

CHAPTER 3 Content Curation Strategies – A case of Online History Education

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The tertiary education sector has benefitted immensely from the advances in technology in recent years. Digitisation of materials has enhanced accessibility, and more complex search functions have allowed scholars to trawl a mass of data more efficiently. Online educators have so far been focused on accessibility – digitising materials that were once in print form, and presenting them in an interactive way better suited to online delivery. But in doing so, a key point has been insufficiently addressed, and in some cases, completely overlooked – how do we teach our students how to cope with this new digital information? How do we teach them to filter and assess the mass of data?

The teaching of History online in a regional Pacific tertiary institution is a useful case through which to examine this dilemma. Where once historians were confined to archive reading rooms and library collections, the twenty first century historian more frequently sits behind a computer, trawling and refining searches. Technology has made History education more far-reaching and interactive than ever before, and this is most clearly demonstrated in the University of the South Pacific, which has offered a complete undergraduate history programme online since 2017. This is just a small drop in the ocean where students are part of a vast information network, stretching across a sea of islands and beyond.

This chapter reviews the state of online History education in the Pacific and outlines some of the specific cultural challenges that students and educators face. It explores one strategy particularly suited to online History education, namely “content curation”. This is a process by which individuals or groups identify, compile and share digital content on a specific topic for a particular audience. Content curation can come in many forms, and utilise different software technologies, some of which are highlighted in this chapter. By considering recent innovations and reflecting on current practice in the History Department of USP, this chapter explains the benefits and pitfalls of using content curation to generate interactive and genuine learning to enhance diversity and contextualise resources in Pacific Island countries.

Emerging Issues

The University of the South Pacific (USP) is one tertiary institution where the undergraduate demand for History is strong and growing. This is contrary to the growing trend in Pacific Rim countries like Australia, New Zealand and the United States where History departments have small undergraduate class sizes and are battling to withstand sustained government cuts to the Humanities. Founded in 1968 with a mission to encourage development in the region, USP is responsible to its 12 member countries to meet their educational needs. This includes the subject of History, where a desperate need for qualified History teachers in the Pacific continues to drive strong enrolment figures for undergraduate classes. Since offering a complete History degree programme online in 2017 (one of the first departments in the university to do so), student enrolments have dramatically increased and now average 220 in first year, and 60 in both second and third year courses (University of the South Pacific, 2019).

Nonetheless, the discipline of History at USP is not immune to the global trend which has seen a downturn in the popularity of the Humanities. Like many other universities, USP students favour disciplines which are perceived to offer better career prospects, such as law or economics. There are also local factors which discourage students from choosing the Humanities. Dinesh Naidu's (2017) study of Indo-Fijian high school students and their reluctance to study History is one example. Not only does he identify the lack of perceived career prospects as an important issue, but he also draws attention to the problematic way that History is taught at the secondary school level, declining literacy standards, and the irrelevance of colonial curriculums for Pacific students. These are not challenges peculiar to Fiji, as former USP vice chancellor Rajesh Chandra noted in 2018 when he acknowledged declining literacy standards throughout the Pacific region were affecting the performance of all USP students. Such localised factors need to be taken into consideration when developing eLearning strategies at a tertiary level for effective student engagement and learning.

Addressing student literacy levels is a complex issue which requires a broader institutional or governmental strategy and so it will not be discussed here, but the issue of relevant curriculums and sources is one which educators can address at the classroom level with innovative uses of technology. For the teaching of Pacific History online, the lack of up-to-date open educational resources (OERs) is a significant barrier to learning. Traditional History resources in the Pacific have focused on outdated colonial subjects, which have little contemporary relevance to students or teachers. Online materials related to island histories generally focus on the impact of colonialism in the Pacific, and fail to address the role of Pacific Islander communities and individuals in shaping their own history. This decade marks the 50th anniversary of independence for many Pacific Island nations, but the process of decolonisation, which began in the political arena in the 1960s, is not necessarily reflected to the same degree in online educational spaces. In order to understand why this is the case, one must first recognise some of the strengths of using online spaces for future Pacific learners.

