Teachers mainly produce their own resources/activities (with PowerPoint    | Е |
|    | et al             | and learning practices in higher  |      |                  |           | slides as most important) and are open to the process of sharing them.     |   |
|    |                   | education settings: First step in |      |                  |           | Teachers have low knowledge of authorship attribution (=copyright          |   |
|    |                   | creating a knowledge base         |      |                  |           | issues).   |   |
|    |                   | through sharing                   |      |                  |           |  |   |
| 14 | McGuire           | Finding and sharing educational   | 2014 | case study       | New       | Discovering and sharing resources by engaging with experts in the field    | В |
|    |                   | resources using Twitter,          |      |                  | Zealand   | via twitter and storify, proved in interesting way to reach out beyond the |   |
|    |                   | Hashtags and Storify              |      |                  |           | classroom.   |   |

| 15 | Miller           | Integrating Online Multimedia   | 2009 | case study     | USA      | The adoption of online resources rests with faculty, integration can be       | С |
|----|------------------|---------------------------------|------|----------------|----------|---|---|
|    |                  | into College Course and         |      |                |          | done gradually. Suggestions are made for pedagogical rationale, types of      |   |
|    |                  | Classroom: With Application to  |      |                |          | media, dealing with copyright issues, and other typical problems              |   |
|    |                  | the Social Sciences             |      |                |          | experienced by lecturers and students.  |   |
| 16 | Montgomery et al | Blending for Student            | 2015 | case study     | Canada   | It is important that multiple forms of digital resources are used to activate | А |
|    |                  | Engagement: Lessons Learned     |      |                |          | engagement in different types of learners. These should be scaffolded for     |   |
|    |                  | for MOOCs and Beyond            |      |                |          | deeper understanding  |   |
| 17 | Mtebe & Raisamo  | Challenges and Instructors'     | 2014 | survey (n=104) | Tanzania | Mainly effort expectancy (will it be easy to use) influences intention to     | С |
|    |                  | Intention to Adopt and Use Open |      |                |          | use oer, while performance expectancy, facilitating conditions, and social    |   |
|    |                  | Educational Resources in Higher |      |                |          | influence did not have significant effect.                                    |   |
|    |                  | Education in Tanzania           |      |                |          |   |   |
| 18 | Ní Shé et al     | Students' and Lecturers' Views  | 2017 | survey (n=32)  | Ireland  | Looked at resources math educators recommend to new students to fill          | Е |
|    |                  | on Mathematics Resources        |      |                |          | gaps in prior education. Mainly they prepare handouts as those give           |   |
|    |                  |                                 |      |                |          | focus. They have a preference for materials they developed themselves         |   |
|    |                  |                                 |      |                |          | over freely available online resources.                                       |   |
| 19 | Nielsen          | Curating and Nudging in Virtual | 2014 | case study     | Denmark  | Foreign language teachers can benefit substantially from the notions of       | А |
|    |                  | CLIL Environments               |      |                |          | curation and nudging when scaffolding activities on the internet. It helps    |   |
|    |                  |                                 |      |                |          | in motivating students to stay focused, while fostering flexible and          |   |
|    |                  |                                 |      |                |          | independent learner behavior.   |   |

| 20 | Nikonova et al | Modern Functions of a Textbook   | 2016 | survey (n=350) | Russia   | Criteria for publication of textbooks should not be the names of the      | В |
|----|----------------|----------------------------------|------|----------------|----------|---|---|
|    |                | on Social Sciences and           |      |                |          | authors, but compliance with state educational standards, didactic        |   |
|    |                | Humanities as an Informational   |      |                |          | requirements, and official approval. Textbooks should have                |   |
|    |                | Management Tool of University    |      |                |          | consistency, systematic representation of knowledge, and be in line with  |   |
|    |                | Education                        |      |                |          | state standards.  |   |
| 21 | San            | Aggregating digital resources in | 2015 | mixed: survey, | Malaysia | Most course instructors have general copyright awareness; they act        | С |
|    |                | an e-learning platform: A case   |      | interviews,    |          | consistent with copyright laws, but could use more guidance.              |   |
|    |                | study of a Malaysian public      |      | observation    |          |   |   |
|    |                | university's compliance with     |      |                |          |   |   |
|    |                | copyright                        |      |                |          |   |   |
| 22 | Santos-Hermosa | ORIOLE, in the Search for        | 2014 | survey (n=241) | USA, UK, | Most educators both create and reuse resources. Important factors in re-  | Е |
|    |                | Evidence of OER in Teaching.     |      |                | Spain    | using are quality of the resources, costs, copyright issues, granularity, |   |
|    |                | Experiences in the Use, Re-Use   |      |                |          | availability, and peer comments.  |   |
|    |                | and the Sharing and Influence of |      |                |          |   |   |
|    |                | Repositories                     |      |                |          |   |   |
| 23 | Sohrabi & Iraj | Implementing flipped classroom   | 2016 | case study     | Iran     | Students' preferences influenced what was selected for a course: mainly   | В |
|    |                | using digital media: A           |      |                |          | video content based on students interests, availability of subtitles and  |   |
|    |                | comparison of two                |      |                |          | presentation files, level of inspiration, short and consise for books.    |   |
|    |                | demographically different groups |      |                |          |   |   |
|    |                | perceptions                      |      |                |          |   |   |

| 24 | Tobias | Digital Resources in Instruction | 2009 | survey (n=179) | USA | Faculty use google a lot, do not use resources of library. They lack       | С |
|----|--------|----------------------------------|------|----------------|-----|--|---|
|    |        | and Research: Assessing Faculty  |      | + focus groups |     | awareness of tools and resource, have little time to search for resources, |   |
|    |        | Discovery, Use and NeedsFinal    |      |                |     | and need assistance with copy right issues and other digital tasks.        |   |
|    |        | Summary Report                   |      |                |     |  |   |

#### Categories

A - attitude towards behaviour, which includes articles in which the findings focus on the benefits of curation

B - subjective norms, with outcomes that say something about the influence of different stakeholders on lecturers curation

C - perceived behavioural control, consisting of articles that mainly summarize obstacles in lecturers' curational behaviour

D - intention to perform behaviour, in which articles grouped that explicitly identify lecturers' curational intentions

E - the actual behaviour, which includes articles in which the findings describe lecturers' (self-reported) curational behaviour.