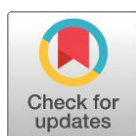


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Content curation for libraries: experience report from the teaching internship in Library Science

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ABSTRACT

Introduction: Content curation can be applied to various contexts, and its purpose is to influence the decision to purchase products or services. In Information Science, this is an eminent need, albeit incipient in the professional practice of librarians. It is essential in the face of information overload, as it is a process of filtering and selection, adding value and dissemination, which aims to convert it into explicit knowledge for users. **Objective:** The aim of this article is to present an experience report on my PhD teaching internship in Library Science, with content curation as an optional subject. Throughout the text, an overview of the activity of content curation when applied in the professional practice of librarians is elucidated; the experience in the use of active methodologies is presented; and the program of the course offered is presented, as well as the results achieved. **Methodology:** Methodologically, as this is a report of a teaching experience, the study is characterized as descriptive and qualitative. **Results:** It was noted that the strategies arising from the use of active methodologies enabled more interactive lessons, with class participation through their experiences and clarification of doubts about the subject studied. **Conclusion:** It was concluded that the experiences in the teaching internship allowed many contributions, learning, and sharing of knowledge, emphasizing that the librarian's role as curator is to select truthful and relevant content, according to the needs of the users.

KEYWORDS

Content curation. Librarians. Teaching in Library Science. Active methodologies.

Curadoria de conteúdo para bibliotecários: relato de experiência a partir do estágio docente em Biblioteconomia

RESUMO

Introdução: A curadoria de conteúdo pode ser aplicada a vários contextos, sua finalidade é influenciar a decisão de compra de produtos ou serviços. Na Ciência da Informação, essa é uma necessidade eminente, ainda que incipiente no exercício profissional dos bibliotecários, revela-se essencial diante do excesso e informações, por se tratar de um processo de filtragem e seleção agregação de valor e disseminação, que visa a conversão em conhecimento explícito aos usuários. **Objetivo:** Portanto, o objetivo deste artigo é apresentar o relato de experiência sobre o estágio docente do doutorado, no Curso de Biblioteconomia, tendo a curadoria de conteúdo como uma disciplina

optativa. Ao longo do texto, elucida-se uma visão geral sobre a atividade de curadoria de conteúdo quando aplicada na prática profissional do bibliotecário; apresenta-se a experiência no uso de metodologias ativas; e expõe o programa da disciplina ofertada, além dos resultados alcançados. **Metodologia:** Metodologicamente, por se tratar de um relato de experiência docente, o estudo caracteriza-se como descritivo e qualitativo. **Resultados:** Percebeu-se que as estratégias advindas do uso das metodologias ativas possibilitaram aulas mais interativas, com participação da turma por meio de suas experiências e esclarecimentos de dúvidas sobre a temática estudada. **Conclusão:** Concluiu-se que as experiências no estágio docente permitiram muitas contribuições, aprendizados e compartilhamento de conhecimentos, enfatizando que o papel do bibliotecário enquanto curador é selecionar conteúdos verídicos e relevantes, conforme as necessidades dos usuários.

PALAVRAS-CHAVE

Curadoria de conteúdo. Bibliotecários. Docência em Biblioteconomia. Metodologias ativas.

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1 INTRODUCTION

In the early 21st century, society is becoming more connected and increasingly hungry for short-term information due to its excessive production. This large volume jeopardizes the authenticity of informational content, requiring a more rigorous process to ensure the reliability of information available on the internet. In this context, content curation has emerged as a growing demand because it is a practice for those who constantly use information, as stated by Tanus and Silva (2022).

Adding value to information involves evaluating informational sources or materials to ensure their messages or content are true and appropriate for specific user groups. According to Tanus, Reis, Ferreira, and Silva (2022), curation is a strategy to combat fake news and an important tool for selective dissemination of information. In other words, curation involves selecting and sharing reliable and relevant information.

The term "curatorship" has become prominent in contemporary times. When reflecting on the services provided by librarians, it is clear that this is an activity already practiced by those working in the field of information science and fully implicit in their skills. In this sense, the work of these professionals stands out for its primary purpose of verifying the content of information sources, which has been a focus of their training from the beginning.