The supply of information is not the problem. Pacific Islanders have been a part of the "information age" since decolonisation began – the term was coined in 1962 to define an era of increasing government monitoring and data collection (Guldi & Armitage, 2014, p.97). As a result there is an abundance of valuable "big data" available which has yet to be subjected to quantitative data analysis. Digitisation programmes in libraries and cultural institutions have also brought more relevant Pacific sources into the online space – journals, letters, newspapers articles, radio broadcasts, photographs and more are freely accessible and can make learning more interactive and exciting. With improvements in computer technology, communications infrastructure, and the explosion of mobile phone use in the Pacific, access to information is not as difficult as it once was. If accessing information is not the main issue obstructing the decolonisation of student learning, then perhaps the next step is to consider how learners process it.

To characterise this as an "information overload" problem is simplistic and inaccurate - similar concerns were raised during the Renaissance in response to the creation of the printing press. Rather, the challenge for students and educators is how to discern information and to navigate "the confusion of a society divided by competing mythologies." In their influential study of the state of the History discipline worldwide, Guldi and Armitage (2014, p.103) argued for the importance of authorities (like Historians) who can understand and talk rationally about "big data":

Indeed, the ability to make sense of causal questions, to tell persuasive stories over time, is one of the unresolved challenges facing the information industry today. Famously, neither Google nor Facebook has had much success in finding an

algorithm that will give the reader the single most important news story from their wall or from the magazines over the last year. They can count the most viewed story, but the question of the most influential has challenged them.

Joyce Seitzinger (2014, p.412) notes, connected individuals are not experiencing an information overload problem, “but rather a filter failure, our lack of having a process for operating in this new environment.” Increasingly the role of filtering by other people or organisations is being replaced by automatic digital algorithms, but the individual’s ability to filter information is a crucial skill for online educators to consider when developing eLearning strategies.

At an institutional level, USP has attempted to address this filter failure by offering a compulsory course on Computer and Information Literacy, and together with the Library, provides specific training to students for using digital search engines and selecting, organising and presenting online sources. This process of “curating” is a core skill that the discipline of History encourages throughout its degree programme because it provides students with the historical evidence necessary to construct logical and convincing arguments. The recent shift from face-to-face delivery to online mode has created an opportunity to develop a collaborative approach to technology which addresses this filter failure. It should not be the sole responsibility of the teacher to filter content for students – if we want to create an interactive course which generates authentic learning and addresses student diversity, then we need to actively engage students in the process of filtering content for themselves. Content curation is one way that this goal could be achieved, and evidence suggests that content curation could improve student learning as well as help to create contextualised resources for Pacific Island countries in the future.

Content Curation

Content curation is “when an individual (or team) consistently finds, organizes, annotates, and shares the most relevant and highest quality digital content on a specific topic for their target market” (curata blog, n.d.). Steven Ovardia (2013, p.58) explains that the idea behind content curation (also known as aggregation) is “linking and or excerpting the work of others”. It is essentially handpicking information from a variety of sources about a specific topic, and then publishing or sharing your collection. One of the main advantages of curating digital content is that you can use different mediums to present this information such as articles, podcasts, videos, webinars, social media posts and infographics. Curating content is a useful tool because it gives students the opportunity to add their own voice, meaning they can share their different interpretations of the topic which benefits their own learning and their peers’ learning. It also allows curators to control the quality of information presented about a topic. This means they can filter a lot of the less important content and only allow quality material to be used.

There are two methods of curating content, and both have their advantages. Manual content curation is labour and time intensive. It requires an individual or time to manually sift through information to identify the relevant information. This is a useful method for higher education because it enables deep learning in students so they can engage with online archives and sources and conduct in-depth research. The alternative is to use software to automate this process. *Curata blog* (n.d.) has a list of the latest software technologies which help individuals curate content. Some are highly visual applications such as *flickr* and *Pinterest*, and others allow for a more seamless mix of text and images, and have a visual magazine style such as *Learnist*, *Pearltrees*, *Storify*, *BagTheWeb* or *Scoop.it*. Many operate with a social media platform today to better share content with the public.

