Digital Content Curation for CALL

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Content

… for CALL, the elephant in the room is how content is developed, structured, and changed.

J. Colpaert
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Foundations of CALL

- Tutorial CALL

- Use of technological tools for CALL

- CALL tasks (communicative tasks, comprehension tasks, projects…)

- CALL environments (lab/classroom/home, mobile, gaming, virtual worlds, augmented reality…)

- Curated digital content—why?

A Problem

There is a wide range of interesting, authentic online content ideal to support autonomous language learning, but

How can learners select materials that will engage them *and* assist them in their language learning objectives?
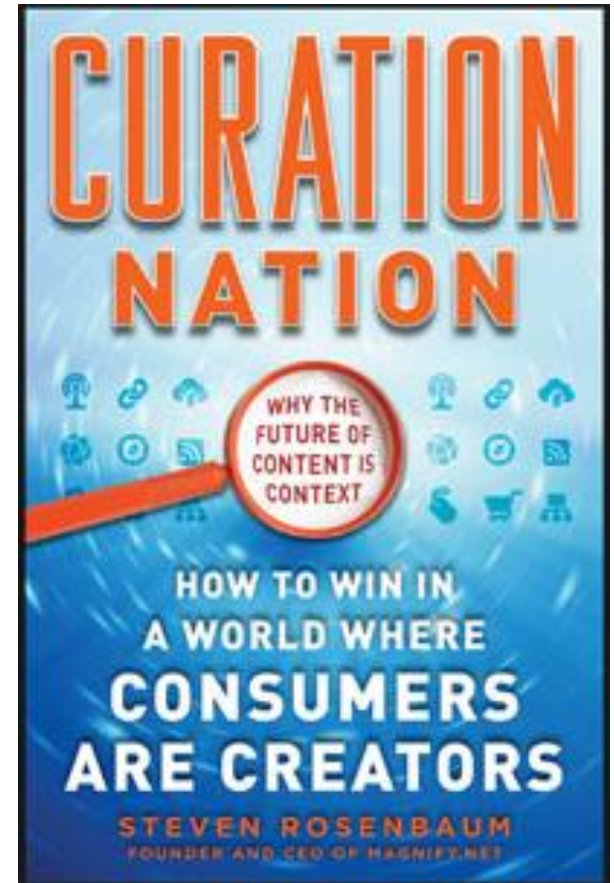
A Solution: Curation

- Curation: collection and organization of material with *value added* by an expert: traditionally museums, art galleries, etc.

- Rosenbaum (2011). *Curation Nation "…*the future of online content."

- Requires human intervention, not just a clever program (Huffington Post vs. Google News)

Curation

Steven Rosenbaum (2011). *Curation Nation* *"…*the future of online content."
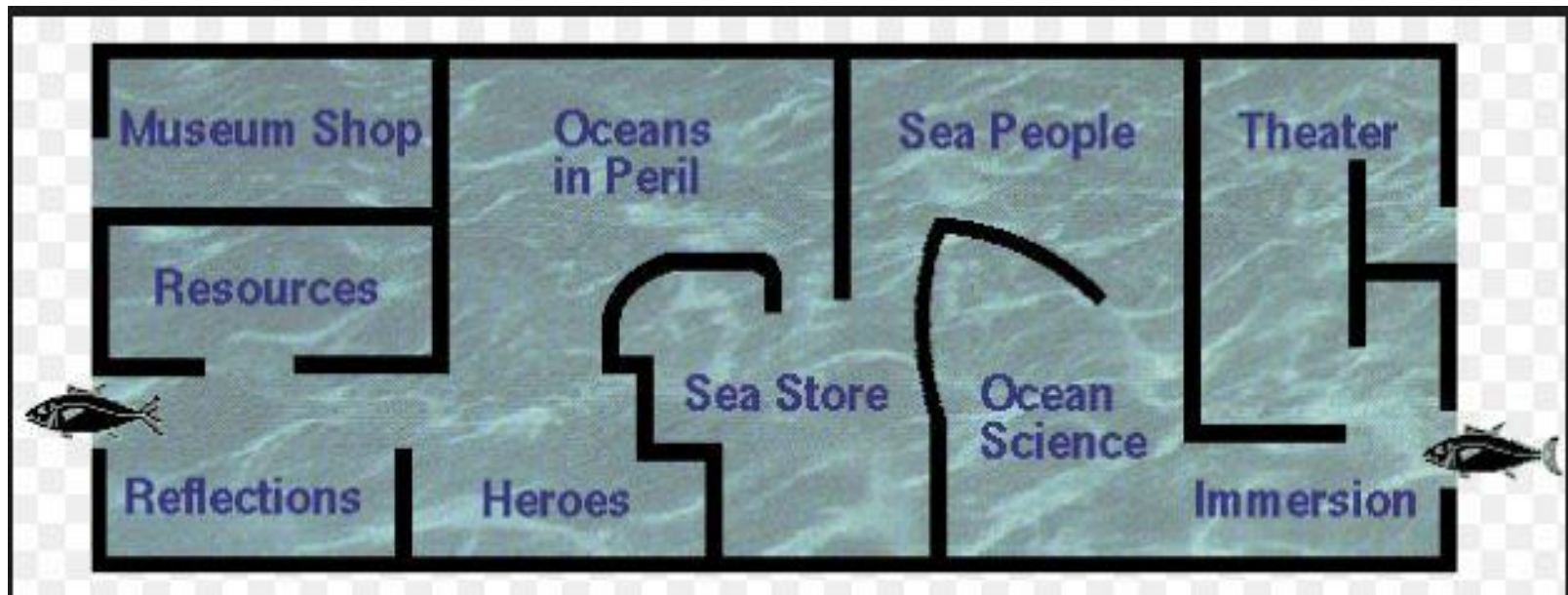
Curation