While the important role of librarians in selecting reliable and relevant material for library collections is well known, most professionals who disseminate and curate information belong to other areas. Influencers, for example, use business-focused marketing, especially on social networks, to assertively and diversely recommend products, places, books, films, and services. People interact, select, and recommend things when browsing the internet, thus producing a lot of information at an intense speed. Content curation arises in the context of dissemination in the digital environment in an era of ever-increasing information overload.

However, curation is not limited to simply indicating sources and content. It goes further, as it needs to follow criteria, the main one being to meet a specific user need, which requires dialogue and interaction. Therefore, Tanus and Silva (2022) affirm that curation is not a luxury but an emerging importance. Thus, the authors reaffirm that, in a library, no information user can leave without an answer, without some solution to their need, in light of the information searches they perform. It is understood that this role is very well performed by the librarian who provides reference services in libraries.

Clearly, content curation is a work practice carried out by librarians, though it is rarely incorporated into their daily routines. Furthermore, as this is a new and unexplored topic in literature (Pereira & Carvalho, 2023), challenges arise regarding how to incorporate content curation into librarian training programs.

Given this, the objective of this article is to present a report on the teaching internship in the Library Science course with content curation as an elective subject. To achieve this objective, the following specific objectives were established: 1) to provide an overview of content curation in librarians' professional practice, 2) to present the use of active methodologies, and 3) to describe the course program and results of the internship experience.

Curation was analyzed in light of active methodologies, a discipline designed to provide an overview of the topic as applied to librarians' work in the context of digital transformation. Investigating content curation is justified because it is a practice that benefits from librarians' intervention. This article addresses the topic through teaching internships in the belief that offering the elective course will encourage teachers in graduate Library Science courses to adopt these teaching strategies.

2 THEORETICAL FOUNDATIONS

The word "curatorship" comes from the Latin "curare," meaning "to preserve" or "to care for." Lexically, curatorship is defined as the act, process, or effect of healing, or the practice of care. Legally, it designates the function, attribute, position, or power of a curator (Ferreira, 2010). According to Cortella and Dimenstein (2015), the Portuguese verb "cure" means "to think," and to think means to be able to care for something, whether it be a person, an object, or information.

From a technical-scientific perspective, Tanus and Silva (2022) mention that healing is a common practice in museums, including in art and museum curatorship. Therefore, it is considered a management process covering everything from a collection's entry to its exit. The authors state that the museum curator cares for and manages the museum's information unit and all its operations.

However, the curatorial process is not limited to museums; it can also be developed in other spaces, giving the practice of curating objects and information a more institutionalized aspect.

In the age of curation, we organize our spaces for coexistence and communal living. These spaces are structured around institutions in which the coordinators have the spirit of a curator—someone who cares about elevating and making knowledge or information available to others, whether in a school or about the digital world. According to Cortella and Dimenstein (2015, p. 19), the curator has an integral vision of a condominium.

Regardless of the space or context in which it is performed, curation has unique characteristics. These include organization, evaluation of content, and selection of reliable and relevant information. Curation also involves digital resources, tools, and technologies available on the Internet. It should be noted that curation could not be addressed without addressing its core: users. The quality of resources is more important than the quantity (Bhargava, 2009). It is important to highlight the existence of different types of curation:

- **Content curation:** the act of finding, grouping, organizing, or sharing the best and most relevant content on a specific subject (Bhargava, 2009). It can also be defined as a process of filtering, selecting, adding value, and disseminating that integrates the global effort to develop content management systems, whose main objective is to filter data for conversion into explicit knowledge (Castilho, 2015);
- **Digital curation:** characterized as a set of techniques and knowledge focused on the digital environment, involving different resources (research data, publications, educational resources). Among its activities are management, production, organization, storage, and preservation, among others (Siebra; Borba; Miranda, 2016);
- **Data curation:** involves the management of research data from its planning, ensuring its long-term preservation, discovery, interpretation, and reuse (Sayão; Sales, 2012);
- **Knowledge curation:** this is a method created to study the sciences produced in different spaces. It meets the knowledge needs of customers by cross-referencing information produced and expressed in books and other content formats (Inesplorato, 2023).