Flintoff, Mellow and Clark (2014) identify six steps when curating content. The first step, to aggregate and gather web pages specific to the topic, is a process which students may be familiar with when conducting research for assignments, and which traditionally librarians have assisted with. The second step, to filter content to select the best material, is a core skill which educators should be most invested in developing using scaffolded assessments or activities. The third step, to publish your collection, can be made possible with public webpages, blogs or elearning sites like Moodle. Today this is a fairly straightforward and user-friendly process with which many students demonstrate competence. The goal of publishing is to realise step four of the process, to share, syndicate and distribute your content to your audience and the wider community. By making this information public, it encourages students to conduct their research ethically and responsibly. Step five, to allow the curator and other people to edit and add comments, can be considered a form of peer feedback which helps the student learn how to better select and package content. Step six and seven, which involve developing analytics so you can track the usage of the site and an export facility or a way to backup the curated work, is important for the educator to review the whole process and understand how students are curating and responding to curated content.

Deschaine and Sharma (2015) presented a simpler process which they termed the “5 C’s” - circulation, conceptualisation, critiquing, categorization, collection. This process maintains the same principles as those outlined above. Zhong, Shah, Sundaravadivelan and Sastry (2013) make a distinction between structured curation, which highlights an item and organises it and unstructured curation, which simply highlights an item by liking or loving it. In previous History courses, particularly first year courses, structured curation is preferred by teachers, and it is encouraged by giving students a detailed list of criteria which they are expected to use to critically evaluate sources. For example, a formative assessment in HY101 requires students to choose three historical sources related to their final essay topic and then fill in the gaps in a table template by answering questions such as, “Who is the author?”; “What is the purpose of this source?”; “Who is the intended audience?”; and “Is the website reliable or trustworthy?”

Applications of Content Curation

Content curation technology was initially developed for commercial applications to business and marketing in online environments. Content curation is considered a marketing strategy to address two key challenges – “lack of time and bandwidth to create enough content” and “producing enough content in variety and volume” (elink.io 2017). But it is not simply an aggregation of links – it is a process of strategic collection, where what is left out is just as important as what is included. This means content curation can be an important eLearning tool which can create authentic, interactive and contextualised learning.

Educational Curation

Some content curation tools can be used to design educational courses and resources for both staff and students. One recent study by Curtin University (Flintoff, Mellow & Clark, 2014) experimented with the use of *scoop.it* to curate content for academic purposes. Individuals can set up an account and curate five topics for free, and more features can be unlocked for a subscription fee. This project began in 2012 when a team of researchers curated 18 topics related to current issues in tertiary education (<http://www.scoop.it/u/the-centre-for-elearning>). A number of staff were given curation rights and by 2013 the topics have been viewed over 62,000 times. A number of benefits for staff were identified by this team – the etool encouraged staff to keep up to date with new developments in higher education, and presented information in a way that was easy to access and read. The etool also contains

keyword tagging, a newsletter function and visualisations that can be used in "push" strategies. Other valuable features of *scoop.it* identified by the team was that it documents the curators' work as a measurable outcome, and it allows teamwork ("cooperative curation") which can facilitate cross-institutional collaborations. This latter benefit would be particularly useful for Pacific Island countries.

Scoop.it is also useful for students. According to Flintoff, Mellow and Clark (2014), "*scoop.it* caters for educational use by allowing up to 30 co-curators per topic and 20 topics. This could be used for small groups of students as a shared activity to develop and manage a topic specific to their area of study, and can accommodate up to 600 co-curators across the topics". The research team identified several benefits associated with this strategy. For students, it encouraged the development of critical appraisal skills and student collaboration. It also helped them to build a useful set of resources more broadly across a topic that could be useful beyond their studies. For teachers, the curated collections could be a useful assessment tool, as well as being a valuable learning and teaching resource in its own right.

Social Media Platforms

Some content curation tools rely on, or perform similar functions as, social media platforms. This creates a more interactive and social environment and encourages collaboration, or "networked learning" according to Seitzinger (2014, p.413). This could be particularly useful for Pacific Island countries whose students are often separated by distance. For example, the online social media platform called Flickr allows users to create and share photographic collections. This was recently used by the National Archives of the United Kingdom as a tool to create a Pacific collection of archival sources and to share them with the public. This project was called *Australasia through a lens* (<http://www.nationalarchives.gov.uk/australasia/>) and it allowed individuals to edit and contribute new material to a pre-existing archival collection. It was part of a broader project called *World through a lens* which incorporated videos, blogposts and images into the curation process. This created an engaging and creative learning environment online that connected people in the Pacific to a collection that would usually be inaccessible because it is housed in London. This website is used in some undergraduate and postgraduate history courses as a tool to help students identify and evaluate historical images. The user-friendly nature of the site, and its varied collection of images from around the Pacific is well-suited to the diverse students enrolled in USP history courses and it is a beneficial learning tool which allows for greater interactivity in online spaces.