Curation is not the same as simple *aggregation* or *listing or tagging*

"When was the last time you went into a museum and found a pile of unrelated stuff that someone thought was "interesting"? That's not a curated collection, it's a garage sale." Ben Harris-Roxas (http://www.harrisroxashealth.com/2012/03/a-curator-is-not-a-digital-dilettante/)

The Museum Analogy

…collection and organization of material with *value added* by an expert…

From Smithsonian *Ocean Planet* Exhibition:
http://seawifs.gsfc.nasa.gov/OCEAN_PLANET/HTML/ocean_planet_overview.html

The Museum Analogy

Curator's Tours

Below are listed a number of special tours of the *Ocean Planet* Exhibition. These tours are designed for specific age groups, interests and level of detail. Please select the tour you wish to take by clicking on one of the buttons listed below.

Ocean Planet Preview Tour

Biodiversity Tour

Oceans and Africa

Women and the Sea

Pollution

Sea Surprises

Curation

Curation in this sense also differs from

- Creation

- Re-creation

- Adaptation

- Sampling

- Synthesizing…

Example Commercial Curator

Sunita de Tourreil
Chocolate Curator

Increasing the positive impact of cacao became Sunita's passion more than 7 years ago when she met a native Quechua farmer and began to see how chocolate production affected the health of communities around the world. Sunita was inspired to make what she calls 'Happy Chocolate' more widely available and almost 8 years later, The Chocolate Garage is hard at work to make this dream a reality.

Chocolate aficionados know that the field of cacao and chocolate covers everything from chemistry, politics, agriculture, biology, love, neuroreceptors, flavor, exploitation, vasodilation, addiction, and sustainability. To mention a few. Chocolate is varied and complex enough to keep the biggest geek interested for life and the most superficial glutton eating it regularly.

Sunita falls somewhere between those two ends of the spectrum... and brings her scientific training in molecular biology along with a tremendous appetite for yummy food to the table.

http://thechocolategarage.com

Curator's role for language learning content

- Collect content (digital materials)
- Organize
- Sequence
- Provide language level information (strong version = 'systemize' (Decoo 2010)
- Add pedagogical support (note—this can be wide ranging, just as in a museum)

Ideal Content Qualities

- Freely and legally available
- Likely to be interesting
- Good technical quality
- Stable
- L2 transcripts/captions (for A/V)
- Complementary materials

Example: Curated TED Talks

- Background
  - Advanced listening and vocabulary class: www.stanford.edu/~efs/693b
  - Goal: work on independent projects and continue after course ends
- TED Talks: popular but often frustrating— reflective reports show problems with comprehension due to speech rate, accent, and vocabulary level
- TED project: curate TED talks for independent use (Expert = me)

Process

1. Get TED database
2. Skim for potential themes/candidate talks
3. Gather candidates and analyze transcripts
   - Word for rough speed in words per minute
   - Vocabulary profiler (www.lextutor.ca/vp/bnc)
   - Skim transcript for unusual terms, idioms

Process

4. Listen to determine accent and other potential challenges

5. Select final group (4-5 talks) and sequence

6. See www.stanford.edu/~efs/693b/TED1.html

Recent changes

1. TED now does its own curation through Playlists, including ones from celebrities

2. I have acquired a project assistant to review these and select candidates

Sample talk (Creativity group)

2.http://www.ted.com/talks/andy_hobsbaw m_says_do_the_green_thing.html. Andy Hobsawm: "Do the green thing."

- – length: 3:25
- – overall speed (WPM): 135
- – vocabulary profile: 3K-92.2%; 5K-95.1%; 10K-98.2%; OL-1.5%
- – accent: British standard
- – comments: "creativity" is repeated a number of times

TED Integration: 3 collections

- Positive response
  - Helpful
  - More support materials, especially key vocab
  - More needed/wanted
- More planned
  - Netflix collections;
  - Other sources: Stanford's ecorner; Google Tech Talks…

Related examples

- CLILSTORE Project: audio/video texts are collected and organized by CEF levels and provided transcripts are hyperlinked to various mono and bilingual dictionaries. Exercises are provided using Hot Potatoes. http://multidict.net/clilstore/

- Ayamel: Open source version of Brigham Young University's Flagship Media Project—system for cataloging and sharing authentic media. http://arclite.byu.edu/fml/index.php?title=Ayamel

- Lingle indexes according to CEF levels: http://blog.lingleonline.com/new-features-cefr/

Final comments

- Case for curating authentic content

- Importance of grouping and leveling for language learning purposes

- Good for listening, reading, culture…

- Just the beginning: ripe area for R & D
  - Individually
  - Institutionally

References

Decoo, W. (2010). *Systemization in Foreign Language Teaching: Monitoring Content Progression.* New York: Routledge.

Reinders, H. & Hubbard, P. (2013). CALL and Learner Autonomy: Affordances and Constraints in M. Thomas, H. Reinders, and M. Warschauer (Eds.). *Contemporary Computer Assisted Language Learning*. London: Continuum Books.

Rosenbaum, S. (2011). *Curation Nation: How to Win in a World Where Consumers are Creators*. New York: McGraw-Hill.

PP at **http://www.stanford.edu/~efs/wc2013.pdf**