Among the various types of curation, content curation best suits the work of institutions that organize, select, and disseminate reliable information to meet users' specific demands. To

ensure the success of the curation process and select accurate, relevant content, the focus should be on meeting user needs and improving searches for quality information. The results should be more robust and appropriate to what is being sought (Zhang, Xue, & Xue, 2021).

From a philosophical perspective, the emphasis is on curation and filtering what matters. Therefore, content curators' main objective is to carefully select and make information available (Bhargava, 2009).

Castilho (2015) views content curation as a developing field within the context of web information organization, emphasizing activities carried out by information professionals such as librarians and journalists. These professionals focus on the needs of users seeking information. Thus, content curation involves collecting, filtering, and classifying information for a specific audience (Castilho, 2015). The author states that, as a process, curation is carried out in three stages:

- **Research or aggregation:** identifies, aggregates, and monitors sources and sources of relevant content;
- **Contextualization and organization:** selects/filters the best quality content and organizes it according to the company's profile and the interests of the target audience. It is possible to add tags and comments, adapt the language, and merge and rank content.
- **Sharing:** content is made available and shared with the target audience.

In the context of libraries, Mouzalas Neto (2019) states that curation services are designed to provide users and the institution as a whole with access to information selected according to the needs of user groups seeking reliable information. Therefore, the author warns that it is up to the professionals working in these units to develop strategies and tools that can filter information and disseminate what has been selected.

A curator librarian facilitates access to information resources. Librarians expand activities involving the selective dissemination of information by using technological tools to filter and evaluate content and approach users (Andretta, 2022). Tanus, Reis, Ferreira, and Silva (2022) argue that the librarian's role effectively involves working with information processes such as searching, monitoring, selecting, creating, and disseminating information to a specific audience.

The role of librarians as content curators has not been widely explored in literature. Therefore, the tasks performed by these professionals in their daily work are unclear, as stated in studies by Andretta (2022), Pereira, and Carvalho (2023). For this reason, it is important to include content curation in librarian training and add it as a new component to traditional services, such as reference services (Santos & Pereira, 2024). The authors emphasize the importance of educational institutions offering specific courses on the curation process. The teaching strategy adopted in these courses can involve students in constructing new knowledge through active methodologies.

According to Masetto (2018), active methodologies are based on motivation and thus increase participation. By adopting these methods in university classrooms, professors can break free from centralized or restrictive teaching practices that generate one-way teaching. According to the aforementioned author, active methodologies consider students to be the protagonists of their learning in a knowledge-sharing environment, thereby creating a collaborative culture.

Active methodologies encourage students to participate in the professional training process. However, they can only promote necessary innovation by breaking paradigms and involving areas of knowledge, skills, competencies, attitudes, and values. Thus, the role of professors changes as well. They become pedagogical mediators who plan learning situations and perceive students as part of the training process (Lara et al., 2019).

Active methodologies primarily encourage student autonomy, with teachers acting as pedagogical mediators. To this end, interdisciplinary, creative and engaging activities motivate students to question, research, critically analyze, and find solutions to everyday problems. This enables meaningful learning and focuses on the individual's social, emotional, affective, and reflective development (Pucinelli, Kassab, & Ramos, 2021).

It should be noted that there is no standard for active methodologies; it is up to the teacher to adopt activities that encourage students to construct their learning. One example is the flipped classroom. In this activity, students take on the roles of researchers, presenters, and disseminators of knowledge (Pucinelli, Kassab, & Ramos, 2021).

In the case of the Library Science Undergraduate Program specifically, active methodologies find fertile ground for application. Future librarians will encounter various possibilities for action and new work practices based on internet use. By involving students in research associated with librarians' daily work, it becomes possible to provide "a more critical, emancipatory, and interventionist education to encourage librarians to practice their profession and strengthen the recognition and performance of library science in society" (Santa Anna,

In this context, it is important to discuss classroom experiences in the undergraduate library science program so students can develop an awareness of their leadership role and take responsibility for expanding librarians' activities in the workplace. As Santa Anna (2018) has demonstrated, classroom knowledge is the result of interaction and sharing between students and teachers, as well as constant reading, writing, research, and theoretical and practical activities.