Another study by Zhong, Shah, Sundaravadevelan and Sastry (2013) conducted a quantitative analysis of two curation websites, Pinterest.com and Last.fm. They showed that curation adds value to "traditional" methods of searching for information (such as library databases or search engines like Google). They also discovered that the majority of users view curation as a personal activity, rather than a social one, "thus, synchrony may emerge implicitly rather than as a conscious effort of the user base" (Zhong, Shah, Sundaravadevelan & Sastry, 2013, p.667). Their research pointed to three factors which attracted curation followers, namely consistent and regular curation actions, diversity of interests, and a preference for structured curation. This is an important consideration for educators when developing eAssessment tasks which incorporate content curation tools.

They also highlighted one potential limitation of content curation when they discovered that "collectively, the user base of each website focused most of its curation actions on a small number of items, resulting in an extremely skewed distribution of curation activity. This could be seen as evidence of a synchronised community focusing its attention" (Zhong, Shah,

Sundaravadivelan & Sastry, 2013, p.667). This means that educators need to incorporate strategies when using content curation as a tool for eLearning that students are supervised and encouraged to search widely for information, rather than limiting their research.

Referencing

According to the LinkingLearning blog (n.d.), content curation can also be used to teach students how to reference correctly and to understand copyright issues. Curation teaches students how to reuse online content ethically because they must link directly back to the source when curating. Educators could develop learning activities around this practice to ensure that they show students how to apply ethical content curation practices.

Minocha and Petre (2012) studied the use of Delicious as a content curation tool. Delicious is a free online social bookmarking service which allows you to save bookmarks, share them with other people, and see what other people are bookmarking. Delicious uses tags to organise the bookmarks, rather than folders, which makes it easier to create collections. You can also subscribe to specific tags of interest using RSS feed. “Tagging (specifying the tags) the bookmarks helps to identify the keywords resulting in a better understanding of the essence and the significance of that resource” (Minocha & Petre, 2012, p.85). The study determined this was a very useful tool because it could be accessed freely from any location or computer, and it allows you to easily curate information and share it with your peers. This could also work in a collaborative curation task.

Crowdsourcing

Content curation also provides an opportunity for “crowdsourcing” to build a collection of contextualised resources for the Pacific. In a study by Rotman et al. (2012) they explored the benefits and difficulties of creating and sustaining large-scale content curation communities. They defined these communities as “large-scale crowdsourcing endeavours that aim to curate existing content into a single repository, making these communities different from content creation communities such as Wikipedia” (Rotman et al., 2012, p.1092). The study created an “open-access aggregation portal” called the Encyclopaedia of Life (EOL) which stored information related to plants and microorganisms, and then used statistical analysis and interviews to assess how well it worked as a content curation exercise. They identified four challenges as a result of this exercise: the need to accommodate and validate multiple sources; the need to integrate traditional peer reviewed sources with user-generated, non-peer-reviewed content; the need to establish the credibility of open access resources within the scientific community; and the need to facilitate collaboration between experts and novices.

Although these challenges relate to a more academic application of content curation, the solutions they propose are equally valid in an online classroom environment. They stress the need to develop a set of guiding principles or standards, and to allow for flexibility within the system, something that the lecturer or course coordinator could easily do when setting up eAssessments. They also identified smaller sub groups and leaders as important factors in the success of content curation, which reiterates the point others have made that content curation should be collaborative (rather than a top-down approach). This case study shows that crowdsourcing can be an effective tool for managing content curation in for Pacific Island countries.

Experimentation at USP – Lessons Learnt

From 2017 to 2018, two third-year History courses experimented with content curation strategies. The courses consisted of approximately 60 students each semester, and were offered in online mode using the Moodle learning platform. Of the 60 students, an average of 80% were based in Fiji at the main campus, while the remainder were from around the region. In each course (one on USA in the Pacific and the other on Pacific historiography) students worked collaboratively to curate content – in randomly allocated groups they were asked to create a series of lecture notes and teaching activities for university students based on a set number of topics or case studies. In addition to the default Moodle learning platform, students also used social media, wiki pages, mobile apps and google as alternative modes for collaboration. Lessons learnt from the application of content curation strategies to this particular regional Pacific context demonstrate the need for varied and flexible technologies to accommodate student learning.

One of the challenges was deciding on the appropriate learning platform to use. Initial experimentation with Moodle initially appeared advantageous because it was the default learning system for USP, and the “wiki page” function allowed students to collaborate together on Moodle to construct and edit their submission, similar to the Encyclopaedia of Life project, albeit on a smaller scale. An added benefit was that the wiki page and the discussion forums on Moodle could be monitored and assessed by the course coordinator (Appendix 1). Due to unforeseen circumstances (infrastructure instability, internet connectivity issues, and natural disasters), students found Moodle difficult to use and unresponsive at times, and stated a preference for more compatible and simpler systems of collaboration, such as social media or Google sharing facilities. Social media was useful for its accessibility on mobile devices, and for the ease with which information could be shared (either by private message or by tags similar to the Delicious tool mentioned earlier). Social media and Google platforms made assessment a more arduous task for the course coordinator, but gave students flexibility which was important given the varied technological challenges they faced.

The most recent experimentation involved contracting technical advisors to create a web page and mobile app independent of the USP/Moodle system which suited the specific needs of the students and course coordinator (<https://fijianhistory.com>)¹. The Fiji History mobile app² required students to work in groups of five to research local historic sites in Fiji (or the region for those non-Fijian students), and upload a historical timeline, photographs, and an audio recording to the app. In some cases, students had to go out into their local communities to conduct research because online sources were insufficient. Students were marked on the app using a combination of Google analytics and screenshots as evidence, as well as individual Moodle submissions of draft content. The use of specific tools which were tailored to the class’ needs was an important distinction from previous experiments with content curation at USP and made a significant difference in the learning process. A step by step process for the mobile app project is shown in appendix 2.

Compared to previous course offerings, the incorporation of a mobile app motivated student participation because they were enthusiastic about the interactive app design and the relevance it had to their own communities and lives. One student remarked, “this is the first time in USP to do an assignment that will be downloaded to a mobile app, therefore it is much more relevant to other assignments that I have done in USP.” Another noted, “This

¹ Appendix 3-4 provide screenshots of this website accessible on any computer or tablet.

² Appendix 5-8 provide screenshots of the app that can be downloaded on an Android device.

project has given me the opportunity and understanding of how to carry out public history project in my future career. This project will also be useful in my country because we have a lot of interesting historical sites that need to be documented for future purposes.” Later in course feedback, the majority of the course said they would prefer to do a content curation assessment than an essay. “I do not really like writing essay for I have been doing it for almost my entire school lifetime” wrote one student. Another gave a more detailed explanation: “Essays are fine but this project is much better because we get to learn and preserve history by gathering information from the public and presenting it to the public. It engages students in learning about what they could possibly do one day.”

Like the Encyclopaedia for Life, this most recent experiment was a successful example of the benefits of crowdsourcing to create new and relevant curated material. Most of the material on the local history of Suva is outdated, irrelevant or non-existent, despite Suva being a popular tourist destination for cruise ships since the 1930s (Derrick 1950; Lal 1992). This may be explained by the nature of local Pacific histories which, unlike colonial Western accounts, are often preserved in oral form and scattered outside of archival institutions. Given the significant research effort required (both archival research and practical fieldwork) to document historic sites, a collaborative content curation tool is a more effective way to “crowdsource” in order to achieve such an ambitious task in the short time frame of a semester’s work. The results of their work can then be used in subsequent courses as a basis for refining or expanding the research.

Increased student participation may also be attributed to the fact that students recognised the value in the work they produced, arguably more so than traditional essay assignments, because it filled a gap in the predominantly colonial historical narrative. During the course of their research, public interest in their work made it clear that locally relevant historical information would benefit the community by providing educational resources for local schools, encouraging history tourism for foreign visitors (particularly the regular cruise ships), and generating general interest and enthusiasm amongst the local community. When asked if the project was relevant to them, one student replied, “of course, it is my history as a Fijian. It makes it easier for visitors and others to learn about the history of monuments in my country in a more modern way.” One member of the public with entrepreneurial experience was so inspired by their work that she offered to meet the students to show them how to pitch business ideas. An unintended consequence of this project’s success was that the quality of work was much higher than previous semesters, and there were no plagiarism offences. Not only were students unable to plagiarise to complete their assignments, but the motivation to cheat was limited by the knowledge that their work would be made publicly available to the community, not just to the lecturer.