3 METHODOLOGY

From a methodological standpoint, this article is classified as descriptive research employing a qualitative approach. Descriptive research involves collecting information about the studied object (Severino, 2013), while qualitative research allows for broader interpretation and contextualization of data (Lakatos & Marconi, 2003).

The focus of the analysis was the teaching experience in the Graduate Program in Library Science at the School of Information Science (ECI) at the Federal University of Minas Gerais (UFMG). Thus, this is an experience report whose technical procedures included the set of actions or experiences during the planning and execution of the teaching internship for the doctoral program. The course, Content Curation, is optional and is preferably offered to students currently enrolled in the aforementioned program starting in the fourth semester.

The reported experience was developed in two stages: planning and execution. During the first stage, the doctoral student and her advisor met to develop the course plan, which was informed by constant reading of books and articles on content curation. The second stage involved implementing the plan by executing the classes, which included face-to-face expository and interactive sessions, reading and discussing texts, debating, reviewing, summarizing, working in groups, and listening to lectures by experienced professionals.

Regarding data collection techniques, a field diary was used for all activities to record significant events throughout the experience, as this was a teaching experience. These notes enabled data analysis by compiling facts, which, together with the formal course plan, allowed for a description of the experience.

4 ANALYSIS AND DISCUSSION OF THE EXPERIENCE

During the first stage of the internship, course planning, the doctoral student and her advisor developed the course plan through readings and meetings. This plan highlighted the essential elements of a curriculum: objectives, workload, syllabus, program content, methodological activities, assessment, and bibliographies. The Content Curation for Librarians Handbook by Tanus and Silva (2022), as well as other supplementary materials on the subject, inspired the creation of the course and defined the basis for its implementation.

Initial results of the planning discussions formalized an overview of the course through the development of its objective, workload, syllabus, and target audience. Chart 1 presents the initial elements of the course plan.

Chart 1. Initial elements of the course plan

Title	Title
General objective:	Provide an environment for critical reflection on the role of the curator librarian, based on changes in the context of digital transformation.
Specific objectives:	1 - Question curatorial practices in the context of digital transformation.
	2 - Present models and steps for content curation.
	3 - Develop a support product on curation.
Workload and schedule:	30 hours (Thursdays, from 7:00 p.m. to 10:00 p.m.).
Target audience:	Preferably Library Science students, enrolled in their fourth semester or higher.
Syllabus	Content Curation. Content Curation in Information Science. Content Curation in Library Science. Content Curators. Curator Skills. Curation Models. Curation Tools.

Source: survey data (2024).

Based on the elements described in Chart 1, it is evident that the course was designed to address the issues discussed in the literature concerning the role of librarians as content curators. Tanus, Reis, Ferreira, and Silva (2022) state that librarians find a new field of work in curation that benefits professionals, users, and libraries. Pereira and Carvalho (2023, p. 1) conclude by stating that curation expands professional skills by providing quality information and establishing new relationships with the public through innovative information services and products.

After completing the initial elements of the plan presented in Chart 1, the program content was defined in accordance with the syllabus. The following content was established: concepts of content curation; types of curatorship; curatorship in information science and library science; and the importance of content curation in information units. The program also includes discussions on the profiles of information users and reflections on who curators are and the roles they play. Presenting models, tools, stages, and trends in curation was considered relevant.

To facilitate teaching the course, the syllabus was divided into four units. Specific bibliographies were selected for each unit to provide theoretical input that supports the proposed content. Thus, in addition to the syllabus, the plan was expanded to include the bibliographies (basic and complementary). Chart 2 shows the content distribution by unit and the main studies (citations) used. The complete bibliography for each study can be found in the list of references at the end of this article.

Chart 2. Program content and bibliographies

Detailed description	Main bibliographies
UNIT I – INTRODUCTION TO CONTENT CURATION	Basic: Cortella and Dimenstein (2015); Bhargava (2009); Castilho (2015).

Introduction to content curation. Contextualization. Definition of curation. Types of curation. Stages of curation. Curation trends.	Complementary: Sayão and Sales (2012); Siebra, Borba, and Miranda (2016).
UNIT II – CURATION IN INFORMATION SCIENCE AND LIBRARY SCIENCE Profile of information users. New user behaviors. User experience. User journey. Importance of content curation in Library Science and Information Science.	Basic: Andretta (2022); Tanus, Reis, Ferreira, and Silva (2022); Tanus and Silva (2022); Pereira and Carvalho (2023). Complementary: Mouzalas Neto (2019).
UNIT III – CONTENT CURATORS: ROLE, (NEW) SKILLS OF CURATORS, AND MAIN CURATION MODELS Who are curators? Role and skills of curators. Librarians taking on the role of curator. Skills for content curation. Curation models.	Basic: Tanus, Reis, Ferreira, and Silva (2022); Pereira and Carvalho (2023); Santos and Pereira (2024). Complementary: Zhang, Xue, and Xue (2021); Tanus and Silva (2022).
UNIT IV – TOOLS USED IN CURATION How to curate. Steps for curation. Curation projects and applications.	Basic: Bhargava (2009); Tanus and Silva (2022). Complementary: Castilho (2015); Tanus, Reis, Ferreira, and Silva (2022).

Source: Survey data (2024).

It should be noted that distributing content by unit provides a detailed view of the subject while offering an overview, which facilitates learning. The last two units had an applied bias in which students were encouraged to conduct research and express their opinions to propose curatorial actions for the librarian's work. According to Lara et al. (2019), this confirms what is established by active methodologies, which value the pre-existing ideas of students and educators to support the construction of new knowledge and make learning meaningful.

Demonstrating the steps and applications of curation encouraged students to participate in how librarians act daily when practicing content curation. The aim of teaching this content in the last unit was to motivate curiosity and the desire for discovery. According to Lara et al. (2019), these factors "act as driving forces for learning so that individuals become involved and take responsibility for seeking information and sharing new knowledge" (p. 10).

To conclude the planning stage of the course, the methodological activities and assessment were developed. Eight activities were proposed for students to complete, each generating a score for assessment purposes, as shown in Chart 3.

Chart 3. Teaching and assessment activities

Unit	Name of activity	Description	Score
I	Critical analysis of texts and video	After watching a video about curation and receiving content through lectures (slides), students expressed their opinions in a roundtable discussion.	10
	Review	They were asked to individually read a text on the role of librarians in curation and then submit a critical review.	10
II	Abstract	Reading and submission of a summary of texts from the bibliography on the application of curation in libraries.	15
III	Guided study	Answering a questionnaire based on texts from the basic bibliography.	15
IV	Development of a curatorial plan	Based on texts dealing with models and applications of curation, students were divided into groups. Each group wrote a step-by-step guide to curation in university libraries. The systematic guide was constructed from the texts read, suggestions from students, and data collected from the institution's	20

		libraries on the practice of curation in the daily lives of librarians.	
	Lecture and Seminar	A professional working in the field reported a practical experience. The students developed the curatorial plan in groups and presented it collectively.	20
All units	Class participation	Students were encouraged to ask questions, provide answers, and contribute comments and opinions during lectures.	5
All units	Attendance and punctuality	Each student's attendance and classroom participation were evaluated.	5
TOTAL			100

Source: Survey data (2024).

As with the program content, the activities carried out by the students were understood to be active methodologies. This is because they required students to exhibit observant, analytical, and reflective behavior regarding the studied bibliographies, both individually and collectively. Additionally, activities such as preparing the plan and seminar stimulated students' creativity by elucidating potential work practices for librarians as curators.

This proposal is based on Masetto (2018) and the belief that active methodologies enable relevant transformations. These transformations reflect appropriate attitudes for university teaching. For example, students are viewed as protagonists to create a collaborative learning environment. Therefore, in line with this author, active methodologies were applied to stimulate more effective class participation. Consequently, the classes were designed to be theoretically interactive.

Finally, to conclude the planning stage, the doctoral student and her advisor chose the instructional resources for carrying out the activities. The main ones are: Canvas, PowerPoint, YouTube, PDF texts, the Word editor, Mentimeter, WhatsApp, and the Modular Object-Oriented Dynamic Learning Environment (Moodle).