Conclusion

Clearly there are many different e-technologies available that can facilitate content curation and help teachers to create authentic and interactive learning experiences. Online education continues to grow and adapt as new technologies enhance the learning and teaching possibilities. Its popularity with institutions continues to increase as they seek more cost-effective solutions to global funding pressures, but the danger is that information could be simply uploaded to online educational spaces without training students how to filter or curate it themselves. Collaborative content curation is one possible solution that addresses filter failure in an engaging and relevant way for students. Recent experimentation with wikis, social media and mobile apps does not conclusively prove that content curation is the only viable solution, but it does show that it can be employed successfully in online environments to encourage collaboration and engagement.

Content curation has the added advantage of creating new networks between students and staff in Pacific Island countries, and it helps build a collection of contextualised resources which are relevant to the Pacific. Further applications of content curation in history, particularly oral history (Lambert and Frisch 2013), would be of great use to document and learn about the varied oral traditions of the Pacific region. This content would also serve to challenge the overwhelmingly colonial narrative that persists in Pacific History education today, and produced a suite of innovative and decolonised historical learning materials. Further research could explore how content curation could play a role in decolonising university scholarship, as well as assisting in redefining learning engagement through technology. A continued effort to review and evaluate experiments in content curation in tertiary education could clarify factors influencing student motivation, and better determine how educators can encourage students to take ownership of their histories.

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Appendix 1: Suite of wiki materials used for the group work. Screenshot from HY304 Moodle page

Wiki Group Task

- Video Guide - group wiki introduction 16.5MB
- Sample Wiki Group Submission 450.9KB
- Wiki Group Enrolment (sign up before Week 4!)
- Wiki Group Discussion (Wiki Group Enrolment (sign up before Week 4!))

Discuss your assignments here with your group members. Only members of your group can view this forum. You can exchange information and documents on this forum (you can only view this if you have signed up for a group).

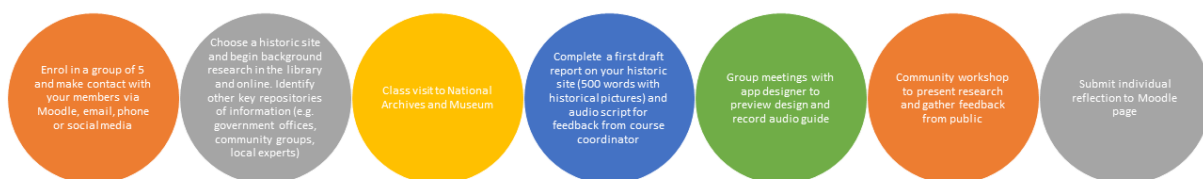
- Wiki Group Page (Wiki Group Enrolment (sign up before Week 4!))
- Wiki Individual Dropbox

Use this dropdown to submit your individual reflection component of the Wiki group assessment. Your final mark for the wiki page will be displayed here.

Tips for using wiki

- Video Guide - how to create your wiki page 22.3MB
- Wiki Instructions
- Wiki Demo page (Practice Page)
- Wiki Instructional Video

Appendix 2: Step by step process for mobile app project



Appendix 3: Homepage for the Fijian History website. Screenshot from <https://fijianhistory.com>

FIJIAN HISTORY Privacy Policy About Us

« 1 2 3 »

Great Council of Chiefs

The *Bose Levu Vakaturaga* was a formal gathering of Fiji's indigenous chiefs. It was established by the British Colonial Government in 1876 and ran for 131 years. The complex at Draiba was built in the 1930s for Council meetings. Though it has been renovated since it has maintained traditional Fijian architectural designs.

Ba Civic Museum

Ba Civic Museum was opened in 2014 and celebrates the township's history. It also documents the diverse cultural history of the region which is the most populated of the 17 districts in Fiji.

Suva Grammar School

The original Suva Grammar School was built in 1917 on Victoria Parade specifically for European boys. Girls were educated at another building on Selbourne Street a year later. Suva Grammar School is a co-ed school currently located at Nasese.

Albert Park

Albert Park was constructed as a cricket ground in the 1880s on land that once belonged to the indigenous village of Suva. It has since hosted sporting events, national celebrations, visiting dignitaries, and was the site of the first airplane landing in Fiji in 1928.