Regarding the results of the second stage, nine students enrolled in the curatorship course once the institution's enrollment process was completed. The first class consisted of welcoming the students and presenting the course plan. In subsequent classes, students read texts from the bibliography, participated in lectures conducted through slide presentations, and watched the video "The Age of Curation: What Matters Is Knowing What Matters," by Mario Sergio Cortella. This was followed by a roundtable discussion with reflections and mediation focused on the professional experiences of the class. To conclude the first unit, students submitted a written critical review.

The results of the activities in this first unit were satisfactory. All students shared the topics that interested them most, correlating the texts they read, the subject of the video, and the practical reality of library work from critical and proactive perspectives. This result is understood to be the fruit of active methodologies, as they made it possible to concretize what is described in the literature. That is, the students positioned themselves as optimistic about the current curatorial scenario and affirmed that librarians have much to contribute to this new field of work. These results demonstrate that active methodologies place students in the role of active participants and professors in the role of guides and mediators. Thus, "the traditional position of student inertia shifts to a more active and engaged behavior" (Lima & Pereira, 2023, p. 19).

Unlike the first unit, which included lectures, the second unit consisted of individual reading of texts from the bibliography. Each student was responsible for summarizing the texts and recording their views on the content curation process in the field of information science

and library science. The submitted summaries were evaluated as satisfactory because the students were able to contextualize the information by relating the contents of the texts and comparing them with their opinions in a critical and well-founded manner.

This critical yet optimistic stance on a new subject is fundamental to ensuring that librarians occupy appropriate positions and use their skills to provide the user community with accurate, quality information. The literature on curation in information science itself elucidates this need. According to Tanus et al. (2022, p. 1), critical analysis, motivation, and hope are key elements for constructing good practices, which can inspire librarians and strengthen a more socially engaged and active library science.

During the third unit, the contents of the bibliographies were presented through lectures with slide presentations. The professor and doctoral student encouraged critical participation from students in all classes. To conclude the unit, students were given a set of open-ended questions to answer in pairs during guided study. The purpose of the guided study was to promote interaction and collective involvement to encourage collective knowledge construction and sharing.

The results revealed that the guided study developed communication skills by encouraging students to express themselves and listen to their peers, strengthening teamwork. These attitudes are essential to guiding student learning. Thus, the guided study responses highlighted the importance of a relationship based on comprehensive and empathetic behavior for both students and professors (Santos, 2001). Santa Anna (2018, p. 7) made similar observations, demonstrating that relationships in classrooms using active methodologies should be sustained through dialogue, information sharing, and respect to promote democratic education.

In the fourth unit, which consisted of two practical activities (a curatorial plan and a lecture/seminar), students were encouraged to read the unit bibliographies and attend a lecture by an experienced librarian who develops curatorial plans for libraries. In addition to explaining how to produce the plan, the professor provided an instructional folder containing guidelines for developing the curatorial plan (Figure 1).

Figure 1. Guidelines for final activity

FINAL ACTIVITY - CONTENT CURATION FOR LIBRARIANS

01

Develop a tutorial for content curation in the virtual reference service at the university library.

02

It should contain:

- Introduction
- Context
- Concept of content curation

03

Describe the reference service offered

04

Check how the reference service works in some libraries.
(questionnaire/interview) for reference librarians.

05

Use the content curation primer to support your work, as well as Denis Grogan's book Reference Services.

SUGESTÃO UM ROTEIRO PARA DIVISÃO DOS GRUPOS:06

1. Interviews/questionnaire (identify if libraries have social media accounts - Questions: how they are used, what tools they use/are familiar with. Prepare questions and administer questionnaire, Google form)

SUGESTÃO UM ROTEIRO PARA DIVISÃO DOS GRUPOS:07

2. Writing of the tutorial based on the 10 steps for curation Primer - Tanus; Silva 2022, p.47
3. Formatting - Canva
4. Spelling check
5.Bibliographic standardization

TURMA,08

Challenge yourselves!
Be creative!
You can do it!

If you need to, check out some examples of tutorials and libraries that offer this service.

ROSARIA OTONI
11/27/2023.

Source: Survey data (2024).

The guidelines for the activities were shared at the end of the slide presentation in class, along with the respective deadlines, and were posted on Moodle. Any subsequent questions were clarified via email or in the class WhatsApp group. This allowed for faster and more interactive contact between those involved. These findings confirm those of Barbosa, Sá, and Santa Anna (2019), who characterized this application as a didactic resource because it facilitates the exchange of instant messages and ensures knowledge of the facts, thus facilitating decision-making.

Regarding the lecture on experience with content curation, the students' motivation to learn new library work strategies was evident, as was their engagement through questions and reflections on the daily challenges librarians face, such as resource scarcity, demotivation, and institutional or peer neglect. The speaker's reflections indicate that these challenges can be overcome with commitment and creativity in professional practice. In curating, the librarian's commitment is also essential for success.

[...] Innovation must be encouraged among professionals in the field as new opportunities arise and create new demands for professional skills and abilities. This underscores the necessity of transformative action, which requires a fresh approach to thinking and acting, as well as a new societal role. Librarians must be aware of the various technological innovations and continuously improve the quality and user satisfaction of their services and products (Pereira & Carvalho, 2023, pp. 13–14).

The plan developed by the groups, yielded satisfactory results. Students collectively considered work practices that could ensure the quality of information on the internet and combat fake or altered news. It should be noted that the students' plan followed Tanus and Silva's (2022) ten-step structure. Each group was assigned different steps of the plan, which were compiled into a single plan by the time of the seminar. Chart 4 describes the main ideas or suggestions proposed for each step of the plan.

Chart 4. Main ideas of the curatorial plan proposed by students

Step or stage	Suggestions from students
1 - Defining who is responsible (Who should be involved?):	The institution is free to make this choice, although it should be aware of the importance of having professionals trained in validating content disseminated on the internet. The team should include a librarian.
2 - Target audience (Who will receive the content?):	It is suggested that the information offered be personalized, providing a more targeted and satisfying experience for students, professors, and researchers.
3 - Defining the course of action and goals (What topics and how often will posts be made?):	Clearly determining the topics to be covered guides curation toward areas that are relevant and aligned with the interests of the academic community. Setting goals, such as the frequency of posts, ensures consistency and ongoing engagement, providing users with a predictable and enriching experience. It is suggested to disseminate content inherent to the courses offered by the institution, and the frequency can be weekly, depending on the number of students in each course.
4 - Beginning the discovery (What tools will be used?):	Appropriate sources contribute to the credibility of the program, while the careful choice of platforms and tools (such as emails, social networks, and learning environments) aligns curation with the preferences and information consumption habits of the academic community.
5 - Filtering information (How to select?):	The ability to carefully select the material retrieved and automatically monitor the chosen sources ensures the relevance and timeliness of the information shared. The selection can be made based on criteria such as relevance, originality, reliability, integrity, and legitimacy.
6 - Adding meaning and value (How to summarize content?):	By creating a summary that highlights connections, trends, and insights, curation goes beyond simply providing data, offering valuable interpretation. Content can be summarized through critical reading, accompanied by notes and indexing.

7 - Sharing on the chosen platform (How to make content accessible?):	Accessible content is crucial to enable use and satisfaction. It will be made available through insertion into platforms, accompanied by an alert service or the sending of quick messages to users.
8 - Maintaining the habit of sharing (How to encourage reading, use, and daily collaboration through continuous learning?):	Strategies involving regular updates, reading suggestions, and opportunities for constant interaction strengthen engagement, contributing to a dynamic learning environment within the academic community. In addition, user training through courses, lectures, and workshops is recommended.
9 - Building curation habits (How to maintain the continuity of the curation process so that it is ongoing?):	By making curation a daily habit, librarians ensure that the information offered is always up to date, meeting the ever-evolving demands of the academic community. Continuity will be maintained by promoting the curation service, using digital marketing strategies to expand its use.
10 - Conducting the evaluation (How to evaluate the impact of the plan?):	Reviewing search filters and conducting engagement surveys are essential practices to ensure the continued effectiveness of the service, adjusting to the dynamic needs of users. In addition, evaluating the impact of the project through metrics such as user participation, interaction, and satisfaction provides valuable insights.

Source: Survey data (2024).