Suva City Carnegie Library

The Suva City Carnegie Library was opened in 1909 and bears the name of the Scottish-born American philanthropist who funded it. It is now run by the Suva City Council and serves the Central and Eastern Divisions of Fiji.

Origins of Suva

The indigenous settlement of Suva was established in the early 1800s at the site of the present-day Thurston Gardens. The *itaukei* were forced to move to Suvavou in 1882 by European colonial powers to make room for the new capital.

Appendix 4. A single entry on the Suva hospital, with historical pictures, audio guide, map and chronological timeline. Screenshot from <https://fijianhistory.com>



Colonial War Memorial Hospital

This hospital was opened in 1923 in memory of the Fiji veterans who served in World War I. It is also the site of the oldest medical school in the Pacific Islands. It is still in use today as the main hospital for the greater Suva area.

Last updated on 08 Jul 2019

0:00 / 2:08

Narrated by Niumai Adilele



Timeline

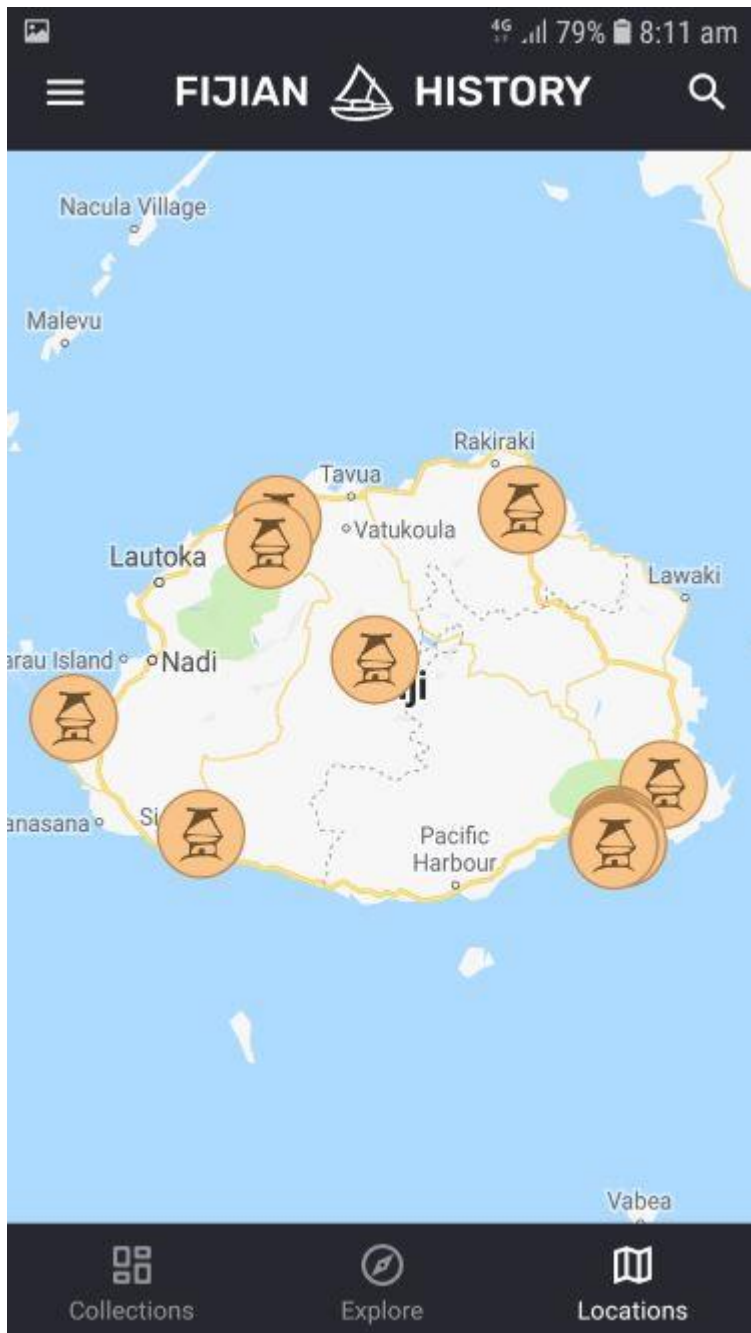
1894

The hospital, initially located in Levuka (the former capital of Fiji), was relocated to Walu Bay.

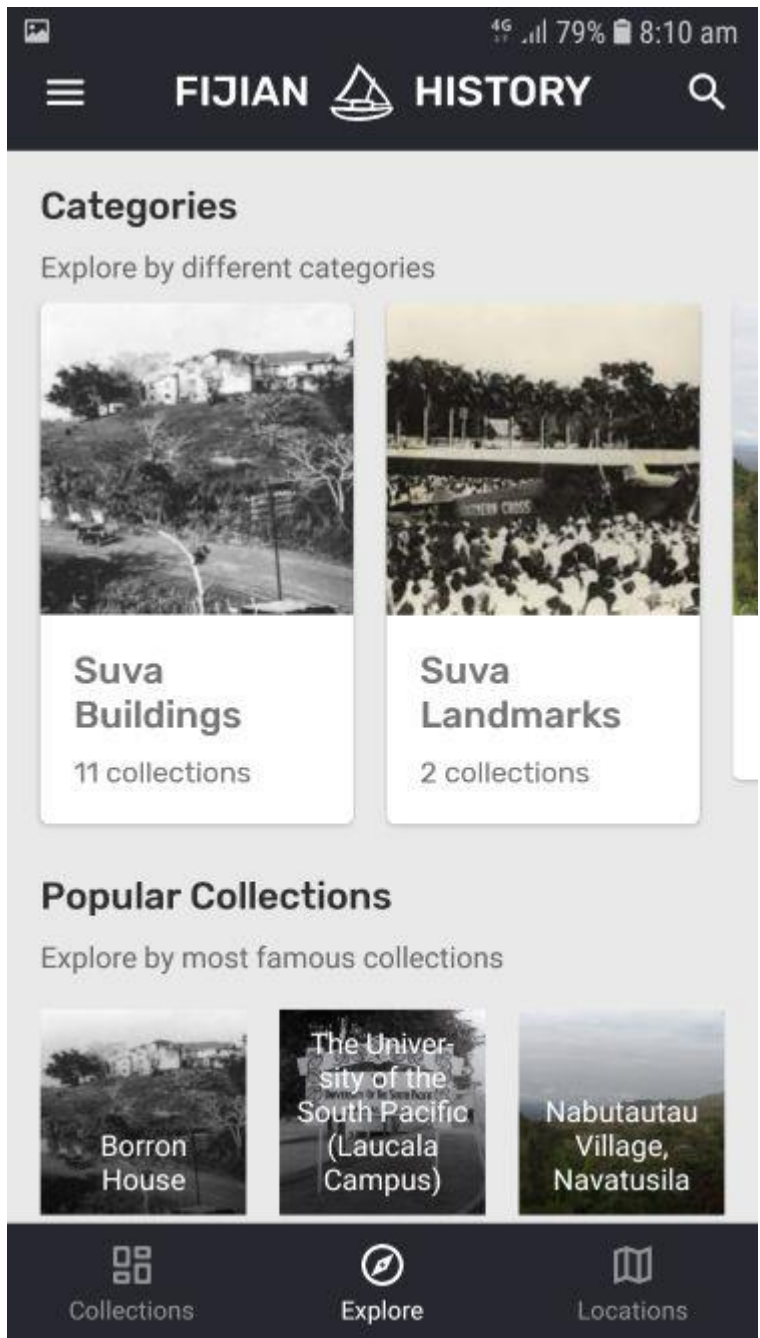
1918

The Spanish Influenza of 1918 killed approximately 2000 people in Fiji (5% of the population) between November 1918 and April 1919. The hospital was

Appendix 5: Map view. Screenshot from Fijian History app.



Appendix 6: Category view. Screenshot from Fijian History app.



Appendix 7: Single entry view of Indigenous origins of Suva. Screenshot from Fijian History app.



The indigenous settlement of Suva was established in the early 1800s at the site of the present-day Thurston Gardens. The *itaukei* were forced to move to Suvavou in 1882 by European colonial powers to make room for the new capital.

Last updated on 8 Jul. 2019

Timeline



Appendix 8: Single entry view of a colonial building in Suva, with audio narration.
Screenshot from Fijian History app.



Borron House was once the home of a wealthy colonial planter family and is now used as a state guesthouse by the Government of Fiji to accommodate VIP guests.