The results from the students' ideas show that the curation plan developed with the university library's reference service is relevant and feasible. It is appropriate for the university institution's purposes, as it would value the institution's technological resources, which are necessary for efficiently evaluating and disseminating relevant content to the institution's main audience.

The students' suggestions showed that the ten curation steps are related to the reference service since some of this service's characteristics are similar to the proposed suggestions (curatorial practices), such as needs, satisfaction, interaction, dissemination, loyalty, communication channels, and marketing. Santos and Pereira (2024) report that librarians acting as curators will meet user demands by profiling, identifying difficulties, providing guidance, assisting with searches, strengthening dissemination, and promoting dialogue.

Students identified the alignment of content curation with reference services but also pointed out challenges, especially regarding implementation, such as a lack of human and technological resources, staff training, and difficulty adopting new work practices. These problems were identified as constant in the daily lives of institutions and affecting the performance of library staff.

These challenges are present in the daily lives of librarians of all generations and are a historically ingrained phenomenon in the profession. In this sense, Lankes (2012) argues that even when faced with challenges such as a lack of motivation and resources, one cannot escape a new reality that indicates the constant need to reinvent the library and its professionals. The author emphasizes the importance of librarians thinking outside the box and bringing different ideas to the table, even if they are not strictly informational, as long as they correspond to users' needs.

It should be noted that the plan developed by the students was a product of the course and was quite innovative, and therefore could serve as a guide for university libraries that have not yet developed a specific plan for curation within their reference services. The proposals from the groups were compiled at the end of the seminar, demonstrating that this was a product built by “many hands” and the result of the students’ leadership. This confirmed the use of active methodologies, as the students developed something meaningful for the work of librarians, which was built collectively and permeated by the sharing of ideas.

Finally, it was noticed that the strategies resulting from the use of active methodologies

enabled more participatory classes through contributions, experiences, interactions, and clarification of doubts about the topic discussed. As Lima and Pereira (2023) mention, the use of active methodologies as a pedagogical strategy leads to greater engagement and arouses interest in the proposed activities, this increases the possibility of making abstractions tangible and developing experiences that are closer to the context and daily life of the class.

At the end of the course, the professor, or PhD candidate interviewed the students to evaluate the course and identify areas for improvement. The following strengths were generally mentioned: relevant topics, motivation in class, active participation, shared ideas, and enjoyable activities. On the negative side, students reported needing more time to develop the plan throughout the course.

5 CONCLUSION

This study presented a report on the experience of a teaching internship in the Library Science course with content curation as an elective subject. The general objective was achieved, and the results indicate that the main contributions of the subject were interactions and knowledge sharing between the participants (students and professor).

Another result stems from the theoretical contributions employed. This made it possible to introduce the concepts and characteristics of curation, which is considered a process of filtering the integrity, veracity, and consistency of content disseminated on the Internet. Librarians have the necessary skills and competencies to select quality content, enabling them to act as content curators in their daily work. Curation manifests itself as another field of activity for librarians.

Active methodologies were found to ensure meaningful learning. Students behaved critically, reflectively, and proactively. They also valued dialogue, interaction, sharing, and creativity. Therefore, it is believed that the course inspired future professionals, and these methodologies are deemed appropriate for teaching courses that explore rarely studied topics in Library Science.

Regarding the professor/doctoral student's knowledge, this report contributed to her training. From a personal standpoint, the teaching internship was an opportunity for intellectual growth. Professionally, the experience raised the professor's awareness of librarians' potential to work with content curation. Finally, while working as a teacher, the professor had the opportunity to use active methodologies at different points in her classes, thereby developing her pedagogical skills.

Despite these results and contributions, data on including the discipline in the curriculum could not be collected. While the study confirmed the potential of librarian-curators, it only addressed libraries as a context, making it impossible to compare active methodologies with other teaching strategies. These gaps are limitations of the research and motivate further studies.

For future studies, we recommend preparing reports on experiences with including curatorship in the library science curriculum. Additionally, reports could be produced on the planning and implementation of this subject with a focus on the independent role of the librarian as curator, i.e., a professional who provides a service without being linked to a library or institution. We also recommend reporting on teaching experiences in the curatorship discipline using methodologies similar to active ones, such as Paulo Freire's liberating education.

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